



CANTERBURY COLLEGE

Annual Report 2016 (2015 Data)

STATE AND AUSTRALIAN GOVERNMENTS REPORTING REQUIREMENTS

School Sector: Independent

School's Address: Old Logan Rd, Waterford Qld 4133

Total Enrolments: 1248

Year Levels Offered: Prep to Year 12 (Kindergarten also offered)

Co-educational or Single Sex: Co-educational

Characteristics of the Student Body: Boys: 49% Girls: 50.8%
Indigenous: .0024%

School Contact for further Information: Donna Anderson, Head of College

FOREWORD - HEAD OF COLLEGE

Overview

Canterbury College strives for excellence at all times so it was with pride we received the news that in June, we were the only School in Logan listed in the Top 50 Queensland Schools in the Weekend Australian.

This was a great achievement and our dedicated staff will continue to strive for excellent educational outcomes for all of our students. This is done by providing an educational experience which is academically rich and provides a range of extracurricular activities designed to broaden horizons and enhance skills like teamwork and discipline.

One has only to look at the enormous range of activities Canterbury College was involved in throughout 2015 to see why our students are excelling.

Canterbury College was proud to be a Silver Sponsor of Queensland Music Festival, the largest community musical performance Logan has seen. Not only were almost 100 Canterbury students involved in the performance, we were visited by jazz legend James

Morrison, who spoke at a special Spirit Assembly, and held demonstrations and workshops with many of our students.

Our performance artists had a very successful year, with our Theatresports team, Junior Choir, Cantabile, Canterbury Dance Company and our musicians all receiving accolades through performances and competitions in the community, and here within our College for their fantastic skills in the Arts.

On the sporting field, our young people have again proved that they are skilled, dedicated and, importantly, supportive sportsmen and women. Within the College, our swimming and athletics carnivals, Cursus Magnus and cross country events brought out the wonderful sporting camaraderie and spirit which is what makes our Canterbury community so strong and unique.

Academically, our students have continued to shine and show impressive commitment to their studies. Our youngest Junior School students engage with enthusiasm and curiosity in their studies as they discover the world. Our Senior School students are focussed, disciplined and given every opportunity to follow their dreams and mould their future.

We at Canterbury continue to work to ensure our communications with parents and friends of the College are as effective, timely and clear as possible. The Canterbury College App has improved communication between the College and families, and more than 1000 people downloaded the App within weeks of its launch.

Our Canterbury Fair was the perfect illustration of the sense of community and family throughout the College. Crowds of families came together to enjoy a day of rides, games, performances, food and fireworks.

You do not need to look far to find more evidence of our wonderful community, with Canterbury Café booming, our Restaurant evenings earning rave reviews, a great Trivia Night and the usual wonderful array of gifts available on our Mother's and Father's Day stalls. The College Golf Day again proved successful, our grandparents turned out in droves for Grandparents' Day and huge support was shown for our annual Winter Music Festival, Gala Concerts and sporting fixtures and of course our magnificent Glass Slipper Ball.

We have also been working with staff, students and families of Canterbury on our Strategic Plan, looking ahead with a vision for how we, as a community, would like the future of Canterbury College to look. Forums and focus groups have provided a range of perspectives and starting points for shaping the future of Canterbury.

An important result of our research was the Board's decision to lower school fees beginning in 2016.

We understand and appreciate that as parents, your child's education is incredibly important.

Thank you for working in partnership with us.

DISTINCTIVE CURRICULUM OFFERINGS

Literacy and Numeracy Focus Across the Curriculum

The College maintains an academic focus concentrating on building confidence and the best possible outcomes for students' literacy and numeracy success.

Junior School teachers continued to develop their management and delivery of the *Words Their Way* program, which teaches spelling through the explicit study of words. All classes used this pedagogy in 2015, with staff receiving support from teacher leaders. Data gathered from test results and NAPLAN results shows a positive trend towards improved spelling across all year levels.

The Developmental Reading Assessment (DRA) has undergone a two-year trial and training period, and we now have a reliable tool for assessing reading and for establishing students' achievement in reading engagement, oral reading fluency and comprehension.

The introduction of iMaths for Prep to Year 6 has helped in the learning of concepts and skills through life-like, everyday situations. All students worked on investigations which demanded understanding of specific concepts and skills as set down for each year level by the new Australian Curriculum.

