



ANNUAL REPORT 2022

Calvary Christian College

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Early Years – Year 12

Co-Educational Independent School



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Fearlessly *Authentic* Learners

Calvary Christian College is an independent, dual campus, co-educational school. The College offers a unique learning environment with a relentless commitment to ensuring each student’s diverse needs are catered to. We commit to encouraging each child to be a fearlessly authentic learner who steps into every opportunity to grow and learn. We partner with them and their parents to develop their unique and individual talents.

The College is governed by a College Council with members drawn fromUCAQ Synod, Presbytery, Real Life Christian Church (RLCC) members, Community representatives, as well as representatives from our parent body and alumni. The Council is made up with a skills matrix in mind to ensure that the Council covers the wide skills set required for effective governance today. The College Council is responsible to the Church Council. The Approved Authority isUCAQ.

The College Council members for 2022 were as follows -

Kevin Gordon, Adam Barke, Andrew Ballantyne, Jasmine Florey, Rufus Gandhi, Peter Kunst, Adam Low, Helen Moore, Brett Spitz, Brandon Tanner, Andrew Taylor and Storme Vunderink.

Established at Springwood in 1984 and expanding to include the campus at Carbrook in 1992, the College is a ministry of Real Life Christian Church.

The College enjoys a mutually beneficial and strong relationship with Real Life Christian Church with the Associate pastor of RLCC coordinating the College chaplaincy program. The RLCC youth ministry operates a Youth Group from the Carbrook campus. Volunteers from the church work alongside College staff to strengthen bonds between recent graduates, the College and the Church. Church volunteers are also active in supporting the delivery of programs such as Alpha Youth through the College Formation program. We enjoy strong alignment between the mission and vision of RLCC and the College.

At the College we seek to live out our faith with the focus on being a *Fearlessly Authentic* Christian community.

Springwood Campus

Early Years to Year 6

161 Dennis Road, Springwood, QLD 4127

OSHC and Vacation Care

Carbrook Campus

Early Years to Year 12

559 – 581 Beenleigh-Redland Bay Road,
Carbrook, QLD 4129

OSHC and Vacation Care



COLLEGE COUNCIL CHAIRPERSON REPORT

Romans 8:38-39

For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.

The 2022 school year, held many highlights for me including:

- The youngest members of the Calvary family commencing their learning journeys.
- Students of all ages achieving their personal best academically and in various co-curricular activities.
- Being entertained by our performing arts students in Back to the Eighties musical.
- Celebrating successes in a number of sports.
- The sheep show team success at the Ekka.
- Drought Angels mission trip to Chinchilla in the September holidays.
- People enjoying the new Cunningham Pavilion and surrounding landscaping.
- Seeing the Carbrook oval and the agricultural precinct recovered after the floods.
- The opening of the time capsule that was sealed at the 10th anniversary of the Springwood campus.

As a relative newcomer to the Calvary Community, gained some great insights from the time capsule opening assembly, especially hearing from people involved in the founding of the College and its first ten years when it was known as Logan Uniting Primary School.

I enjoyed hearing from founding clergy and academic staff about the early days and was pleased to observe that we remain true to their vision of an excellent Christian education where the pursuit of academic and co-curricular excellence would be combined with growth in Christ and a desire to impact the world for good and for God.

Calvary's Christian identity remains core to who we are as a College and it is our current vision that every Calvary graduate is a fearlessly authentic learner with faith for the future. We believe that:

- **Mastery of curriculum content matters.**
- **Mastery of skills development matters more.**
- **What matters most, is formation of character and faith.**

I am grateful for the ongoing support of Real Life Christian Church, the Uniting Church Property Trust, and the many people without whom there would not be a Calvary Christian College.

It is my honour to lead the College Council, dedicated volunteers with a diverse range of skills and experience, who invest generously of their time and skills in the oversight and governance of the



College. I am grateful to my fellow councillors for the time and energy they invest into the role.

