



# Chanel College Gladstone

2020 Annual School Report



Catholic Education  
Diocese of Rockhampton

## **Chanel College, Gladstone**

Catholic Education Diocese of Rockhampton

### **Principal**

Dr Susan Bunkum

### **Address**

11 Paterson Street  
Gladstone Qld 4680

### **Total enrolments**

731

### **Year levels offered**

Year 7 to 12

### **Type of School:**

Co-educational

## School Overview

Chanel College, established in 1966, is a Catholic co-educational school situated in Gladstone in Central Queensland. Enrolment is approximately 700 students from Years 7 to 12. Our ethos reflects both Marist and Mercy traditions. The College is committed to the development of the whole person - intellectual, spiritual, emotional, physical, social and cultural and offers programs and opportunities to develop these dimensions. We offer a well balanced, inclusive curriculum allowing students to explore ATAR based pathways and Vocational Education pathways, where students have the opportunity to be involved in Work Experience and School Based Traineeships. The vertical House System, the fundamental pastoral structure within the College, monitors the progress and wellbeing of all students and allows students from all year levels to interact with each other. This facilitates the development of a strong sense of community. Our community extends beyond the school environment and we work in partnership with parents to create a family atmosphere and to foster respect for all people. Students are involved in a broad range of co-curricular activities including debating, public speaking, chess, choir, bands and a variety of sports. The philosophy of the College is expressed in our motto 'To Live Justly'.

More information on our school can be accessed from [myschool.edu.au](http://myschool.edu.au)

## Curriculum Offerings

### Distinctive Curriculum Offerings

Chanel College is a Catholic co-educational secondary College. Our curriculum framework incorporates three distinct structures:

- the Middle School (Years 7, 8 and 9) is designed to facilitate the transition of students from the primary into secondary phase of schooling.
- the Year 10 Pathways program focuses on the consolidation of, and preparation for, either the Vocational Education or the Tertiary Studies pathways provided in the senior school.
- the Senior School (Years 11 and 12) supports students in their chosen vocational or tertiary pathways. The College engages in partnership with a number of community organisations (e.g., QMED, EQIP, GADPL, Site Skills Training) as a means by which to offer students an extension to their learning.

### Extra Curricula Activities

Chanel College is committed to the development of the whole person and provides educational opportunities based around these dimensions – intellectual, spiritual, emotional, physical, social and cultural. The College provides both formal and informal programs designed to facilitate student development in each of these areas.

- Intellectual – Chanel is a QMEA (Qld Minerals and Energy Academy) school which allows the College to access QMEA programs. Students have the opportunity to participate in International Competitions and Assessments for Schools (ICAS) in English, Mathematics and Science. There are many other opportunities such as the Reader's Cup, National Youth Science Forum and the Golding Art Exhibition.
- Spiritual – students in all year levels participate in retreat programs and are responsible for preparing College liturgies. Students also have the opportunity to participate in spiritual activities such as ACTS Camps and Marist Forums. Each alternate year students have the opportunity to participate in an Immersion experience during the September school holidays. (NOTE: In light of the Covid 19 Pandemic, these opportunities are currently under review).
- Emotional – the College has an integrated approach to Pastoral Care and Personal Development Education. College counsellors work with Heads of House to ensure that the wellbeing of students is central to the work that we do to help young people develop resilience and lifelong strategies for maintaining emotional wellbeing.
- Physical – all students have the opportunity to participate in a diverse range of sporting activities, including netball, AFL, rugby league, rugby union, hockey, cricket, 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 representation in a wide range of sports.
- Social – the social development of students is promoted through a vertical Pastoral Care system, a formal Pastoral Care program and community service initiatives. The Student Representative Council organises a range of activities designed to encourage social development and participation.

- Cultural – The College has an Instrumental Music Program and a variety of bands and ensembles (e.g., Concert Band, Stage Band, Strings Ensemble, Woodwind Ensemble and Drum Line). Students have the opportunity to participate in a biennial College musical production and in the Combined Schools Musical in the alternate year. The College has an award-winning Choir that is well respected in the local community and receives requests from a variety of organisations to perform at community events such as the Anzac Day Dawn Service. Public speaking and debating provide students with opportunities to participate in competitions both within the College and in interschool competitions.

