



# The Cathedral College Rockhampton

## 2016 Annual School Report



Catholic Education  
Diocese of Rockhampton

## The School's story

System:

**Catholic Education Diocese of Rockhampton**

Principal:

**Rob Alexander**

Address:

**189 William Street  
Allenstown  
QLD 4700**

Total enrolments:

**1124**

Year levels offered:

**Years 7–12**

Type of School:

**Co-educational**

# Curriculum Offerings

## Distinctive Curriculum Offerings

The curriculum at The Cathedral College is divided into Middle School (Years 7- 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.

## Extra Curricula 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 2016, the College Choir, Stage Band and many other groups 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 lunchtime and stage performances.

## Social Climate

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 7-9 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. The College has become an innovator in the live-streaming of significant school events so that parents and grandparents can see events such as Academic Assemblies, Leadership Inductions and Music Nights.

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 Evenings. 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.

## Reducing the school's environmental footprint

The college has added solar cells to the roof of the John Miles Building. We have recently installed an Australian first battery/solar system at our Boys' Boarding 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 75 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 are 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. Five staff are indigenous.

## Qualifications of all teachers

| Qualification – highest level of attainment | Percentage of staff with this Qualification |
|---|---|
| Doctoral / Post-doctoral                    | 2.6 %                                       |
| Masters                                     | 6.5 %                                       |
| Bachelor Degree                             | 87 %  |
| Diploma                                     | 3.9 %                                       |
| Certificate                                 |   |

## 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.

\$310,900

### (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 Bishop's Inservice Day provided opportunity to look at Catholic mission and ethos; time was spent examining our college's charism and how this was influenced by the two colleges from which our college emerged. Teachers participated in the Rockhampton-wide professional development evening. We have also been engaging with AITSL Professional Standards for Teachers.

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

100 %

## Average staff attendance

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

97.29 %

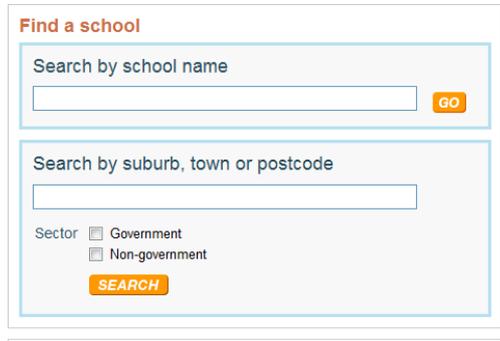
## Percentage of teaching staff retained from the previous school year

91.28 %

## School Income

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

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field and a "SEARCH" button. Below the second section, there are two radio button options for "Sector": "Government" and "Non-government".

## 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 [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 2016 cohort in NAPLAN was good with them being above the state average in 3 of the 5 test categories. While the year 7 2016 cohort were above in 4 of the 5 test categories.

The leaving outcomes for the Year 12 2016 cohort have been very pleasing with nearly 40% continuing to higher education and almost all of the remainder moving to work placements. 94.5

## Average student attendance rate (%)

94.3 %

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

Non-attendance is very rare at the college and staff is diligent 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

## Apparent Retention Rate

### Year 10 to 12 Apparent Retention Rate

94.5 %

## Year 12 Outcomes

| Outcomes for our Year 12 cohort of 2016  | (Data are available to schools from the QSA secure website using your existing security code) |
|--|---|
| Number of students awarded a Senior Statement  | 189   |
| 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   | 184   |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications.   | 152   |
| Number of students who are completing a School-based apprenticeship or Traineeship (SAT)   | 15  |
| Number of students receiving an Overall Position (OP)  | 107   |
| Percentage of OP eligible students with an OP 1-15   | 84  |
| 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. | 99  |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.  | 98  |

## 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 movement in all of these benchmarks.

## The story of where you are going

The Cathedral College has developed a Strategic Plan for the years 2017-2019. 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. We have engaged in a major building infrastructure investment in the College Campuses with nearly \$20m expended in recent years across both Day and Boarding campuses. Our teaching and learning practices remain our major focus with teachers engaging in annual goal-setting and peer/student feedback on those goals. Engagement with technology to enhance student outcomes is also a major focus of our future plans.

## Parent, Teacher and Student Satisfaction

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 The Cathedral College.