Welcome to our School Annual Report for the 2011 academic year. The School Annual Report provides parents, students and members of the College community with information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved.

The School Annual Report also describes features of our College and provides information on progress towards our planned goals and our aspirations for the future.

Our Vision statement: To be recognised as a school with a reputation for the highest standards of learning and behaviour, continued throughout 2011 to serve as a key reference point for strategic initiatives.

When reading this report it is also important to reflect on the mission of the College: To nurture positive values and a strong sense of self-worth in our students enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.

The 2011 school year was a very positive and successful year which saw us continue to grow, learn and develop together as a College. I am very pleased to present this report to the Capalaba State College community and I look forward to the exciting challenges the 2012 school year holds for us as we continue to live, love, learn and leave a legacy.

School progress towards its goals in 2011

Capalaba State College experienced a very productive and successful school year in 2011 with significant progress achieved in implementing the key strategic objectives detailed in the 2011 Operational Plan.

A snapshot of key strategic goals achieved in 2011 include: -

The full implementation of the Queensland Curriculum Assessment and Reporting Framework with comprehensive school based planning documentation developed and implemented for all year levels ensuring consistent, high quality curriculum underpinned all teaching and learning experiences across the College.
Our school at a glance

A comprehensive audit to identify and map the use of diagnostic and standardised test instruments across the College in the areas of literacy and Numeracy. This audit ensured accurate and consistent measures of student performance were available and timely and appropriate support was provided.

The establishment of reading targets for all year levels in the early phase of learning and the implementation of targeted strategies to enhance student performance in reading from prep to Junior Secondary.

The continuation of the College’s partnership with experts from the Queensland University of Technology in the delivery of the College’s Queensland Core Skills preparation program.

Extensive planning and professional learning was conducted in preparation for the implementation of the National Curriculum in English, Maths and Science in 2012.

The continued implementation of the Action Against Bullying strategy across the College and the You Can Do It social and emotional development program in Junior Secondary.

The implementation of the Certificate II as the desired minimum exit Vocational, Education and Training qualification in the Senior phase of learning.

The continued implementation of the School Wide Positive Behaviour Support program with focus on developing, in consultation with students, appropriate reward systems for students who continually meet college expectations.

Overall 2011 was a very successful and very positive year for the College. Our year 12 students who graduated in 2011 provided outstanding results in a range of key performance measures with over 90% of students receiving a Queensland Certificate of Education or Queensland Certificate of Individual Achievement and 58% of eligible students receiving an OP 1-15.

The quality of teaching and learning programs offered at the College were recognised with the awarding of 5 High and 3 Medium ratings at our most recent Teaching and Learning Audit.

Our success at the College begins with the belief that excellence comes when every student achieves their very best. This success starts with a solid foundation in our Prep classes and builds from our Junior Campus through Junior Secondary and finally in the Senior phase – This continuity of learning and tracking of growth as students transition through the phases of schooling is the true value of a P-12.

Future outlook

Capalaba State College will continue to focus on the performance of our students in Eight Key Learning areas with a specific focus on the subject areas of English, Mathematics and Science as we implement the National Curriculum in 2012. We will continue to strive for improved continuity in planning and curriculum delivery across all subject offerings and we will endeavour to increase the percentages of our students who perform above the national minimum standards in NAPLAN tests results and maximise the percentage of students who are performing in the upper two bands in each domain.

To further enhance the teaching expertise of our staff the Dimensions of Learning will be implemented
Our school at a glance

as a professional learning framework to improve pedagogical practice across the College. Teacher coaching, mentoring, peer observation and feedback processes will also be introduced as models of professional development to ensure our teachers learn from each other and share best practice.

Our learning agenda for the future will also see an enhanced array of eLearning platforms to further personalise student learning and to extend high achieving students.

We will continue to build a high level of expertise in our College and in the wider College community in the teaching of reading, particularly in the early years, and recognise and support the notion of parents as the first teachers of reading.

It is our ambition to develop a range of programs of excellence in Sport, the Arts and eLearning to enhance the vast array of highly successful curricular and extra curricular activities which currently exist at the College.