The purpose of any school curriculum is to assist young people to further explore the real meaning of their lives – both today and in the future. At Chanel College we pursue that purpose through the lens of our Catholic Christian tradition and also through that of our founding charisms – the traditions of the Marist Brothers and the Mercy Sisters.

## How Information and Communication Technologies are used to assist learning

Information and communication technologies are used primarily to enhance student learning. All students use a Chromebook and engage with Google Classroom in each of their subject areas. This has been found to be a very effective means by which to promote student learning both in the classroom and at home. Students are also adept at the use of Student Lounge as a site from which to access daily notices and other information. They are also accustomed to submitting assessment tasks through Turnitin, as well as accessing results and comments via this medium.

The College also uses a Learning Analytics process which uses educational data, statistical analysis and modelling to gain insights into longitudinal student (and College) performance. Significantly, this ensures that all teachers have access to information about student learning progress and outcome and allows the College to identify teaching and learning areas which can be targeted in strategic planning.

Apart from the Google suite, many other software platforms are engaged to enhance pedagogy and student engagement with course content. Some of these platforms (e.g. Stile, Sibelius, Mathematica) are subject-specific; whilst others (e.g. Clickview, EP, Cloud aps and web design) are for general use across several curriculum areas.

## Social Climate

### Strategies to Promote a Positive Culture

Students, parents and staff at Chanel College experience a strong sense of belonging. Chanel College believes that it is in a partnership with parents, as together we strive to ensure that students have the opportunity to develop personal excellence within an environment of authentic care.

While the College has a formal Religious Education program, the spiritual development of students is an important part of our mission that is integrated into all areas of College life.

The Pastoral Care Program and Personal Development Education Program help build compassionate citizens who know how to look after themselves and others. The College has a full time Careers Advisor, a Careers and Vocational Education Program Leader and two Counsellors, all of whom are accessible to students and their parents. The College also accesses a range of community support programs.

The ideal that Chanel students are 'Respectful, Responsible, Resilient Learners' underpins the strategies in place to promote the development of an environment that is conducive to effective learning. The College has decided to engage the Responsible Thinking Classroom model as that which will ensure that the momentum gained in creating a positive culture continues to evolve to ensure ongoing best practice in this area.

Our vertical pastoral care system supports all students in developing a sense of belonging and security. Communication is an important part of the partnership with parents, and they are encouraged to maintain contact with the House Pastoral Care Teacher and the Head of House responsible for their child. The Student Organiser, which is provided to each student, is an important tool in the communication process between teachers and parents/carers.

There are strategies in place to respond to bullying. This includes a well-publicised anti-bullying program and conflict resolution processes.

## Cyber Safety and Anti-Bullying Strategies

Chanel College has implemented Diocesan policies on Acceptable Use of ICT and ICT Agreements are in place for both students and staff. The College regularly communicates with parents and the school community about cyber safety issues. It also has policies in place to deal with the use of mobile phones and other electronic devices.

Chanel College has a number of programs in place which are designed to proactively assist students to prevent bullying at school and to develop skills in resilience as they manage peer relationships. For example, Heads of House regularly conduct sessions with students around topics such as cyber safety, bullying and protective behaviours. This proactive approach also includes organising guest speakers, for example, the PCYC annually runs a program called Love Bites. The Daniel Morcombe curriculum is also taught at the College.

The College community is kept up to date about developments in this area through the newsletter, Parent Information Evenings and Parent Lounge. All Diocesan and school policies are reviewed on a regular basis.

Each year the College actively promotes the National Day of Action Against Bullying and Violence by organising activities throughout the day. These activities are led by the Student Leadership Team and the Student Representative Council.

## Strategies for involving parents in their child's education

Parent involvement is encouraged through both formal and informal involvements.

These include:

- The College Board is a Pastoral Board which is involved in capital planning, school review and improvement, budgeting and communication.
- The Parents and Friends Association contributes information, skills and financial support to projects that the P & F Association has prioritised.
- Homeroom Parents are a special group of parents who identify with the House to which their children belong. They provide support in the preparation of Pastoral Care activities such as school retreats and social functions.
- At the beginning of the school year, parents of Year 7 students are invited to a welcome function where they have an opportunity to meet their children's Pastoral Care and subject teachers.
- Parents are regularly invited to attend Parent Information sessions, for example "Raising Teens in a Hyper-Sexualized Society" presented by David Kobler from Your Choiceez 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.
- Parents are encouraged to attend year level information evenings.

