Brisbane Catholic Education
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SCHOOL PROFILE

School name | St Teresa's Catholic College

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Principal's foreword

As we commence each new academic year at the College we reflect on the College's Vision Statement:

'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.'

2017 saw the preparation and planning phase for the introduction of a new Academic Wellbeing Framework to commence in 2018. This framework provides an opportunity to animate the College's Vision Statement even further, through a Vertical Pastoral Care Program with an individual learning plan of every student known as an Individual Career Pathway.

School facts

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

Coeducational [X] or Single sex [ ]

Year levels offered: Primary [ ] Secondary [X] P-12 [ ]

Total student enrolments: 876   Girls: 431   Boys: 445

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 utilises a pastoral wellbeing program provided by Brisbane Catholic Education (BCE) entitled Positive Behaviour For Learning (PB4L).

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, and Achievement through improvement and Respect for their own learning and that of others.

The College provides opportunity for participation in Personal and Social Development Education Program (PSDE). This program involves a variety of discussions and activities that promote the Catholic Ethos in a current contemporary climate.

Curriculum - our distinctive offerings

St Teresa's is a co-educational secondary College with well rounded 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 and the Queensland Curriculum and Assessment Authority. 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 skills and knowledge to access worthwhile post-school opportunities.

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, 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 QLD 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. 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. 2017 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

Parents are encouraged to access the Parent handbook on the Parent Portal and the Parent Newsletter every fortnight throughout the year. The following is a summation of opportunities for parental engagement at the College:

TERM 1: STCC Swimming Carnival Week 2; Opening Mass Week 2;Parent Information Evenings: Years 7 &10 Week 3; ICP meetings Week 4; Ash Wednesday Liturgy Week 4; Academic Assembly Week 5; Week 6:YR 12 PTS Interviews; Parent Strategies for Teenage Success Evening, Week 7. College Open Evening Week 7. Dreamers at Dusk Evening Week 10; Early Morning Music Performance at NSLC Week 10.

TERM 2: Paul Dillion Drug Presentation, Week 2; SET planning Information Evening, Week 8; Senior Hospitality Evenings throughout the term.

TERM 3: PTS Interviews Week 2 & 3; SETplan interviews, Yr 10 Week 2; QTAC Information Evening Week 4;

TERM 4: St Teresa's Mass Week 2; STCC Music Night Week 2; Yr 6 into & Parent Information Evening Week 3; Sport Awards Evening Week 3; Off the Wall Evening Week 4; Academic Awards Evening Week 5; Year 12 Graduation Ceremonies Week 6.

Achievements against 2017 annual plan

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 (ELT) program and the Professional Development for our teaching staff through Professional Development sessions has resulted in explicit sessions and staff meetings.

Future outlook

Having undertaken the Year 8 writing program in 2017 the College implemented a cross-curricular initiative which aim to improve the writing scores for all students in Year 8 against the BCE writing tool. The explicit teaching of writing and the associated professional development for teachers provided opportunities for students in other year groups to sharpen their writing techniques. 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 %

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	94.00 %
Year 4 attendance rate	%	Year 11 attendance rate	91.00 %
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				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	562.98	544.70	589.80	580.90
Writing	512.53	513.00	555.28	551.90
Spelling	550.17	549.60	583.13	581.50
Numeracy	555.95	553.80	578.35	592.00

Apparent retention rate from Year 10 to Year 12	
Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	%

Outcomes for Year 12 cohort of 2017	
Number of students receiving a Senior Education Profile	152
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	149
Number of students awarded one or more Vocational Educational Training (VET) qualifications	94
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	24
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	100
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	81.0 %
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	100.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	99.0 %

Overall Position (OP) bands		
Number of students in each band for OP 1 to 15		
OP 1-5	OP 6-10	OP 11-15
24	22	35

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework		
Certificate I	Certificate II	Certificate III or higher
6	63	69

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 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	44
Full-time equivalents	70.77	29.58
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	20
Post Graduate Diploma/Certificate	17
Bachelor Degree	36
Diploma/Certificate	3

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was $ 1,345.00 .

The major professional development initiatives were as follows:

James Nottingham - Developing Teacher Pedagogy, Greer White - Enneagram, BCE Staff - ELT (Writing Task), PSDE with Brett Lee. Marist Formation Programs for various staff.

Average staff attendance rate The staff attendance rate was 96.37 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 92.0 % of staff were retained by the school for the 2017 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 'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'.

Find a school	Search website

Search by school name or suburb	Go

School sector		School type		State	
All	☑	All	☑	All	☑
Government	☐	Primary	☐	NSW	☐
Non-government	☐	Secondary	☐	Vic	☐
		Combined	☐	Qld	☐
		Special	☐	SA	☐
				WA	☐
				Tas	☐
				NT	☐
				ACT	☐

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.