Two of the significant events in the governance space this past year have been:

- Adoption of a new Constitution (effective from the first of July)
- Renewal of the College Strategic Plan for 2023-2028

In addition to modernising some operational aspects (such as quorum for meetings) and reflecting the decision of the P&F Association to dissolve, the new constitution, drafted in collaboration with RLCC Council and Uniting Education Schools and Residential Colleges, will hopefully make it easier to attract candidates for our skills-based Council and we are always keen to hear from members of the Calvary family interested in serving on the College Council.

A collaborative effort between the College Council and the Executive Leadership Team, the renewed strategic plan affirms the current strategic direction of the College and the importance of the College's Christian identity.

At the 2022 AGM we farewelled Evan Schloss and Andrew Taylor and since then we have farewelled Peter Kunst and Storme Vunderink from the College Council and I am grateful for their contribution and commitment to the governance of the College during their tenures. In December 2022 we welcomed Andrew Ballantyne, Helen Moore and Rufus Gandhi onto the Council.

My sincere thanks to the College staff, under the leadership of our Principal Mrs Cherylynne Gostelow, for all that each one does every day. Each member of the College staff, in the classroom, on the grounds or in the office has a key role in shaping the Calvary we know and love.

The freedom to specify an active Christian faith in the recruitment of College Council members and staff is critical to maintaining the College's authentic Christian identity. The College Council continues to advocate for this.

Reflecting on 2022 I remain confident that Calvary offers exceptional value for money and am delighted with the quality education that my youngest daughter received as a Calvary student.



Kevin Gordon
College Council Chairperson



PRINCIPAL'S OVERVIEW

January 2022 feels like a million years ago – our world has changed so much since then.

There we were in the middle of January, excitedly planning our staff retreat in the pre student start week and the 'grand opening' celebration of our repurposed Cunningham auditorium on the Carbrook campus for the WHOLE community to attend. And then it came - the unexpected decree delaying the start of the academic year landed on us.

Being who we are, we stifled our disappointment and made other plans. I am, however, very aware that the many students and their families joining the Calvary community for the first time had a less than wonderful introduction to their journey with us.

And then, in February, just as the year was gaining momentum, down came the rain and up came the floods. I can still remember the Saturday I stood watching the waters rise across the oval and the farm at Carbrook. My first response was outrage – how could this happen after what we had all been through over the past two years!

Within moments I realised that I have the power to choose my response and I am very proud of the way so many in our community managed the flood damage and College closures and the impact of these on the rest of our year. It has not been an easy road. If we list what we missed out on and the events that just seemed to slide around our calendar, we could easily become bitter. But the Calvary community is not like that. I am so proud of the positive energy and 'can do' attitude of supportiveness that was demonstrated repeatedly by our staff, students and by so many parents. Thank you for the encouragement you have been to me over that troubled time.

And now, I see a community that has bounced back to enjoying community events. The quarterly events at Springwood are always a hit with parents, staff and students and the active 'buzz' on campus during each break at Carbrook, and particularly on Fridays, always lifts my spirit. Students have been making good use of the shared community space in the centre of the campus that surrounds the Cunningham.

A visitor or a parent walking through either campus today would never know that a few brief months ago we were still dealing with successive waves of COVID infection. As we emerge from the pandemic and find ourselves in a world where we can once again exercise some choice over how we function as a community, the spirit of the Calvary community is clear. Yes, the world is no longer as it was in January 2020 and yes, we face challenges on many fronts as we step into the future.

But at Calvary we are determined to exercise the freedoms we have to shape a future that is beneficial to our students.

We have seen ample evidence of this in the success of students in sport as the sports award evening so clearly demonstrated. Student success in debating, at EKKA, in Showcase and the outstanding and memorable success of the musical, *Back to the Eighties* are some of the ways we know that learning in all its forms is alive and well at Calvary.