Inclusive Education

The Inclusive Education Department supports educational programs that cater to students' varying learning needs and helps them reach their full potential.

The Learning Enrichment Teachers (K-12), supported by Learning Enrichment Assistants work collaboratively with classroom teachers to ensure differentiated instruction for students as appropriate.

EAL (English as an Additional Language) Teachers provide specialist support to students through designated programs (Applied Literacy) and collaboration with classroom teachers. A College-wide process for the identification of Gifted and Talented students has been developed.

Two dedicated Learning Enrichment Centres act as learning hubs within the Junior School and Middle and Senior Schools. Canterbury College also features a Language Centre, operated by specialist staff and used for Applied Literacy classes for International students, and also general EAL tutorial support.

Extension Programs

Extension subjects in English, Maths and Science are available as electives in Years 9-10. They offer extended studies in the standard course and aim to prepare students for lifelong learning by incorporating aspects such as literacy, numeracy, life skills, enhanced thinking skills, problem solving, analytical and creative thinking skills and a futures perspective.

Studying these subjects will enable students to enhance their studies in the real world and their application in society, as well as providing a head start for senior studies.

A number of capable senior students also study subjects from university courses while still at school through Canterbury's partnerships with several Universities. These students receive credit for these subjects in subsequent university studies and can gain preferential entry to related courses.

Tutorials for English, Mathematics, Science, History, Geography and Business Studies are available after school to students in the Middle and Senior Schools. Students can attend regularly or intermittently as support is required and stay for as long as they like, with no sign up required. Relevant Curriculum Coordinators provides times, locations and further information.

Canterbury's Year 10 Extension Science students won the Science and Engineering Challenge in May. Their team had to invent one of a range of devices, under time pressure, and ensure it was functional and used as few materials as possible. Canterbury College hosted the Brisbane South division heats for the annual challenge again, hosting many schools in the Canterbury Events Centre. The Challenge is designed to inspire students.

The Maths Team Challenge, held in August in the Canterbury Events Centre, saw 64 teams from 15 schools compete in mind-bending challenges. Canterbury College students did extremely well, with our Intermediate Team B coming First in their event, with a near-perfect result. Intermediate Team A came Third out of 21 teams. Everyone in our Senior, Intermediate, Junior and Primary Teams worked very hard and performed well on the day.

The annual Australian Youth Rocketry Challenge (AYRC) was held at the Queensland Rocketry launch site in July. After taking out the title last year Conor Anglim and Kevin Fung were hoping to repeat the success. The duo had to launch a rocket to as close to 825 feet as possible, and the parachute needed to successfully bring the payload (an egg) back to Earth undamaged. The Canterbury team came second in a close competition.

Canterbury's two F1 Challenge teams took out nine awards at the State Finals which were held in late October. This is the first year that Canterbury entered the challenge, and the teams did an outstanding job to not only make it to the State Final after the heats earlier in the year, but to make it to the National Finals. Between them, the Development and Senior Professional teams won Best Managed Enterprise, Best Graphic Design, Best Portfolio and Best Verbal Presentation awards. The Senior Professional team came second overall and third in the Knock Out Racing event.

In August, four Year 10 Food Technology Studies students took top prizes in the Junior Secondary School Culinary Challenge, held at Southbank TAFE. Two teams – Jessica Lord and Alexander Noney, and Kaitlyn Randle and Taneisha Richardson - faced off in a hotly contested cook-off against teams from 17 other schools around Queensland. The panel of six chef judges from the Australian Culinary Foundation named Alexander and Jessica the overall winners of the competition, while Kaitlyn and Taneisha came third overall. The students had all been working incredibly hard in the lead-up to the competition and are talented chefs, so the win was well-deserved. Next year they will take part in the Senior competition. The students worked closely with teacher Mrs Belinda Ingram and dedicated chef mentor Adam Gleaves, from local company Chef Express.

Year 10 photography students were winners at this year's Pixel Prize Photography Exhibition. Entrants were given the subject of Freedom to represent with their imagery, and Rachel's exquisite image was dubbed the "Best Representation" of the theme.

