



Calamvale Community College

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Calamvale Community College opened in 2002 and currently has 2050 students from Prep to Year 12. Our College provides exceptional academic, cultural and sporting opportunities which meet and exceed the expectations of our community. Our International Students Program with 76 students and International Baccalaureate candidacy P-6 and 11-12, create unique opportunities for our students to engage with the world as global citizens educated and nurtured with the core College values of respect, responsibility, resilience and initiative. All students are members of one of our four Houses, Cobar, Tharah, Keera and Boree named from the indigenous language of earth, wind, water and fire and our College rests on Jagera land.

The College hosts a strong cohort of International Students enrolled across Years 3-12 and is supported by a network of homestay families. In addition, there are 13 professional visits each year and 10 study tours from our sister schools in Taiwan, China and visiting groups from Japan, China and Korea. This constant interaction with students from throughout the region provides authenticity to our education the global generation.

The College's facilities include a 3-court high performance sports centre, in which students train, a fully equipped gymnasium and professional courts. The three 3 ovals are used out of hours by local sporting clubs and are home to the Calamvale Tigers AFL. Students participate in an extensive range of sporting activities including three major carnivals each year.

An active and energetic Parents and Citizens Association ensures families' viewpoints are at the heart of the College's operations and that extra funds raised further improve our children's educational environment. The College was one of Queensland's first Independent Public Schools has been acknowledged with a State Showcase Award for Excellence in Innovation, an Order of Australia Awards for Citizenship and most recently DET International Award for Innovation in Supporting Student Experience.

Principal's Foreword

Introduction

Welcome to Calamvale Community College, a P-12 College providing thirteen years of education for your child on a single campus within a supportive framework of high expectation. Our College prides itself in providing a wide range of learning opportunities across the academic, cultural and sporting fields to provide your child with rich and rewarding learning experiences that will lead and support them as they grow from child into adulthood.

A P-12 College provides a unique opportunity for students to grow through their childhood and adolescent years within the nurturing environment of a single community. The stability and familiarity of that community allows the development of a culture of 'high challenge' in learning. We know that high achievement occurs when there is high expectation. We also know that children and adolescents need confidence to accept the challenges that are presented – our community enables both the high expectation and the confidence to accept the challenge and achieve to their highest level.

I am honoured to be College Principal of an institution that provides an individual learning journey for each and every one of our 2200 students. Our College organisation defies the anonymity that new parents might expect within such a large student population; I can assure you that every student is known and planned for within the learning communities of the Junior School or the Houses of the Secondary School. As a parent with a question about a student, there is a school community leader who is the single point of contact ensuring accessibility when there is a query and that the communication channel is strong.

Our College motto is 'building on success' and from that first letter scribed or that first friendship made on the playground, through to the satisfaction of mastering complex problems or conquering a fear and performing

on stage to achieving a personal best on the track; we will be there to encourage and celebrate those successes.

Building success is based on our values of respect, responsibility, resilience and initiative; all that we do and expect is inherent in these values. Our community comprises students, parents, extended families, affiliated associations and businesses, all of whom take their responsibility to educate our young people very seriously; we are in partnership as we take this journey through to Year 12 graduation and all the possibilities of what lies beyond.

I invite you to browse through our webpage to discover all that is on offer when you join the Calamvale Community and look forward to providing your child with every opportunity to fulfil their potential at CCC.

School Progress towards its goals in 2017

Improvement priority: Pedagogy

Actions	Targets	Achieved
Rigorous, student-centred collaborative Inquiry	10-12 90% A-C P-9 85% A-C	2017
Student Engagement	Improved Attendance 92% Reducing SDA data	2017
Positive Education Program for staff	Embedded	2017
P-12 House Culture for students	P-12 Embedded	2017

Improvement priority: Feedback

Actions	Targets	Timelines
Development of an explicit and transparent feedback cycle	Ongoing Student-led conferencing 2017	2018

Improvement priority: Spelling

Actions	Targets	Timelines
Implementation of Spelling Strategy P-12 Monitored through formative testing, IRP, Data Walls	3-9 National Mean 10-12 Incremental individual improvement in Communication Criteria (PLP/LOA)	2017/8

