



Founded 1917

**The Cathedral School**  
of St Anne & St James  
T O W N S V I L L E

# The Cathedral School

## Annual Report 2022

(Based on 2021 data)



*Educating for life-long success*

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### School Sector:

Independent

### School's Address:

154 Ross River Road, Mundingburra Qld 4812

### Total Enrolments:

1046 (Prep to Year 12)

Junior School – 417

Middle School – 318

Senior School – 311

Boarders – 146

### Year Levels Offered:

Early Learning Centre	Six weeks to school age (including Kindergarten)
Junior School	Prep to Year 6
Middle School	Year 7 to Year 9
Senior School	Year 10 to Year 12
Boarding	Year 7 to Year 12

### Co-educational or Single Sex:

Coeducational

### Characteristics of the Student Body:

The school population has a balanced gender mix (53% girls; 47% boys) with a small proportion of both indigenous and international students.

Day students come from all suburbs of Townsville and there are facilities on campus for up to 178 boarders. Boarders mostly come from rural properties and regional towns throughout the north and west of Queensland, but there are also some from interstate and overseas.

Indigenous students from regional Queensland and Northern Territory account for 6.1% of the school population. Most are boarding students on scholarships provided by our partner organisations.

The school is CRICOS registered and has a small number of international students. The main source countries are Hong Kong and Papua New Guinea.

**Distinctive Curriculum Offerings:**

The Junior School organises its curriculum around the eight learning areas. English, Mathematics, Science, Technology, The Arts, History, Geography and HPE follow the Australian Curriculum while LOTE (Japanese) follows the Queensland Curriculum, Assessment and Reporting Framework. Our curriculum programs enable our teachers to plan units that meet the unique needs and interests of their students while providing them with multiple explicit opportunities to demonstrate high standards of learning. Our programs foster rigorous learning contexts in which students can actively engage and construct their learning.

Embedded in and integral to all our curriculum programs is the explicit teaching of and meaningful use of literacy, numeracy and information and communication technologies (ICTs). This multi-disciplinary approach to the teaching of these key skills enables students to effectively access, utilise and evaluate information, develop new understandings, and communicate with others in a variety of ways necessary to participate in our society in the 21st century. Our students are supported to achieve to their potential and demonstrate their learning in contexts that build a 'love of learning'.

Specialised school-based personnel support students with music, instrumental music, health and physical education, eLearning, learning enrichment and Languages other than English in Year 1 to Year 6. There is also a unique Outdoor Education program for all students from Year 2 to Year 5, while Year 6 students take a tour to Canberra.

In the Middle School, compulsory core subjects provide the essential academic foundations, and a large range of elective subjects introduces students to wider fields of interest. Consistent class groupings and key teachers provide stability and excellent pastoral care for these students during their adolescent years. All Middle School students have Pastoral Care sessions which covers topics such as usage of study planners, organisation, resilience, team work, goal setting, leadership skills, online behaviour and anti-bullying discussions.

Philosophical Inquiry is a core subject in Years 7, 8 & 9. Philosophical Inquiry is designed to teach students how to think critically, and to reason. Students learn how to engage in sustained, deep discussion about complex concepts.

In Year 7 students study a set curriculum of English, Mathematics, Science, History, Geography, Health and Physical Education, Japanese, Music, Art, Drama, Media Arts, Production Design, Food and Textiles, Digital and Design Technology.

In Year 8 and 9 students continue to study most subjects as part of their core curriculum; however, they get the opportunity to choose which Arts and Technology subjects they would like to do as electives.

An Extension Maths program operates through the Middle School, along with the subject STEM, designed to stimulate interest by high achievers within these fields.

To proactively engage 21st Century learners we utilise a 1:1 laptop program which involves students from Year 7 to Year 12 bringing their own laptop to school.

As part of our commitment to assisting students with additional educational needs we offer 'Essential' classes in English and Mathematics across the Middle School. These classes are deliberately smaller in size in order to assist students to improve their literacy and numeracy skills.

The Outdoor Education program continues through the Middle School years, taking students out of their comfort zone to develop their independence, team work, problem-solving, resilience and self-confidence.

The Senior School at Cathedral includes Years 10, 11 and 12. Students start to determine post school pathways in Year 10, with a comprehensive Personal Development program and a three-day Careers program culminating with students completing a SET (Senior Education and Planning) plan. This document, which is comprised of student and parent contributions, is the basis for subject selection in Year 11 and Year 12.

Year 10 students study four core subjects as well as selecting three elective subjects. In Science, students spend a term experiencing each of the subject's four disciplines (Physics, Chemistry, Biology and Psychology). Likewise, Humanities devotes a term to focus on its four disciplines (Modern History, Economics, Geography and Legal Studies). Extension activities such as the Science and Engineering Challenge, the Writer's Camp and the UN Forum are also offered. Year 10 is also the pinnacle of the School's Outdoor Education Program, with students spending ten days sailing on a tall ship, camping, hiking and activities on coastal islands.

