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Website	www.capalabasc.eq.edu.au
Year Levels	Prep to Year 12
Total Enrolments	1201
School Type	Co educational

Introduction

This annual report provides parents and members of the community with information about the school's activities and performance over the past year. The report highlights our strengths and identifies areas for development and improvement.

Distinctive Curriculum

- Capalaba State College offers the Queensland Studies Authority core curriculum in the Key Learning Areas from P-10. These include: English, Mathematics, Science, Studies of Society and Environment, The Arts, Technology, Languages other than English. Also offered in the Senior School (11 -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**
 - Specialised programs for students with disabilities from Year 1 – Year 12.
 - Junior School P-6**
 - 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.
 - 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.
 - Middle School 7-9**
 - TAFE links for Certificate 1 Hospitality Practices
 - Dance, Drama and Music performance
 - Cars and Stars Reading Program for students in Years 7-9. This program focuses on the overt teaching of reading strategies across all Key Learning Areas and by every teacher.
 - Senior School 10-12**
 - The Arts - dance, drama, music and media
 - Technology – Certificate I-III and Diploma level in Hospitality Practices
 - 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: Raw Dance classes, drama performances with media and technical crews development, participation in Creative Generation, Eisteddfods, QUT partnership performance, concert and big bands, jazz festival, choirs and art exhibitions.
Sporting: volleyball, soccer, rugby league, tennis and seasonal competitive sports
Other pursuits: Philosophy Club, Chess Club, Book Club, Computer Club, College Socials, organised lunch time activities, Peer Mediation, Public Speaking
Leadership: Student Leadership Camps, Student Management Team activities, Fundraising, Formal Committee,
Competitions: Mathematics, Science, Technology, Humanities competitions,

Social Climate

Capalaba has a very supportive school 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 school. The Responsible Behaviour Plan is supported by well structured and consistent processes for classroom and playground participation. The 'You Can Do It Program' is embedded through all activities in the junior school and the senior school pastoral care programs are delivered through form groups and the Futures program in Year 11 & 12. **Live, Love, Learn and Leave a Legacy**, a collaboratively developed school motto, is the focus and vision for school community. Capalaba State College also offers a Chaplaincy service to students for three days a week.

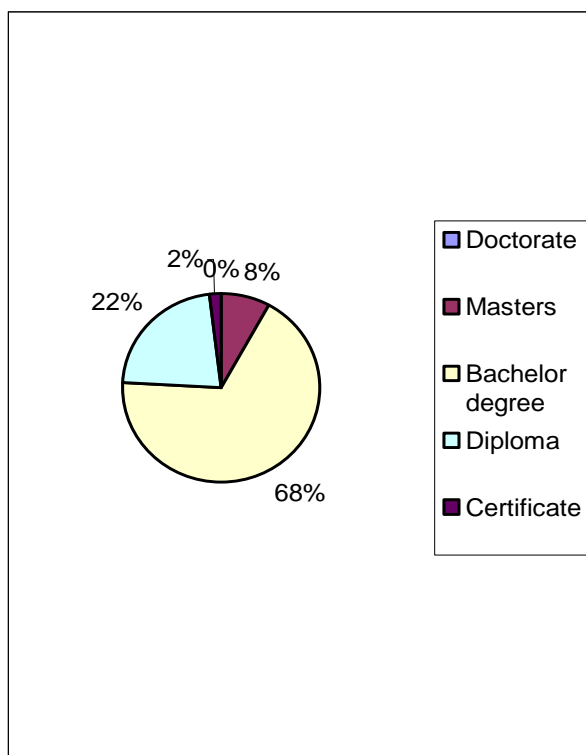
Parent Participation

Parent participation is encouraged in all areas of the school's operation: assisting in classrooms, on excursions, in resource centres, sports day, tuckshops, clubs and sporting activities. Well organised parent support groups operate for the: junior and senior music programs, drama performances, tuckshop, and swimming club. The P&C meets monthly and assists with college strategic planning, policy formulation and fund-raising activities. Monthly College newsletters are mailed to all families and a School Gazette celebrating all the activities at the school is published annually.

Our Staff Profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	67
Diploma	22
Certificate	2



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$48 288.
- The major professional development initiatives were as follows: Queensland Curriculum Assessment and Reporting Framework, Mathematics Scope and Sequence development, ICT Pedagogical Licence, Positive Schoolwide Behaviour Support.
- The involvement of the teaching staff in professional development activities during 2007 was 84 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 93 % of staff were retained by the school for the entire 2007 school year.

