



Chanel College Gladstone

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Dr Susan Bunkum

Address

11 Paterson Street
Gladstone. Qld. 4680.

Total enrolments

619

Year levels offered

7 - 12

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Chanel College is a Catholic co-educational secondary College. Our curriculum framework identifies three distinct structures. The Middle School (Years 7, 8 and 9) looks after the transitional needs of students crossing the primary/secondary threshold. Year 10 Pathways program is a year of consolidation and preparation for either Vocational Education or Tertiary Studies pathways provided in the senior school.

The Senior School (Years 11 and 12) supports students in their chosen vocational or tertiary pathway. The College is in partnership with a variety of community organisations (e.g. QMED, EQIP, GADPL, Site Skills Training) as a means by which to offer students an extension to their learning.

Extra Curricula Activities

Chanel College is committed to the development of the whole person – intellectual, spiritual, emotional, physical, social and cultural. The College provides both formal and informal programs designed to facilitate student development in each of these dimensions.

Intellectual – Chanel is a QMEA (Qld Minerals and Energy Academy) school which allows the College to access QMEA programs. Students have the opportunity to participate in International Competitions and Assessments for Schools (ICAS) in English, Mathematics and Science. Other opportunities include the Reader's Cup, National Youth Science Forum and the Golding Art Exhibition, just to name a few.

Spiritual – students in all year levels participate in retreat programs and are responsible for preparing College liturgies. Students also have the opportunity to participate in spiritual activities such as ACTS Camps and Marist Forums. Each alternate year students have the opportunity to participate in an Immersion experience during the September school holidays.

Emotional – the College has an integrated approach to Pastoral Care and Personal Development Education.

Physical – all students have the opportunity to participate in a diverse range of sporting activities, including netball, rugby league, rugby union, hockey, cricket, basketball, soccer and volleyball. Students are also offered opportunities to trial for positions in the Port Curtis District sporting teams. Chanel College has a proud history of State and National representation in a wide range of sports.

Social – the social development of students is promoted through a vertical Pastoral Care system, a formal Pastoral Care program and community service initiatives. The Student Representative Council organises a range of activities designed to encourage social development and participation.

Cultural – The College has an Instrumental Music Program and a variety of bands and ensembles (e.g. Concert Band, Stage Band, Strings Ensemble, Woodwind Ensemble and Drum Line). Students have the opportunity to participate in a biennial College musical production and in the Combined Schools Musical in the alternate year. The College has an award-winning Choir that is well respected in the local community and receives requests from a variety of organisations to perform at community events such as the Anzac Day Dawn Service. Public speaking and debating provide students with opportunities to participate in competitions both within the College and in interschool Competitions.

The purpose of any school curriculum is to assist young people to further explore the real meaning of their lives – both today and in the future. At Chanel College we pursue that purpose through the lens of our Catholic Christian tradition and also through that of our founding charisms – the traditions of the Marist Brothers and the Mercy Sisters.

Social Climate

Strategies to Promote a Positive Culture

Students, parents and staff at Chanel College experience a strong sense of belonging. Chanel College believes that it is in a partnership with parents as together, we strive to ensure that students have the opportunity to develop personal excellence within an environment of authentic care.

While the College has a formal Religious Education program, the spiritual development of students is an important part of our mission that is developed across all areas of College life.

The integrated Pastoral Care Program and Personal Development Education Program help build compassionate citizens who know how to look after themselves and others. The College has a full time Careers Advisor and a Counsellor, both of whom are available to students and their parents. The College also accesses community support programs.

During 2019, the College introduced its vision of students as 'Respectful, Responsible, Resilient Learners'.

Our vertical pastoral care system supports all students in developing a sense of belonging and security.

Communication is an important part of the partnership with parents, and they are encouraged to maintain contact with the Pastoral Care Teacher and the House Pastoral Leader responsible for their child. The Student Organiser, which is provided to each student, is an important tool in the communication process.

There are strategies in place to respond to bullying. This includes a well-publicised anti-bullying program and conflict resolution processes.