In Years 10, 11 and 12, students are given the opportunity to do work experience and/or university visits during school time or during the holidays. Each placement runs for between two to five days. Year 11 students participate in a two-day Development Program, in which they exercise teamwork, leadership and initiative as they plan and produce an evening of entertainment for their parents.

In Year 11 and Year 12, the Senior School offers 23 General subjects along with a further seven Applied/Vocational subjects. TAFE options for students on vocational pathways. Some students also enter school-based traineeships and apprenticeships in the senior years, or complete specialist subjects delivered by other training providers.

In 2021, Year 10 students took part in The Teen Mental Health First Aid course. The course aims to improve mental health literacy and teach evidence-based mental health first aid skills to adolescents. In recognition that young people have a preference for sharing problems with their peers, the course teaches students to seek the help of a responsible and trusted adult.

### **Extracurricular Activities:**

The Junior School offered a range of extracurricular activities for students in 2021. In addition to the interhouse and interschool Swimming, Athletics and Cross-Country carnivals, students participated in regular interschool team sports (Netball, Hockey, Touch Football, Soccer, AFL, Rugby Union, Rugby League, Tennis) and Wednesday Night Club Netball. The Junior School also has an established Rugby League, Netball and Mountain Biking Academy. These groups play and participate in selected interschool and community competitions.

Other activities included Lego League, Robotics Club, Young ICT Explorers, Art Club, Japanese Club, Chess Club, Readers Writers Club, Concert Band, Choir and various other music ensembles.

In the Middle and Senior Schools, regular interschool sport continues with the addition of the School's very successful rowing program and Wednesday Night Club Netball. In 2021 the School introduced basketball and mountain biking as before/after school sports. Students participated actively in the full range of interhouse competitions – swimming, cross country, athletics, musicals, drama and debating.

There is a very active Music program across all sub-schools at The Cathedral School, with hundreds of students taking private lessons and performing in one of the many bands, orchestras, choirs and ensembles.

In Senior School we have a Leo's Club and a Toastmasters' Gavel Club that provides students with Service Learning opportunities. The Sustainable Guardians Club enables Senior School students to engage in environmental sustainability projects.

### **Social Climate:**

As an Anglican School, The Cathedral School provides a caring Christian environment which seeks to nurture and encourage each child to achieve to their full potential.

The Junior School has a supportive and caring school climate. Students are supported by guardian class teachers who identify their individual needs and plan to provide opportunities where students are challenged in a nurturing and safe environment. The Junior School Behaviour Policy provides strategies that promote positive intrinsic reinforcement of appropriate student choices and defines clear strategies to support all students. A review of this policy commenced in 2021 and has now been finalised and replaced with the Junior School Guidance Framework. A consistent approach is ensured through common classroom teaching and the active involvement of students sharing these messages at school assemblies and via our weekly updates. The Framework is a world first approach to supporting students through a choice guidance approach. The Junior School is very proud of this achievement.

The pastoral care program in the Middle School is responsive to adolescent needs and issues and focusses upon the holistic development of the individual. Students are in year-level groupings and pastoral care is overseen by the tutor, one of the key teachers of each class.

In the Senior School, students are in House-based multi-year groupings for pastoral care, with the House Tutors and four Heads of House overseeing the social, emotional and academic progress of the students in their care.

In each of the sub-schools, student leaders are actively engaged in activities to promote a positive school environment. These include speeches at assemblies, organising a variety of lunchtime activities, charity days, friendly competitions and social events for the students.

The School has robust and comprehensive Child Protection programs and policies in place and five staff members are Student Protection Officers across the school. The Behaviour Management policy includes a Three Stage Response to Bullying. The School reinforces these policies to students each year and takes a proactive stance in anti-bullying measures. A web-based App known as 'Stymie' supports the School's comprehensive approach to Anti-Bullying.

### **Parental Involvement:**

In the Junior School, parents are involved in a range of activities throughout the School. These include:

- Outside School Hours Care program.
- All Junior School events including the Junior School Wonder Walk and the Junior School Art Extravaganza.

Parents currently volunteer in the following programs:

- Support with reading, handwriting and literacy.
- Assisting in the Wonder Hub or with swimming lessons.
- Attending excursions.
- Classroom activities as organised by the teacher.

In the Middle and Senior Schools, there is less direct parental involvement in classrooms, but there is an active Parents & Friends' Association which supports the school through 'friend-raising and fund-raising'.

All families are kept informed through the weekly Scoop newsletter, as well as the school's eCat site and Facebook page.

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

The School's high staff and student retention rates indicate that both staff and school families have a very high satisfaction in the School and this is reinforced by our graduated students' engagement and continuing connection with the school. The School also continues to build enrolment numbers in difficult economic circumstances with the assistance from current and past family recommendations.

The Cathedral School conducts a comprehensive satisfaction survey of key stakeholders each year, alternating between parent, staff and student surveys in a three-yearly rotation.

In 2021, a Parent Survey was conducted by MYP Corporation and responses were received from 47% of parents which is comparable with the previous survey undertaken in 2018. The Cathedral School recorded an overall satisfaction score of 83%.