Future Outlook 2018

Improvement priority: Formative Assessment

Actions	Targets	Timelines
1. Established cycles of formative assessment in all subjects 2. Upskilling staff to develop useful and timely FA	Closer alignment of LOA and Naplan scores	2018

Improvement priority: Feedback

Actions	Targets	Timelines
Development of an explicit and transparent feedback cycle including PLPs, conferencing	Staff portfolios as evidence/best practice	2018
Students: use PLP and conferencing to demonstrate use of feedback to improve achievement		
Staff: Build capacity to provide feedback		

Improvement priority: Targeted Skill Development

Actions	Targets	Timelines
Achievement of National MSS Reading, Writing Numeracy 3,5,7,9	MSS equating with National Standard	2018

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2099	1015	1084	73	94%
2016	2044	972	1072	82	93%
2017	2052	991	1061	79	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Calamvale's student body is increasingly drawn from the Calamvale-Stretton catchment area. This electorate is the most multicultural in the state and our student composition is reflective of this. In a harmonious community we boast Australian student from Chinese, Taiwanese, Indian, Polynesian, African and European communities. There are 66 cultural groups represented at our College, speaking 20 languages and 76 International Students.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	23	23
Year 4 – Year 6	25	26	26
Year 7 – Year 10	25	24	22
Year 11 – Year 12	20	18	20

Curriculum Delivery

Our Approach to Curriculum Delivery

JUNIOR SCHOOL

Junior School-Prep-Pre Program

Calamvale Community College has a College funded and administered Birth to 4 years Playgroup operating once a week on a Wednesday and staffed by teachers and trainee students from the Secondary School Certificate III in Early Childhood program. Operating since late 2014, this program has over 300 registered families and between 40-50 young children attending on a weekly basis. Many of these children transition to the on-site CCC C&K Kindergarten for their pre-Prep year. As well as liaising closely with surrounding kindergartens and daycare centres, CCC offers participation for centre staff at curriculum workshops throughout the year and facilitates a very successful one week pre-Prep program to support young children with transition into school.

Junior School- Chinese Immersion Program

2017 was the second year of our Chinese Immersion program for a single class of Prep and Year 1 students. Entry to this class is by invitation and involves an interview and oral language assessment. After two years of this program, our year one students have displayed an outstanding proficiency within the language, earning them multiple awards at regional Chinese language speaking competitions. In the Immersion class, student study English and Mathematics in English and then negotiate their Inquiry learning in transdisciplinary studies of history, science and the arts, in Chinese. To support learning in these classes, students toggle their learning between an English speaking teacher and Chinese speaking teacher and teacher aide.

International Baccalaureate Candidacy 2017- Primary Years Program

The Primary Years Programme (PYP) is a research based curriculum framework for learners aged 3–12, designed by the International Baccalaureate (IB). Based on a philosophy that recognises a child's natural curiosity, creativity and ability to reflect, the PYP, through an inquiry approach to learning, generates a stimulating and challenging learning environment to nurture those assets and foster a lifelong love of learning in every child. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas. Units of inquiry, which can be 6-8 weeks in length, interweave subject areas such as mathematics, literacy, science, humanities, health and the arts. This approach encourages students to make their own connections between what they learn in core subject areas (Maths & Literacy) and how it relates to the world around them. As the PYP is a framework to organise the school's curriculum, Calamvale Community College continues to use the Australian National Curriculum. Using the PYP framework and the Australian curriculum, teachers work collaboratively in year level teams, to plan the teaching and learning, using a range of inquiry based teaching strategies, to actively engage students in developing questions and the skills to answer them. Students in Upper Junior (Years 3-6) have frequent opportunities to participate in STEAM and extended curriculum competitions. They are encouraged to challenge themselves and celebrate their successes. All students in the Junior School have the opportunity to bring their own digital device from Year 4-6, to augment their learning and all students from P-Yr 6 learn Chinese Mandarin. The results have been outstanding with students frequently exceeding all expectations in the demonstration of their learning. For more information on the International Baccalaureate :<http://www.ibo.org/>

Learning Communities

Single year level classes called Learning Communities were adopted in 2015 and have operated in the Junior School ever since. Learning Communities enable a strong, collaborative team approach. Students are connected to the other members of their Learning Community by an animal name eg: Wallaby, and are supported in their learning by teachers from all classrooms within the Learning Community. There is a sense of ownership, belonging and connectedness to each other- student, teacher and parents. In Learning Communities teachers use an Inquiry approach where they rarely think "for" students – rather they question, prompt and scaffold in ways that assist students to do more thinking for themselves.

