



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

Annual Report 2020

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



**Brisbane
Catholic
Education**

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Contact information

| | |
|-----------------------|---|
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Principal's foreword

The 2020 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.

St Teresa's Catholic College is situated at Noosaville on the Sunshine Coast approximately 2 hours north of Brisbane. The College is a co-educational Archdiocesan Catholic College catering for approximately 800 students from Year 7 to Year 12. The school's mission is based on the Carmelite charism of St Teresa of Jesus (Avila) and on the Marist charism of St Marcellin Champagnat.

School progress towards its goals in 2020

Strong Catholic identity

- The College Reconciliation Action Plan (RAP) was completed and evidenced in College activities such as Staff Professional Development, student ACCESS programs and the Religious Life of the College. The College engaged Gubbi Gubbi Traditional Custodians to work with our indigenous students as well as engaging each year group in indigenous cultural activities.

Excellent learning and teaching

- Student literacy (Writing) levels demonstrated improvement, as evidenced through the Monitoring Tool. The aspirational target levels of 80% of students, in each cohort, achieving proficiency levels was not achieved, however growth was apparent.
- Staff developed professional learning growth plans that outlined goals designed to grow and improve teaching practices that align with the STCC Learning and Teaching Framework.
- School Data Plan was developed, which outlined staff responsibilities in the use of data to inform practice and generate professional conversation, as influenced and validated by Leaders of Learning. This took place in professional learning communities amongst staff that had developed similar goals.
- Student attendance figures fell short of 90% of students being at school 90% of the time or greater.

Building a sustainable future

- College Building Plan was completed.
- Learning activities undertaken in Learning Matters and ACCESS, provided opportunities for students to further develop positive attitudes and behaviours toward their learning, safety and wellbeing.

Future outlook

The explicit improvement agenda for 2021 will focus on gaining improvements in:

- Student performances in external assessments (NAPLAN, PAT and Year 12 Assessments) will authentically be representative of their learning, through preparation and practice protocols. The introduction of a 'Capable Learners Program' in Years 7 – 10 will provide students with the skills and understanding to empower their learning, through areas such as planning study, testing regimens and precision responses.
- The Academic Wellbeing Program (STCC Learning and Teaching Framework) will be fully implemented through the introduction of the 'Role of the STCC Teacher' document, that places the learning and teaching responsibilities in each classroom/learning space.

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 2020: Secondary

Student enrolments for this school:

| | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|-------|-------|------|--|
| 2020 | 808 | 431 | 377 | 4 |

The student body is representative of the population of the Sunshine Coast. 90% of students were born in Australia. 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 implementation

Curriculum overview

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, III and Diploma courses, School Based Apprenticeships and Traineeships.

At the College, students are continually challenged to think creatively and critically. This is experienced by students in Year 7 and 8 during The Arts and Technology rotations and reflected in the elective offerings in Years 9 and 10 which include: Art, Drama, Music, Media, Dance, Design Technology, Food Technology & Business. Year 7 and 8 undertake mandatory language studies in

French, which students are able to continue on with through Year 9 and 10 electives and into senior school.

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 the knowledge and understanding to access worthwhile post-school opportunities, after successfully completing their Queensland Certificate of Education.

Extra-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.

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.

Examples of activities include:

- The Arts: Instrumental Music tuition, bands, ensembles, Drama and Dance Troupes
- Sport: Netball, Australian Rules, Soccer, Rugby Union, Rugby League, Equestrian,
- Cultural: Debating, Public Speaking.

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.

Each student constructs an Individual Career Pathway (ICP) learning plan online, which includes targets, goals and strategies that direct their learning efforts throughout the year. Feedback from assessments is uploaded into the plan for parents to view.

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.

The social climate of the College is manifest in our 'Family Spirit' foundational pillar, emanating from the Marist charism, that permeates the life of the College. Here the senior students support the younger students in their House Groups.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

| Percentage of parents/ carers who agree that: | 2018 | 2020 |
|---|------|------|
| This school helps my child to develop their relationship with God | 89% | 97% |
| School staff demonstrate the school's Catholic Christian values | 91% | 95% |
| Teachers at this school have high expectations for my child | 96% | 89% |
| Staff at this school care about my child | 93% | 93% |
| I can talk to my child's teachers about my concerns | 90% | 90% |
| Teachers at this school encourage me to take an active role in my child's education | 77% | 83% |
| My child feels safe at this school | 95% | 94% |
| The facilities at this school support my child's educational needs | NA | 91% |
| This school looks for ways to improve | 82% | 90% |
| I am happy my child is at this school | 83% | 91% |