In the Senior phase of learning we will continue to strive to improve pathways for our students through improved access to school based apprenticeships and traineeships, Vocational Education and Training options and improving opportunities for further tertiary study.

We will continue to ensure that Capalaba remains a great place to be a learner by continuing to implement the School Wide Positive Behaviour Support process and expanding the You Can Do It program into Junior Secondary. The dress code for the College and the way students present themselves will continue to be a priority.

The future outlook for Capalaba State College is a very positive and exciting one with so many wonderful initiatives occurring across the entire College.

School Profile

<table>
<thead>
<tr>
<th>Coeducational or single sex:</th>
<th>Coeducational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year levels offered:</td>
<td>Prep - Year 12</td>
</tr>
</tbody>
</table>

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1010</td>
<td>491</td>
<td>519</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Capalaba State College has 4% of students who identify as Indigenous and 9% who identify as coming from a language background other than English.
Our school at a glance

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17.6</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>173</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>14</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>5</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings.

Capalaba State College offers the Queensland Studies Authority core curriculum in the Key Learning Areas from P-9. These include: English, Mathematics, Science, Health and PE, Studies of Society and Environment, The Arts, Technology, and Languages. Also offered in the Senior School (10 -12) are Queensland Studies Authority and Authority Registered subjects, which support academic and vocational pathways.

The College has distinctive curriculum offerings in the following areas:

- Early Childhood Development Program;
- Specialised programs for students with disabilities from one year of age to six years of age;
- Special Education Program; and
- Specialised programs for students with disabilities from Year 1 – Year 12.

The Junior Campus (Prep-Year 6) has features distinctive curriculum offerings in the following areas:

- The Beginning Early Literacy Program (BELIP) for Prep children. Managed by our Speech Pathologist this program focuses on ensuring that our children have the best possible start to their learning through the development of pre-literacy and oral language skills; and
- The Early Literacy Program (ELP) provides early intervention for children in Years 1 and 2 with a focus on learning metalanguage and phonics. Specialist literacy teacher-aides have been trained to work in classrooms with children and their teachers in the morning literacy block sessions.

The Middle School (Year 7- Year 9) offers:

- A unique middle phase curriculum designed to prepare students for the Senior phase of learning;
- Experienced Middle Phase teachers equipped with the skills to encourage and engage adolescents with learning and achieving; and
- Intervention and support programs.
Our school at a glance

The Senior School (Year 10 - Year 12) offers distinctive curriculum programs in:
- The Arts - Dance, Drama, Music, Media and Visual arts;
- TAFE partnership programs; and
- The Futures Program - one day a week where students access work placement, apprenticeship/traineeship, university and TAFE links, a tutorial program, Queensland Core Skills Test practice sessions and home and school study.

Extra curricula activities

The Arts:
Dance classes, drama performances, media and technical crew development, Creative Generation, Dance Eisteddfords, QUT partnership performance, Concert and Big Bands, jazz festival, choirs and art exhibitions.

Sporting:
Volleyball, Soccer, Rugby League, Rugby Union, Tennis and a wide range of seasonal competitive sports

Cultural pursuits:
Philosophy Club, Chess Club, Book Club, Computer Club, Debating, College Socials, organised lunch time activities, Peer Mediation, Public Speaking.

Leadership:
Student Leadership Camps, Student Management Team activities, Interact, student leadership conventions

Competitions:
Mathematics, Science, Technology, English, Spelling, Top Quiz Kids and a range of Humanities competitions.

How Information and Communication Technologies are used to assist learning

Capalaba State College is committed to enhancing the digital learning technologies available to our students and integrating the use of ICTs across the curriculum. In 2010 significant funding was expended on enhancing and upgrading the technology available to students across the College; particularly in Middle and Senior school and as a result students in many classes have experienced much greater access to computer based learning activities.

Some of the enhancements to the College’s infrastructure include: Interactive whiteboards, mobile computer labs, the installation of a wireless network with complete coverage of the Senior Campus, the installation of data projectors in a range of classrooms and the ongoing purchase of new PCs and Laptops.

