

DIOCESE OF TOWNSVILLE SCHOOL REPORTING - 2018



Columba Catholic College, Charters Towers

 <p>COLUMBA CATHOLIC COLLEGE CHARTERS TOWERS</p> <p><i>Shine at Columba</i></p>	Address	St Mary's Campus: 59-69 Mary Street, Charters Towers, QLD, 4820 Mt Carmel Campus: 6-8 Hackett Terrace, Charters Towers, QLD, 4820
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	Contact Person	Mrs Candi Dempster (Principal)

Principal's foreword

Introduction

Three historical Colleges amalgamated in 1998 to form Columba Catholic College. The foundational principles of the Sisters of Mercy, Good Samaritan Sisters and the Christian Brothers form the core values of the current P-12 Day and Boarding College now operating over two campuses.

Generations of families have come to Columba in one or more of its earlier forms. Our current community of approximately 500 students is drawn from a vast area bounded by Papua New Guinea, the Cape and Gulf to the north, Darwin, Katherine and Alice Springs to the west, Sydney to the south and Palm Island to the east. Many students come from rural backgrounds, and there is a strong interest in our Agricultural Centre and Cattle Club. Our breadth of subject offerings provide personal pathway opportunities for students across University, VET, Trade and Apprenticeship opportunities. Our strong focus on STEM, drone, coding and robotics spans from Prep through to Year 12, as we prepare students for their emerging futures. As a Year 5 - 12 boarding CRICOS registered College, we have growing international student enrolments.

The College has a strong commitment to Performing and Visual Arts and provides our students with extensive opportunities to broaden their knowledge and experience in subjects, competitions and performances at local, regional and national levels. Many students engage in University short courses in Music, Dance and Drama while at Columba. Dance, drama, instrumental music and choirs provide experiences not readily available in many other colleges.

With excellent facilities and sporting opportunities at a local, regional, state and national level, students can grow in their chosen sport.

Our skilled, professional and caring household, residential, teaching and support staff create an authentic environment with a mix of challenge, hope, care and success.

Shine at Columba.

- To be responsive to the report delivered by the Royal Commission into institutional child abuse.
- To provide leadership in areas which contribute to improved well-being for staff and students.
- To fully implement the ICT system (SIS) to enhance student information management and financial management in schools and TCEO
- To work to complete major building works across Mt. Carmel campus and to seek further funding in 2018
- To prepare grounds, committees and staff to run a successful Confraternity Rugby League carnival
- Strategies aimed at increasing Kindy, Prep and Year 7 enrolment
- Maintain strong boarding numbers

Emphasis on Learning

- To engage teachers in fulfilling the role of the teacher as set out in our TCEO AITSL aligned Position Description
- To finalise and implement the school pedagogical framework
- To fully prepare for the planned changes to Queensland's senior secondary program.
- To continue to implement the Australian Curriculum focussing on The Arts, Technology and Languages.
- To work with leadership teams to ensure they are high functioning and enabled for success.
- All schools enhance their practices in the teaching of Science, Technology, Engineering and Maths
- To engage schools in a whole of region promotion and celebration of the joys of reading

School Profile

System: Catholic Education (Diocese of Townsville)

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys
501	230	271

Characteristics of the student body:

Junior Campus:

Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
13	10	13	10	13	10	13	14	16	11	20	12	29	16	118	82	
23		23		23		27		27		32		45		200		

Senior Campus:

Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	
25	23	31	31	32	29	23	25	27	13	15	27	153	148	
48		62		61		48		40		42		301		

Curriculum offerings

Excellent range of subjects available

- Multiple pathways preparation
- National Certification
- School based traineeships/apprenticeships
- Partner School of the Dalrymple Trade Training Centre offering Engineering, Construction, Hospitality, Electro-technology, Aged Care, Child Care and new courses being developed annually
- Agriculture and Horticulture focus through our Agricultural/Veterinary Centre
- Music, Choirs, Dance, Drama

Extra curricula activities

- Full range of academic, sporting and cultural activities.
- Strong local competitions and interschool organisation
- Active Cattle Club with Agricultural/Veterinary Centre
- Biennial Musical production and Theatre Restaurant