JUNIOR SECONDARY SCHOOL

Junior Secondary is a uniquely designed, holistic environment designed to meet the developmental, social and cognitive needs of young people aged 10-15. Our students and teachers are organised into learning teams working together to provide flexible, digitally networked spaces utilizing a variety of learning methods. The newly demanding lives of the adolescent requires teaching that builds confidence, provides stimulation and opportunities to engage with learning, while responding to the rapidly changing world outside of school. Junior Secondary students have opportunities to sample all elective subjects as they rotate through digital and design technology, food studies, drama, music, art and film and TV.

STEAM projects, which incorporate Science, Technology, Engineering, the Arts and Mathematics into real-world design challenges encourage learning at a faster pace. Students undertake these classes in a dedicated space using new technologies, such as virtual reality and work collaboratively to design and create prototypes, utilising critical and creative thinking, and problem solving skills. Design and Digital Technology electives are now offered to Middle School students in Years 7-10, with all course content comprehensively mapped to Australian curriculum (ACARA) standards. This year, the College has nominated Year 7 and 9 students to join the STEM Horizons for High Achievers program – a Queensland

Government initiative that provides immersive experiences and specialist activities for excelling students to enhance their learning. The College also promotes the uptake of STEAM subject by young females through targeted programs such as Years 6-9 Tech Girls Droid workshops and STEAM Residential camps that have been expanded to include female Year 5 and 6 students this April. High-achieving APEX students in Years 8 and 9 also have the opportunity to participate in QUT STEM workshops that focus on areas such as rocket science, mechatronics, and Arduino programming.

Academic Excellence Program (APEX)

The Academic Excellence Program (APEX) at Calamvale Community College supports the development of highly able and gifted students in selective entry classes in

Years 7, 8 and 9. Students with similar abilities and interests are taught in a single class in each year level. The program includes students from a diverse range of cultural and linguistic backgrounds, including from China, Taiwan and Korea. This program is designed to prepare our students for University beyond Year 12.

The APEX seeks to build on students' academic success by deepening their learning through a unique combination of opportunities. Pathways to University are promoted with regular interaction enabling students to experience life and learning at Brisbane Universities as part of their course each year. University partnership provides access to courses offered and university life, as well as enhancing student learning through participation in workshops and activities, in areas such as Science, Engineering and Ancient History..

Students are able to learn about their world through visiting laboratories at the UQ Diamantina Institute to learn about cell biology, participating in a Shakespeare drama workshop with a guest company, or visiting a dairy farm to understand the challenges of farmers in the 21st century marketplace.

Athletic Development Program (ADP)

An excellence program which seeks to nurture well-educated young sports people in the Junior Secondary years preparing them for a career of elite sportsmanship as well as a life filled with sport and fitness opportunities. Students are challenged to live as champions in the 21st Century instilled with the core values of:

Teamwork, Excellence, Leadership, Honesty, Balance, Empathy, Reflective

The program is especially designed for students who demonstrate high levels of athletic ability and focuses on the development of knowledge, understanding and self-discipline required for high performing athletes. A rich learning environment with like-minded students who are passionate about sport, fitness and a healthy lifestyle supports an enriched curriculum specifically focused on developing socially, physically and academically well-rounded young athletes. The tailored Curriculum provides a smooth pathway into Senior Physical Education and the fitness industry through the Certificate Fitness courses.

The BOOST program operating with the ADP, provides individually-developed academic support for young athletes. Students have opportunity to participate in high level school sport competitions in Futsal, Cross Country, Netball, Athletics, Touch Football and Triathlon and are provided with sport training fitness opportunities and training periodization over the course of the year. Students are coached in leadership capability and transition easily into the College Leadership program. Calamvale Community College is honored to have had past and current Olympians attend the College including Bianca Hammet (2016 Synchronised Swimming Captain) and Jake Whetton member of the famous Hockeyroos.

