The School Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Catholic Education</td>
<td>Chanel College</td>
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<tr>
<td>Diocese of Rockhampton</td>
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<thead>
<tr>
<th>School Based Contact Person</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
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<tr>
<td>Sharon Volp</td>
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<table>
<thead>
<tr>
<th>Address:</th>
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<tbody>
<tr>
<td>Number/Street: 11</td>
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<tr>
<td>Suburb/Town/City: Paterson Street Gladstone</td>
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<tr>
<td>Postcode: 4680</td>
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| Total Enrolments: 520       |
| Year Levels Offered: 8-12    |
| Type of School: Co-educational |
Distinctive Curriculum Offerings

Chanel College is a Catholic co-educational secondary college. Our curriculum framework identifies three distinct structures. The Middle School (Years 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 Industry or Tertiary Studies pathways provided in the senior school. The Senior School supports students in their chosen industry or tertiary pathway. Religious Education, Pastoral Care and Personal Development Education lessons are part of the core subject offerings in each year level.

Extra Curricular Activities

Chanel College is committed to the development of the whole person – academic, spiritual, emotional, physical, social and cultural. Therefore the college has programs and opportunities to develop each of these dimensions.

Academic – Chanel is a QMEA (Qld Minerals and Energy Academy) school which allows Chanel to access their programs. All students 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 – all year levels participate in retreat programs and are responsible for preparing liturgies for the rest of the college. Students also have the opportunity to participate in spiritual activities such as ACTS Camps and Marist Forums. Each alternate year Chanel organises an East Timor Immersion experience during the September holidays.

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

Physical – the college offers a diverse range of sporting activities, for example netball, rugby league, hockey, futsal, 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 representatives in a wide range of sports.

Social – in 2007 the college introduced a vertical House pastoral care system. Social development is developed through the Pastoral Care Program and through community service initiatives. The Student Representative Council organises various activities designed to encourage social development and participation.

Cultural – The College has a Concert Band, Stage Band, Woodwind Ensemble and Drum Line. The college has a biennial musical and participates in the Combined Schools Musical in the alternate year. The college has an award winning Choir that is well respected in the local community with regular requests by the Gladstone City Council to perform at community events. Public speaking and debating are optional activities in which students can choose to participate within the college or in interschool Competitions.

The purpose of any school curriculum is to assist young people to further explore the real meaning of their life – today, and what it could become for each one in the future. At Chanel College we pursue that purpose from within the Marist and Mercy Traditions preparing students for a life fully lived.
Social Climate

While the college has a formal Religious Education program, the spiritual development of our students is an important part of our ethos and is developed across all areas of the college.

The integrated Pastoral Care Program and Personal Development Education program help to build compassionate citizens that know how to look after themselves and others.

The college has a full time Careers Advisor and a Counsellor who are available to students and their parents. The college also accesses community support programs. The college believes that it is in a partnership with the parents as we strive to ensure that our students have the opportunity to develop personal excellence in an environment of real care.

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

The college has in place strategies to respond to bullying. The college has a well-publicised anti-bullying program and conflict resolution process. All students in Years 8 and 9 participate in a “cyberbullying” program. The college also has an email address where students can report incidences of bullying which is communicated via the Student Google Site.

Cyber Safety and Anti-bullying Strategies

Our college has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our College has a number of social/emotional learning programs in place to assist students in guarding against bullying at school, for example Pastoral Coordinators regularly conduct workshops with students. The College community is kept up to date about developments in this area through the newsletter. All Diocesan and school policies are reviewed on a regular basis. We also take a proactive approach by organising guest speakers, for example the Police. In 2014 Greg Gebhart from Cybersmart presented workshops to students in Years 8 – 10 and a Parent Information Session.

Each year the college actively promotes the National Day of Action Against Bullying and Violence by organising activities throughout the day.
Strategies used for involving parents in their child’s education

Parent involvement is encouraged in the college through both formal and informal involvements. These include:

- The College Board which is a Pastoral Board and is involved in Capital Planning, School Review and Improvement, Budgeting and Communication.
- The Parents and Friends’ Association is a vital part of the college contributing information, skills and financial support to projects that the Parent and Friends have identified as their priorities.
- Homeroom Parents are a special group of parents who identify with the House group that their children belong to and provide support in the preparation of pastoral care activities such as school retreats and social functions.
- Year 8 parents are invited to a welcome function four weeks into the school year to meet their children’s Pastoral Care Teacher.
- 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. These activities include the annual award night, open nights, college Liturgies and Masses and Founder’s Day.

Reducing the school’s environmental footprint

Chanel College is registered with the Cleaner Greener Schools program and is currently a 2 star school working towards 3 stars. The College has an active Environmental Committee made up of staff and students. Various initiatives have including 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 newsletter is distributed via email and the use of Chromebooks and laptops also reduce 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 LNG project. Chanel College has many students from overseas who have become a part of our community. These countries include New Zealand, Philippines, South Africa, Canada and the United States.
**Staffing Information**

Chanel College has 40 full time teaching staff and 1 part time staff member. This includes a full time Learning Support Teacher and a Teacher Librarian. There are 17 school officers who work in the office, science laboratories, library or as teacher assistants. There is one Indigenous staff member who is employed as a Teacher Assistant – Indigenous Education. There is also a full time Career’s Officer, a Teacher Counsellor and three staff who provide ICT support.