How Information and Communication Technologies are used to assist learning

- Wide access to computers through:-
 - 12 computer classrooms
 - Banks of laptops
 - Wi-Fi network access
 - Bring Your Own Device compulsory in Years 7 and 8 (and growing each year)
- Regular IT classwork and access/instruction in technology and its applications
- IT offered both as stand-alone subjects and through integration into P-12 subjects.
- Email, Internet usage, word processing, graphic design, office applications, multimedia, web-site design and development, video capture and editing and computer support all play a part in the IT programme of the College.
- It is the College belief that all students need to be competent and confident users of the technology that will form an important part of their lives in the future. The College provides the foundation for that development.

Social climate

The social climate of Columba Catholic College is based on:

- Creating a positive school environment through whole school practices promoting inclusiveness, tolerance and respect.
- Dedication to building relationships with parents and carers through open communication, inclusion and education.
- Integrating social and emotional learning into our curriculum through programmes such as Religious Education, PDHPE, retreats, camps, parent information evenings, pastoral care and community outreach programmes.
- Following a comprehensive Behaviour Management Policy based on gospel values and logical consequences to deal with student behavioural issues including bullying.
- Provision of specific intervention programmes, in collaboration with TCEO and outside community agencies, to support children experiencing social, behavioural or emotional difficulties.

Strategies/programs used to respond to bullying include programmes such as:

- Counselling
- Role Plays
- Anti-bullying Launch (Harmony Day)
- Beyond Blue
- Matters of Substance
- Surviving High School
- Anti-bullying focus in Pastoral Care
- Save-a-Mate program
- Student Welfare Committee
- Buddy Programme

Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

Performance measure	Result 2018
Percentage of parents satisfied with their child/ren's progress at this school	90.8%
Percentage of Year 5 – Year 6 students satisfied with their learning at this school	98.6%
Percentage of Year 7 – Year 12 satisfied that the school provides educational programs that enable them to learn	90.8%
Percentage of Year 7 – Year 12 students satisfied with their educational progress at this school	87.1%
Percentage of teachers satisfied that this school provides educational programs that enable students to learn	94.6%
Percentage of teachers satisfied with the educational progress of students at this school	78.6%

Involving parents in their child's education

Classroom aides, sporting and other extra-curricular activities and cultural events, College Board, Finance Committee and Parents and Friends Association. Parent Teacher Evenings, Information Evenings, guest speakers, Fathers as Readers Program

Reducing the school's environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools.

Ensuring the use of modern techniques with the studies of Animal Science, Agriculture and the Cattle Club. The College constantly reviews its practices with a view to reducing wastage eg: electrical and paper.

Inclusion of environmental issues in a range of subjects in the curriculum as per the following two examples.

- The current devastating Australian land care problem of salinity has touched the grounds of Columba Catholic College. Year ten students, as part of their SOSE curriculum investigated the problem in the grounds surrounding the duck pond at Mt. Carmel Campus. They collected and tested water and soil samples for Ph and EC levels. From these results students were able to report on the salinity levels found and make recommendations to ease the problem around the school.
- Columba Catholic College Year 12 Biology and Multi-Strand Science classes embarked on a trip to the Gumburu Environmental Education Centre in Paluma. The goal of the outing was to provide students with the opportunity to operate as Biologists in the field. Over the course of three days they conducted a freshwater creek study, a rainforest study, a dry sclerophyll forest study and several community profiles.

Up-to date environmental approach to our camp site at Marybank (College property on the Burdekin River) including the use of solar power to pump water.
Innovative practices in Agriculture.

Columba Catholic College encourages all members to take proper care of the environment in which they live, so that all of creation will grow in the perfect fullness of God's plan.

The College has moved to Stage 2 Solar in 2017 and uses recycled water for irrigation of the ovals.