Student voice and choice are encouraged. We are who we are and who we are becoming. At Calvary, we grow the whole child and I see the evidence every day.

I am deeply appreciative of all our staff do every day to support student learning, personal growth and spiritual development. As the Executive team works tirelessly to provide vision and the secure



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environment where all in our community can risk deep learning along with the inevitable challenges that accompany personal growth, we know that what holds true for student learning holds true for each of us as lifelong learners. I am proud to work in a learning community such as Calvary.

I owe a deep debt of gratitude to our College Council for their wisdom and counsel. The hours our volunteer Council members pour into the governance of the College help to ensure its smooth operation despite challenging times.

Along with all College staff, I thank the many supportive parents and students who help make my days productive and fulfilling. Together we shape the community we enjoy so much.

I trust that as you read the rest of our annual report you will be made aware of the professionalism that drives Calvary's success and the celebration of our students' learning journeys, growth, and development.

A handwritten signature in blue ink, appearing to read 'Cherylynne'.

Cherylynne Gostelow

Principal and CEO



DISTINCTIVE CURRICULAR AND CO-CURRICULAR OFFERINGS

At Calvary learning is viewed as extending beyond the delivery of curriculum content. Student engagement with deep learning is valued both in and beyond the classroom.

We often say “**Mastery of curriculum content matters but skills development matters more**”

This year saw the extension into our Junior schools of what began in 2020 as the Middle and Senior School (MSS) **Leadership development program** which now focuses on developing life-long character and leadership skills in students

across Year 3 to 12. In November, the Year 11 students enjoyed a full week of adventure and challenge, camping at Emu Gully. College staff provided evening programs that sought to challenge students’ thinking about their leadership capacity. This supplemented the leadership focus of this camp experienced by students in the daytime activities. Students have begun to understand what we mean when we say that a person does not have to hold a title or wear a badge to lead. This distributes leadership widely through both our staff and student body. In 2021 MSS introduced a process where any student who demonstrates leadership can be awarded a leadership badge. Badges were awarded to senior students for initiating and running a coding club for Junior School (JS) students, supporting Middle School (MS) student Book Clubs and to MS students for coaching sports teams. The initiative comes from the student, they demonstrate they are self-aware, taking responsibility for personal growth, (leading self) and making a contribution to the community (leading or influencing others for good.) EXO day, a day where the MSS community celebrates wellbeing and mental health was again successfully organised by Year 12 student leaders. Many student leaders were engaged in providing fundraising activities and social activities for their peers across the academic year.

The Junior School (JS) campuses also focus on building leadership and student leaders engage in meetings both formal and informal with MSS leaders. JS leaders play a pivotal role in community development, organising and supporting events and hosting events such as weekly chapel gatherings and Celebration evenings in November. They also lead regular House based activities and JS Student Council meetings where initiatives and ideas are discussed and then implemented. In response to COVID-19, ‘quick pick-up’ became very popular with parents, and JS student leaders played a vital role in supporting this arrangement and ensuring the process ran smoothly each day. Students continue to use this opportunity to develop their leadership skills. Over 2022 numerous projects were initiated by students as they perceived themselves as leading, recognising their capacity to influence others to reach good outcomes for the community.

Learning to Learn is a distinctive program introduced in 2018 where explicit attention is paid to development of learning habits and skills under a learning habits framework. In 2020 MSS reached the stage of reporting against the learning habits. Students self-report and their teachers also report. The comparison of outcome leads to deep conversations about learning and what effective learning looks like. In 2022 we have used data from this program to demonstrate student growth in skills development. The ‘Learning to Learn’ project continues as a high priority informing teaching and learning across the College. This is one way the College seeks to deliver a research-



informed and evidence-based learning model. JS students were introduced to the learning habits during 2020 and have explored these more explicitly during 2021 and 2022.