Student attendance

- The average attendance rate as a percentage in 2007 was 91%

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net

Performance Measures: percentage of students not requiring additional support

Strands	Result (%)	
	2007	
Reading	84%	
Writing	89%	
Number	89%	

Reading, Writing and Numeracy results for the Year 3,5 &7 Tests

		Year 3	Year 5	Year 7	
Reading	Average Score for the school		512	596	639
	Average Score for Queensland		527	606	672
	Percentage of students above the National Benchmark	2007	91%	73%	67%
		2006	94%	72%	86%
Writing	Average Score for the school		513	561	644
	Average Score for Queensland		523	600	681
	Percentage of students above the National Benchmark	2007	91%	84%	86%
		2006	92%	93%	96%
Numeracy	Average Score for the school		491	578	602

	Average Score for Queensland		521	588	648
	Percentage of students above the National Benchmark	2007	81%	73%	55%
		2006	79%	73%	61%

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

The 2007 Year 12 enrolment as a percentage of the Year 8 student cohort (in 2003) was 70%

Outcomes for our Year 12 cohort of 2007

Total number of Senior Certificates awarded	65
Percentage of Overall Position (OP) -eligible students with OP 1-15	58 %
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	100 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	100 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100 %

Other Key Outcomes

Post-school destination information

Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education in 2007, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 2 April and 17 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interview with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Capalaba State College

Table 1 below reports the response rate for Capalaba State College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Capalaba State College in 2007.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
54	66	81.8

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

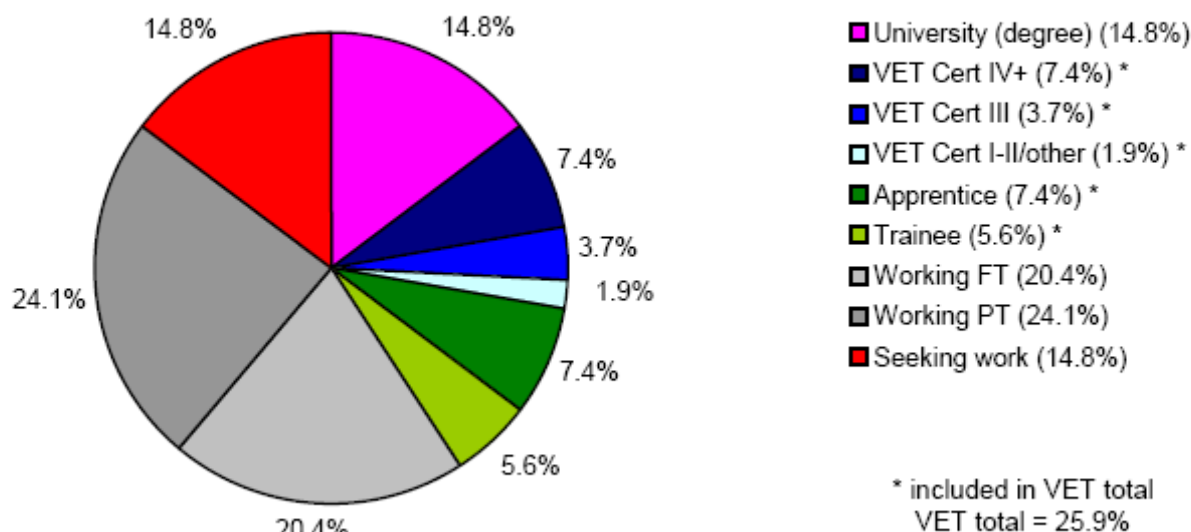
In 2008, 40.7 per cent of young people who completed their Year 12 at Capalaba State College in 2007 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (14.8 per cent). The combined VET study destinations accounted for 25.9 per cent of respondents, including 13.0 per cent in campus-based VET programs, with 7.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.0 per cent commenced employment-based training, either as an apprentice (7.4 per cent) or trainee (5.6 per cent). In addition to the above study destinations, a further 5.6 per cent of respondents from this school deferred a tertiary offer in 2008 (deferrers are shown in Figure 1 in their current destination).

59.3 per cent did not enter post-school education or training, and were either employed (44.4 per cent) or seeking work (14.8 per cent).

Figure 1 Main destinations of Year 12 completers



Value Added

Triennial School Review

During 2007 the first College Triennial School Review was conducted. The process used to conduct the review at Capalaba State College was a balanced approach reflective of an Appreciative Inquiry process that included some elements of traditional problem solving methodology. Our model of review, *the Spirit of Inquiry*; Discover, Dream, Design, Destiny enabled us to achieve our goal to shift the perceptions and effectiveness of our College community by focussing on what is right, positive or possible.

The Central Issues of Inquiry at Capalaba State College were

- Student Achievement
- School Differentiation and Reputation
- Staff, student and staff Satisfaction
- Teaching Excellence

The review was conducted using a wide and balanced range of qualitative and quantitative data sources. The qualitative data was gathered using the following methods: community forums, parent/carer surveys, staff meeting focus groups, poster competitions, employment of an external interviewer, gold wishing coins, staff surveys, staffroom response posters, mock showcase submissions, the STAR Project in collaboration with QUT and Staff Stars. All qualitative data was then collated and analysed by the members of the Triennial School Review Steering Committee. The report and findings from this data collection was shared with the whole staff for feedback on the Pupil Free Day.

