



Citipointe Christian College

Schools Reporting - Annual Report 2018 (Based on 2017 data)

By publishing this Report, the College meets both Queensland and Australian Governments reporting requirements.

OUR MISSION

Citipointe Christian College (*founded 1978*) exists to provide a high quality Christian education that prepares students to make a difference in their world.

Our Mission is

- To develop the student as a Christian disciple
- To develop the student for life in its various dimensions, within the framework of a biblical worldview, and by a commitment to service, quality, innovation.

OUR VISION

Citipointe Christian College desires to grow to a great school – Queensland's leading Christian school of first choice – through boldly developing an exceptional learning environment which prepares students for their future.

OUR FOCUS

Our continuing focus is to advocate the Citipointe story as a school that combines the pursuit of excellence with a genuine Christian perspective.

OUR CORE VALUES and INTENTS

- Uncompromisingly Christian values

We find our essential values in the Bible and the teachings of Jesus.

Our intent is to be distinctively and unreservedly a Christian school.

- High quality education

We habitually do everything very well.

Our intent is to boldly develop an exceptional educational environment with an excellent standard of teaching, learning and communication throughout our college community.

- Academic rigour

We set high goals and work hard to achieve to the level of our ability.

Our intent is to see our students achieve their personal best in their academic studies.

- College pride

We honour Jesus in our behaviour and appearance.

Our intent is to foster an attitude of respect, ownership and pride in the Citipointe community.

- Caring environment

We reflect Christ's love for people and the world.

Our intent is to cultivate an attitude of Christian service within all members of the college community.

School Sector:

Independent

School's Address:

322 Wecker Road Carindale Qld 4152

Total Enrolments:

1613.6 students (August census date)

Year Levels Offered:

Preparatory to Year 12

Co-educational or Single Sex:

Coeducational

Characteristics of the Student Body:

1613.6 students
 7 Indigenous students
 63 students with a disability (33 in P-6; 30 in Years 7-12)
 87 Full Fees Paying Overseas Students in the mainstream (not the International College)
 3 part-time students
 208 English as an additional language students
 235 students on visas (80 in P-6; 155 in 7-12)

Distinctive Curriculum Offerings:

Mathematics extension for talented primary mathematics students and Mathematics Honours and English Honours for middle school (Years 7-9 extension classes); English extension for talented primary English students; G&T "Aspire classes" for further extension (mid-upper primary and "XP classes" for further extension (middle school & Year 10 secondary); acceleration for highly talented students (primary and secondary); EAL support from Preparatory to Year 12; special needs support and pastoral care support from Preparatory to Year 12; stringed instrument program within Year 3 music and band instrument program within Year 5 music; instrumental and vocal tuition (extra-curricular) *NOVA Arts* - a three-year senior school distinctive, with extension studies; *CareerStart* for vocationally oriented students, including school based apprenticeships, TAFE programs and vocational subjects; *EarlyStart* collaboration with universities for post-school courses; academic streaming in English and Mathematics; some single-gender classes in middle school (secondary).

Extra-curricular Activities:

The Citipointe Academy - an after-hours tutoring service providing for individual and group tutoring for secondary students, study skills; extended hours of opening for the secondary Linke Library

before and after school; Academy of the Arts – a tutoring program in instrumental music, voice, speech & drama which supports an extensive band, orchestra and choral program for both primary and secondary; sports coaching clinics in targeted sports areas; club competition in selected sports eg, soccer (including in association with Citipointe club soccer), rugby, netball, volleyball; extended camps for Years 5-9 and specialised camps for academic extension and for Arts; an International Student Outreach Program (Year 9 on) which includes cultural tours overseas, and targeted activities such as the Student Leaders Week and Special Projects Week (both in collaboration with Hwa Chong Institution, Singapore) and the EQI Award-winning (*Best Practice International Collaboration – Schools*) Humanities Research Symposium for Youth (in collaboration with Hwa Chong Institution, Singapore, Diocesan Girls School, Hong Kong & Bugil Academy Seoul); English summer program at Cambridge University offered to academically selected secondary students.

Social Climate:

Citipointe Christian College has identified a *caring environment* as one of its five core values, informed by our Biblical worldview. Child protection, behaviour management and anti-bullying policies and programs are in place. The school is characterised by good student behaviour, positive reinforcement and recognition of good behaviour, and strong pastoral care structures. The College has implemented behaviour management policies for many years and we look to prevention rather than reaction. The secondary school embraces the notion of developing self-managing students. Staff structures support strong student pastoral care through Heads of Year and pastoral care connexions groups (Years 7-12). Both primary and secondary schools have Directors of Student Care as well as student protection officers. A Coordinator of Student Services, both primary and secondary, (professionals) provide further support to families, staff and students, as does the Guidance Consultant (Psychologist) and Student Welfare Counsellors.