Calvary Christian College has adopted a **stage-based approach** to delivering the Australian Curriculum which is written to invite a six-stage approach P-12. Up to the end of Stage 4, a strongly **integrated curriculum** approach is favoured alongside specialist areas. This encourages transfer of skills and learning across different curriculum disciplines. Prep – Year 6 have developed stage –based conceptual inquiry units. In Years 7 and 8, MESH (Mathematics, English, Science and HASS) forms the basis of the integrated program with links made to specialist areas as appropriate.

Our students enjoy a strong **Science, Technology, Engineering and Math (STEM) program**. In Stage 6 (Years 11 and 12) this includes a wide variety of subject choices including Mathematics (at several levels), Design and Technology courses, Physics, Chemistry, Biology and a distinctive Agricultural Science program supported by the College Farm.

In Stages 4 and 5 (Years 7-10) electives such as Paddock to Plate, and a STEM intensive, support the inter disciplinary approach to learning. Prep to Stage 3 incorporate STEM into the stage – based inquiry program.

Japanese is the Languages Other Than English (LOTE) taught across the College P-8, replacing Spanish.

Formation 1 and 2 is our distinctive Christian Education and Social and Emotional Learning program. Students of all ages are encouraged to master Biblical studies, as well as consider the wisdom the Bible offers in directing how best we should live.

Calvary has an **inclusive education policy** and **Students with Disability** are supported by our learning designers who work closely with the Learning Enrichment team comprising three Learning Development Coordinators and Learning Assistants. Counsellors, Speech therapists, and Chaplains are all part of a collaborative team with other specialists working within the Learning Enrichment Team as required.

Stage-based learning allows for each student to experience learning at their point of need. Students form part of flexible groups to allow them to access the curriculum at their 'stretch point' for learning. Within a stage-based class there is plenty of opportunity for flexible groupings and the College also allows for students to move beyond their stage as the need arises. **Gifted and Talented students** are catered for in the stage-based model, as well as through the many competitions available for their participation. Learning extension activities both in and beyond the curriculum are built into the experience of each child in response to their learning interests and capacity. The MSS Inquiry afternoon provides opportunity for student directed projects under the supervisors they nominate and overseen by a mentor teacher - rather like a University Honours or Masters project. We are proud that the learning achievement and talents of our students are also often recognised by organisations beyond Calvary in the Arts, and Sport as well as Academics.



SHEEP SHOW TEAM

During 2022 it was more than COVID and the delayed start to the school year in Queensland that disrupted our outstanding farm and Sheep Show Team program. The flood of February 2022 had a major impact on the farm facilities. Animals were relocated to safety and managing the farm over the rest of the year was a challenging task as paddocks and fencing were restored. Patience and resilience were critical factors in the way the Show Team functioned in 2022.

Despite all the obstacles, the team enjoyed the greatest success at EKKA with many students achieving excellent results and College born and bred ram, Chester, awarded champion ram 'best of breed'.

The ever-popular lamb cuddles available to our community was once again a very successful element of the Show Team experience during 2022. Senior students were also actively involved in sharing the program with the Springwood Junior School students with animals visiting the Springwood campus. The Show Team students are proud ambassadors for the College.

CREATIVE AND PERFORMING ARTS (CAPA)

The College has a strong cultural life and a commitment to the Creative Arts through curriculum and co-curricular opportunities in Music, Dance, Drama, Art and Creative Industries.

Students in Visual Art were successful in their participation in local exhibitions and competitions.

The Middle and Senior School CAPA team performed *Back to the Eighties* which was a highlight. The energy, talent and resourcefulness of students delighted audiences. The team involved can be justifiably proud of this success.

The College hosted its Annual Showcase event early in term four which was an evening enjoyed by many.

The CAPA and Events teams built on the inaugural Christmas Celebration event of 2021 by organising *Carnival and Carols* as we headed into the last week of the year. Despite a heavy rainstorm during the afternoon, the evening cleared, and the Cunningham Pavilion was packed to capacity with families spilling onto the surrounding lawn as the community enjoyed an evening of carols including student performances and community singing.