SENIOR SECONDARY SCHOOL

Students undergo a broad range of learning to provide more options and flexible pathways for students to better equip them for further education and the world of work. Pathway offerings ensure every student is on a pathway of further education or training in their immediate post school year. The College fosters community partnerships to engage young people in experiences beyond school and to develop essential lifelong learning skills, 21st Century skills and 'employability skills'.

For Senior Secondary students, the College boasts a wide range of flexible study options that include capstone STEAM electives and vocational pathways such as Aeroskills. These courses are supplemented by a diverse array of industry and international opportunities. For example, Calamvale Community College is one of only sixteen schools to join the Aerospace Gateway to Industry Schools program, an industry-supported scheme that offers students invaluable opportunities to pursue their interest in the aviation sector. As a part of this program, the College has entered into a memorandum of understanding with Boeing, the world's largest aerospace company. In 2017, the College also participated in the Queensland STEM Student Exchange Program, which saw one of our Year 10 students travel to Taiwan on an immersive 12-day study tour across New Taipei City.

Hospitality Program

A fully qualified chef operates, within the College, a fully functioning restaurant, Three Trees. The restaurant and hospitality training facility offers students qualifications in Certificate II in Kitchen Operations and Certificate II Hospitality. The courses are supported by staff with years of experience in industry at the highest levels and in partnership with prominent restaurants and catering/event management organisations.

The student teams have consistently won silver accolades in the Secondary Schools Culinary Challenge and Barista Competitions. The pathways to work and further study from these courses are clear and direct.

Co-curricular Activities

ACADEMIC COMPETITIONS

Our students compete against other like-minded students from schools across Queensland and Australia in academic competitions including the da Vinci Decathlon, a 10-event academic competition held across one day. Further competitive challenges include Mathematics, English, Science, History, Geography and Languages local, state and national competitions.

World Scholar's Cup attracts more than 15,000 students from over 50 countries. Held over several months, this intense international contest has teams tackling complex issues such as cryptocurrency, the history of conspiracy, and black market trade. Calamvale Community College has firmly entered into this global thought arena with several trophies and personal commendations from the organisers.

STEAM COMPETITIONS

The College's recent competition entries and successes are testament to our effective cultivation of problem-based learners and innovators. This year, our Year 6 competitors placed 10th out of 135 teams at the Queensland Sumo Robot Competition; our Year 5 students participated in a 3D-printed car race against students from Algester State School; and a team of Year 10 students have been accepted into the World Robot Summit held in Japan this September. Other national and state-wide contests challenge our students to exceed their potential across various STEM fields. The Royal Australian Chemical Institute's Crystal Growing Competition allows our students to develop their interest in chemistry while gaining science observation and reporting skills. The Big Science Competition, organised by Australian Science Innovations, challenges our students to apply their science knowledge across a range of real-life, contemporary contexts. To help our students succeed in their competitive, academic, and vocational pursuits, the College has invested in a \$500,000 upgrade of its STEAM lab, which now contains the newest interactive technologies such as virtual reality equipment, 3D printers, aquaponics systems, EV3 robotics resources, and diverse engineering tools.

The College is committed to building creative, curious, and clever students, and this begins with dedicated and knowledgeable teachers. Our teaching staff have worked towards developing their competencies across all STEAM subjects. Looking towards the future, the College aims to expand both the breadth and depth of its STEAM curriculum and industry partnerships. Our vision for the next few years involves re-imagining and re-designing our learning spaces so that our students have cutting-edge technologies and innovations at their fingertips, as well as enabling the further integration of arts into our STEAM curriculum.

AEROSKILLS: UNMANNED AERIAL VEHICLES (UAV)

Calamvale Community College has performed well at this event winning gold, silver and sportsmanship awards in 2017. UAV Robotics focuses on engaging the students in the introduction to the principles of flight and an understanding of aerospace as a working environment for possible future career aspirations out in the general aviation industry or the military forces. Our students complete projects from the Model Aeronautical Association of Australia (MAAA), Delta Dart project offered to educational groups that meet the requirements. The program has delivered scholarships in Aerospace and direct entry into Airlines Academy with direct engagement in pathways to the Aerospace industry as Aircraft engineers.