Year 12 student Aaron Dora was awarded a full scholarship to attend the Queensland Senior Youth Ensemble's weekly acting class which is organised by the Queensland Theatre Company for Year 12 students. Aaron impressed the panel during the audition process when he participated in group activities and presented a monologue in front of the group and the audition panel.

Year 12 Art student, Tiana Holder, was awarded a scholarship to attend Art workshops at the National Gallery of Australia and spent a week there learning what happens behind the scenes and participating in daily workshops with renowned artists.

Year 12 Hospitality student Rebekah Howard was nominated for the Queensland Tourism Industry Council's Salute to Excellence Award. She was nominated in the Food and Beverage category, and is one of a handful of students from around Queensland who participated in a skills test day in June, where she underwent a practical exam, interview and a knowledge test.

Canterbury College's teams in this year's Readers Cup showed excellent skills in teamwork and comprehension. The Year 5 and 6 Readers Cup team competed in the Brisbane South Region event and came sixth. Our Year 7 Readers Cup team competed in the Gold Coast region competition and finished a very respectable 4th place which is the best we have done in the past three years. The Readers Cup is a state-wide competition held each year by the Children's Book Council of Australia. Teams of four students read a set of books, and compete to answer quiz questions from the books.

Alaina Warwick (Year 11) was selected as one of 160 students throughout Queensland to participate in QUT's STEM camp in the September holidays. After a rigorous application process, Alaina said she felt honoured to be selected. Over the course of the camp Alaina and her project group were tasked with using mathematics modelling to analyse how different species related to each other, and how diseases were spread.

Vocational and Industry Pathways

This is one of the many possible pathways available to Senior School students at the College and has proved to be a very satisfying and productive one.

Students in Years 10, 11 and 12 have the opportunity to include Vocational Education and Training courses in their study program. VET in schools is about gaining practical work related skills to equip senior students for the world of work, while they are still at the College.

Many students chose to complete Vocational Courses on Campus at Canterbury College in 2015 which included: Construction, Furniture Making, Hospitality, Business, Fitness and Early Childhood Education.

Work Experience

The initiative of having all of Year 10 expected to do Work Experience at the end of Semester 1, again proved to be an excellent opportunity for students to learn more about potential careers, the world of work and training pathways to future employment. The range of industries where approximately 155 students were placed, included Construction, Manufacturing, Plumbing and Electrical trades, Retailers (Clothing, Printing, Food and Beverage and Technical products), Medical professionals (Doctors, Nursing, Physiotherapy), Architects and designers, Legal and Accounting firms, Vets and Animal care, Rural properties, Journalists, Teaching, Childcare, Creative industries (Writers and Theatre) and Local Government (Library, Art Gallery and Building planning).

Community in Action

The Community in Action program in Year 9 was a great success. It built upon the previous programs of "Innovations" with an increasing focus on contributing to the community. Mrs Mafalda Stevenson and the Year 9 Form Teachers supported their teams well and the

culminating day say parents, grandparents and many classes from Junior School visit the presentations and activity centres in the Year 9 classrooms.

Canterbury College Arts Academy

The Canterbury College Arts Academy immerses exceptionally talented students who aspire to a career in an aspect of the Arts in extension and enrichment experiences linked with pathways to careers in their interest area. It provides individualised guidance and integrates academic, studio and extracurricular programs.

Program partners include Universities, TAFE other Training Providers, several professional and community Arts companies and organisations, local groups and practitioners. Formalised Agreements are in place with overseas Institutions for cooperative arrangements, including student exchanges.

Program components include: Artist-in-residence programs, lecture series, tuition with leading local and international artists, competitions/eisteddfods, excursions and attending performances and exhibitions; and cultural tours and international links.

Areas of specialisation are: Music; Dance; Drama; Visual Art; Sound, Lighting and Live Event Management; and Film, Television and New Media, utilising curriculum and extra curriculum areas.

The Arts Academy is rapidly becoming a national leader in developing pathway connections to universities and TAFE and other institutions for exceptionally talented students. For example, within the Academy program acting as a host school for Griffith University, Canterbury students successfully completed their first year university course of "Introduction to Performance Skills" in 2013, 2014 and 2015.