Quantitative data sources considered in the review included: the Year 2 Diagnostic Net, the Year 3,5 and 7 Test, Year 12 selected subject performance, Year 12 School Performance Reporting, School Opinion Surveys, Next Step Destination Data and District comparative performance data.

Findings and Recommendations of the Review

Achievements for Celebration

Leaning

The continuing strong reputation of our performing arts curriculum
 Vocational Education and Senior Schooling Pathways
 The inclusiveness of our school community
 Digital Design

Schools

The New Cultural Centre
 The New Industry standard Hospitality Kitchen
 The implementation of the Preparatory Year

Workforce

The high percentage of staff who participate in Professional development.

Continuing Expectations

Overwhelmingly parents stated that they would like Capalaba State College to have a reputation as a school whose students demonstrate respectful behaviour by showing good manners and wearing correct school uniform. They added that they would also like the College to be known for its academic excellence and *successful learners*. Respondents also want Capalaba State College to have a reputation as a school that shows compassion and understanding and has a strong anti-bullying policy and practice

Overwhelmingly students stated that they would like Capalaba State College to be known for excellence in sport, having great facilities, excellence in teaching and learning and respect.

Staff Members also strongly expressed the desire for a respectful working environment where hard work was acknowledged and adequate time was allocated for preparation and professional dialogue with their colleagues.

Key School Planning Priorities Identified From the Triennial School Review

- Numeracy – A focus on the Number aspect of Numeracy on the Junior Campus and the implementation of a P-10 Numeracy Scope and Sequence across the College.
- Implementation of the Queensland Curriculum, Assessment and Reporting Framework
- A renewed focus on high expectations and standards of student behaviour linked to a P-12 values and social skilling framework.
- Literacy – A focus on the College's performance in Literacy, particularly in the area of Reading on the Junior Campus and year 12 English results on the Senior Campus.
- The development of a P-12 culture underpinned by a clearly articulated vision for learning.
- A broadening of extra curricular activities and opportunities available to students.
- A focus on high quality pedagogy through investigating the Dimensions of Learning as a framework for aligning pedagogical practice, incorporating the Professional Standards for Teachers as a tool of reflection.

In 2007 the You Can Do It program continued to be introduced to our junior campus to promote student achievement and generate a focus on the skills necessary for life success. Student well being was further enhanced with the development of a partnership with Lifeline which saw the addition of a part time counsellor one day per week.

On the Junior Campus a fully networked technology lab with 20 computers commenced operation during the year resulting in unprecedented learning opportunities for junior students. The network linkage of all teaching blocks was finalised with the connection of the Prep facilities with the remainder of the campus.

The move to fulltime Prep implementation saw the enhancement of existing classroom facilities and the construction of a new classroom to accommodate Prep Students. Student facilities were also enhanced with the installation of drinking water coolers for the first time.

The two campuses Admin and curriculum networks were linked by fibre optic cable during 2007.

On the Senior Campus the learning infrastructure was significantly enhanced through:

- The addition of a sound and lighting control booth being added to our purpose built Cultural Centre;
- An upgrade of the student gymnasium in the Physical Education Department; and
- A project to upgrade the kitchens in the Home Economics Department to a standard where industry accredited qualifications can be offered on campus.

The range of specialist subjects offered to our year seven students based on our senior campus has continued to improve student engagement and the transition to secondary schooling.

How Technology is Used to Assist Learning

Improving access to Information and Communication Technology (ICT) on the Junior Campus has been a significant priority. The Senior Campus has enjoyed quality ICT resources and service for some four years but the Junior Campus resources were in need of urgent attention. Significant progress has been made. The Junior Campus has a dedicated computer lab being developed featuring a ceiling mounted data projector. On the Senior Campus there are three computer labs featuring hardware less than two years old and five classroom computer pods.

- The provision of quality ICTs will continue to be a whole of college priority and further progress towards updating hardware, providing innovative software and improving student and teacher access has been significant in 2007. This includes:
 - prep and pre-school have been cabled and can now access the college curriculum network
 - colour laser printers have been added to the curriculum network
 - the administration network has been rebuilt and all new workstations installed
 - proxy server has been added to the network to increase Internet access speeds during peak periods
 - library cataloguing system now available from any computer on the network allowing staff/students immediate
 - access to resource availability
 - a fibre optic link has been established across the two campuses to improve communication and data retrieval and storage and infrastructure for the Managed Operating Environment (MOE2).

**Parent, Teacher and Student Satisfaction
with the School 2007**

From the School Opinion Survey conducted in 2007, 77% of parents reported that they were satisfied that Capalaba State College is a good school and 71% of parents indicated that they were satisfied that their children were getting a good education from the college.

Student surveys indicate that 63% of students reported that they were satisfied they were getting a good education from the college.

Staff surveys indicate that 72% of staff were satisfied with morale in the school.