



St Teresa's Catholic
College, Noosaville

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Our Vision is 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. There will be equity of opportunity for all to achieve their full potential. It will provide a quality education rich in values and resources, which are in keeping with contemporary educational needs.

Mission

In the spirit of St Teresa of Jesus (Avila) and St Marcellin Champagnat we bring Christ to our community as we educate and witness through the seven foundations of our College. (These foundations are identified as our school values).

Values

Aspiration, Contemplation, Family Spirit, Presence, Simplicity, Wisdom, In the Way of Mary.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

The introduction of the College's new Academic Wellbeing Framework proved to be well received by the students, staff and families. Students were re-allocated into 5 Houses and 7 House Groups within each House. House Groups are vertically aligned, consisting of students across all year groups.

The House Group underpins the work and development undertaken within the Ministry, Learning and Wellbeing domains of College life. The increased interaction between students of all year levels within this framework has been obvious and positive.

Targets set for the Writing Monitoring Tasks were met, providing students with increased literacy efficacy which will inform future goals and targets in writing.

Strong Catholic identity

1. All Houses will have celebrated their House Mass and have engaged with an outreach organisation.

2. A greater number of College staff are able to articulate their role and responsibility as Catholic educators.

Excellent learning and teaching

1. Staff across all learning areas are involved in guiding students to reflect and report on their learning journey through a common written task across Years 7-10. The implementation of this strategy and the regular review of this activity by students and teachers will mean that by the end of 2018, 50% of Year 7 and Year 8 students, 60% of Year 9 students and 70% of Year 10 students will be achieving at the 20-24 benchmark level through the Writing Analysis Monitoring Tool. All students, regardless of achievement level, will demonstrate growth through the Writing Analysis Monitoring Tool.

2. Students across Year Groups integrate more fully providing a more supportive environment in Ministry, Learning and Wellbeing.

3. Students requiring Tier 2 and Tier 3 interventions will reduce from 2017 data.

Building a sustainable future

1. The number of WHS related injuries to staff will reduce from 2017.

2. The College environment will be more ordered and litter free than in 2017.

3. College uniform infringements by students reduced from 2017

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in Literacy (writing) outcomes for students, professional learning growth plans introduced for staff and student and staff wellbeing.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	842	431	411	7

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

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. 1.2% 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.

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.

Curriculum delivery

Approach to curriculum delivery

St Teresa's is a co-educational secondary College with comprehensive curriculum offerings. 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 (ACARA) and the Queensland Curriculum and Assessment Authority (QCAA). Students have the opportunity to engage in Vocational Training, including a wide range of Certificate I, II and III courses, School Based Apprenticeships and Traineeships.

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 & Business. 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. The range of curriculum offerings gives all students the necessary skills and knowledge and understanding to access worthwhile post-school opportunities.

Co-curricular activities

The College offers a range of extra or co-curricular opportunities that the College refers to as 'Learning Enrichment'. These activities are centred around our Ministry, Learning and Wellbeing, providing a holistic learning experience.

Specifically, opportunities exist in Performing Arts, Sport and Cultural areas such as public speaking.

Whilst undertaking learning enrichment, students are encouraged to build on the knowledge and understanding and skills they develop in their regular classes. These activities also build on general capabilities, such as critical and creative thinking and personal and social capability.

How information and communication technologies are used to assist learning

Students in the middle school (Years 7 – 9) are provided with iPads by the school. Students in the senior school (Years 10 – 12) are provided with MacBook Laptops. Devices are provisioned through the school fee structure.

Social climate

Overview

The College administers pastoral care programs within both year level and vertical House Group settings.

The ACCESS program is conducted each Wednesday and provides a holistic program addressing spiritual, physical, intellectual, emotional and social needs of the students, based on age appropriate developmental level.

During House Group time students undertake the Learning Matters program which utilises the mix of year levels present, to work through and develop both learning and wellbeing areas of need. The importance of the program lies within the nature of the groups, whereby middle school and senior students work together and learn from each other, under the facilitation of the House Group Leader.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2018
This school helps my child to develop their relationship with God	88.8 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	83.3 %
Religious Education at this school is comprehensive and engaging	77.4 %
I see school staff practising the values and beliefs of the school	91.0 %
This school looks for ways to improve	81.7 %
The school is well managed	79.4 %
My child is making good progress at this school	83.5 %
This school is a safe place for my child	95.0 %
This school helps students respect the needs of others	86.3 %
Teachers and staff are caring and supportive	93.0 %
Teachers at this school expect my child to do their best	96.2 %
Teachers and staff relate to students as individuals	89.9 %
The teachers help my child to be responsible for their own learning	86.5 %
My child is motivated to learn at this school	85.8 %
I can talk to my child's teachers about my concerns	90.4 %
This school offers me opportunities to get involved in my child's education	77.2 %
My child's learning needs are being met at this school	74.8 %
I am happy with my decision to send my child to this school	83.2 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	67.3 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	74.8 %
Religious Education at my school is interesting and engaging	41.6 %
I see school staff practising the values and beliefs of my school	67.6 %
My school looks for ways to improve	79.0 %
Students at my school are encouraged to voice their concerns or complaints	69.3 %
Teachers treat students fairly at my school	70.8 %
Teachers recognise my efforts at school	80.8 %
I feel safe at school	90.1 %
My school helps me to respect the needs of others	89.2 %
I am happy to be at my school	82.3 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	87.3 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.7 %
Religious Education at this school is comprehensive and engaging	81.4 %
I see school staff practising the values and beliefs of this school	87.1 %
This school is well managed	50.7 %
My concerns are taken seriously by the school	65.2 %
This school is a safe place to work	88.1 %
This school has an inclusive culture	79.1 %
This school has a culture of striving for excellence	59.2 %
All my students know I have high expectations of them	97.5 %
I am proud to be a member of this school	89.0 %
Overall, I am happy with my decision to work at this school	86.6 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are encouraged to access the Parent Handbook on the Parent Portal and the College Newsletter fortnightly throughout the year.