PERFORMANCE IN SCHOOLS PROGRAM

Bring live artistic presentations to students from P-12 exploring challenging and fascinating themes, contemporary renditions of Shakespeare and modern art.

SCIENCE AND THE ARTIST IN RESIDENCY PROGRAM

Promotes arts integration with mathematics and science and extends students in art form practice. Drones and art blend to create contemporary expression.

THE COMPANY

The College Theatre Ensemble works with Queensland Theatre Company as well as producing dramatic performances for the local community.

ART SCHOOL and PUBLIC ART on CAMPUS

Develops the talents of emergent Junior and Senior artists providing display opportunities and extending showcases into the local community.

MUSIC

The Instrumental Music Program is a mature signature College program including Taiko Drumming, Percussion, String, Woodwind and Brass ensembles and a fledgling orchestra. Our College music performance team includes 160 students across Years 3- 12.

COLLEGE MUSICAL

Is an integral aspect of College culture and casts from across the College to involve the youngest students through to the most experienced. Film Television and New Media are embedded in the Musical as well as presenting an individual showcase annually.

How Information and Communication Technologies are used to Assist Learning

All classrooms are equipped with data projectors across all year levels. Students are encouraged to bring their own digital devices to support their learning. iPads are encouraged to Year 5 beyond which any device is acceptable, although a mobile phone will not be used for more than browsers purposes where permitted in class at all. The College supports both Apple and Microsoft platforms.

The classrooms operate on a 'blended' curriculum philosophy with devices used as appropriate to the learning in that discipline at the time. Digital devices are remarkable resources that easily offer methods of differentiation to allow various students to access curriculum in a range of ways – flipped learning is a particularly advantageous method of learning which maximizing the teamwork and collaboration of the classroom. Higher order thinking tools scaffold student ideas and give visual representation to ideas and thoughts. Students increasingly utilise devices to collaborate and create knowledge.

<http://www.education.vic.gov.au/Documents/about/research/blendedlearning.pdf>

Lockers are available for student use upon request.

The College has global connections facilities to support interaction with other schools overseas and to provide face to face learning and engagement beyond our local community. The Library has laptops available for student use and there are five computer labs across the College.

Social Climate

Overview

The College provides a calm, welcoming and encouraging environment whose multicultural diversity ensures that there is a culture of tolerance, acceptance and celebration of diversity. We are a Positive Education school with this program embedded within the staff and student relationships and reflected in the curriculum. Our House structure P-12 is a means of ensuring belonging and provides a structure to support student engagement and the highest levels of achievement. Our College uses a process of restorative justice to address student behaviour issues. There is no tolerance of bullying and parents are encouraged to have an open and supportive partnership with our staff.

The College values are the underpinning of its social fabric. These provide the construct that gives meaning to all other aspects of school life.

Respect: Valuing our self, others and the diversity of our world

Responsibility: Being accountable for one's actions and contributing through service to the College and community

Resilience: Having courage to overcome challenges by building positive connections with self and community

Initiative: Identifying opportunities with a readiness to respond innovatively to achieve a positive outcome

The College operates on a platform of social welfare and well-being similar to that of School Wide Positive Behaviour. There are clear expectations of engagement across staff and students and these are publicly and transparently shared with the community. This program is taught through well-being classes held weekly in the secondary school and throughout the Junior School classrooms. 2016 is the second year the College has had a designated time for this engagement and learning.

123 magic operates in the Junior School and a House System in the Secondary School, both intended to support students' engagement in their learning and the gradual release of responsibility to themselves and others. Expectations are high and students are supported in their achievement of these through wellbeing staff allocated to each class and the community staff who operate within the College:

2 Guidance Officers

Chaplain

Youth Support Worker

Adopt-a-Cop

Community Health Nurse

These people support the College well-being program and offer guidance and understanding for the students when needed.