## Reducing the school's environmental footprint

In 2020 Chanel College was accepted as a trial school with Catholic Earthcare. This means that the College community will begin to work its way through each of the five levels of certification associated with the program. It also continues to be registered with the Cleaner Greener Schools program continually working towards improving its star rating.

The College has an active Environmental Committee made up of staff and students. Various initiatives have included 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" and has implemented a 'War on Waste' by developing a school wide waste management system, the aim of which is to eventually become a school community which generates 'zero-waste'. The newsletter is distributed via email and the use of Chromebooks also reduces 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 wide variety of industries which recruit employees from around the world. Consequently, Chanel College has many students from overseas

who have become a part of our community. These countries include India, New Zealand, The Philippines, South Africa, Canada and the United States.

The region has characteristically been affected by a 'boom-bust' cycle which impacts local industry. It appears that region is now emerging from the economic downturn of recent years which negatively impacted many families and businesses in the Gladstone region.

### Average student attendance rate (%)

The average student attendance rate was 98.07%

### Management of non-attendance

Student attendance is managed by a College Policy. The College has a formal process whereby parents/carers are required to notify the College by 8.40am 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, House Pastoral Care teachers or Heads of House contact the parent/carer to discuss the issue.

### Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognised as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life. The Year 10 to 12 apparent retention rate was

Year Level	Student numbers end of 2020	Year Level	Student numbers commencement 2021	Retention %
Year 9	112	Year 10	118	105
Year 10	102	Year 11	101	99
Year 11	95	Year 12	93	98
<b>Total</b>	<b>309</b>	<b>Total</b>	<b>312</b>	<b>101</b>

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	62.00	42.00	3.00
Full-time equivalents	60.20	37.81	2.79

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1.61 %
Masters	11.29 %
Bachelor Degree	80.65 %
Diploma	6.45 %
Certificate	

## Major Professional Development Initiatives

All staff are involved in on-going spiritual development (e.g., Staff Spirituality Days, Bishop’s Inservice Day, Marist Spirituality Programs) to maintain accreditation to teach in Catholic schools.

There has also been a continued focus on the development of learning technologies and the implementation of G-Suite. Significant emphasis has been placed on the development of subject specific skills. In particular, teachers have been supported to complete modules prepared by the QCAA as precursors for positions (e.g., Confirmer, Endorser, Marker) associated with the Senior Assessment system.

All teachers have participated in 4 Dimensions workshops and have been profiled using Classroom Profiling tools. This is part of a 12-month program, according to which all teachers will be profiled twice within a one-year period.

The College continued to focus on professional development for staff in VET Pathways, pedagogy, discipline-specific topics, behaviour management and leadership development.

The College is also actively planning for leadership succession and has supported several staff members to complete programs in the QELi|Excellence in Educational Leadership schedule. These have included the program for Middle Leaders and Deputy Principals.

Support staff have also been encouraged and supported to complete professional development associated with their specific areas of responsibility – for example, data systems management; media, marketing and communication; learning support; healthy tuckshops; workplace health and safety; general communication and office protocols.

The percentage of teacher participation in professional development was 100%.

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$ 88,800.

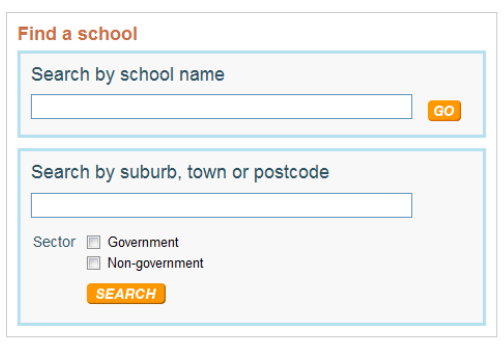
## Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 91.06%.

Percentage of teaching staff retained from the previous school year was 94.41%.

## 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 search boxes: "Search by school name" with a "GO" button, and "Search by suburb, town or postcode" with a "SEARCH" button. Below the second search box, there are radio buttons for "Sector" with options for "Government" and "Non-government".

## National Assessment Program – Literacy and Numeracy Results

In 2020, NAPLAN did not proceed as a result of the disruptions caused by COVID-19. Previous NAPLAN results are available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

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 and Value Added

It is important that secondary schools report their outcomes in relation to the Years 7 and 9 test results, their Year 12 outcomes information and retention rates. However, it is equally important that schools provide contextual information in relation to these results. There may be many factors affecting these outcomes and schools should take this opportunity to provide a full picture of individual school interests and strengths.

