Christian Brothers College (CBC) established in 1878 is located in the heart of Adelaide city on the traditional land of the Kaurna people. We are the oldest Catholic boy’s school in South Australia and the first Christian Brothers boarding school in the world. Formerly governed by the Christian Brothers’ the College is now administered by Edmund Rice Education Australia.

CBC is located on three campuses. The Senior Campus with students from Years 7 to 12 is located at 214 Wakefield Street. The Junior Campus, hosts students from Reception to Year 6 at 324 Wakefield Street. Our third campus at 178 East Terrace, Adelaide is the Christian Brothers College Community Children’s Centre (CBC CCC) which caters for boys and girls from birth to 5 years.

Our City location provides a safe, vibrant and interactive environment for students. In 2014 Christian Brothers College students were drawn from 103 different postcodes predominantly from the North East (40%), West (22%) and North Western (13%) suburbs.

Enrolments at the August Census were 1,209 students across the Junior and Senior campuses with 99.8% of those students studying full-time. The CBC CCC has 105 boys and girls attending. The total enrolment is 1,314 students.

Our Pastoral Care and Transition programs focus on student wellbeing, safety and mental health. Building personal relationships, welcoming all who are entrusted to us and ensuring a sense of belonging are important College outcomes. CBC also promotes Faith, Excellence, Community and Compassion as its College values. The College has long been respected for its award winning and outstanding achievements in the academic, spiritual, sporting and community endeavours. A wide range of curriculum offerings include Trade Training in Electro technology, Psychology, Astronomy and Food Technology as well as student access to VET, TAFE, languages and university course offerings.

Christian Brothers College is a culturally diverse school that values inclusivity. Our students represent 17 faith traditions and 42 diverse cultural backgrounds. 157 students are identified with a language background other than English and 6 are English as a Second Language funded. CBC is internationally recognised for our work in early intervention strategies to improve student learning and motivational outcomes. The College is funded for 39 students with disabilities and provides extra support to an additional 214 students with learning difficulties.

Christian Brothers College represents an SES category of disadvantage Index of 101 and a Ross Farrish (CEO) index of 99.55. The College continues to serve a high proportion of School Card recipients with 183 students eligible in 2014. The College actively encourages and seeks the employment of Indigenous staff and serves 7 Indigenous students. Fee remissions for financially struggling families exceeded $1 million dollars in 2014. CBC offers one of the most affordable fee structures of any Independent School in South Australia.

Christian Brothers College Adelaide is an integral part of the mission of the Catholic Church. We actively contribute to the development of young men through quality Catholic education in partnership with staff, parents, families and the wider community. Leadership, service and co-responsibility, which underpin the Charter for Catholic Schools in the Edmund Rice Tradition, are core to the educational opportunities provided within the College challenging all ‘to act justly, to love tenderly and to walk humbly with their God’ according to Edmund’s story and dream. The worth and liberation of the individual enhanced by personal formation in the light of Gospel and Christian values are essential elements in developing an educational program at the College enabling people to be transformational in a changing society. Each member of the community is encouraged to develop relationships in which every person is empowered and enriched by active participation, cooperation, collaboration and enthusiasm - a community where life may be enjoyed and celebrated with creativity and passion.
We are deeply committed to 21st Century pedagogy, data informed continuous improvement, ongoing professional development and contemporary research and innovative facilities. CBC is a member of both the International Boys School and Dare to Lead Coalitions. In 2014 CBC was nationally recognised as a leading Asian Literate School. We employ professional partners to assist in ensuring cutting edge global best practice educational theory and practice is evident in quality teaching and learning. In 2014 the College began work on the “Rice Building” a contemporary ‘cutting edge’ teaching facility incorporating the very latest technology, furniture and classroom design which has already drawn national attention for the manner in which built environs drives 21st Century pedagogy in boys education. The College website and portal provide ‘real time’ data to inform student learning, engagement and outcomes.

**COLLEGE VALUES**

CBC is an authentic Catholic school in the Edmund Rice Tradition. As an EREA school we are challenged to be faithful to following four touchstones and to reflect regularly on their embodiment in all aspects of school.

**FAITH** *(Gospel Spirituality)*

Our College community respects the diversity of beliefs and actively promotes formation through the integration of faith, life and culture.

**EXCELLENCE** *(Liberating Education)*

Our College community provides an environment which challenges all to be committed to holistic learning and to achieving one’s full potential.

**COMMUNITY** *(Inclusive Community)*

Our College community actively encourages all to be involved in the life of the College so as to develop positive relationships that are responsive to the gifts and journey of each person.

