



THE CATHEDRAL SCHOOL
ANNUAL REPORT 2023
(Based on 2022 data)

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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

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.

Development Program. Philosophical Inquiry is a core subject in the second half of Year 8 and all of Year 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 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 pathwa

School reinforces these policies to students each year and takes a proactive stance in anti-bullying measures. A web-àe^âÁÇ] Á } [, } Áe ÁÛc { ãÁ supports the Û&@ [|q Á [{] !^@ } •ã^Áe] ! [æ&@ ÁÇ cãBullying.

Parental Involvement:

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

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 2022 was a mix between teaching and non-teaching staff. Our teaching staff include Kindergarten, Primary and Secondary teachers. The non-teaching staff component consists of school officers, administration, nursing, boarding staff, grounds and maintenance staff, bus drivers, kitchen, cleaning, laundry staff and childcare staff working in the School Hours Care.

Our school had an average of 270 employees of which 94 were teaching staff and 176 were non-teaching. 89% of teaching staff are employed full-time with the remaining 11% working part-time. Non-teaching staff had approximately 36% of its employees employed full-time with the remaining 64% employed on a part-time or casual basis.

The school employs a range of staff from various backgrounds as well as local, inter-state, international and indigenous employees creating a diverse and inclusive environment for staff and students.

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 | 0 % |
| Masters | 10% |
| Bachelor Degree | 89% |
| Diploma | 1 % |

Average staff attendance is 97%.

Expenditure on Professional Development

| Total Number of Teachers | Total expenditure on teacher PD (as recorded in Financial Questionnaire) | Average expenditure on PD per teacher |
|--|--|---------------------------------------|
| 94 | \$62,368 | \$663 |
| The total funds expended on teacher professional development in 2022 | | \$62,368 |
| The proportion of the teaching staff involved in professional development activities during 2022 | | 100% |

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

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2022.

Year 12 Outcomes:

| Outcomes for our Year 12 cohort 2022 | |
|--|-------|
| Number of students awarded a Senior Education Profile | 110 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an ATAR | 88 |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 12 |
| 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 | 108 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an ATAR above 90 | 48.7% |
| 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 | 99.1% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 100% |

School Response Rate to the Survey:

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Main Destinations:

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| Total | 100% |