A unique opportunity for our Arts-based students is the Memorandum of Understanding between Interlochen Centre for the Arts in Michigan USA and Canterbury College. Interlochen is a world renowned centre where students develop to high levels of skill in Drama, Dance, Music, Creative Writing and Choral. It is a feeder for the Juilliard School in New York. This major link enables our talented students to spend three weeks of their vacation time at Interlochen where they participate in the daily school life.

Friendship Accords

Canterbury College signed friendship accords in order to strengthen our bond with overseas schools. All parties fully support these accords, and they solidify the relationship between our schools while promoting a better understanding between Australia, China, Italy, Japan and Korea.

EXTRACURRICULAR ACTIVITIES

These activities comprise four broad categories: Sport; Cultural; Service and Competitions

Sport

Canterbury offers a rich and diverse extracurricular Sports Program in which all students from Prep onwards are encouraged to participate. The College is a member of both The Associated Schools (TAS) and Junior The Associated Schools (JTAS) inter-school sporting competitions which stage a wide variety of team sports throughout each year. TAS caters for Years 7-12 and JTAS for Years 4-6. Young children from Prep to Year 3 can join in development pathway programs, and students from Year 4 onwards train for and play in JTAS interschool competition.

Students also participate in a range of other sports as well. Most inter-school sporting fixtures and carnivals are held on Saturdays.

The extensive selection of sports is played in state-of-the-art facilities within a supportive environment. Coaching expertise is drawn from internal and external sources.

- Prep to Year 3 children commence with development programs: In2 Cricket; Rookie to Reds Rugby; Net Set Go (Netball); Auskick (AFL); Mini Kickers (Football/Soccer); and Aussie Hoops Basketball
- Year 4-6 students and those in Year 7-12 participate in different competitions but both age groups have the same selection of sports available: AFL; Athletics; Basketball; Cricket; Cross Country; Equestrian; European Handball; Futsal; Gym; Hockey; Netball; Rowing; Rugby Union; Soccer; Swimming; Tennis; Touch Football; Volleyball

Within the TAS system, the College competed with great distinction across Trimesters 1, 2 and 3. Special congratulations are extended to the teams who claimed well deserved and hard fought TAS Premierships. These premierships, as well as the efforts of all Canterbury teams, reflected the significant contribution by not only individual students, but also coaching and support staff, and the parent body whose logistical support was invaluable.

Cultural Activities

Canterbury College has a well-established tradition of excellence in the Arts. Students from Kindergarten to Year 12 develop their artistic potential through curriculum subjects, superior extracurricular opportunities and Studio Tuition Program lessons.

Opportunities in the Arts at Canterbury College are extensive and diverse.

In 2015, the Music Department at Canterbury College continued to offer an extensive Studio Tuition Program staffed by specialist teachers and also our extensive Performance Music Program. Students of all ages and ability levels were actively involved in developing their musical talents and interests through learning to sing and/or play an instrument, and by their involvement in one or more of the many Performance Music ensembles. Music ensembles performed regularly at College functions, community events and a wide range of concerts throughout the year.

The Performance Music program supported String Orchestras, Symphony Orchestra, Stage Bands, Concert Bands, Choirs and numerous chamber ensembles.

Events where Canterbury performance music groups participated included: Music Camps; ANZAC and Remembrance Day Services; "Loud Lunches"; End of Semester and Gala Concerts as well as Concert Series; College and external competitions and professional workshops. Musician and musical groups supported myriad College events, large and small.

Extensive extracurricular Dance ranges from elite performance ensembles to groups for fitness and fun who perform on occasions such as College Musicals, Annual Excellence Awards Evening, at special College performances such as the Glass Slipper Ball and at Canterbury Fairs. There are several Extracurricular Dance Ensembles as well as the Canterbury Dance Company and the Hip Hop Cres. Like Music groups, some of these groups participate in numerous events in the local and wider community.

Canterbury College's Drama Program caters for students of all abilities and skill levels and enables them to develop confidence in performance and expand their real-life understanding

of live theatre. Groups include the Canterbury Theatre Company and Middle School Theatre, as well as Junior School Players and Theatre Sports.

Art Studio Club offers practical Visual Art experiences in a range of 2D and 3D media, with the emphasis on learning new skills and having fun.

Service Activities

Students participate in age-appropriate activities and programs whereby they become involved in the community and make a difference locally, nationally and internationally. These mission and community development activities nurture spiritual development and strengthen our sense of community – a key focus at Canterbury.