**COMPASSION** *(Justice and Solidarity)*

Our College community values the dignity of all, with a commitment to justice and outreach to each other and the wider community that is authentic and inclusive.

**VISION STATEMENT**

As a learning community CBC inspires excellence. We aim to be energetic, compassionate contributors to the world. Contemporary, dynamic educational programmes provide the basis for life-long learning in a community where life, faith and family are celebrated.

**MISSION STATEMENT**

We reflect the wisdom and lessons of our Colleges’ rich tradition and history offering respectful welcome to all. We rise above the ordinary by encouraging and celebrating educational endeavour, excellence and life-long learning. We nurture spirituality through individual and collective expressions of faith in our contemporary society. We encourage an authentic response to the poor and marginalised thereby contributing to the creation of a just world.

**ACHIEVEMENTS**

The College enjoyed numerous achievements in 2014 including:

- Development of the College Master Plan
- Restorative Practice Implementation
- Red Cross Award Blood Donation (8th Year in a row)
- Dare to Lead Indigenous Schools Coalition
- Student and staff cultural tours to China
- Continuous Improvement Plan
- Development of the Scholaris Portal
- Continued links with Asia including Philippines and Vietnam
- Spirit of Our Brothers Gallipoli Tour
- Membership of International Boy's School Coalition
EXTRA CURRICULAR ACTIVITIES

- Cricket
- Canoeing
- Football
- Rugby
- Badminton
- Rowing
- Soccer
- Hockey
- Tennis
- Kayaking & water polo
- Social Action Group
- Pilgrimage (Vietnam / Philippines)
- Music
- Debating
- Chess
- Astronomy
- Handball
- Table Tennis
- Basketball
- Volleyball
- Social Action Group

SPECIALIST PROGRAMS

- QuickSMART
- Duke of Edinburgh
- MultiLit
- Brain Bee
- Jolly Phonics
- Brain Bee
- PATM and PATR testing

STUDENT WELFARE PROGRAMS

- Breakfast Club
- Building the Bridge
- Student Retreats
- Student Representative Council Program
- Pastoral Care Program
- Student Retreats
- Student Personal Responsibility Program
- LAP Program
- Homework Club
- House Activities
- Cyber Bullying Police Visits and Parent Seminars

TEACHER STANDARDS AND QUALIFICATIONS (EXCLUDING CHILD CARE CENTRE AND OHSC STAFF)

1. STAFF ATTENDANCE
   In 2014, 170 staff members were employed at the College. Several new staff were employed to support increased enrolments, new programs and to provide teaching and learning opportunities provided by departing staff. This staff number includes CBCCC and OHSC staff.

2. STAFF RETENTION
   The staff retention rate from 2013 to 2014 was 98%. This figure represents both Junior and Senior Campuses and does not represent short term placement positions or staff on extended leave.

3. TEACHER QUALIFICATIONS
   CBC teaching qualifications in 2014 include: 4% Doctorate and 9% Masters Degrees, 89% Bachelor Degree, 26% Diploma Teaching, 33% Diploma of Education, 24% Graduate Diploma, 12% Graduate Certificate and 5% Teaching Certificate. 14% of teaching staff hold more than 1 Bachelor’s Degree. 8 teachers on staff qualify for Advanced Skills Teacher status. The College commence implementing the AITSL Professional Standards.

4. WORKFORCE COMPOSITION
   Total staff is 134 (FTE 116.5). Teaching staff comprise of 69.9% and non-teaching staff inclusive of specialist, administration and clerical, building operations, maintenance and other comprise of 30.1%. The College employs 46 ESO staff and 1 Passionist Sister. Please note these numbers do not include Out of Hours School Care staff or Child Care Centre Staff. Staff are supported in providing quality education by Old Collegian, parent and community involvement in curricular activities, music, water sports, homework, tutoring and classroom support. Our Inclusive Needs, LAP and ESL services ensures students are provided with professional support to reach their potential.

5. EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
   The College spent $70,000 (excluding teacher replacement costs) to assist all staff in their professional development. 40% of expenditure funded conferences attendance, 27% immersion programs to Vietnam and Philippines, 18% induction and renewal courses, 15% for staff updating First Aid and 5% towards a staff retreat.

The Australian Curriculum was a major focus of professional development throughout the year with a specific emphasis on preparing teachers for the introduction of the AITSL standards.