SPORT

2022 was once again a highly successful year for Calvary Sport. Participation numbers are continuing to grow which is a positive indication that the planning and implementation of new programs is on the right track. In particular, Futsal, Netball and Volleyball programs are thriving, Boys Basketball has continued with its growth (Ps Phil Power has now joined Ps Adam Low in the coaching team), and we began our Rugby 7's program thanks to Mr Jonathan Paul and Mr Jordan Time. With our aim of being inclusive for all students (as opposed to running Excellence Programs or Academies of Sport), we have succeeded in developing the skills of new players, as well as continuing the progress of high-level athletes. The College has continued to support our elite athletes e.g. a state diver in MSS, a men's cyclist who performs at national level in MSS and an aspiring Paralympian swimmer in MSS who holds several national records and titles. Among our JS students we have a gymnast who competes at state level



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Calvary students were involved in competitions run by the Pacific District Sports Association (as a part of School Sport South Coast), the Queensland Christian Schools Sports Association, Underwood Park Netball Association, Australian Futsal Association, Volleyball Queensland, and Football Queensland. Teams performed admirably across all levels of competition and were outstanding ambassadors for the College. Individual achievements were also acknowledged throughout the year, with students performing at Regional, State and National level in both school sporting competitions, and club competitions.



STUDENT OUTCOMES

NAPLAN Results

Benchmark Data for Year

Progress			
The percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.			
	Year 3-5 (2019-2021)*	Year 5-7 (2019-2021)*	Year 7-9 (2019-2021)*
Reading	54	60	53
Writing	38	57	53
Numeracy	56	62	54

* In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018-2020 and 2020-2022 student progress available.

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	464	516	557	604
Average Score (National)	438	510	543	578
Average Score (Similar Background)	455	520	554	598
Writing				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	441	472	536	583
Average Score (National)	422	484	530	560
Average Score (Similar Background)	434	493	541	580
Spelling				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	441	504	550	579
Average Score (National)	418	505	547	577



Average Score (Similar Background)	432	512	557	589
Grammar and Punctuation				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	458	498	547	620
Average Score (National)	433	499	533	573
Average Score (Similar Background)	450	508	546	597
Numeracy				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	419	493	558	598
Average Score (National)	400	488	546	584
Average Score (Similar Background)	413	493	559	600

Year 12 Outcomes ¹

Outcomes for our Year 12 cohort 2022	
Number of students enrolled in the 2022 cohort	39
Number of students awarded a Senior Education Profile	6
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	2
Number of students eligible for an ATAR	29
Number of students who are completing or completed a School-based Apprenticeship of Traineeship (SAT)	8
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	31
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	24%
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%
Number of students who completed a school-based traineeship	8

Post-school Destination Information²

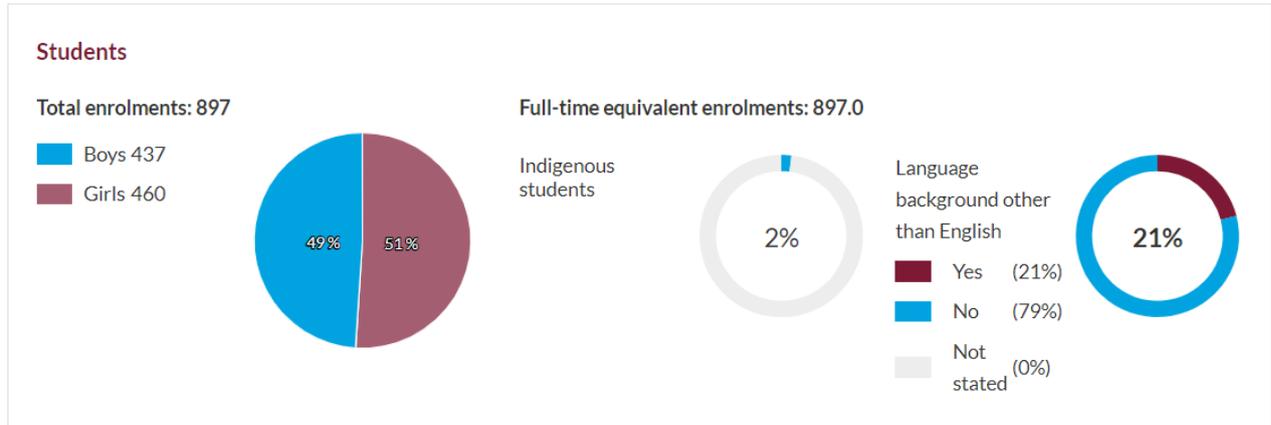
At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

