



St Eugene College

Dare to grow in faith, hope and love

**St Eugene College,
BURPENGARY**

Annual Report 2021

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

Contact information

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Principal's foreword

The 2021 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 Eugene College was originally a Primary School started in 1990 and in 2009 began adding the middle and senior years of learning. The College is now fully operational as a Prep – Year 12 setting with approximately 1246 students. As a Catholic school we endeavour to be a Christian community in which faith formation is integrated within full human growth and development and founded on the Oblate charism. We are involved in awakening, nourishing, and developing faith in our children. We value the collaborative partnerships with families in building and sustaining a quality learning community. Shared beliefs and a common vision guide us in embracing change and making a difference in the global community. Our Vision is to "Enter to Learn; Dare to Grow; Leave to Serve and our motto 'Dare to Grow in Faith, Hope and Love' is epitomised by the broad educational culture of the College where academic, social, technological, sporting, cultural and religious excellence flourish.

School progress towards its goals in 2021

During 2021, St Eugene's College completed the following towards our 2021 Annual Implementation Plan:

- Substantial progress was made on the Transformative Learning/4Cs priority. The Wave group was established to run alongside the TLT, Stegg and Leadership groups focussing on the Wonder Web and its integration into classroom practice. All professional learning was undertaken with a 4Cs approach as a model for effective and engaging classroom practices.
- A review was undertaken of the behaviour support model, its effectiveness, and its alignment to PB4L and Transformative Learning. It was identified how the tier system would work within the College and a role for a Pastoral Leader Prep-6 was developed to begin in 2022, working alongside the responsibilities of Year 7-12 Pastoral Leaders.
- The targeted approach to writing, specifically in the middle years, is resulting in progress. The professional learning of staff and the provision of quality and timely feedback to students are strategies providing successful outcomes.

What went well:

- Significant improvement in Year 2 reading and in Year 4 BCE writing criteria. Year 3 maintained levels.
- Improvement in Year 8, 9 and 10 BCE writing criteria, with Year 9 writing in NAPLAN maintaining its high level, as a result of the consistent focus on the writing process. Targeted data tracking and student feedback resulted in improvements in PAT R for Year 9 reading.

The following issues were identified:

- Phonemic Awareness continues to be a focus for Prep and Year 1 in a year again impacted by Covid-19 and the needs of students entering Prep.
- Numeracy across P-10 has made little progress. This may be a result of reduced systemic support for NuMa, a significant number of new staff unfamiliar with strategies and literacy and transformative learning priorities.

The following goals and priorities were partially completed in 2021 with an expectation of completion in 2022:

- The St Eugene College Formation Plan was partially developed with aspects of landscape design and professional learning completed. Completion of the RE curriculum moved to 2022 in a validation year.
- The review of the staff performance and development process continues in 2022 to ensure it is more personalised and authentic and includes goal setting, accountability, self-reflection, and feedback.
- The master plan continues to evolve with the completion of eight new refurbished classrooms.

Outstanding staff and student achievements:

- The implementation of transformative learning strategies across the junior years classes has deepened through staff modelling and cohort collaborative planning. This is beginning to have an impact on student engagement.
- Outstanding progress has been made in student agency in some senior classes through transformative learning, providing a springboard into 2022 and the potential for student involvement in staff professional learning.
- Middle Years writing continues to improve across several year levels.
- Six senior subjects reported better than State average in the A-B range (more in the A-B range than the state).
- 100% of students in Year 12 received their Queensland Certificate of Education (QCE).

Future Outlook

Our goals and priorities for 2022 include:

- By the end of Semester 1 2022, St Eugene College will continue to have an engaging and connected contemporary Religious Education program which will achieve BCE compliance.
- By the end of 2022, we will build teacher capacity in literacy and numeracy data analysis; review and improve moderation practices; develop a process for collaborative feedback and student goal setting with a view to develop students' ownership to improve their literacy, most notably in writing. This will result in:
 - 80% of Year 3-4
 - 90% of Year 5-6
 - 85% of Year 7, 8 and 9
 - 90% of Year 10 students achieving a total score of 20-24 (Goal says 4-6 and Year 9).
- By the end of 2022, staff across Prep-Yr12 will develop their skills, knowledge, and attributes to implement transformative learning experiences for all students. Over 50% staff will work within a professional learning community focussing on an aspect of Transforming Learning. Student agency will be a focus through the formation of the T Squad.
- By the end of 2022, a connected and consistent approach to social emotional wellbeing P-12 will be developed through the creation of a pastoral leader role in Prep to Year 6 and the integration of the Learner Disposition Wheel in the Personal Development Education program.