Overwhelmingly the College population is cooperative and committed to the values of the College and demonstrates through attendance at carnivals, events and in daily learning that they are proud of their College and themselves.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	89%	94%
this is a good school (S2035)	91%	90%	93%
their child likes being at this school* (S2001)	93%	93%	91%
their child feels safe at this school* (S2002)	96%	92%	94%
their child's learning needs are being met at this school* (S2003)	90%	87%	94%
their child is making good progress at this school* (S2004)	89%	87%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	86%	91%
teachers at this school motivate their child to learn* (S2007)	89%	91%	93%
teachers at this school treat students fairly* (S2008)	83%	86%	91%
they can talk to their child's teachers about their concerns* (S2009)	92%	96%	97%
this school works with them to support their child's learning* (S2010)	88%	91%	94%
this school takes parents' opinions seriously* (S2011)	84%	82%	89%
student behaviour is well managed at this school* (S2012)	82%	83%	88%
this school looks for ways to improve* (S2013)	93%	92%	94%
this school is well maintained* (S2014)	98%	94%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	94%	89%
they like being at their school* (S2036)	94%	92%	82%
they feel safe at their school* (S2037)	92%	94%	87%
their teachers motivate them to learn* (S2038)	94%	91%	83%
their teachers expect them to do their best* (S2039)	98%	97%	92%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	84%
teachers treat students fairly at their school* (S2041)	81%	80%	72%
they can talk to their teachers about their concerns* (S2042)	83%	73%	70%
their school takes students' opinions seriously* (S2043)	86%	78%	67%
student behaviour is well managed at their school* (S2044)	79%	82%	68%
their school looks for ways to improve* (S2045)	95%	90%	83%
their school is well maintained* (S2046)	90%	93%	81%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	98%	94%
they feel that their school is a safe place in which to work (S2070)	95%	100%	99%
they receive useful feedback about their work at their school (S2071)	82%	90%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	78%	85%
students are encouraged to do their best at their school (S2072)	97%	99%	99%
students are treated fairly at their school (S2073)	95%	98%	99%
student behaviour is well managed at their school (S2074)	90%	95%	87%
staff are well supported at their school (S2075)	77%	91%	90%
their school takes staff opinions seriously (S2076)	76%	90%	91%
their school looks for ways to improve (S2077)	97%	96%	99%
their school is well maintained (S2078)	98%	98%	97%
their school gives them opportunities to do interesting things (S2079)	87%	93%	92%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

An important part of transitioning to school are the positive relationships that exist between the College and local kindergartens and daycare facilities. In 2017, an early years community engagement role was established to ensure ongoing communication and connection between these stakeholders was maximized. Regular visits to centres occur throughout each term, advertising College events and inviting staff to the professional development opportunities at the College in the areas of spelling, reading and mathematics. Prep Information nights and Prep in action tours provide an opportunity for kindergarten staff and prospective families to engage with the College's early years program.

We support our Prep families throughout the year by hosting a number of parent workshops in reading, spelling and mathematics, designed to provide information to parents and connect learning between school and home.

In 2017, the Junior School initiated Family Learning Nights for all classes Prep-Year 6. This provided families with the opportunity to engage with their student in the learning that happens on a day to day basis in the classroom and give them a greater understanding of how their students' learn.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The Positive Education Program together with the candidacy PYP IB Learner Profile ensure that our College prioritises relationships. Through both wellbeing and curriculum programs, issues of respectful relationships, drug education and sexual health are addressed with all students.

Our wellbeing program embedded in advisory classes targets age appropriate lessons with teachers who have long term relationships with these students. In Junior School teachers work with cohorts and in Junior Secondary and in Senior Secondary advisory teachers remain with classes for three years at a time.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	232	202	120
Long Suspensions – 11 to 20 days	10	14	9

Exclusions	5	6	7
Cancellations of Enrolment	4	6	6

Environmental Footprint

Reducing the school's environmental footprint

Student-led groups have provided a framework for improved student and teacher use of electricity including turning of lights and fans in rooms that are unoccupied. Water use has been reduced due to the refurbishment of drainage and playground facilities and the increased use of artificial grass in areas of high traffic.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	762,299	43,044
2015-2016	714,849	16,604
2016-2017	679,568	16,452