¹ Australian Education Regulation 2013 s60 (1)(h)(i)

² Australian Education Regulation 2013 s60 (1)(h)(iii)



CHARACTERISTICS OF THE STUDENT BODY



Social Climate

Both campuses enjoy a positive culture where student voice and choice matters to us, tempered with adult wisdom where necessary. We implement a College wide Responsible Behaviour Plan, encouraging students to make good behavioural choices and holding them accountable for poor choices.

The College manages its zero tolerance of bullying by following up all reported incidents. Students have access to Stymie an online anonymous reporting tool. Chaplains and Counsellors, working alongside all staff help to keep our learning environment safe for students and staff. It is our view and practice that Pastoral Care is the responsibility of all staff and this extends to every encounter with every child.

In response to our experience of the impact of COVID 19 on student wellbeing, the College introduced a Student Development team at the start of 2021, bringing together chaplains, counsellors and those who case manage students with additional need (Learning Development Coordinators) to ensure strong coordination and varied expertise is available to respond to student needs. This initiative has been a worthwhile investment. The College employs a registered psychologist as part of this team.

All staff recognise the need for every child not only to belong but to FEEL connected. In every moment of every day, each encounter serves to build a connected and inclusive community. The College recognises that interpersonal skills will be a distinctive factor in the future success of our students. Growing the whole child, formation of faith and character matters most to us.

Parental Involvement

Parents are invited into active and authentic partnership with College staff and their children. Stakeholders often make reference to belonging to the Calvary family.

Parents are active volunteers who support many College activities across the year, particularly as parent helpers in JS, active supporters of co-curricular activities including, catering for events, Show Team, sports coaches and team managers, as well as encouraging positive interactions among parent, student and teacher. Several parents are members of the College Council.



Regular weekly communications from the Heads of School keep parents abreast of current operational matters and Principal communications provide insight into the implementation of our vision and mission.

During 2022 the annual parent satisfaction survey was conducted. There was a medium response rate. Both the student and staff surveys provided useful data that will help inform planning in the future.

Parent responses identified what matters most at Calvary?

1. *High quality of teachers*
2. *Christian Education*
3. *Preparation for student to fulfil potential in life beyond school*
4. *Behaviour of our students*
5. *Encouragement of responsible attitude to learning*
6. *Range of subjects offered*
7. *Academic performance*

Parent satisfaction rating scale. (Rating scale of 1 – 5)	
<i>The way Teachers work with students</i>	4.21
<i>Students being prepared to fulfil potential beyond life at school</i>	3.71
<i>Student behaviour</i>	3.77
<i>Encouragement of responsible attitude of learning</i>	3.79
<i>Range of subject offerings</i>	3.34
<i>Academic performance</i>	3.57

