

## SCHOOL PROFILE

School name St Teresa's Catholic College

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### Principal's foreword

In 2016, the 13th year of operation of the College, St Teresa's saw a change of principal occur midyear with Brother Paul Creevey accepting a role with the Marist Brothers in Leuven, Belgium. Brother Paul was the second principal to lead the College. Under Brother's distinguished leadership the College consolidated its rich traditions that were born in the temporary dwellings on the oval of St Thomas More, Sunshine Beach, in 2004. Brother lead the introduction of Year 7 into the College in 2014, along with ensuring that the faith, learning and physical needs of the College were well established and nurtured during his 8 years as leader.

With the arrival of Year 7 onto the site three years ago, it has become apparent that the future of the College lies within the context of a 5-stream learning institution. This will see future cohorts enrolled with a maximum of 150 students. The total enrolment of the College will sit at 900 students, allowing it to provide excellent levels of learning and pastoral support.

The College Vision today remains faithful to the aspirations of the early planning committees:

"That St Teresa's Catholic College is an authentic Christian community where Gospel values are evident and lived out in relationships and practices between students, staff and parents. The spirit of the school is that of a family which provides a safe and positive learning environment".

### School facts

St Teresa's Catholic College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational  or Single sex

Year levels offered: Primary  Secondary  P-12

Total student enrolments: 928

Girls: 447

Boys: 481

## Characteristics of the student body

The student body is representative of the population of the Sunshine Coast. 90% of students were born in Australia, 6% in Europe and 1.5% in New Zealand. 1.4% of students identify as Aboriginal or Torres Strait Islander. 76% of the student body reside within the Noosa Shire with 24% residing in the Sunshine Coast Regional Council. The districts of Noosaville and Tewantin provide 31% of our students.

As a Marist, Teresian College, one of our foundational beliefs is that of 'Family Spirit'. This is manifest at the College through the programs and activities that work across the whole of school, House Groupings, year levels and Pastoral Care classes. Central to this is the structures of Student Leadership that provide and encourage student voice and interaction across all sections of the college in these programs.

St Teresa's is comprised of a very comprehensive enrolment of students with rich and varied talents and interests. One of the great strengths of the school is the opportunities provided for students to contribute to the learning of others, both within the classroom and beyond.

## Social climate

The College introduced the pastoral wellbeing program provided by Brisbane Catholic Education (BCE) entitled Positive Behaviour For Learning (PB4L) this year.

Essentially the program or framework looks to further deepen students engagement in their learning. Strategies designed to address areas of concern and areas of success are employed to provide students with greater responsibility in their own learning and that of others.

The acronym STAR was adopted to draw student attention and focus to Safety, Taking responsibility, Achievement through improvement and Respect for their own learning and that of others.

It is worth noting that before introducing PB4L at the College, a thorough review of the existing framework was undertaken with significant student input and feedback sought and provided. This information confirmed the need for a new model, one which placed good choices at the centre of its being.

## Curriculum - our distinctive offerings

The curriculum offered at St Teresa's is very much reflective of a good comprehensive high school. Courses offered across the school allow students of all capacities and interests to access the curriculum with a view to post-school opportunities and potential pathways.

Students undertake courses across year groups as mandated by the Australian Curriculum and the Queensland Curriculum and Assessment Authority.

At the College, students are continually challenged by staff to think creatively and critically. This is reflected in the elective offerings in Years 9 and 10 which include: Art, Drama, Music, Media, Dance, Design Technology, Food Technology.

Students in the senior years are able to study a range of subjects in their chosen pathway, following their Senior Education and Training (SET) Plan in Year 10.

As is evidenced in the outcomes for the Graduating Class of 2016, as outlined later in this report, the curriculum offerings at the school in 2016 provide students with the tools to access post school courses and destinations linked to their interests and abilities.

## **Curriculum - our extra curricula activities**

The College provides out of class programs that provide students with rich opportunities to extend and enrich their learning. This occurs in the areas of faith formation and Immersion, the arts, public speaking and debating and an extensive sporting program.

The College's music program is renowned and involves over 160 student participating in instrumental programs, ensembles and bands. Successful participation in eisteddfods, competitions and festivals is a feature of the program, preparing many students for musical participation and career opportunities post-school.

Public Speaking and debating are encouraged both within the school context and at interschool level. The school enters students in competitions, whereby students can apply their skills against students from other schools on the Sunshine Coast and beyond. Lions Club Youth of the Year, Rostrum and the Queensland Debating Union competitions are well supported by the College.

Sporting opportunities exist within school through interschool competitions both in individual and team pursuits. Whilst ensuring students enjoy and grow through the experience of participation, many students excel in their chosen fields, moving through to higher levels of representation.

## **Parent, student and teacher satisfaction**

Each year stakeholders are invited to respond to surveys aimed at gauging satisfaction and areas for improvement in the learning and faith environment at the College. Year 7 complete a transition survey at the end of Term 1, whilst Year 12 provide feedback towards the end of Term 3. Parents are invited to share their ideas during Term 4. The staff are surveyed midyear.