The faith formation of staff, students, Board members and parents is also an essential mandate of CBC. Staff Prayer, staff retreats, weekly community masses and faith formation opportunities were provided throughout 2014.
Staff professional development was aligned with the Strategic Plan. Weekly, Monday afternoon 2.30pm to 5.00pm whole staff professional development provided an opportunity for external professional partners and peers to provide training in:

- 21st Century Education
- Workplace Health and Safety
- Professional Standards
- Restorative Practices
- Boys Education
- International Research and Best Practice
- Strategic and Continuous Improvement planning.
- AITSL teacher standard implementation

**STUDENT ATTENDANCE**

1. **STUDENT ATTENDANCE**
   
   The average student attendance rate for the College in 2014 was:

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Cohort</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reception</td>
<td>44</td>
<td>91</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>47</td>
<td>91</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>40</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>444</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>63</td>
<td>92</td>
</tr>
</tbody>
</table>

2. **HOW NON ATTENDANCE IS MANAGED**
   
   The College utilises the Message U program to support us in our data integrity relating to attendance. On a daily basis the College, via Message U will inform parents of students who have not informed the school of their son's non attendance and who are marked as absent by their Pastoral Care teacher. The Tutor Group teacher is responsible for follow up of the initial absence including citing a note in the students diary and / or making contact with a parent. Should lateness or absences continue the students name is placed on a “Watch List” which is viewed weekly by the Heads of House and relevant Assistant Principals. This list is automatically generated from the College’s absentee data base. Any student who is absent for an extended period of time has their relevant information forwarded to the Truancy Section of the Eastern Region Education Department. Heads of House, College Counsellors and CEO Case Managers support families and monitor Indigenous students and students at risk of absenteeism. The College Portal allows real time reporting of student absenteeism and trends. Data is used by Pastoral Care staff.

**SENIOR SECONDARY OUTCOMES**

1. **SACE AND ATAR RESULTS**
   
   100 CBC students completed SACE in 2014. 91.74% completion rate.

   14 students received a result of A+ with merit being award in the following subjects 8 subjects:
   Legal Studies, English Communications, Modern History, Physics, Specialist Mathematics, Mathematical Studies, English Studies and two students in Research Project.

   The DUX of the College gained an ATAR score of 99.70. The DUX runner up received an ATAR of 98.50. A further 12 students received an ATAR above 90%.

2. **VET Results**
   
   13 students completed Certificate Two courses and 3 completed a Certificate Three in their chosen field of study.
   The College appointed a VET coordinator and Electronics teacher in 2014 to assist with the registration of the CBC Trade Training Centre to provide electro technology VET Courses in 2016.
1. **Benchmark Results**

The following results are a significant achievement for a small school community, of all boys, with a number of students who speak English as a second or other language and a number of students with identified learning disabilities.

*When compared with the national average results the following achievements were made:*

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>441</td>
<td>418</td>
<td>503</td>
<td>501</td>
<td>543</td>
<td>546</td>
<td>567</td>
<td>580</td>
</tr>
<tr>
<td><strong>Persuasive Writing</strong></td>
<td>414</td>
<td>402</td>
<td>462</td>
<td>468</td>
<td>492</td>
<td>512</td>
<td>535</td>
<td>550</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>432</td>
<td>412</td>
<td>496</td>
<td>498</td>
<td>546</td>
<td>545</td>
<td>577</td>
<td>582</td>
</tr>
<tr>
<td><strong>Grammar/Punctuation</strong></td>
<td>428</td>
<td>426</td>
<td>492</td>
<td>504</td>
<td>537</td>
<td>543</td>
<td>570</td>
<td>574</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>411</td>
<td>402</td>
<td>504</td>
<td>488</td>
<td>555</td>
<td>546</td>
<td>588</td>
<td>588</td>
</tr>
</tbody>
</table>

**CBC students who achieved in the highest two skill bands for their year level as a percentage are:**

<table>
<thead>
<tr>
<th></th>
<th>Year 3 %</th>
<th></th>
<th>Year 5 %</th>
<th></th>
<th>Year 7 %</th>
<th></th>
<th>Year 9 %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
<td>SCHOOL</td>
<td>NATIONAL</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>48</td>
<td>47</td>
<td>29</td>
<td>35</td>
<td>25</td>
<td>29</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td><strong>Persuasive Writing</strong></td>
<td>57</td>
<td>39</td>
<td>7</td>
<td>16</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>51</td>
<td>44</td>
<td>39</td>
<td>34</td>
<td>31</td>
<td>30</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td><strong>Grammar/Punctuation</strong></td>
<td>54</td>
<td>50</td>
<td>33</td>
<td>36</td>
<td>24</td>
<td>29</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>52</td>
<td>37</td>
<td>26</td>
<td>26</td>
<td>30</td>
<td>29</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

Our teachers use data from the Literacy and Numeracy LaN testing in conjunction with other data on student performance to design learning programs for the school and in determining professional development programs for teachers.