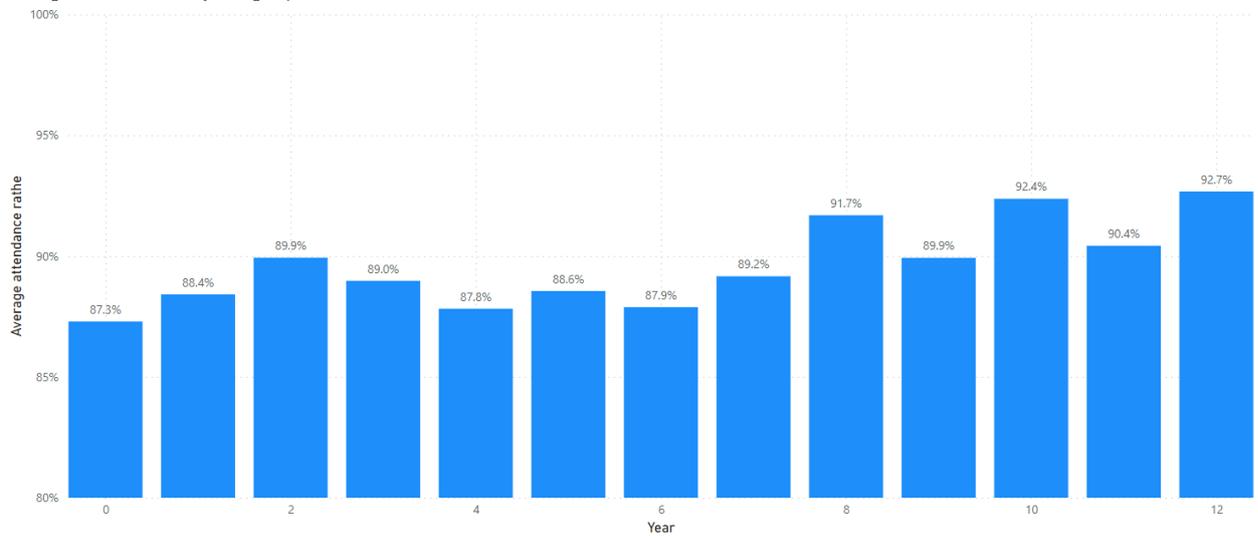
KEY STUDENT OUTCOMES

The College follows up non-attendance. In cases where students are troubled by mental health as well as the understandable challenges of dealing with adolescence, students are connected with College Chaplains and Counsellors. Learning continuity is often achieved through students accessing our digital platforms from home.

In some cases, the data can appear extreme where we have a small sample and at least one student with high absence from illness or extended family holidays. Learning continuity support is provided for all students with COVID related absence from campus.

Student Attendance Data

Average attendance rate by Year group



Student attendance rate	Percent ¹
All students	91%
Indigenous students	90%
Non-Indigenous students	91%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	67%
Indigenous students	57%
Non-Indigenous students	67%

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{1B} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

^{1B} School attendance data in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks, and floods experienced in certain regions across Australia at that time.

^{1B} Data presented on this page should be read in conjunction with the school attendance caveats provided by each state and territory.