School Finances

For school income broken down by funding source: please refer to [My School – School Finances](#)

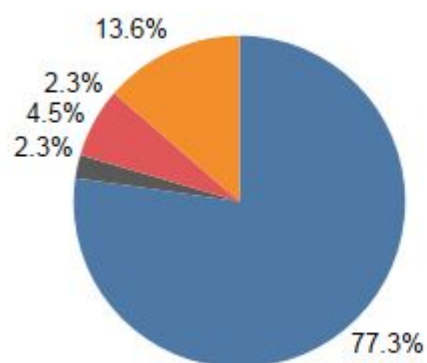
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	44	63	1
Full-time equivalents	42.5	51.2	1

Qualifications of all teachers

Qualifications	Number of Teachers and School leaders	Percentage of teachers and school leaders
Doctorate	1	2.3%
Masters	6	13.6%
Bachelor Degree	34	77.3%
Diploma	2	4.5%
Certificate	1	2.3%
Total	44	100%

Qualifications of Teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$29,920.

The major professional development initiatives for 2018 are as follows:

- TCEO Staff Compliance PD 2018
- TCEO Induction - 2018
- Secondary Teachers PD - New QCE - TSV
- Secondary Teachers - RE Inservice
- Theology of the Human Person
- Lenten Programs 2018
- Australian Curriculum - HPE
- Leading with Integrity for Excellence (LWIE)
- Student Protection Training Townsville
- Exploring the College Mission Statement & Badge
- Leading with Integrity for Excellence LWIE
- Middle Leadership Feedback
- APPA Conference 2018
- National ATSI Education Conference 2018
- Introduction to Christian Meditation
- Collaborating for Success
- Conversational Intelligence
- Library Network Days
- TAFE Career Development Skill Set
- Hearing Impairment Inservice
- Intellectual Disability Inservice
- CUED Articulation Inservice

The involvement of the teaching staff in professional development activities during 2018 was 70%.

Average staff attendance

For permanent and temporary teaching staff and school leaders, the staff attendance rate was 94.7% in 2018.

Proportion of staff retained from the previous school year

From the end of the previous school year 59.5% of staff was retained by the school for the entire 2018 school year.

Key student outcomes

Attendance

Student attendance - 2018

The average attendance rate for the whole school as a percentage is 90.4% in 2018.

Student attendance for each year level

PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.7%	91.9%	92.9%	93.5%	92.4%	93.7%	93.3%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.8%	88.6%	89.4%	87.7%	84.2%	91.8%

Description of how non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A letter or phone call is made to the parent/guardians of those students who are regularly absent from school.

Achievement – Years 3, 5, 7 and 9.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

NAPLAN results are also available from [My School](#) website

Year 3

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	408.6	433.8	85%
Writing	403.7	407.2	89%
Spelling	388.9	417.8	96%
Grammar and Punctuation	410.4	431.7	96%
Numeracy	376.4	407.7	96%

Year 5

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	469.5	509	87%
Writing	444.8	464.6	90%
Spelling	479.2	502.5	87%
Grammar and Punctuation	499.5	503.6	100%
Numeracy	485.4	494.2	97%

Year 7

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	522.1	541.5	83%
Writing	482.9	505.3	76%
Spelling	518.6	545.2	69%
Grammar and Punctuation	534.4	543.9	81%
Numeracy	541.1	548.2	86%

Year 9

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	570	583.8	88%
Writing	524.3	542.3	88%
Spelling	560.1	583.3	73%
Grammar and Punctuation	576.8	580.1	92%
Numeracy	581.7	595.6	93%

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%

Outcomes for our Year 12 cohort of 2018	
Number of students receiving a Senior Statement.	42
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	21
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	2
Number of students awarded one or more Vocational Educational Training qualifications.	42
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	42
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	41
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	87.7%
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 an offer.	100%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2	9	7	3	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
1	41	1

Certificate I courses include:

- Construction
- Engineering
- Information, Digital Media and Technology
- Work and Life Skills

Certificate III courses include:

- Beauty Services
- Business
- Early Childhood Education and Care
- Meat Processing (Retail Butcher)

Certificate II courses include:

- Agriculture
- Automotive Servicing Technology
- Automotive Vocational Preparation
- Engineering Pathways
- Hospitality
- Public Safety (Firefighting Operations)
- Skills for Work and Vocational Pathways
- Visual Arts
- Workplace Practices

Post-school destination information

Post-school destinations information for Year 12 completers is to be included after release by 30 September, 2019.