2014 SCHOOL REPORTING – Secondary Schools

The School Story

<table>
<thead>
<tr>
<th>System: Catholic Education Diocese of Rockhampton</th>
<th>School Name: The Cathedral College</th>
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<tbody>
<tr>
<td>School Based Contact Person</td>
<td></td>
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<tr>
<td>Principal’s Full Name: Mr Rob Alexander</td>
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</table>

Address:

Number/Street 189 William Street
Suburb/Town/City Rockhampton
Postcode 4700

| Total Enrolments: 941 | Year Levels Offered: 8-12 | Type of School: Co-educational |
**Distinctive Curriculum Offerings**

The curriculum at The Cathedral College is divided into Middle School (Years 8 & 9) and Senior School (Years 10-12).

In the Middle School, students cover a broad general curriculum with some ability to specialise in elective choices in Year 9. All students study Religion.

In the Senior School, Year 10 is used as a link to the course of study students envisage in Years 11 & 12. They may choose subjects which are preparatory to this. There is a wide range of subjects on offer to students in the Senior School. OP or Vocational Pathways are facilitated. All students must select either Study of Religion or Certificate III in Christian Ministry and Theology.

Destination studies of students post-Year 12 indicate that more than one-third of the student body engage in higher education.

**Extra Curricular Activities**

The Cathedral College has an extensive range of extra-curricular activities on offer. The major sports played at the college include; Rugby League, Netball, Basketball, Football, Rowing, Australian Football, Rugby Union and Water Polo. Each year the Rugby League and Netball teams compete in the state carnivals known as the Confraternity Shield and Queensland Independent Secondary Schools Netball. These carnivals attract competitors of a high calibre.

Cultural activities include an extensive range of public speaking competitions including Oratory, Lions Youth of the Year, Rotary, Rostrum and Plain Speaking. The Cathedral College has a proud history of involvement in public speaking and many of our students have reached State representative level.

Musically the College has a burgeoning program with nearly 200 students playing an instrument or singing in a school group. In 2013 the College Choir and Stage Band performed in the Catholic Colleges Music Festival in Brisbane. The College hosted the Diocesan Catholic School’s Music Camp which attracted more than 150 students from around the Diocese.

The Drama department encourages students to perform their work in a variety of settings. These may include luncheon and stage performances.

**Social Climate**

Quality Pastoral Care is one of the defining features of this college. Students are placed into six Houses and each House consists of six Pastoral Care Groups. The Pastoral Care Group meets every morning and afternoon. The Pastoral Care Group consists of students from all year levels. This allows students to get to know people from other year levels and assists in building community. A member of the teaching staff oversees the day-to-day administration of the group and stays with the Pastoral Care Group during their time at the college. This assists the teachers to build strong relationships with the students and their families.
The college has a Pastoral Care Team consisting of College Counsellor, Student Support Officer, Indigenous Liaison Officer, House Deans and Assistant Principal-Students. The college has established good relationships with outside agencies and we are supported by Catholic Church agencies including Centacare.

The Cathedral College is a Catholic school and we have a strong partnership with the Parish of Rockhampton South and St. Joseph’s Cathedral is located beside the college. We have an extensive liturgical program involving liturgies, masses and weekly Pastoral Care Group masses. Prayer is an important component of the daily life of The Cathedral College.

All students at the college study Religion. In Senior, they have the choice of the excellent Certificate III in Christian Ministry and Theology or Study of Religion.

Cyber Safety and Anti-bullying Strategies

Our school 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 school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. Students in Years 8 & 9 engaged with the Daniel Morcombe Curriculum. Queensland Police Force members addressed all students about the dangers of on-line chat sites.

Strategies used for involving parents in their child’s education

The Cathedral College is a co-educational Catholic boarding college located in Rockhampton, Queensland. The college fosters strong relationships between the home and school.

As we are a boarding college many parents live long distances from the college and are not able to attend the normal school functions on a regular basis. Efforts are made to visit parents in their communities and each year the College Leadership Team conduct country tours to visit families across Central Queensland. Residential parents attend a number of meetings to discuss relevant issues at the beginning of each term. Trivia Nights and Boarding Parents Weekends are just some of the activities that allow boarding parents to meet and socialise with college staff.

The Parents and Friends Association is an active body that works closely with the principal to ensure the needs of parents are met. The Parents and Friends Association supports social events such as the Art Show, Race Day and Welcome Barbecues. The Parents and Friends Association is also active in sponsoring Information Evenings to allow parents to be involved in college life and develop skills to assist in raising fine young men and women.
The College Board is an advisory pastoral board that assists with the development of policies, formulation of the budget, staffing, Master Planning and the development of the Strategic Plan. The College Board meets monthly and membership of the College Board is open to all members of the school community.

During reporting time parents have the opportunity to meet with the classroom teacher to discuss their child’s academic progress. Parents are strongly encouraged to attend the meetings that are held at the end of Term One and again at the end of Term Two.

Reducing the school’s environmental footprint

The College has added solar cells to the roof of the John Miles Building. The oval watering system has sensors that ensure water is delivered when needed not just each day and amounts added are controlled. Recycling is strongly encouraged.

Characteristics of the Student Body

The Cathedral College draws its student population from the local area and across Central Queensland. Being a boarding college, students from small country communities are able to access the quality education offered. The college has an indigenous student population of 60 and a number of these students come from Woorabinda, an aboriginal settlement located one and a half hours from Rockhampton. The college has an outreach to those from lower socio-economic backgrounds who seek its values. Many students come from small primary schools where they have enjoyed being in a close-knit community. Special transition programs have been set up to assist students to feel a sense of belonging at the college.