Our school at a glance

School profile

St Eugene College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1246	652	594	38

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

Our students come from Burpengary, Burpengary East, Deception Bay, Narangba, Morayfield and a small number from the Caboolture and Bribie Island regions. We have 38 students who identify as First Nations, 48 students whose first language is a language other than English and 77 students with verified disabilities.

To cater for the wide range of student backgrounds, abilities and learning styles, St Eugene College ensures differentiated curriculum and support through Guidance Counsellors, Student Support Services Coordinator and Support Teachers: Inclusive Education.

Curriculum implementation

Curriculum overview

St Eugene College offers seamless curriculum from all phases of learning. The curriculum in each phase is designed directly from the Australian curriculum. The College priority of Learning and Teaching, clearly aligns with the Alice Springs Declaration and with Brisbane Catholic Education's Vision for Education, Model of Pedagogy, and the Transformative Learning Framework.

Our Senior Curriculum is designed for individual pathways and learning with many academic and VET courses being offered. The College offers a variety of certificate courses as well as having strong connections with many external providers. In conjunction with school-based Traineeships, these programs and courses provide excellent opportunities for students to explore and achieve in diverse pathways during their Senior Years.

St Eugene College offers:

- Flexible learning classrooms
- ENGAGE – using student voice /student agency to influence planning and the curriculum
- Implementation of the senior curriculum for new QCE/ATAR/Vocational Pathways
- Utilisation of ICT
- Assessment that is progressive and ongoing
- MY is student led
- Year 10 focusses on Senior Prep
- Year 11 and Year 12 – focus on individualised learning pathways.

Co-curricular activities

The following co-curricular activities are offered to St Eugene College students:

- Interschool Sport
- Intra-school Sport
- Robotics

- eSports
- Mini Vinnies & St Vincent de Paul Action Groups
- Chess
- Choir
- Music & Dance Ensembles
- Band, Drumline & Drumbeat
- Rosies – Friends on the Street.

Extra-curricular activities

The following extra-curricular activities are offered to our students:

- Basketball Academy
- Bands, Ensembles, Choir
- Musical.

How information and communication technologies are used to assist learning

Information and communication technologies provide the opportunity for flipped learning, collaboration, differentiation, and flexibility. Students from Yr3-Yr12 have one to one device provision while students in the Early Years access a range of devices to maximise learning. A range of applications allows students with learning needs to access the curriculum – such as speech to text technologies. Information and communication technologies provide rich options for giving and receiving feedback, demonstrating learning, and connecting with authentic audiences for student work.

Teachers support students in their use of engaging technologies for collaboration and inquiry learning. The platform and success of communication technologies supported “alternative learning provisions” during lockdown in 2021.

Social climate

Overview

Strong connections with Oblate schools around Australia and the De Maziéod Family worldwide, connecting College values with Catholic education. There is a commitment to positive relationships embracing restorative practices and positive climate for learning across the College. Several programs are implemented to maintain safe and supportive learning environments for students such as: Friends; Exploring Feelings; Drumbeat; Seasons, 123 Magic Parenting Program, Rock and Water, leadership programs; College immersion and retreat program. CAFÉ and various opportunities throughout the year for parents to engage and involve themselves in College life. 2021 saw the introduction of our biannual Colour Run, supported by the CAFÉ’.

Due to Covid-19 in 2021, some of our activities were not permitted so we had a scaled down version of events such as Mother and Father’s Day stalls instead of a breakfast and an Online Trivia night.

Parent, student, and staff satisfaction

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

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	95.3%
School staff demonstrate the school's Catholic Christian values	95.3%
Teachers at this school have high expectations for my child	88.0%
Staff at this school care about my child	93.3%
I can talk to my child's teachers about my concerns	91.0%
Teachers at this school encourage me to take an active role in my child's education	86.5%
My child feels safe at this school	90.4%
The facilities at this school support my child's educational needs	93.3%
This school looks for ways to improve	91.8%
I am happy my child is at this school	91.6%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	70.4%
I enjoy learning at my school	82.6%
Teachers expect me to work to the best of my ability in all my learning	95.5%
Feedback from my teacher helps me learn	90.7%
Teachers at my school treat me fairly	84.3%
If I was unhappy about something at school, I would talk to a school leader or teacher about it	64.2%
I feel safe at school	86.6%
I am happy to be at my school	81.1%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	98.9%
School staff demonstrate this school's Catholic Christian values	97.9%
This school acts on staff feedback	87.8%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	85.3%
In general students at this school respect staff members	93.7%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	98.9%

'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

As families enter our College they are invited to Orientation and Information Sessions as well as individual interviews. Each year Parents are offered at least two opportunities for Teacher / Student / Parent Conferences. Students share their achievements with family using online applications as well as at Celebration of Learning events.