Through the Computers for Teachers program and completion of the digital pedagogical certificate the teachers at Capalaba State College have also made significant gains in their computer proficiency and the ability to integrate ICTs into the daily learning of their students.
Social climate

Capalaba has a very supportive school environment which caters for the full range of students. The policy of inclusion with wisdom for all students in classrooms, sporting and cultural activities is a strong feature of the College. The Responsible Behaviour Plan is supported by well-structured and consistent processes for classroom and playground participation.

To support students in achieving success, the You Can Do It program is taught across P – 9. Students learn the keys to success through weekly lessons from the You Can Do It Program. These keys – Organisation, Confidence, Persistence, Getting Along and Resilience – provide students with explicit knowledge and ways of thinking to support them on their journey through life.

Pastoral care programs are delivered through form groups and the Futures program in Year 11 & 12. Capalaba State College also offers a Chaplaincy service to students for three days a week.

The College has developed, through our participation in the School Wide Positive Behaviour Support Program, five core expectations for all students:
Be Responsible – In my life and learning I make good choices;
Be Respectful – In my life and learning I am considerate and tolerant of others;
Be Safe – In my life and learning I recognise the importance of the health and wellbeing of myself and others;
Be Positive – In my life and learning I approach challenges with courage and persistence; and
Be a Learner – In my life and learning I seek opportunities to learn and improve.

The College also has implemented an extensive Action Against Bullying strategy to support students and their families to combat bullying in all of its forms. Explicit lessons are taught to combat bullying in the Junior and Middle Schools College. Increased reporting mechanisms such as classroom bully boxes (P- 6) and an electronic bully box (7 – 12) have also been put in place.

Our Senior Campus and Junior Campus students reported to us through the School Opinion Survey satisfaction levels that were well above the state mean satisfaction levels in response to questions related to:
How satisfied they were about the behaviour of students at the College;
How safe they felt at the College;
That they were treated fairly at the College; and
How happy they were to come to the College.

We are very pleased with the high levels of confidence that the students have in the College and this result reinforces that our strong focus on student discipline and support, action against bullying and social and emotional development are having a great impact in terms of ensuring a positive, safe and respectful learning environment.
Our school at a glance

Parent, student and teacher satisfaction with the school
Parent, student and staff overall satisfaction ratings (a summation of all survey questions) indicate we are maintaining a positive trend in the levels of satisfaction from all three groups with the performance of the College in 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>81%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education
Parents are welcomed and encouraged to become involved in their child’s education wherever possible. Involvement in your child’s education at Capalaba State College can take many forms; assisting in classrooms, excursions, being a member of a wide range of College support groups or committees such as the P&C, swimming club, Junior and Senior Music or helping out on sports days, the tuck-shop or other College events.

The P&C meets monthly and assists with College strategic planning, policy formulation and fundraising activities.

Parent teacher interviews are conducted each semester and all parents are invited to meet with their child’s teacher/s to ensure they are well informed about how their child is progressing with their studies and other aspects of school life.

The College newsletter is mailed home by hard copy or by email on a monthly basis and helps to keep families connected to College happenings and events and also helps us to celebrate special achievements publicly.

Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. We have implemented a range of strategies in 2011 with a view to reducing the College’s environmental footprint. These include participation the National Solar Schools project where our grant submission was successful in obtaining a 6KW solar system placed on the Junior Campus, we also replaced 1332 fluorescent light tubes with energy efficient tubes and staff professional learning activities have also occurred with strategies identified to reduce the consumption of power.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity Water</td>
</tr>
<tr>
<td>KwH                                           KL</td>
</tr>
<tr>
<td>2011                                           410,415 502,251</td>
</tr>
<tr>
<td>2010                                           459,731 3,877</td>
</tr>
<tr>
<td>% change 10 - 11                               -11%   12855%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>89</td>
<td>51</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>81</td>
<td>36</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>69</td>
</tr>
<tr>
<td>Diploma</td>
<td>13</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $26,900. The major professional development initiatives are as follows:

- Senior Schooling - CCEs
- Implementing the National Curriculum
- OneNote
- The Teaching of Spelling
- First Steps in Maths
- The Teaching of Reading
- Embedding Aboriginal and Torres Strait Perspectives
- Tactical Reading
- You Can Do It
- Action Against Bullying
- Persuasive Writing
- ICT Pedagogical Licence
- QAR
- Visible Learning

The proportion of the teaching staff involved in professional development activities during 2011 was 98%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2011 school year.