Regular partners in this work include: local Anglican agencies, InSYNC, TRACC Logan and St Mark's at Daisy Hill; Anglicare; The School of St Jude (Tanzania); Barnardos Australia; World Vision; Red Cross; Fair Trade Australia; Youngcare; RSL Care Talbarra Retirement Community; and Cancer Council of Queensland.

Competitions

A diverse range of competitions is available to students, providing significant challenges, enriching experiences and in some cases plenty of fun as well. They include local, state, national and international events.

Some competitions extend interested and capable students while others challenge larger numbers and provide useful information to teachers and parents and enable students themselves to benchmark their performances.

Competitions in which Canterbury students regularly take part include:

- International Competitions for Assessment in Schools (ICAS) competitions in English, Spelling, Writing, Mathematics and Science
- The Australian Mathematics Competition; Athletics World Challenge; Mathematics Olympiad; Maths Team Challenge
- Readers Cup; The Premier's Reading Challenge; The Courier Mail Spelling Bee; IEUA-QNT (Independent Education Union of Australia) Literary Competition
- QDU Debating
- Opti-Minds
- The Australian Youth Rocketry Challenge
- Australian Space Design Competition
- International Space Settlement Design Competition
- The F1 National Competition
- Mooting (simulated court cases)
- The Share Market Game
- Interschool Chess Competition

In the International Competitions and Assessments for Schools (ICAS) Exams in 2013, for example, Canterbury College students participated and many students performed exceptionally well.

SOCIAL CLIMATE OF THE COLLEGE

Canterbury College prides itself on the strong pastoral care we offer students and families. We not only provide a quality education, but also appreciate the individual needs of every child, promote good values, based on a strong Christian ethos and above all, we work in partnership with parents to obtain the best possible outcomes for their children. Our values encourage Respect, Compassion, Integrity, Social and Environmental Responsibility, a Commitment to our Community and the cultivation of a love of Knowledge and Life-Long Learning.

The College has an extensive Pastoral Care Program and procedures that address the positive use of technology, resilience, mindfulness, bullying and cyber bullying.

Pastoral Care is achieved through the services of a broad team encompassing all staff in their roles, including:

- Form and Class Teachers
- Year Level Coordinators
- Deans of Junior, Middle and Senior Schools
- Assistant Dean of Junior School
- Director of Students Years 7-12
- Head of College
- Chaplain
- Guidance Counsellor
- Careers Counsellor
- Learning Support
- School Nurse

Student safety and welfare are primary considerations at Canterbury and the College has a comprehensive Child Protection Policy for action to be taken if a member of staff or a parent of the College becomes aware, or reasonably suspects, that a student has been harmed or is in danger of harm by a staff member, people outside the College or other students.

Our desire is that Pastoral Care occurs in each and every interaction within Canterbury College. Form Teachers develop strong relationships with their students, being influential in the pastoral development and welfare of each child, and they act as advocates for their wellbeing.

These teachers have responsibilities which vary according to year levels for the implementation of the formal Pastoral Care Program and also classroom teaching with their students. They regularly monitor student performance and are frequently a parent's first contact with the College.

The College also seeks out and implements special initiatives such as Peer Mediation and Buddy Building.

Peer Mediation can play a role as an early intervention strategy in reducing bullying, truancy and conflict among students. The College Counsellor oversees this program in which trained Senior School students assist certain Junior and Middle School students to work through and resolve certain types of conflict and relationship issues.

Peer Mediators are fully trained and qualified before they are able to provide services to the other students in the College. Mediators remain neutral and do not offer advice, and they do not discipline.

Similarly, the Counsellor manages the Buddy Building Service which is provided by a number of students in the Peer Mediation team. Their aim is to provide an older 'friend' who can informally help them to develop better social skills. The intention is for the child to develop confidence, to build better relationships with others and to be encouraged to socialize more with their peers.

PARENTAL INVOLVEMENT

A sense of community and its strength are actively promoted and developed at all levels in the life of the College, and many parents are among those who regularly comment favourably. It is seen as integral to life at Canterbury and highly valued. The following extract from a parent is typical of such feedback:

"Please don't ever lose sight of the importance of the sense of community and family that Canterbury College is known and admired for. It is something that cannot be taken for granted as many schools just don't have this intrinsic quality."