Cyber Safety and Anti-Bullying Strategies

Chanel College has implemented Diocesan policies on Acceptable Use of ICT and ICT Agreements are in place for both students and staff. The College regularly communicates to parents and the school community about cyber safety issues. It also has policies in place to deal with the use of mobile phones and other electronic devices. Chanel College has a number of social/emotional learning programs in place designed to be proactive by assisting students to prevent bullying at school, for example Pastoral Leaders regularly conduct workshops with students. The College community is kept up to date about developments in this area through the newsletter, Parent Information Evenings and Parent Lounge. All Diocesan and school policies are reviewed on a regular basis. This proactive approach also includes organising guest speakers, for example, the PCYC annually runs a program called Love Bites. The Daniel Morcombe curriculum is also taught at the College.

Each year the College actively promotes the National Day of Action Against Bullying and Violence by organising activities throughout the day. These activities are led by the Student Leadership Team and the Student Representative Council.

Strategies for involving parents in their child's education

Parent involvement is encouraged through both formal and informal involvements.

These include:

- The College Board, which is a Pastoral Board, is involved in Capital Planning, School Review and Improvement, Budgeting and Communication
- The Parents and Friends Association contributes information, skills and financial support to projects that the P & F Association has prioritised
- Homeroom Parents are a special group of parents who identify with the House to which their children belong. They provide support in the preparation of Pastoral Care activities such as school retreats and social functions
- At the beginning of the school year, parents of Year 7 students are invited to a welcome function where they have an opportunity to meet their children's Pastoral Care and subject teachers
- Parents are regularly invited to attend Parent Information sessions, for example "Raising Teens in a Hyper-Sexualized Society" presented by David Kobler from Your Choicez and Cybersmart
- Parents are invited to attend Parent-Teacher Interview evenings in Terms 2 and 3

- All parents are encouraged to be involved in and participate in College celebrations
- Parents are encouraged to attend year level information evenings.

Reducing the school's environmental footprint

This year Chanel College has been accepted as a trial school with Catholic Earthcare. This means that the College community will begin to work its way through each of the five levels of certification associated with the program. It also continues to be registered with the Cleaner Greener Schools program continually working towards improving its star rating. The College has an active Environmental Committee made up of staff and students. Various initiatives have included placing signage around the College to remind community members to turn off lights and fans in classroom areas when they are not in use and promoting recycling strategies. The College is trying to reduce paper usage through the monitoring of printing using "Papercut". The College has implemented a 'War on Waste' by developing a school wide waste management system, the aim of which is to eventually become a school community which generates 'zero-waste'. The newsletter is distributed via email and the use of Chromebooks also reduces paper usage. Air conditioning units are only used during the hotter months.

Characteristics of the Student Body

Chanel College is situated in Gladstone. The town has become very multicultural due to the wide variety of industries which recruit employees from around the world. Chanel College has many students from overseas who have become a part of our community. These countries include New Zealand, The Philippines, South Africa, Canada and the United States.

The economic downturn in recent years has particularly affected the Gladstone region – jobs in industry have 'disappeared', many families have left town and businesses have ceased trading.

Average student attendance rate (%)

93.38 %

Management of non-attendance

Student attendance is managed by a College Policy. The College has a formal process whereby parents/carers are required to notify the College by 8.40am if their child is going to be absent from school that day. If a child is absent and the College has not received notification, a SMS is generated and sent to the parent asking them to contact the College as soon as possible. If a student is absent for an extended period of time, Pastoral Care teachers or Pastoral Leaders contact the parent/carer to discuss the issue.

Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognised as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life. The Year 10 to 12 apparent retention rate was

94 %

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54.00	36.00	1.00
Full-time equivalents	50.95	31.31	1.00

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1.85 %
Masters	5.56 %
Bachelor Degree	88.89 %
Diploma	3.70 %
Certificate	(Insert answer) %

Major Professional Development Initiatives

All staff are involved in on-going spiritual development (e.g. Staff Spirituality Days, Bishop's Inservice Day, Marist Spirituality Programs) to maintain accreditation to teach in Catholic schools. There has also been a continued focus on the development of learning technologies and the implementation of G-Suite.

Significant emphasis has been placed on the development of subject specific skills. In particular, teachers have been supported to complete modules prepared by the QCAA as precursors for positions (e.g. Confirmer, Endorser, Marker) associated with the implementation of the new Senior Assessment system. All teachers have participated in 4 Dimensions workshops and have been profiled using Classroom Profiling tools (Caroline McCarty).