The College maintains working relationships with local Kindergarten providers and Centre Care (OSHC). We participate in a range of community events, such as the Burpengary ANZAC Day March with all the schools from the local area. Our students participate in District and Regional Sport as well as musical and dance opportunities within the local community. As a part of the St Eugene de Mazenod Parish we are involved in activities with Christ the King Catholic Primary School and Rosies – Friends on the Street.

Consultation processes with families regarding the adjustments required to assist students with diverse needs to access and participate fully at school are conducted twice every year and more frequently as required.

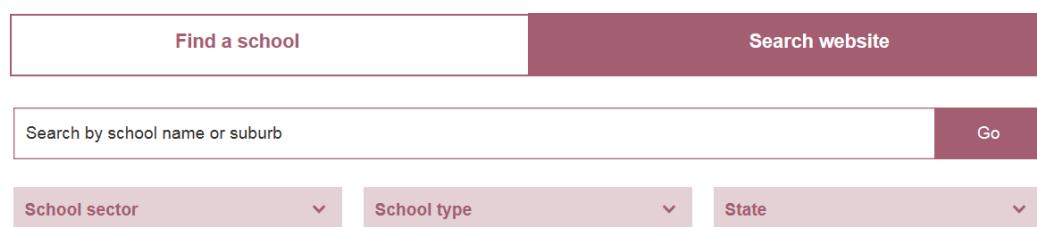
School funding

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's name or suburb of the school you wish to search.



The image shows a screenshot of the 'My School' website's search interface. At the top, there are two buttons: 'Find a school' (in white text on a red background) and 'Search website' (in white text on a dark red background). Below these is a search bar with the placeholder 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow icon.

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



The image shows a button labeled 'View School Profile' in red text on a white background.

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



The image shows a navigation menu with several options: 'School profile' (selected), 'NAPLAN', 'Attendance', 'Finances' (selected), 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted in white, indicating it is the current selection.

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	87	57
Full-time Equivalents	81.7	38.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate diploma etc.**	23
Bachelor degree	50
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives in 2021 were as follows:

- Teacher capacity building with 4Cs Transformative Learning across multiple focussed groups.
- Teacher led professional learning in literacy initiatives aligned with SMART goals.
- Lead learning group acting as peer tutors and mentors.
- Middle Leaders Leadership program – developing the capabilities and capacity to lead from the middle.

The proportion of teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	90.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.8%

Average attendance rate per year level			
Prep attendance rate	91.5%	Year 7 attendance rate	89.3%
Year 1 attendance rate	91.3%	Year 8 attendance rate	89.9%
Year 2 attendance rate	91.2%	Year 9 attendance rate	88.7%
Year 3 attendance rate	93.2%	Year 10 attendance rate	89.3%
Year 4 attendance rate	91.3%	Year 11 attendance rate	87.2%
Year 5 attendance rate	92.7%	Year 12 attendance rate	89.2%
Year 6 attendance rate	92.1%		

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.4%

Description of how non-attendance is managed by the school

College Attendance Policy has been written and endorsed by the College Board. There is also a procedure document in line with Brisbane Catholic Education developed to support the tracking of non-attendance at school.

Any student absent, without notification from a parent/caregiver receives an automatic text message of non-attendance. Classroom teachers and Pastoral Care Teachers will follow up on the third day if still no notification received. Where required, support is put into place immediately via classroom teacher, pastoral care teacher or leader, APs, or Guidance Counsellor.

In line with our College "Attendance Policy" we recognise that every day of attendance in school contributes towards a student learning and that maximising attendance enhances academic outcomes. For this reason, we ensure we follow up and support families who are experiencing low levels of

attendance. This support is personalised and implemented in consultation with student, parent, Head of Campus, Pastoral Leader or classroom teacher and a student support staff member.

Official correspondence will be sent to parents at various stages throughout the year. In the first five weeks of each school term, parents will be notified via email if their child has fallen below the expected 90% attendance rate. An invitation to meet and support immediately is implemented where required.

Letter from Head of Campus: At the end of each Term, parents will be notified via a formal letter from the Head of Campus if their child has fallen below the expected 90% attendance rate. At this stage, an invitation will be given to meet to set up a "Student Attendance Improvement Plan" that will be implemented the follow term and reviewed after 5 weeks.

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's 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.

[**View School Profile**](#)

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

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	2021
Number of students receiving a Senior Statement	65
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	65
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).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	63
Number of students awarded a VET Certificate II or above.	62
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	100%
Number of students receiving an ATAR	21
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	94%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. 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

In 2021, we had six students in Year 12 and four students in Year 11 who left the College before completing Year 12. These students either started full time apprenticeships or transferred to other schools due to families moving out of the area.