FUNDING INFORMATION

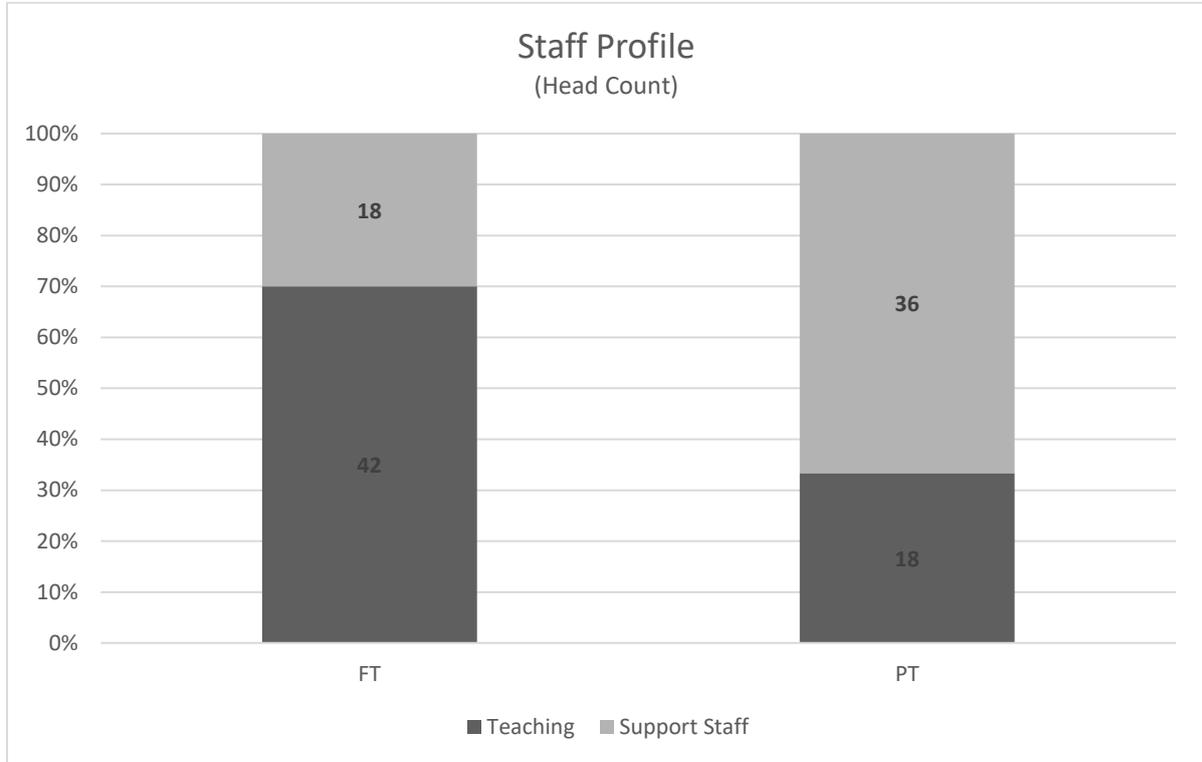
College income broken down by funding source

Net recurrent income	\$ Total	\$ per Student (Average)
Australian Government recurrent funding	\$9,384,446	\$10,335
State/territory Government recurring funding	\$2,888,594	\$3,181
Fees, charges and parent contributions (Average)*	\$6,195,312	\$6,823
Other private sources	\$376,731	\$415
Total net recurrent income	\$18,845,084	\$20,754
Capital Expenditure	\$ Total	\$ per Student (Average)
Australian Government Capital Expenditure	\$0	\$0
State / Territory government capital expenditure	0	\$221
New School Loans	\$0	\$0
Income allocated to Current Capital Expenditure	\$0	\$0
Other	\$1,255,853	\$1,569
Total capital expenditure	\$1,619,974	\$1,790

* Parent contribution is by stage and fees vary by year/stage. The range for 2022 was \$5,800 per annum for Prep and \$10,400 per annum for Year 12.

STAFFING INFORMATION

Staff Profile (Head Count)



At the start of 2022 the College employed 67.6 FTE teaching staff. During 2022 four teachers became permanent employees. The College enjoyed 90% of Teaching staff retention. This is a reflection of the good culture and working conditions of the College.

We strive to create an inclusive work environment, with particular attention to gender balance and the inclusion of Indigenous people.

Professional Development

As a College who take pride in our responsiveness to current research, we act on what research tells us about effective professional learning. The best professional learning is role embedded. We achieve this through many strategies.

Among these are:

- Embedding action research in the way we work
- Participating in research projects in partnership with Independent Schools Queensland (ISQ)
- Providing a digital research data base for all staff to access
- Holding regular briefings where staff share the progress in their action research triads and the implementation of their learning in their daily work
- Tailored professional development sessions run in-house drawing on the expertise of our staff as well as invited guest presenters
- Networking with educators beyond our College staff
- Mentoring and coaching relationships are encouraged
- Voluntary after school sessions are held where leadership and the strategic direction of the College are discussed. These sessions are open to all staff
- Several staff members are engaged in further tertiary study