In 2014 EAL Scaling, PATM and PATR testing was used to support existing numeracy and literacy data.

**Parent, Student and Teacher Satisfaction**

Parent, staff and teacher satisfaction data was gathered via staff and parent meetings, electronic surveys, student leadership meetings and staff/student consultation forums.

The following activities were a result of community feedback: The development of a horizontal R – 12 Pastoral Care Program, Fire Brigade visits, Motor Accident Commission seminars, Driver Education courses, Defence Forces talks, St Vincent de Paul and Red Cross visits.

**Feedback with parents** occurs through formal and informal sources. The strong pastoral role of our Tutor Group teachers and Heads of House enables parental feedback on a daily basis through emails, newsletters and the student diary. Parents are also encouraged to email their sons Tutor Group or subject teachers with any issues that arise. Regular Parent / Student / Teacher interviews are also held. Parents have been engaged further, throughout 2014, in training and information sharing on the development of the parental component of the College Portal, Scholaris. A parent help desk has continued to provide adequate and prompt communication for parents. Student attendance records, achievement data, assignment and class ranking data, resources and policy documents are is available on the school's portal and website/homepage [www.cbc.sa.edu.au](http://www.cbc.sa.edu.au). A weekly newsletter disseminates information, feedback and survey results to parents and the wider community. Parents are kept informed on College policies, procedures and events through the newsletter, College Annual, letters and parent gatherings.
Parent Auxiliaries provide an opportunity for student's parents and grandparents to be actively engaged in the feedback process and also to organise events. In 2014 the following auxiliaries assisted with College operations:

- Water Sports
- Old Collegians Association
- Old Collegians Soccer
- Friends of Music
- Old Collegians Football
- Parents and Friends
- Old Collegians Rowing

The College Board and the College Community Children’s Centre Advisory Board welcomes open communication from parents and the wider CBC community. Our Auxiliary Groups, Old Collegians, Parents and Friends, Uniform Committee and Friends of Music meet regularly throughout the year.

The Colleges Executive and Leadership Teams, including the Principal and Deputy Principal, is regularly seen before and after school in the yard and around the classrooms to provide the students and parents with pastoral support.

In 2014 the Staff Wellbeing Committee continued as part of the Strategic Plan. The Committee organised staff events every term that engaged all staff with a relaxing, fun filled activity. Staff have identified the professional development days, held on student free days as a time to reflect and review their practice. Staff retreats, staff pilgrimages to Vietnam, national and international training and immersion opportunities, an ‘open door policy’ by leadership and the formation of numerous staff consultative committees and advisory groups monitor and are proactive in managing ongoing staff wellbeing.

VALUE ADDING INITIATIVES

JUNIOR CAMPUS

Programs – QuickSmart, Rainbow Reading, MULTILIT (Making up for lost time in Literacy), Jolly Phonics, Out of School Hours Care, Vacation Care, LAP (Learning Assistance Program), Speech Programs, new student Transition Program, Choirs, Year 6 Transition Program in Art and Technical Studies with our Senior Campus, Camps, and Writers Club.

Catholic Culture – Liturgies (Masses, Prayer Services), Sacramental Program, Community Service Learning Program (Reception – Year 6). Whole school prayer. Contemplative Prayer program as part of Trauma Sensitive Schools Project.


Extra Curricular – Debating through the Independent Schools Association of SA, Member of Independent School Sports Association (involving tennis, cricket, football, soccer) also Catholic Schools Cross Country and basketball.

SENIOR CAMPUS

Programs – QuickSmart, Retreat programs, School Band, Year 8 orientation camps, Duke of Edinburgh, Astronomy, Paul McGuire Festival, Transition Project, VET, Blood Donation, Year 8 Transition program, Geology, Psychology, Pastoral Care program and Speech Night.

Catholic Culture – Liturgies (Masses, Prayer Services), Reconciliation, Sacramental Program, Marian Procession, Social Action Group and Christian Service Learning (Year 10 and 11).

Immersions Experiences – Immersion experiences to Vietnam, China, Italy and the Philippines. “Spirit of our Brothers” tour to the Western War Fronts of Europe.

Extra Curricular – Debating, chess, St Vincent DePaul, Member of ISSSA. Competing in hockey, football, soccer, volleyball, basketball, cricket, rowing, tennis, canoeing, badminton, table tennis, rugby, Music and cross country.
**POST SCHOOL DESTINATIONS**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td>Uni SA</td>
</tr>
<tr>
<td>25%</td>
<td>University of Adelaide</td>
</tr>
<tr>
<td>10%</td>
<td>Flinders University</td>
</tr>
<tr>
<td>5 students</td>
<td>TAFE</td>
</tr>
</tbody>
</table>

64% of our students received an offer from their preferred University in the first round.