Parental Involvement:

Parent Connect is the name given to the executive activities associated with a Parents & Friends Association; this executive meets under the guidance of the Development Director, and is actively engaged in social activities and fund-raising for the benefit of students.

Coffee Connect is the name given to informal meetings associated with particular year level topics.

Parent Volunteers are involved in primary school class activities at the discretion of the class teacher and Head of Primary. Involvement includes assisting in class with reading, development of resources and assisting with excursions.

Parent volunteers also assist with sports days as volunteers (primary and secondary).

Parent, Teacher and Student Satisfaction with the School

Citipointe Christian College recorded an overall satisfaction score of 73% (3.66 out of 5) in a survey of parents conducted in October 2017. This rating was slightly less than previous surveys.

- Best practice areas include: Co-curriculum
- Fair to Good areas include: Values & Culture, Leadership & Direction, School Communication, Learning Environment, Resources & Facilities, Curriculum, Student Engagement, Teaching Standards, Reporting, Learning & Extension, Pastoral Care/Wellbeing, Parent Engagement, Student Transition, General, Homework. (*Areas in this category all scored at the high end of the category*)

Contact Person for Further Information:

The College Registrar

School Income Broken Down by Funding Source

See the My School website <http://www.myschool.edu.au/>

Staffing Information**Staff Composition, Including Indigenous Staff:**

At the Commonwealth census in August 2017 the College had 142 (127 FTE) teaching staff and 87 (57.7 FTE) non-teaching staff.
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Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1 %
Masters	18 %
Graduate Certificate/Diploma	36 %
Bachelor Degree	44 %
Diploma	1 %
Certificate	0 %

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
Internal College PD (Policies, Student Protection, Worldview)	127 (100%)
External (including Pedagogy, Curriculum, Special Needs, Analytics, Behaviour and Leadership)	127 (100%)
Total number of teachers participating in at least one activity in the program year	127 (100%)

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
142 (127 FTE)	\$63930.83	\$503
The total funds expended on teacher professional development in 2017		\$63930.83
The proportion of the teaching staff involved in professional development activities during 2017		100%
The major professional development initiatives were as follows: Subject related workshops, professional updates, Conferences etc		

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
127 FTE	182	937	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2017			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
132	123	93%
From the end of 2016, 93% of staff were retained for the entire 2017 school year		

Key Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2017 was 94%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Year Prep	94%
Year 1	95%
Year 2	96%
Year 3	96%
Year 4	96%
Year 5	95%
Year 6	95%
Year 7	94%
Year 8	95%
Year 9	95%
Year 10	94%
Year 11	94%
Year 12	94%

A description of how non-attendance is managed by the school:

Absences are recorded daily and accumulated into an absentee report; parents of any child for whom a call has not been received are contacted the day of the absence for an explanation. Notes of explanation are expected, and reasons for absence recorded. The college reports absenteeism each reporting period (semester) directly to parents.

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	473	431	97
Year 5 (2017)	531	506	100
Year 7 (2017)	567	545	100
Year 9 (2017)	608	581	98
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	428	414	97
Year 5 (2017)	507	473	100
Year 7 (2017)	550	513	98
Year 9 (2017)	581	552	91
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	454	416	98
Year 5 (2017)	534	501	98
Year 7 (2017)	586	550	100
Year 9 (2017)	601	581	95
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	474	439	97
Year 5 (2017)	556	499	97
Year 7 (2017)	588	542	99
Year 9 (2017)	619	574	99
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	456	409	98
Year 5 (2017)	529	494	99
Year 7 (2017)	602	554	100
Year 9 (2017)	639	592	100

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 96%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	144
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	127
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	9
Number of students awarded one or more Vocational Education and Training (VET) qualifications	58
Number of students awarded a Queensland Certificate of Education at the end of Year 12	138
Number of students awarded an International Baccalaureate Diploma (IBD)	NA
Percentage of Year 12 students who received an OP1-15 or an IBD	91%
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	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

Background information on how the Next Steps survey was conducted:

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2017, whether they attended a state, Catholic or Independent School or a TAFE secondary college. The Queensland Government Statistician's office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer assisted telephone interviews.

School Response Rate to the Survey

Number of Year 12 students in 2017 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
144	111	77.1%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students	Percentage of Students in each category
University (degree)	79	71.2
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	10	9
Working full-time	11	9.9
Working part-time/casual	7	6.3
Seeking work	1	0.9
Not studying or in the labour force	3	2.7
Total Year 12 students	111	100