Staffing Information

Staff at the college is broadly representative of the community they teach and support. The gender of staff is well balanced. Their religious affiliations reflect the same proportions that are present in the college community. Four staff are indigenous. The staff at the College reflect the high levels of care that is offered generally.

Qualifications of all teachers

<table>
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<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>
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<tbody>
<tr>
<td>Percentage of staff with this Qualification</td>
<td>2.8%</td>
<td>5.6%</td>
<td>88.7%</td>
<td>2.8%</td>
<td>%</td>
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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

$181,600

( ii ) **MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

The major focus of professional development for teachers was the teaching and learning framework, the Art and Science of Teaching. Teachers continued to examine and adapt to the Australian Curriculum. The annual Bishop’s Inservice Day provided an opportunity to look at Catholic mission and ethos while we spent some time examining our College’s charisms and how they are influenced by the schools that we follow on from. Teachers participated in the Rockhampton-wide professional development evening with colleagues from other schools teaching in similar subject areas.

( 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

98.64%

Percentage of teaching staff retained from the previous school year

88%

**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).

**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 achievement of the Year 9 2014 cohort in NAPLAN was very good with them being above the national average in all 5 of the 5 test categories.

The leaving outcomes for the Year 12 2014 cohort have been very pleasing with nearly 40% continuing to higher education and almost all of the remainder moving to work placements.

**Average student attendance rate (%)**

94.2%

**Describe how non-attendance is managed by the school**

Non-attendance is very rare at the college due to diligence in contacting parents when an absence is noted. Parents are expected to ensure their students are at school and the college works in partnership to ensure this.

**Retention Rates – SECONDARY COLLEGES ONLY**

**Year 10 to 12 Apparent Retention Rate**

93.1%

**Year 12 Outcomes**

<table>
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<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>159</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>149</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>151</td>
</tr>
<tr>
<td>Number of students who are completing a School-based apprenticeship or Traineeship (SAT)</td>
<td>14</td>
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<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>85</td>
</tr>
<tr>
<td>Percentage of OP eligible students with an OP 1-15</td>
<td>86%</td>
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<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>98%</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

The college has continued to record very high rates of student achievement. Benchmarks have been set against continued improved results in:
The proportion of students receiving a QCE
The percentage of students receiving OP 1-15
Retention rates
Literacy and Numeracy in the Middle School especially against those standards represented by NAPLAN
Recent trends have seen upward trends in all of these benchmarks.

The story of where you are going

The Cathedral College has developed a Strategic Plan for the years 2013-2017. The Strategic Plan outlines the direction and initiatives that will be taken in five key areas. These five key areas are Catholic Ethos, Teaching and Learning, School Community, Co-curricular Activities, Leadership and Resources.

Catholic Ethos
Assisting and encouraging staff members in their faith journey by bringing to their attention the various workshops and seminars that are conducted by the Diocesan Catholic Education Office, Diocese of Rockhampton, the Adult Faith Education and Formation Office and other sources.
Encouraging and supporting the teachers of Religious Education to make known their needs to the Professional Development Committee and supporting them in obtaining formal qualifications in Religious Education.
Monitoring the process of continued accreditation for teachers in Catholic Schools and for Religious Education Teachers and the record for Staff Accreditation.

Teaching and Learning
Developing a standard approach of incorporating the higher order Common Curriculum Elements in the teaching and learning process across departments and year levels to connect with the QCS process.
Exploring information technology applications as tools for learning across the curriculum, supported by appropriate access to the relevant information technology.
Providing opportunities for gifted and talented students to develop and enhance their abilities.

School Community
Strengthening the partnership with parents/carers and teachers to develop a whole school approach for the support of each individual.
Ensuring clarity of expectations of all staff, including detailed role statements and opportunities for staff to access relevant in-service programs.
Continuing as a priority the role of pastoral care in ensuring that all students receive the highest quality of care.

Co-curricular Activities
Continuing to provide students with the opportunity to represent the College through
an extensive range of co-curricular activities.
Continuing to promote whole school activities and build House spirit through the participation of House members.
Giving recognition to participation and achievement in sporting and cultural endeavours.

Leadership and Relationships
Striving constantly to improve communication among teams of staff such as House Deans, Academic Deans, House Pastoral Care Group Teachers, Teaching and Support Staff and Residential Staff

Resources
Undertaking the development of a Master Plan for the three campuses to reflect the strategic plan for the college for the period 2013-2017.

Enhancing the environment and surrounds of the Residential & Day campuses.

Providing quality technology infrastructure to support new curriculum and to further enhance the administrative task of the college.

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

In 2012 the college engaged in the Rockhampton Catholic Diocese School Review and Improvement Process. Students, families and staff members affirmed the college and identified its areas of success. The internal and external reports commended The Cathedral College on the spiritual life of the college and the strong Catholic ethos evident in its activities and relationships. The reports commended the college on the welcoming, supportive and inclusive spirit of the college and the strong relationships established with the Parish of Rockhampton South. The college was commended for the positive relationships nurtured between staff, students and parents and the overwhelming sense that students are respectful, well-mannered and have pride in their uniform. The Pastoral Care Program and House structure provides a strong climate of care for the individual and is a key element of the character of the college. The reports noted the use of effective pedagogies through the implementation of Art and Science of Teaching and the flexibility and willingness of staff to adapt and innovate. The breadth and variety of curriculum offerings demonstrates a commitment on behalf of the college to meet the educational needs of the students. The Cathedral College staff members were commended on their engagement with college activities. The college was rated as fully compliant with required government standards according to the Non-State School Accreditation guidelines.