**POST CBC PATHWAYS – UNIVERSITY PATHWAYS**
- Science / Medical Science / Human Movement / Nursing / Pharmacy
- Engineering
- Business
- Law / Justice Studies / International Studies
- Commerce
- Information Technology
- Media / Journalism
- Education
- Design / Architecture

**SCHOOL INCOME**

![Sources of Income - 2014](image)

**SCHOOL IMPROVEMENT – SELF ASSESSMENT PROCESS**

During 2014 CBC engaged the College community in implementing the 2014 objectives of the student centred CBC Continuous Improvement Plan based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). The CBC CIF was titled “Engaging the hearts, minds and souls of 21st Century Learners.”

The College incorporated the 9 domains of the CESA CIP into 4 Domains which resonate with the College Values (and our Governing body values of:}
## CESAR CIP Domains

<table>
<thead>
<tr>
<th>Catholic Identity</th>
<th>CBC Domain</th>
<th>EREA Touchstones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faith</td>
<td>Gospel Spirituality</td>
</tr>
<tr>
<td><strong>Focused Vision and gaols</strong></td>
<td>Excellence</td>
<td>Liberating Education</td>
</tr>
<tr>
<td>High Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Quality Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using data</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strong Leadership</strong></td>
<td>Community</td>
<td>Inclusive Community</td>
</tr>
<tr>
<td>Home School Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective administration and resourcing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safe learning</strong></td>
<td>Compassion</td>
<td>Justice and Solidarity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is a snapshot of some of the Key SIF Targets. A full summary is available on the College website [www.cbc.sa.edu.au](http://www.cbc.sa.edu.au)

<table>
<thead>
<tr>
<th>CBC Domain</th>
<th>2014 School Improvement Plan</th>
<th>Progress towards achievement of 2014 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faith</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site based data analysis and research on Contemplative prayer</td>
<td>Whole staff in-service completed with external trainers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff sent interstate for PD with Fr Laurence Freeman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruth Fowler 2015 training booked.</td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and mapping of Australian Curriculum</td>
<td>Whole staff project for Junior Campus</td>
</tr>
<tr>
<td></td>
<td>Development of CBC Australian Curriculum Implementation Plan</td>
<td>Faculty Based initiatives in Senior Campus included mapping of 2015 timetable.</td>
</tr>
<tr>
<td></td>
<td>PD on Curriculum development and design</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Action Research on ICT use</td>
<td>Numerous PD opportunities to staff provided across all learning areas.</td>
</tr>
<tr>
<td></td>
<td>Year 5/6 virtual classroom trials and review of online portal efficacy for 7-12</td>
<td>Whole staff PD provided</td>
</tr>
<tr>
<td></td>
<td>Site data base for NCD and Inclusive Ed Data including IEP’s</td>
<td>Review completed implementation of Parent Owned device to supersede current BYOD</td>
</tr>
<tr>
<td></td>
<td>Implementation of Assisted technologies to improve Inclusive Ed student learning outcomes.</td>
<td>21st Century technologies incorporated into new Rice Centre development.</td>
</tr>
<tr>
<td></td>
<td>Action research in constructivist numeracy development through PLT</td>
<td>Portal development ongoing in 2014 (CBC Portal developments are considered leading and best practice in SA.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nationally Consistent data collected, IEP’s developed for all students placed on portal. And individually ratified and signed by principal prior to Parent IEP meetings and whole staff briefings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Assisted Technologies provided and increased budget and training for students and staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 6 staff member Mel O Leary provided time and resources to work as Maths coach in 2014</td>
</tr>
</tbody>
</table>
| Community | • Indigenous Education review of Dare to Lead Audit  
           • Improve Indigenous parent interaction and support  
           • Action Research on Positions of Responsibility and Leadership at CBC | • Review conducted – appointment of Indigenous staff member  
           • Appointment of indigenous community member to College Board.  
           • Ongoing consultations with EREA and leadership planning. Appointment of CBC HR Manager to implement change. External consultant identified. Staff notified |
| Compassion | • WHS audits to ensure processes including SQL, Training, compliancy, Childs protection etc are fully compliant and leading best practice | • Online training modules developed for induction of volunteers, coaches etc.  
           • Whole staff training in Child Protection Curriculum  
           • Audit of staff Child Protection and RAN training conducted to meet 100% compliancy. |

The CBC CCC (Community Children’s Centre) and also Vacation and Out of Hours School Care CIP is predicated by the ERCB Quality Improvement Framework which is available for public record.

NOEL MIFSUD - PRINCIPAL  
JUNE 2015