Canterbury has an active Parents and Friends Association who meet regularly and take initiatives to support the mission and the work of the College, with both encouragement, suggestions and advice and generous material support.

There are also active Parent Support Groups for the Extracurricular Program, including: Cricket, Rugby, Rowing, Dance, Music and Cantabile Choir. These hard-working parents enhance in very real terms the quality and opportunities available to the students involved in these activities.

Many parents offer additional educational program support in classes and in the Library and as helpers on excursions with younger children. Parent network meetings occur regularly throughout the year and parents' input is valued and produces concrete outcomes that benefit the students.

The College takes care to keep parents well involved and also foster involvement by providing regular and extensive communication. Academic reports and parent/teacher interviews take place several times per year and email contact is also encouraged as well as the availability of interviews with a Dean or class teacher whenever required. The College Newsletter is published online each week, and quality publications such as the biannual Canterbury Connections and the annual Yearbook are rich sources for parents and families. Flyers and notes are sent home as required and the College website is an ongoing and comprehensive resource.

This contact is strongly supplemented by the informal opportunities for touching base that occur at the multitude of events that bring parents and staff together, such as regular weekend sporting fixtures throughout the year, concerts and other performances by cultural groups, as well as assemblies, presentation functions and events.

The extensive and valuable contributions of parents are regularly acknowledged and this culminates in the Head's Cocktail Party for volunteers which is held towards the end of each year. The number of guests present is a very concrete and encouraging indication about the breadth and quality of parent involvement and contribution at Canterbury, and the occasion is valued by parents, as indicated by feedback such as:

“Could you please pass on our thanks to the Head and everyone involved in the Head’s Thanksgiving Cocktail Evening. My husband and I thoroughly enjoyed the evening and meeting other parents.”

The inclusion and valuing of parents at Canterbury is reinforced by the Head’s regular and characteristic use of the phrase, Thank you for working in partnership with us, in her communications with the parent body.

PARENT, TEACHER AND STUDENT SATISFACTION

The very positive climate at Canterbury is experienced on a regular and ongoing basis in the life of the College, whether through:

- the purposeful and settled learning and teaching that is the norm;
- through students and teachers working together to achieve quality performances in cultural, sporting, service and other extracurricular activities and performances along with supportive parents happily and proudly involved; or
- in lively gatherings such as Spirit and Head’s Assemblies, major presentation evenings and other House and College events

Data is obtained from many sources including email, letters, parent meetings and student meetings. A selection from the many feedback statements from the community that were received during 2015 can be found in the “Other Information” section towards the end of this Report and many more are on the College website. The following are examples:

Junior School Parents:

“We would like to give you the feedback that our daughter has had the best year ever, and we are enormously grateful to her teacher for her endless dedication, devotion and expertise. She has been absolutely marvellous, and we could not have asked for a better year for our daughter. The teacher has worked incredibly hard for all the children, and has been across absolutely every aspect of my child’s school life and her wellbeing - academically, socially, emotionally, and in every way developmentally. She has worked in close partnership with us as parents, and has done everything possible to ensure that my daughter had a wonderful year and that her learning and progress was the very highest that it could be.

My daughter absolutely adores her teacher, and has felt so safe and comfortable and happy at school, and has thus progressed in the very best way possible across all areas of her development, thanks to a gifted teacher who is the finest of human beings - and we are privileged that our daughter had the opportunity to be in her class this year. She is also a happy, bright, enthusiastic and positive person, and her energy and joy are infectious to all around her.

Thank you also to you all, for all that you do for our children, and for providing such a wonderful education, learning environment and a nurturing school experience for the children. We are so relieved and grateful that our children are able to be a part of such an exciting and caring school community.”

“The Year 6 Graduation service was just lovely and so appropriate – thank you. My son’s journey through Junior School has been wonderful for all of us. He was so fortunate to have a teacher in Year 3 who really made him believe in himself academically. Year 3 was his turning point from doing well in the classroom to doing really well in the classroom.

Then he had another wonderful teacher in Year 4 who really tapped into his personality and brought out my son's confidence in all aspects; academics, social, sport... and a love of school.