In preparation for their planned career pathways, the majority of Year 12 students at Chanel College choose courses of study comprised of a broad range of General subjects. They do this because they believe that this allows them greater choice at the completion of their courses, be it through tertiary study, apprenticeship or direct entry into the workforce.

### Year 12 Outcomes

Outcomes for our Year 12 cohort of 2020	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Number of Year 12 students who received a Senior Education Profile (SEP)	68 students
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	84%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	0%
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	49%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	3%
Highest reported ATAR	99.50%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving a university offer	97%

## Strategic Improvement: Progress and Next Steps

### Strategic progress in 2020

The 2020 to 2022 Strategic Plan (available on the Chanel College website) was developed in light of the outcomes and recommendations of the formal School Review and Improvement process that was conducted in 2019. This plan identifies priorities for ongoing renewal and development.

The Strategic Plan identifies five Strategic Priorities and within each of the Strategic Priority areas, a number of goals with specific strategies are identified as the focus for school improvement in this triennium.

These are:

1. Identity and Mission  
Goal 1 – to strengthen connections with our Marist and Mercy charism.



- Goal 2 – to strengthen our understanding of our role as a Catholic College with our Parish and Diocese.
- Goal 3 – to enhance and diversify faith formation and religious leadership opportunities for College staff.
2. Teaching and Learning
- Goal 1 – to use data and evidence effectively to foster growth in teacher and student capabilities.
- Goal 2 – to strengthen a culture of improvement through a systematic, reflective and evidence-based approach to learning and teaching.
- Goal 3 – to enhance the provision of quality learning opportunities and support for students with diverse learning needs.
3. Wellbeing
- Goal 1 – to resource and support College programs which promote the mental health/wellbeing of students and to promote the development of resilience.
- Goal 2 – to consolidate the whole College approach to behaviour management integrating Restorative Practices, The Four Dimensions, Classroom Profiling and Responsible Thinking Processes.
- Goal 3 – to celebrate and value the contribution and achievement of students.
- Goal 4 – to explore Student Leadership development initiative.
- Goal 5 – to create a supportive environment and provide resources to promote staff wellbeing.
4. Community
- Goal 1 – to provide experiences of pilgrimage and mission for students and staff.
- Goal 2 – to provide a diverse and engaging co-curricular program including Instrumental Music, the Performing Arts, Visual Art, Public Speaking and Sport, which offer students a wealth of experience to complement their academic programs.
- Goal 3 – to develop the Alumni and to provide alumnae with opportunities to reconnect and engage with the College community.
5. Innovation and Sustainability
- Goal 1 – to provide vibrant and innovative learning spaces that enhance teaching and learning.
- Goal 2 – to ensure that facilities, finance and resource management practices across the College are robust, consistent and compliant.
- Goal 3 – to reduce our carbon footprint throughout the College.
- Goal 4 – to provide leadership structures which support the College in the next decade.
- Goal 5 – to provide all staff with opportunities to participate in high quality professional development to ensure that we are visionary and creative.
- Goal 6 - to attract and develop high quality staff.

The College Board and the Leadership Team assume responsibility for ensuring that we are working towards achieving these goals over the three-year period of the Strategic Plan. During 2020, plans were put in place to ensure that progress was occurring in each of the Strategic Priority Dimensions.

## Strategic priorities for 2021

One of the key benefits of the three-year strategic plan (rather than two-year or five-year) lies in the fact that goals identified are limited in number and must be achievable within this time frame. Another positive attribute of three-year strategic plans is associated with the necessity that members of the College community think beyond the present (and imminent) and engage with the imperative that the currency of educational institutions is innately linked to their capacity to plan for future possibilities.

The goals identified in the 2020 – 2022 Strategic Plan for Chanel College form the basis of strategic priorities for 2021.

## Parent, teacher and student satisfaction with the school

A feedback culture is an essential ingredient to growth and the provision of an education that is desired by parents who have a choice between a number of secondary schools. Consequently, a number of avenues are engaged to gather data/feedback. These include the Parents and Friends group, the Board, consultation with student groups, meetings with staff as well as formal school satisfaction surveys.