Scores showed 'Excellent' ratings in 14 areas: Learning Environment, Co-curriculum, Resources + Facilities, Values + Culture, Leadership + Direction, Curriculum, Reporting, Teaching Standards, Parent Engagement, Student Engagement, School Communication, Student Transition, General, Pastoral Care/Wellbeing and a 'Good' rating in the two other areas of Learning + Extension and Homework.

**Contact Person for Further Information:**

Title: Registrar

[registrar@cathedral.qld.edu.au](mailto:registrar@cathedral.qld.edu.au)**School Income Broken Down by Funding Source**

Please refer to the My School website <http://www.myschool.edu.au/> for information regarding this.

**Staff Composition, Including Indigenous Staff:**

The composition of staff at The Cathedral School in 2021 was a mix between teaching and non-teaching staff. Our non-teaching staff component includes school officers, administration, nursing, childcare staff working in our Early Learning Centre and Outside School Hours Care, boarding staff, grounds and maintenance staff, bus drivers, kitchen, cleaning and laundry staff.

Our school had an average of 250 employees of which 98 were teaching staff and 152 were non-teaching. Within teaching, 89% of staff are employed full-time with the remaining 11% working part-time. The non-teaching staff has approximately 41% of its employees employed full-time with 59% employed on a part-time or casual basis.

Employment of staff is based on merit and qualifications. The school's policy is to employ the person most suited to the position vacant. We employ a range of staff from various international, indigenous and cultural backgrounds.

**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
Masters	8%
Bachelor Degree	91%
Diploma	1%

**Teacher Participation in Professional Development**

Description of PD Activity	Number of Teacher Participating in activity
TCS Teaching and Learning Framework	All
NCCD Requirements	All
Child Protection & Whistleblower Policy	All
Fire Safety	All
Anaphylaxis and Asthma	All
First Aid	44
Teenage Mental Health First Aid	3
Mental Health First Aid	2
Australian Curriculum – Planning & Programming	30
Student Guidance & Wellbeing training	45

eCat and ZOOM Training	30
Kindergarten Curriculum Guidelines and Transition Statements	5
QCAA Confirmer Training	14
QCAA New Curriculum - Subject Specific	14
QCAA Marker Training	9
QCAA Endorsement Training	6
Understanding Autism Spectrum Disorders	5
Certificate Business Workshop	2
Other workshops, conferences, webinars, forums, coaching clinics etc	Varying numbers

### Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
98	\$42,555	\$434
The total funds expended on teacher professional development in 2021		\$42,555
The proportion of the teaching staff involved in professional development activities during 2021		100%

### 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
98	176	516	97.1%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.1% in 2021			

### 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
88	81	93.1%

From the end of 2020, 93.1% of staff were retained for the entire 2021 school year.

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

The average attendance rate for the whole school as a percentage in 2021 was 94.7%.



**Average student attendance rate for each year level:**

Year levels	Average attendance rate for each year level as a percentage in 2021
Prep	95.1%
Year 1	94.5%
Year 2	96.4%
Year 3	95.1%
Year 4	94.7%
Year 5	95.2%
Year 6	94.6%
Year 7	95.0%
Year 8	94.7%
Year 9	95.4%
Year 10	93.9%
Year 11	94.9%
Year 12	92.2%

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

In Junior School non-attendance is monitored by the Guardian Teacher and in extreme cases by the Assistant Head of Junior School or Head of Junior School. Any unexplained absences are followed up with a phone call or text to parents.

In Middle and Senior School non-attendance is monitored by the Tutor, Year Level Dean/House Dean and in extreme cases, the Head of Middle School/Head of Senior School. Any unexplained absences are followed up with a phone call or text to parents.

**Apparent Retention Rate Year 10 to 12:**

Year 12 student enrolment in 2021 as a percentage of the Year 10 cohort in 2019 is 93.6%.

**NAPLAN results for Years 3, 5 and 7 and 9 in 2021****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 (2021)	Year 5-7 (2021)	Year 7-9 (2021)
<b>Reading</b>	50%	57%	49%
<b>Writing</b>	55%	41%	42%
<b>Numeracy</b>	57%	54%	58%

## 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.

<b>Reading</b>	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	478	536	568	605
Average Score (National)	438	511	542	577

<b>Writing</b>	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	436	506	527	555
Average Score (National)	425	480	522	551

<b>Spelling</b>	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	422	518	555	600
Average Score (National)	421	504	548	580

<b>Grammar and Punctuation</b>	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	444	549	554	609
Average Score (National)	433	503	533	573

<b>Numeracy</b>	Year 3 (2021)	Year 5 (2021)	Year 7 (2021)	Year 9 (2021)
Average Score (School)	409	512	578	617
Average Score (National)	403	495	550	588

## Year 12 Outcomes:

<b>Outcomes for our Year 12 cohort 2021</b>	
Number of students awarded a Senior Education Profile	103
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	72
Number of students who 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	54
Number of students awarded a Queensland Certificate of Education at the end of Year 12	99
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	97.1%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98.4%

## Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2021 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.