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	156	67	0
Full-time Equivalent	146	50	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	20
Graduate Diploma etc.**	41
Bachelor degree	85
Diploma	5
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$260 000

The major professional development initiatives are as follows:

Expenditure On and Teacher Participation in Professional Development

The major professional development initiatives are as follows:

- International Baccalaureate training for Diploma as well as Primary Years Program
- Spelling: Sounds to Letters whole of staff with emphasis on Junior School
- Completion of mandatory training for certificate courses.
- Positive Education Training
- Moderation training and inter-school collaboration
- First year and new teacher ESCM and curriculum support
- STEM training for a range of targeted staff

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

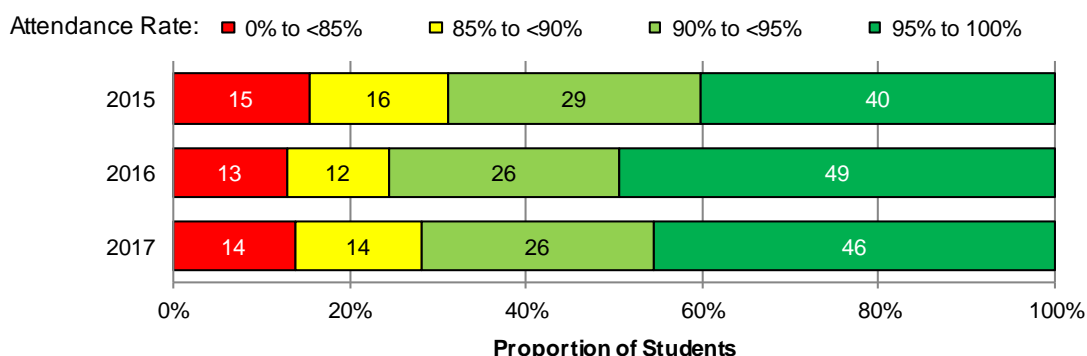
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	93%	92%	92%	92%	93%	92%	92%	91%	91%	89%	90%
2016	94%	93%	93%	93%	94%	93%	93%	93%	92%	92%	91%	90%	89%
2017	94%	93%	93%	93%	94%	93%	93%	92%	91%	90%	92%	90%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Calamvale Community College we understand that every day counts. Through our house/student welfare system, our house leaders and heads of house and heads of programs closely monitor the attendance of students both day to day and over long periods of time. Text messages are sent home each day to every student who has an unexplained absence. The College uses email and phone calls to communicate with parents to develop strategies to improve attendance where necessary. Through consultation with staff, the Keys to Consistency were developed to ensure that rolls are marked as part of entry procedures and checked as a part of exit procedures. The College has an attendance officer who works across the P-12 campus and liaises with staff and families to follow up on unexplained and extended student absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	173	155	157
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	51	49	54
Percentage of Indigenous students receiving an Overall Position (OP)	0%	20%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	18	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	146	136	138

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded an Australian Qualification Framework Certificate II or above.	123	128	134
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	172	155	157
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	90%	69%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	7	19	13	11	1
2016	11	17	16	5	0
2017	9	10	18	17	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	65	114	33
2016	25	107	68
2017	17	105	76

As at 14th February 2018. The above values exclude VISA students.

VET Qualifications include:

Diploma of Business

Certificate 3 Fitness

Certificate 2 in Business, IDMT, Hospitality

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	89%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	100%	67%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information



The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.calamvalecomcoll.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Where students leave school prior to the completion of Year 12, the College supports each student into either an alternative educational pathway or into employment.

The College has links to alternative schooling such as YMCA and Pathways College. A range of local businesses are very supportive in providing work experience and employment transition opportunities.

Conclusion

Calamvale Community College is highly invested in being the Calamvale Community College Community's school of choice and as such increasing its enrolment of students in catchment to 100% of the capacity 2400 students. We are well on our way to this target with increasing 'incatchment' enrolment and a range of cultural, sporting and academic successes. To visit the College and see this success in action, access our webpage and book a Principal Tour held most Wednesdays.