And finally, he has had a wonderful year this year with a teacher who has brought such innovation and creativity to his learning and he has continued to grow and mature in all areas. He has absolutely loved Year 6! We feel very fortunate to have such a "superhero" group of Year 6 teachers guide him this year....so a big thank you to all of you in Junior School."

Senior School Parents:

"We are so grateful that we chose to send our daughter to Canterbury College. She has gained the confidence and knowledge to pursue her chosen career, thanks to the teachers who have always encouraged and supported her. Many staff showed an extra level of dedication and kindness and to those I give a special thank you."

"Thank you for guiding and mentoring our son through these crucial years of his education. Without you taking a chance and giving him a scholarship for the last two years, his father and I would never have been able to give him the opportunity to come to your beautiful school. For that we will be forever grateful. It has been a bit of a rollercoaster, as any journey through the final years of childhood is, but through it all I have been blessed with some wonderful memories that will be entwined with the memory of Canterbury College. There memories include my son being able to achieve academically beyond his goals – thanks to his teachers and their care and support – amazing opportunities that aided his career goals, extracurricular activities and events.

As we leave you now, please know the impact you have had on my son and myself and the memories of Canterbury that will remain in our hearts for the rest of our journey."

COMMUNITY:

Parents and Friends, parent network meetings and positive word of mouth from current families give regular feedback.

Feedback is also sought and obtained from visitors to College Open Days and others seeking enrolment at Canterbury. Reasons that recur on a strong and consistent basis include:

- Canterbury's reputation in the community
- reputation for academic rigour and opportunity
- discipline
- perception as a safe and nurturing place
- quality and range of extracurricular opportunities
- physical environment and facilities
- Spiritual ethos.

SCHOOL INCOME

Please refer to the *My School* Website <http://www.myschool.edu.au/>

STAFFING INFORMATION

2015 Teaching Staff: 111
Full time equivalent: 108.7
Non-Teaching Staff: 45
The College employs one-self identified indigenous staff member as a full time teacher.

QUALIFICATIONS OF ALL TEACHERS

Qualification	The percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2%
Masters	22%
Bachelor Degree	91%
Diploma	9%
Certificate	1%

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Components of professional development undertaken were:

37% Learning and Teaching
26% Curriculum Specific
15% Leadership/Management
15% Welfare and Pastoral Care
7% Other areas (Professional Networking, QCAA Briefings, Industry Networking and VET)

During 2015, many staff members attended a variety of courses in various areas to gain further knowledge and skills. The information is passed back to staff in meetings so other staff members can use the ideas, strategies or resources. This is important to ensure we have teachers using best practice and the latest research when teaching our students and that all staff members are up-to-date in their areas of expertise.

It is encouraging to see the positive results this has produced and it affords our teachers opportunities to maintain their very high standards of pedagogy.

A large portion of professional development is undertaken after school or on weekends, rather than during school time, exemplifying the commitment our staff members have to

producing excellent outcomes. The National Curriculum was a focus of 2015, with many teachers up-skilling in several subject areas.

Some highlights involving teacher professional learning are as follows:

Self-Improving Schools Independent Schools Queensland

Canterbury College has been accepted by Independent Schools Queensland to be included in the Self-Improving Schools Pilot Program. We work with a facilitator, gain teacher release time and meet with other schools to review a Self-Improving Matrix. To be included in such a project is very beneficial especially with the lead up to the Gonski Report recommendations, accreditation requirements and the move towards school evaluation.

Action Plan for Gifted Education

Participating schools in this project will be supported to implement the Action Plan for Gifted Students in Queensland Independent Schools: Strategies and Indicators of Achievement. The Action Plan presents a set of indicators and strategies for five key areas. These provide a checklist for schools to self-assess against what best-practice gifted education looks like in action.

Successful Application for Executive Leadership Teams

The aim of this grant is to build the capability of the College's Senior Leadership Team to work together to achieve whole-of-College improvement. Through a combination of learning styles, the program introduces strategies to develop a shared vision and established group protocols, shape team learning and build a coaching culture within the College. The Senior Leadership Team regularly spends time in workshops over the vacation break for collaboration and strategic planning.

