



Calamvale Community College

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 1653 Sunnybank Hills 4109
Phone	(07) 3712 6333
Fax	(07) 3712 6300
Email	principal@calamvalecc.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

School overview

Calamvale Community College is a co-educational, Independent Public School of 2400 students, opened in 2002 and is now a World School offering the International Baccalaureate (IB) curriculum in parallel with the Queensland and Australian curriculums. Our College celebrates its cultural diversity with a third of our students being bilingual. We service one of the most multicultural regions in Queensland and offer a diverse range of programs and opportunities to engage all of our students. In addition, the College has 70 international students in attendance who are studying long term in Australia. Calamvale begins our educational journey with a College run Playgroup for under 3s followed by access to a C&K Kindergarten on campus offering quality programs for 132 children from 3 to 4 years.

As a Positive Education School and seeking to encourage strong relationships between students and their teachers, we create a sense of belonging through the establishment of smaller communities within our College.

Lower Junior (Prep to Y2) - 515 students
Upper Junior (Y3 to Y6) - 510 students
Junior Secondary (Y7 to Y9) - 600 students
Senior Secondary (Y10 to Y12) - 600 students

There are no longer PODs operating within the Junior School; these have not existed for six years. Our sub-schools collaborate to provide an optimum learning environment for all students, with learning opportunities established at an age appropriate level. The Learner Profile www.ib.org.au together with the 4 College values: respect, responsibility, initiative and resilience provide the guiding principles of learning at Calamvale. Prep to Year 6 engages in the IB Primary Years Program with a Language Immersion Program operating in a single class within each year level Prep through Year 2. The Inquiry based learning engenders a wonderful sense of curiosity in our students and has demonstrated significant growth in their learning. We maintain a strong focus on literacy and numeracy, with opportunities to engage in digital learning from Year 4. All students across the College engage explicitly with the STEAM program which incorporates robotics and coding.

Junior Secondary is also adopting the Inquiry model of learning and adding this to the existing culture of explicit teaching. Students in this phase of learning use 'Bring Your Own Devices' and some year levels have digital texts loaded onto their computers. Years 7 and 8 are structured as teams nurtured by a smaller group of teaching staff as students begin to sample the diverse range of subjects available in secondary school. The College is working towards candidacy for the IB Middle Years Program, completing the loop which will incorporate the full range of year levels in the IB program. Every student in Junior Secondary has individual learning goals which are monitored and reviewed regularly with opportunities for both support and extension either by acceleration or widening of learning through the excellence programs APEX and ADP. Our P-12 curriculum plan allows students to specialise further as they progress through the College with Mandarin continuing as the acquired language and support provided for English language learners. STEAM is offered as an elective and the CAST program (Creative, Academic, Sport and Tutorials) provides over 70 different extracurricular activities for students across the College including the Calamvale Cougars and Cubs, who have achieved National Champion Cheerleaders in consecutive years. Calamvale is also a founding member school of the CGEN program with consistent participation over 12 years. Our instrumental music program involves 200 students who are able to audition for a range of bands and ensembles including Taiko drums and a full orchestra which has been celebrated at numerous festivals and eistedfods.

In Senior Secondary, there is a clear pathways program, developed to support our students into successful life choices beyond school. A strong vocational program and unique university partnership with all three

universities, enhances the post school pathways for our school leavers. One such vocational program is the Excellence in Hospitality Gateway Program centred around the College's 3 Trees Café and catering facility.

The Calamvale Community College Wolves access our state of the art 3-court high performance sports centre allows students to train in the fully equipped gymnasium and on professional courts as well as 3 ovals that are also used out of hours by local sporting clubs.

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's achievements have been acknowledged by a number of awards including a State Showcase Award for Excellence in Innovation and Order of Australia Awards for Citizenship.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 12

Calamvale's student body is drawn entirely from the local catchment area and is fast reaching capacity. 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, 9% of our students identify as First Nations and we have 70 International Students attending our College. 10% of our population live with a disability are fully immersed in our general curriculum.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	2052	2147	2228
Girls	991	1054	1115
Boys	1061	1093	1113
Indigenous	79	82	81
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	23
Year 4 – Year 6	26	26	27
Year 7 – Year 10	22	23	23
Year 11 – Year 12	20	20	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

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- Mandarin Immersion Program

2018 was the third year of our Mandarin Immersion program for a single class of Prep, Year 1 and 2 students. Entry to this class is by invitation and involves an interview and oral language assessment. After three years of this program, our year two 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 Mandarin. To support learning in these classes, students toggle their learning between an English speaking teacher and Mandarin speaking teacher and teacher aide.

International Baccalaureate World School 2018- 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 (No PODS operate at the College)

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 café 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.

