

**St Teresa's Catholic  
College, NOOSAVILLE**

# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



# Contact information

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## Principal's foreword

The 2019 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, school funding, workforce composition and student performance.

### School progress towards its goals in 2019

- Improvements in literacy levels, as identified through the use of the BCE Writing Monitoring Tool, were encouraging. Whilst all targets were not met, improvement was evidenced.
- All teaching staff used their professional learning goals and strategies to enhance practice and support colleagues through professional learning communities.
- The new College Youth Group provided an avenue of spiritual interaction and exploration for younger students, lead by the senior students.
- Students and staff wellbeing were prioritised through the College ACCESS program and staff twilight participation.

Goal	Progress
All students will demonstrate growth in literacy, evidenced in the nominated targets being achieved in the Literacy Monitoring Tool. For each of the following Year Groups, students achieving proficiency (20 - 24) will include: Year 7 - 65% Year 8 - 70% Year 9 - 75% Year 10 - 85%	Not Achieved
By the end of 2019 every staff member has developed a Professional Learning Growth Plan (PLGP), aligned to the College AIP and AITSL Standards, that demonstrates capacity growth.	Achieved
A College Youth Group will be established to investigate and undertake youth ministry work within the College and in the Parish when appropriate.	Achieved
By the end of 2019 students and staff are able to identify strategies that enhance wellbeing.	Achieved
Staff are confident and competent in the use of the 'Levels of Teaching Response' framework to embed differentiated teaching strategies to meet student learning needs.	Not Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

- Student literacy (Writing) levels.
- Teaching practices that align with the construction of the St Teresa's Learning and Teaching Framework.
- Data Literacy of staff.
- Student attendance figures.

# 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 2019:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	786	411	375	5

Student counts are based on the Census (August) enrolment collection.

## 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 appropriate 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 - 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.

## 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%

## Family and community engagement

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

The College Academic Wellbeing Framework underpins the wellbeing and learning of students. The Framework consists of the Vertical Pastoral System and the Individual Career Pathway (ICP) learning plan. Parents and guardians meet with each student's House Group Leader in Term 1 to co-construct the learning plan (targets, goals and strategies) that will guide the students throughout the year, capturing successes and challenges emanating from assessment feedback.

St Teresa's provides information evenings and online resources, such as School TV to provide parents and carers with

In addition to mandated Parent / Teacher / Student Interviews, meetings are scheduled throughout the year for families of students with diverse learning needs to discuss progress and intervention update.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

*Laudato Si'* forms part of the College Pastoral Board Discussion Group. The College rated No. 2 of 143 schools in terms of the Energy Reduction and Management Plan assessment for sustainable energy use, along with the ecological and environmental impact footprint.

Active energy reduction measures over the past 12 months have included turning off all power to pumps, chargers and water coolers during holidays; slowly transferring to the use of LED lighting from halogen lighting; moving towards a higher "set point" for air-conditioners; and undertaking a full review and refinement of the use of fridges, coolers and freezers in the college.

Environmental footprint indicators	
Years	Electricity kWh
2019	275054

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	67	48
Full-time Equivalent	61.4	32.2

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	19
Graduate diploma etc.**	15
Bachelor degree	31
Diploma	2
Certificate	

\*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 2019 were \$ 122,040.00

The major professional development initiatives are as follows:

- Specialist Guest Speakers: Andrew Fuller, Learning Strengths. Mick Walsh, Positive Education.
- Academic Writing Workshops
- Women in Education Conference
- Learning Services Conference / Circle of Security Conference- focus on Children with Special Needs/ Vulnerable Children
- Subject Specific Conferences e.g. Senior Biology Data Day
- Staff Spirituality and Marist Formation Programs

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

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

From the end of the previous school year, 91% of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	88.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	78.2%

Average attendance rate per year level			
Year 7 attendance rate	91.6%	Year 10 attendance rate	87.9%
Year 8 attendance rate	88.2%	Year 11 attendance rate	87.3%
Year 9 attendance rate	87.4%	Year 12 attendance rate	85.8%

\*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

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

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	95.6%

The apparent retention rate for Year 10 to Year 12 = the number of full-time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

### 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 9:20am 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 Student Administration Secretary or House Group Leader receives written, verbal or parent portal notification of the absence from the student's legal guardians, they must update the absence category and enter the details into eMinerva.

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	553.2	546.0	581.7	580.4
Writing	500.1	513.2	558.3	548.9
Spelling	545.9	545.6	583.5	582.3
Grammar and punctuation	546.6	541.7	575.1	573.2
Numeracy	565.5	554.1	582.4	592.0

## Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	113
Number of students awarded a Queensland Certificate of Individual Achievement.	NIL
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	110
Number of students receiving an Overall Position (OP)	74
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	62
Number of students awarded a VET Certificate II or above.	58
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded an International Baccalaureate Diploma (IBD).	NIL
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78.4
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.	98.2
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	92.4

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



## Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	6	24	28	13	3

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

## Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	9	34	51

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

In 2019, St Teresa's students completed training in 22 different qualifications, across 13 industry areas. At AQF level I and II, these were in VETiS or designated skills shortage areas. Three of these qualifications were delivered on campus by college staff, and the remainder as one day per week, 12-month programs at TAFE campuses.

The majority of level III certificates were delivered by college staff on campus over two years under third party arrangements with other training providers.

Of the three qualifications at level IV, two were delivered predominantly online, and one face to face. The Diploma of Business was delivered virtually in 2020.

St Teresa's entered partnership arrangements for the delivery of vocational education and training with seven other Registered Training Organisations in 2020.

School-based traineeships and apprenticeships are not referenced in this information.

## Student destinations

### Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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.