**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Doctoral / Post-doctoral</th>
<th>Masters</th>
<th>Bachelor degree</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
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<tbody>
<tr>
<td>Percentage of staff with this Qualification</td>
<td>%</td>
<td>10.2%</td>
<td>85.7%</td>
<td>4.1%</td>
<td>%</td>
</tr>
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**Expenditure on and teacher participation in professional development**

( i ) **TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements

$100,500

( ii ) **MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Due to the introduction of Year 7 into secondary in 2015, there has been a strong professional development focus during 2014 on understanding the Year 7 learner. This has included examining the social and emotional characteristics of Year 7 students and the development of appropriate curriculum and pastoral programs. Professional development in the area of learning technologies continues to be a high priority. During 2014 there has been a focus on the implementation of Google Apps for Education (GAFE). The staff participates in QCAA workshops in subject specific areas and there are five members of staff who are on District Panels and one State Panellist. Staff members are supported in keeping abreast of current educational issues. All staff are involved in on-going spiritual development (Staff Spirituality Days, Bishop’s Inservice Day, Marist Spirituality Programs) to maintain accreditation to teach in Catholic schools. Staff also attend subject specific workshops. During 2014 staff members have participated in conferences organised by the QCAA, VELG Training, Rockhampton Diocese of Catholic Education (for example Inclusive Curriculum, Curriculum Conferences and the VET Conference). The introduction of the Australian Curriculum in Phase 2 subjects has also been a major focus for professional development in 2014. Two staff members have participated in the QELI Middle Leaders Program in 2014. Staff have also attended interstate conferences regarding ICT, VET and Pastoral Care.

( iii ) The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %
Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

97.66%

Percentage of teaching staff retained from the previous school year

78.64%

**School Income**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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

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**NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

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**

The Year 9 NAPLAN data and Year 12 Outcomes Report are analysed with Curriculum Coordinators 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 pathway, whether it be an OP pathway or a vocational pathway.
Average student attendance rate (%)

93.6 %

Describe how non-attendance is managed by the school

Parents/carers are required to notify the college by 8.40 am 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 contact the parent/carer to discuss the issue.

Retention Rates – SECONDARY COLLEGES ONLY

<table>
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<tr>
<th>Year 10 to 12 Apparent Retention Rate</th>
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<tbody>
<tr>
<td>72 %</td>
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Year 12 Outcomes

<table>
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<tr>
<th>Outcomes for our Year 12 cohort of 2014</th>
<th>(Data are available to schools from the QSA secure website using your existing security code)</th>
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<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
<td>80</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement (QCIA)</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>72</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>41</td>
</tr>
<tr>
<td>Number of students who are completing a School-based apprenticeship or Traineeship (SAT)</td>
<td>2</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>62</td>
</tr>
<tr>
<td>Percentage of OP eligible students with an OP 1-15</td>
<td>79%</td>
</tr>
<tr>
<td>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.</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.</td>
<td>100%</td>
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Value Added

The story of distance travelled

We are proud of the achievements of the Chanel Senior class of 2014. Three students achieved an OP 1. 22.58% Chanel students achieved an OP of 5 or better. 51.61 % of our students achieved an OP of 10 or better. 79.03 % of our students achieved an OP of 15 or better.
The story of where you are going

In August 2014 the Chanel community participated in an extensive consultation process called a Charrette. This process was successful in identifying the needs, expectations and aspirations of parents, students, staff and community with regards to our physical infrastructure. This has resulted in the development of the college’s Master Plan for 2014 – 2017. Stage 1 will involve the Building of a new Administration Block, a new Industrial Design and Technology Centre, an extension of the Chapel and the redevelopment of the car park and entrance to the College. Stage 1 will commence in July 2015. Stage 2 involves the development of a new Arts Precinct (Music, Visual Arts and Drama) and Student Support Services which will house our Learning Support Team and House Leaders. The existing administration building will be renovated to provide a Uniform Shop, ICT Services and Print Room facilities. Stage 3 will build a new Library. It is hoped that the almost $9 million investment in these improved resources will support the delivery of our curriculum, pastoral and co-curricular programs in the college.

In 2014 there was a large focus on ensuring that the college was ready to receive our first cohort of Year 7 students in 2015. A middle school comprising of students in Years 7 – 9 will be introduced in 2015. In preparation for this initiative, Year 8 students participated in a Leadership Camp with a view to introduce Year 9 Middle Leaders to the college in 2015.

In 2014 Chromebooks were implemented as the Bring Your Own Designated Device (BYODD) for students in Years 8 and 9. This device will be introduced for Year 7 in 2015.

The staff of the college are engaging with the Australian curriculum documents as they are released and exploring the impacts on our overall curriculum. Chanel is also working in partnership with the Mater Hospital to develop a program for students to be educated about careers in the Health Sector.

Information, in plain language, about parent, teacher and student satisfaction with the school

The college completed the Validation Phase of the School Review and Improvement Process during 2014. All parents were given the opportunity to complete a parent survey and the following comments were received in relation to the question “What aspects of Chanel College do you like the most?”

- “My children experienced a positive transition from another school. I like that Chanel College allows the children to experience the ‘real world’ with Chanel still providing an environment with good Christian values and morals for children to aspire and grow towards. I like that Chanel College partners with us as parents to help grow our children in a positive way”.
- “Amazing pastoral care of students. Acceptance and encouragement of all students. Great communication by staff when I have needed it.”
- “I like that Chanel College provides an opportunity for children to learn in a caring and Christian environment which offers a well-rounded learning experience.”

All students were also given the opportunity to complete a student survey and the following comments were received in relation to the question “What aspects of Chanel College do you like the most?”

- “I enjoy all the friendships I have made” Year 8 Student
- “I feel safe” Year 8 Student
• “the Homerooms – I get to meet people from other year levels and get to know them” Year 9 Student
• “I like how we have good classrooms with up-to-date technology” Year 9 Student
• “the safe, friendly, community environment” Year 10 Student
• “lots of school pride” Year 10 Student
• “The opportunities we are provided with – sporting, vocational education” Year 11 Student
• “How all of the teachers are so enthusiastic and are willing to put all their time and effort in to help and support you” Year 12 Student