The College continued to focus on professional development for staff in VET Pathways, pedagogy, discipline-specific topics, behavior management and leadership development.

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

The total of funds expended on teacher professional development was
\$ 181,900

Average Staff Attendance and Retention

94.28 %

Percentage of teaching staff retained from the previous school year was
86.09 %

School Income

School income broken down by funding source is available via the My School website at www.myschool.edu.au.

(The School information below is available on the My School web site).

Find a school

Search by school name
 GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

The Years 7 and 9 NAPLAN data and Year 12 Outcomes Report are analysed with Curriculum Leaders and staff to identify trends and areas to be addressed. This informs the College's Literacy and Numeracy Plans. We also use the data to map the achievement in the testing with classroom achievement. By tracking student data, we are able to assist students with decisions regarding their career pathways, whether it be academic pathways or vocational pathways.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2019	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Statement	4
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	47
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	28
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	7
Number of students receiving an Overall Position (OP)	34
Percentage of OP eligible students with an OP 1-15	70.58%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	90.40%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	96%

Strategic Improvement: Progress and Next Steps

Strategic progress in 2019

During 2019 the College engaged in the cyclical process of School Review and Improvement. This process, which involved extensive consultation with all stakeholders (students, parents, staff, Parish, community), included:

- a School Satisfaction Survey
- a Catholic Identity Audit
- an external audit using the National School Improvement Tool.

While this process was the focus of activity for 2019, strategies already in place for ongoing school improvement were actioned. These included:

- **Catholic Ethos** - working collaboratively to discern a Chanel College Vision Statement; conducting an audit of the integration of Catholic Social Teaching across the curriculum; and developing processes to include a process for ensuring that all staff new to the College become familiar with Catholic traditions and practices.
- **Leadership** – beginning the process of evaluation of current leadership structures in preparation for the process of review of Senior and Middle Leadership structures in 2020.
- **Teaching and Learning** - engaging in professional learning focusing on the 4 Dimensions of classroom management; ensuring that all teachers of senior classes consolidate their proficiency in the new QCAA guidelines for senior schooling and the introduction of ATAR; promoting a culture which values academic excellence; promoting the ideal that Chanel students are Respectful, Responsible, Resilient Learners.
- **Facilities and Resources** - planning for the systematic up-grading and maintenance of all facilities (classrooms, buildings, grounds).
- **Improvement Processes** – developing a culture that engages in reflective practice as the basis for ongoing evaluation of education and ensuring that ongoing improvement goals are developed in light of data collection and data analysis.

Strategic priorities for 2020

The recommendations that came out of the school review and improvement process in 2019 have been incorporated into the 2020 to 2022 Chanel College Strategic Plan. The following areas have been identified as strategic priorities for goal setting in the next three years:

- **Priority 1: IDENTITY AND MISSION** – the aim is to focus on expressing our Catholic identity by reflecting on Jesus' life and teachings in conjunction with the tradition of the Catholic Church, in order to ensure that a Catholic worldview and the call 'To Act Justly' permeate the life of the College.
- **Priority 2: TEACHING AND LEARNING** – the aim is to increasingly use evidence to inform best practice and promote continuous improvement in teaching and learning.
- **Priority 3: WELLBEING** – the aim is to promote student and staff wellbeing in order to facilitate optimum conditions for teaching and learning and for the growth and development of each person.
- **Priority 4: COMMUNITY** – the aim is to acknowledge the importance of community - local, national, global and Parish – in the context of a contemporary secondary educational community.

- **Priority 5: INNOVATION AND SUSTAINABILITY** – the aim is to engage a principle of stewardship that promotes responsible planning and management of resources and look for ways to be innovative and creative.

Parent, teacher and student satisfaction with the school

Chanel College has a well-developed feedback culture.

Feedback constitutes that which is gathered through a range of media – from formal processes such as School Satisfaction Surveys to feedback received from the Student Representative Council, the Parents and Friends Association and the College Board.

It is also received informally through parent communications via email/letter and anecdotally through conversation with members of both the College and the wider communities.

Feedback incorporating suggestions for improvement is always considered as part of the decision-making process at all levels.