The feedback from these surveys assist the Leadership Team to consider areas to be developed in the following year's Annual Plan.

2016 results indicated a high level of satisfaction across stakeholders for the degree of Pastoral Care and academic support provided to the students. The strength of student teacher relationships was also highly valued.

## **Parent engagement**

Throughout 2016 parents were invited to listen to presentations by highly experienced speakers on topics of concern for parents in terms of raising adolescents in today's complex world.

Mr Brett Lee presented to students, staff and parents on the latest issues in the area of cyber safety.

Mr Paul Dillon from the Drug and Alcohol Research Team also presented to students, staff and parents latest data and areas of concern.

Both speakers provided many strategies to each group on how to reduce the risks involved in these areas and how to assist students to make good choices.

## SCHOOL ACHIEVEMENTS

### **Achievements - progress towards goals**

The development of a cohesive and coherent QCS test preparation program. This program led to a significant improvement to student results across the QCS which was further demonstrated in the OP results.

The College pathways program ensured that students pursuing alternative post school options in Senior study overwhelmingly attained, either a Traineeship leading to work, or a minimum Certificate III qualification.

The focus on Delivering Excellence in Learning and Teaching (DELT) program and the Professional Development for our teaching staff through Twilight sessions and staff meetings The implementation of explicit teaching through Learning Intentions and Success Criteria.

The collaboration of students and staff led to a College wide matrix of expectations for student engagement and learning.

### **Future outlook**

Having identified literacy challenges through the review of NAPLAN data, the College will undertake a writing program involving Year 8 students in 2017. The program will take the form of a cross curricular initiative to improve writing scores for students in Year 8 as measured against the Writing Tool provided by Brisbane Catholic Education. The explicit teaching of writing and the associated professional development for teachers will provide opportunities for students in other year groups to sharpen their writing techniques also.

The College now embraces the Positive Behaviour For Learning (PB4L) model whereby students are encouraged and challenged to take greater responsibility for their own learning and to make good choices in doing so. The emphasis is on Safety, Taking Responsibility, Achieving through improvement and Respecting the learning of others.

## STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	93.00 %
Year 3 attendance rate	%	Year 10 attendance rate	92.00 %
Year 4 attendance rate	%	Year 11 attendance rate	93.00 %
Year 5 attendance rate	%	Year 12 attendance rate	92.00 %
Year 6 attendance rate	%		

### Management of non-attendance

Non-attendance as an unexplained absence occurs when the student is not present at and the legal guardian has not / does not contact the school.

An SMS message will be sent to 'Main Contacts' by approximately 9:00 a.m. each day. The Pastoral Care teacher will monitor and follow up any unexplained absences by making contact with the student's legal guardians.

Past unexplained absences are indicated by the red 'Unexplained Absence Alert' icon on class rolls. When the Pastoral Care teacher receives written explanation of the absence from the student's legal guardians they must update the absence category and enter details into eMinerva with the details.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	530.52	541.00	583.41	580.60
Writing	487.21	514.70	543.54	548.40
Spelling	523.36	542.90	578.29	580.30
Grammar & punctuation	522.95	540.20	571.64	570.30
Numeracy	531.93	549.50	581.72	588.80

### Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	83.0 %
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### Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	126
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	122
Number of students awarded one or more Vocational Educational Training (VET) qualifications	84
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	20
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	65
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	93.84 %
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	97.6 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100.0 %

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
9	32	20

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
8	53	46

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	76	49
Full-time equivalents	73.50	32.17
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	19
Post Graduate Diploma/ Certificate	16
Bachelor Degree	37
Diploma/Certificate	4

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 4 358.86

The major professional development initiatives were as follows

In alignment with the College Annual Plan, PD activities were undertaken to build staff capacity. Faith Formation Days (Prof David Hall) - 'Teach Like a Champion' (Greg Mitchell) - PB4L Induction (Melissa Graham) - Marist Formation Programs (Mittagong NSW) - Indigenous Spirituality (Peter Mulcahy).

**Average staff attendance rate** The staff attendance rate was 96.97 % in 2016.

### Proportion of staff retained from the previous school year

From the end of the 2015 school year, 89.0 % of staff were retained by the school for the 2016 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

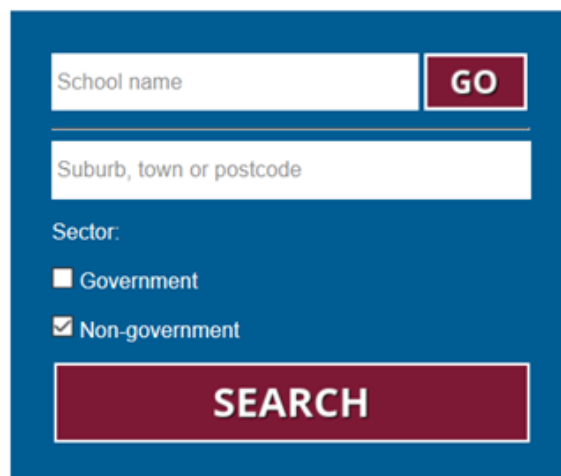
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.