| Percentage of students who agree that: | 2018 | 2020 |
|--|------|------|
| My school helps me develop my relationship with God | 55% | 74% |
| I enjoy learning at my school | 79% | 82% |
| Teachers expect me to work to the best of my ability in all my learning | 85% | 96% |
| Feedback from my teacher helps me learn | 98% | 88% |
| Teachers treat students fairly at my school | 71% | 76% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 69% | 58% |
| I feel safe at school | 90% | 87% |
| I am happy to be at my school | 82% | 79% |

| Percentage of staff who agree that: | 2018 | 2020 |
|---|------|------|
| Working at this school helps me to have a deeper understanding of faith | 87% | 86% |
| School staff demonstrate this school's Catholic Christian values | 87% | 87% |
| This school acts on staff feedback | 65% | 74% |
| This school looks for ways to improve | 59% | 96% |
| I am recognised for my efforts at work | 69% | 74% |
| In general, students at this school respect staff members | 74% | 92% |
| This school makes student protection everyone's responsibility | 99% | 100% |
| I enjoy working at this school | 79% | 94% |

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

The College includes environmental sustainability and responsibility in our Ministry programs for students. The College grounds staff (holders of horticultural qualifications), instruct the students on sustainability as the students assist in maintaining the grounds.

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.

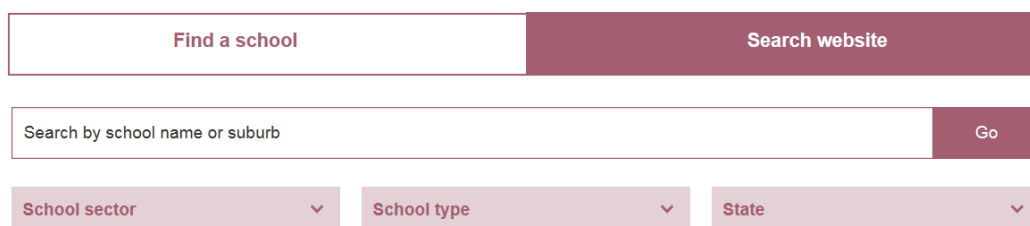
School funding

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 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 | 65 | 46 |
| Full-time Equivalents | 60.6 | 30.7 |

*Teaching staff includes School Leaders

Qualification of all teachers*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate | Nil |
| Masters | 18 |
| Graduate diploma etc.** | 15 |
| Bachelor degree | 30 |
| Diploma | 2 |
| Certificate | Nil |

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

Given the nature of 2020 (Covid), many professional learning opportunities were restricted to online or 'in-house'. These along with guest presenters, when possible, included:

- Marist Schools Australia Staff Program: 'One Wild and Precious Life', our spiritual focus.
- Andrew Fuller: Learning Strengths.
- Professional Learning Growth Plans for Staff: 'What are my goals for the year?'
- Professional Learning Communities: 'Working together to learn together'.
- Post-AEP (Alternate Educational Provision) opportunities. 'Reset, Reframe, Recast'. A review of what we learned and what we need to continue with.

The proportion of the teaching staff involved in professional development activities during 2020 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, 95% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

| Description | % |
|---|-------|
| The overall attendance rate* for the students at this school | 89.1% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 87.3% |

| Average attendance rate per year level | | | |
|--|-------|-------------------------|-------|
| Year 7 attendance rate | 91.4% | Year 10 attendance rate | 89.3% |
| Year 8 attendance rate | 90.1% | Year 11 attendance rate | 87.7% |
| Year 9 attendance rate | 89.1% | Year 12 attendance rate | 86.5% |

*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.

Apparent retention rate from Year 10 to Year 12

| Description | |
|--|--------|
| Year 12 student enrolment as a percentage of the Year 10 (2020) student cohort | 96.4%% |

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.



The screenshot shows a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is located to the right of the 'State' dropdown.

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted with a dark background and white text, indicating it is the selected option.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

| Description | 2020 |
|---|------|
| Number of students receiving a Senior Statement | 139 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 135 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 |
| Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 12 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT). | 50 |
| Number of students awarded a VET Certificate II or above. | 92 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | NA |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 99.3 |
| Number of students receiving an ATAR | 55 |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer. | 87 |

As at March 2020. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

Early leavers information

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. An example here is the connection to employers that students make during their Year 10 Work Experience Program. This connection has presented students with the opportunity to leave school after Year 10 to undertake a trade.