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

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

![Search box with 'GO' button]

Search by suburb, town or postcode

Sector

Government
Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>84%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

On Junior Campus (Prep-Year 6) attendance rolls are marked electronically twice daily, at the commencement of school and after the lunch break. Parents of students who are absent from school are required to provide a reason for the student absence. If students are absent for more than three consecutive days, the parent is contacted by the school to obtain a reason for their absence. Details of any unexplained absences are sent to parents by mail with request for explanation. Parents of students with high level absenteeism are invited to meet with an administrator to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

On the Senior Campus roll marking is conducted daily during form class by the form teacher and subject class roll marking also occurs every lesson by the class teacher. Senior Campus teachers also
Performance of our students

use an electronic roll marking system.

Parents are advised by text message by the end of period 1 if their child is absent without explanation. Students with unexplained class absences are called to the office the following morning to meet with a Deputy Principal to account for their reported absence.

If a student is absent without explanation for two consecutive days an absence letter is sent to parents.

The Deputy Principals monitor extended absences to determine if absences warrant the enforcement of the Compulsory School and Compulsory Participation provisions.

If truancy continues the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: [ ] Government [ ] Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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.
Performance of our students

Achievement – Closing the Gap
The attendance, achievement and retention of indigenous students through to the completion of year 12 continued to remain a significant priority for us in 2011. Indigenous students’ attendance rates were marginally less (4.5%) than nonindigenous student attendance rates and consistently remain close to the all student state attendance rate. The apparent retention of indigenous students from year 10 to through to year 12 exceeded nonindigenous student retention rates. For year 3 students the gap in performance for indigenous students in Reading, Writing and Numeracy has been significantly reduced and is similar to the performance of nonindigenous students.

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 90%

Outcomes for our Year 12 cohort of 2011
Number of students receiving a Senior Statement. 96
Number of students awarded a Queensland Certificate Individual Achievement. 5
Number of students receiving an Overall Position (OP). 38
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 1
Number of students awarded one or more Vocational Educational Training qualifications. 94
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 41
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 82
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD. 58%
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. 98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 82%

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>14</td>
<td>14</td>
<td>2</td>
</tr>
</tbody>
</table>
Performance of our students

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>41</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate 1 Courses studied include:
- Work Education
- Hospitality
- Furnishings
- Information Technology

Certificate II Course studied include:
- Business
- Workplace Practices
- Hospitality
- Information Technology

Post-school destination information

In 2012, 34.1 per cent of young people who completed Year 12 at Capalaba State College in 2011 continued in some recognised form of education and training in the year after they left school. The most common study destination was university (14.6 per cent). The combined VET study destinations accounted for 19.5 per cent of respondents, including 9.8 per cent in campus-based VET programs, with 3.7 per cent of Year 12 completers entering programs at Certificate IV level or higher. 9.8 per cent commenced employment-based training, either as an apprentice (7.3 per cent) or trainee (2.4 per cent). In addition to the above study destinations, a further 7.3 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination). 65.9 per cent did not enter post-school education or training, and were either employed (47.6 per cent), seeking work (15.9 per cent) or neither studying nor in the labour force (2.4 per cent).
Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Students who leave the College early (generally in the Senior Years of schooling) usually exit the College to participate in another eligible option for example fulltime employment or vocational education and training which may involve a course, apprenticeship or traineeship under the VETE Act. Any other early leavers do so under an approved exemption from the compulsory schooling or compulsory participation phase of learning and are monitored on a term by term basis from the South East Regional Office.