With the introduction of the Academic Wellbeing Framework, the construction of an Individual Career Pathway (ICP) learning plan by each student is a pivotal feature of the process, which develops a goal setting mindset. Three-way interviews held at the commencement of Term 1, between student, parent and House Group Leader, ensured parents and carers were instrumental in co-constructing the learning plan. Subsequent Parent Teacher Student interviews discussed learning outcomes and assessment results as evidence supporting the plan.

Throughout the year, parents are invited to information evenings addressing both learning and wellbeing foci and parenting strategies, which included:

- Cybersafety (Brett Lee)
- Drug and Alcohol Awareness (Paul Dillon)
- Learning Engagement (Darren Pereira)

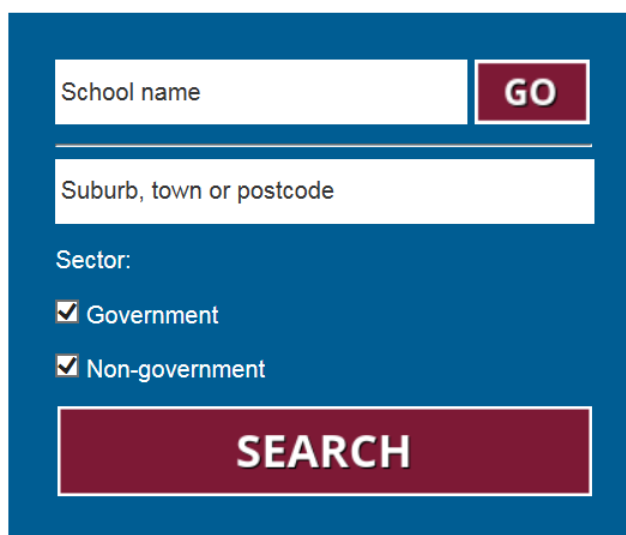
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	71	41
Full-time Equivalents	67.3	32.9

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	Nil
Masters	18
Graduate Diploma etc.**	16
Bachelor degree	35
Diploma	2
Certificate	Nil

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 83,050.00

The major professional development initiatives are as follows:

- Preparation for the introduction of the 2019 QCE System and Senior Curriculum
- The BCE BI Tool (Data use to inform practice)
- BCE Secondary Writing Project
- Youth Mental Health First Aid
- Marist Formation: 'Is your God too small for your life'

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.5 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88.6 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	91.0 %	88.6 %	89.2 %	88.7 %	88.5 %	85.4 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Non-attendance as an unexplained absence occurs when the student is not present at school and the legal guardian has not / does not make contact with the school. An SMS message will be sent to 'Main Contacts' by approximately 9:30 a.m. each day. The House Group Leader 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 House Group Leader 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.

Extended periods of absence are monitored by the Head of House who works with families to address these attendance concerns.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	547.7	541.5	585.0	583.8
Writing	491.4	505.3	514.1	542.3
Spelling	544.9	545.2	581.3	583.3
Grammar & Punctuation	540.6	543.9	583.2	580.1
Numeracy	545.1	548.2	588.5	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	149
Number of students awarded a Queensland Certificate of Individual Achievement.	N/A
Number of students receiving an Overall Position (OP)	102
Percentage of Indigenous students receiving an Overall Position (OP)	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	104
Number of students awarded an Australian Qualification Framework Certificate II or above.	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	148
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100
Number of students awarded an International Baccalaureate Diploma (IBD).	N/A
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73.5
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.	100
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89.2

As at February 2019. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	19	31	25	25	2

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	18	50	47

As at February 2019. The above values exclude VISA students.

Certificate I: Construction

Certificate II: Hospitality

Certificate III: Fitness, Business, Engineering, IDMT

Certificate II/III: Tourism, Sport Coaching

Certificate IV: Justice Studies

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75.7 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who conclude their time at the College, prior to completing Year 12, work with the College Pathways Department in accessing further training and work placement opportunities post school. The Pathways Department accesses the strong community business network in place to provide opportunities for these students.