EXPENDITURE ON TEACHER PROFESSIONAL DEVELOPMENT

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
69	\$178,600	\$2,588

AVERAGE STAFF ATTENDANCE RATE WAS 97.6% IN 2015

PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR WAS 93% IN 2015

KEY STUDENT OUTCOMES

Student Attendance Data

The average attendance rate for the whole school as a percentage in 2015 was 95.19%

Average Student Attendance Rate for Each Year Level

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2013</i>
Prep	94.60%
Year 1	96.10%
Year 2	95.90%
Year 3	96.60%
Year 4	96.40%
Year 5	96.50%
Year 6	97.00%
Year 7	94.60%
Year 8	94.40%
Year 9	95.70%
Year 10	94.40%
Year 11	92.30%
Year 12	92.90%

Description of How Non Attendance is Managed

The Year Level Coordinator calls the parent/guardian if an explanatory phone call has not been received. Follow up occurs regarding regular non-attendance and support is provided where needed.

NAPLAN RESULTS FOR YEARS 3, 5, 7 AND 9 IN 2015

Our students in Years 3, 5, 7 and 9 were very well prepared for the tests and achieved results that were at or well above the State and National averages in all areas including Reading, Writing, Spelling, Language Conventions and Numeracy in 2015.

Canterbury College received exceptional results in the College averages and also in percentages of students reaching or exceeding Benchmark in each area tested.

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	437	426	96
Year 5 (2015)	536	499	100
Year 7 (2015)	580	546	100
Year 9 (2015)	606	580	98
WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	449	416	100
Year 5 (2015)	502	478	98
Year 7 (2015)	537	511	100
Year 9 (2015)	572	547	95

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	423	409	100
Year 5 (2015)	519	498	100
Year 7 (2015)	575	547	98
Year 9 (2015)	612	583	94
GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	471	433	100
Year 5 (2015)	550	503	98
Year 7 (2015)	570	541	97
Year 9 (2015)	608	568	98
NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	403	398	98
Year 5 (2015)	513	493	98
Year 7 (2015)	559	543	99
Year 9 (2015)	627	592	99

Note: Reporting on these outcomes are also addressed on the *My School* website <http://www.myschool.edu.au/> under this section of the report.

Apparent Retention Rate

Year 12 student enrolment as a percentage of the Year 10 cohort is 96%
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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORT 2013	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	111
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	14
Number of students awarded one or more Vocational Education and Training (VET) qualifications	68
Number of students awarded a Queensland Certificate of Education at the end of Year 12	161
Percentage of Year 12 students who received an OP1-15 or an IBD	79%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

YEAR 12 DESTINATIONS MANDATORY INFORMATION (BASED ON NEXT STEPS SURVEY) TO BE PUBLISHED BY 30 SEPTEMBER 2016

OTHER INFORMATION

Canterbury College is founded on an Anglican Ethos which provides a strong values focus for all staff, students and parents. The College Vision and Mission are grounded in the core values of respect, integrity, compassion, scholarship, community and social and environmental responsibility.

Our College achieves its Mission by providing students with a well-rounded education in an inclusive learning community. They are educated in an enjoyable, well-disciplined, Christian environment and continually assisted in their holistic development to be life-long learners across the spiritual, social, cultural, physical and academic spheres. Over 13 years to the end of Year 12 expert and highly dedicated teachers and other staff work with all our students seeking to ensure that they are “happy with where they have been, happy with where they are now, and happy with where they have set themselves to go”.

A comprehensive and very successful literacy and numeracy program is integrated across the curriculum, and rigorous, well-planned teaching caters for learners at all stages of their school education experience. First rate facilities provide an engaging setting for this education while plentiful contemporary technology is incorporated as part of their day-to-day learning for all students.

Our rich and diverse academic program is supported by a full curriculum of activities, camps and excursions. Our students have access to a wide range of sporting and cultural activities that complement their academic learning and foster particular talents and interests right through to the highest levels. They also participate in mission and community development activities on a regular basis.

Canterbury College is a stimulating and inspiring environment, with the very best staff committed to the learning of our young people. Building on our strengths and achievements we continue to be a College on the move, building capacity and preparing our young people for an exciting and challenging future in which they can confidently participate and contribute while looking forward to their successful futures.

The College motto, ***the better prepared the stronger***, guides all work at Canterbury and defines our students and graduates.