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 an established orchestra. Our College music performance team includes 200 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

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:

4 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	92%	92%
• this is a good school (S2035)	93%	92%	93%
• their child likes being at this school* (S2001)	91%	94%	92%
• their child feels safe at this school* (S2002)	94%	90%	92%
• their child's learning needs are being met at this school* (S2003)	94%	88%	90%
• their child is making good progress at this school* (S2004)	92%	90%	92%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	98%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	87%
• teachers at this school motivate their child to learn* (S2007)	93%	89%	87%
• teachers at this school treat students fairly* (S2008)	91%	85%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	88%
• this school works with them to support their child's learning* (S2010)	94%	89%	88%
• this school takes parents' opinions seriously* (S2011)	89%	85%	84%
• student behaviour is well managed at this school* (S2012)	88%	84%	80%
• this school looks for ways to improve* (S2013)	94%	95%	90%
• this school is well maintained* (S2014)	97%	95%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	89%	94%	94%
• they like being at their school* (S2036)	82%	89%	90%
• they feel safe at their school* (S2037)	87%	86%	88%
• their teachers motivate them to learn* (S2038)	83%	89%	89%
• their teachers expect them to do their best* (S2039)	92%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	93%	88%
• teachers treat students fairly at their school* (S2041)	72%	82%	78%
• they can talk to their teachers about their concerns* (S2042)	70%	75%	75%
• their school takes students' opinions seriously* (S2043)	67%	79%	74%
• student behaviour is well managed at their school* (S2044)	68%	66%	68%
• their school looks for ways to improve* (S2045)	83%	94%	89%
• their school is well maintained* (S2046)	81%	88%	89%
• their school gives them opportunities to do interesting things* (S2047)	83%	92%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	94%	95%	95%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	97%
• they receive useful feedback about their work at their school (S2071)	90%	84%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	84%	77%
• students are encouraged to do their best at their school (S2072)	99%	95%	95%

Percentage of school staff who agree# that:	2017	2018	2019
• students are treated fairly at their school (S2073)	99%	99%	91%
• student behaviour is well managed at their school (S2074)	87%	87%	79%
• staff are well supported at their school (S2075)	90%	89%	86%
• their school takes staff opinions seriously (S2076)	91%	89%	82%
• their school looks for ways to improve (S2077)	99%	97%	97%
• their school is well maintained (S2078)	97%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	92%	92%	91%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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 2019, an early years community engagement role has continued 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 2019, 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 education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	120	164	139
Long suspensions – 11 to 20 days	9	39	13
Exclusions	7	11	5
Cancellations of enrolment	6	6	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	679,568	668,807	671,483
Water (kL)	16,452	30,784	15,162

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a rectangular button with the text 'View School Profile' in a light blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	168	76	<5
Full-time equivalents	157	57	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

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 2019 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 97% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	92%	91%	91%
Attendance rate for Indigenous** students at this school	89%	86%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	94%	93%	92%
Year 1	93%	93%	92%
Year 2	93%	92%	92%
Year 3	93%	94%	93%
Year 4	94%	92%	93%
Year 5	93%	92%	92%
Year 6	93%	91%	91%

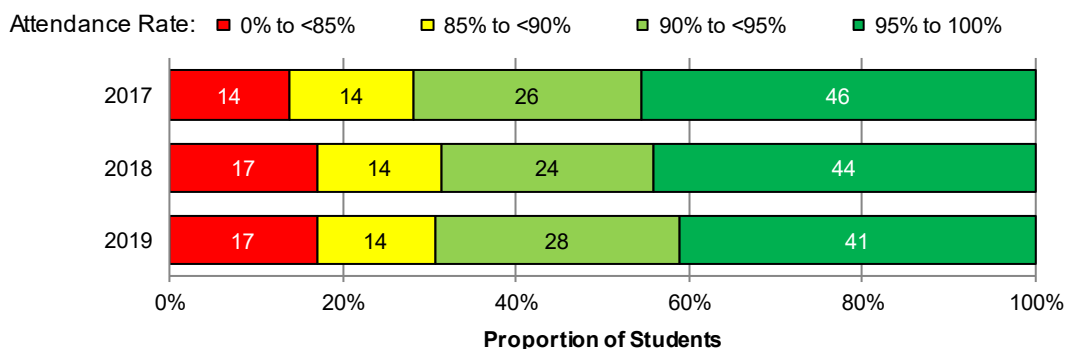
Year level	2017	2018	2019
Year 7	92%	93%	91%
Year 8	91%	90%	91%
Year 9	90%	89%	90%
Year 10	92%	90%	89%
Year 11	90%	90%	89%
Year 12	90%	89%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector ▾

School type ▾

State ▾

🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN ▾

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	157	162	90
Number of students awarded a QCIA	0	2	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	157	160	89
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	54	51	33
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	138	141	75
Number of students awarded a VET Certificate II or above	134	138	73
Number of students who were completing/continuing a SbAT	29	34	13
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	69%	92%	76%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	100%	92%

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	9	10	0
6-10	10	22	12
11-15	18	15	13
16-20	17	4	7
21-25	0	0	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	17	21	1
Certificate II	105	118	66
Certificate III or above	76	68	36

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	92%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	100%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://calamvalecc.eq.edu.au>.