

San Sisto College, CARINA

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.

San Sisto College, located 15 minutes from Brisbane's CBD, is an Archdiocesan Catholic girls' college with a Dominican heritage and ethos. We currently have around 860 students. Our pedagogical framework names our ethos, vision and values, productive habits of mind and spirit, right relationships, high expectations and well-being as key elements of our learning community. We have much success in preparing students for university as well as for vocational pathways through a range of certificate-level courses. Personal development is explicitly taught. We place strong emphasis on the care of individual students as is reflected in our structures and staffing. Our co-curricular program provides girls with an extensive range of out-of-class social justice, care, environment, service and sporting activities. Central to good student outcomes is our strategic program of staff development and a high level of strategic planning. We have a strong sense of community at San Sisto, with a very high level of parent involvement in working-bees, student sport, tuckshop, dances, P and F Committee and College Board.

School progress towards its goals in 2021

Goal	Progress	Achievement
Monitoring, analysis of and response to trends in student academic performance.	Achieved	<ul style="list-style-type: none">• All staff completed NAPLAN practice tests. Faculty discussion followed in Academic Middle Leader meetings and faculty meetings about where to align learning opportunities within units of work.• A broad analysis of skills and content within PAT-M & PAT-R papers and data was presented to Academic Leaders in fortnightly meetings.• Delivered the PAT testing across one lesson for Years 7-9. Provided clear instruction and training for staff and students. Email sent to families to convey the importance of PAT-M & PAT-R testing to the community and explain the purpose and structure of the diagnostic testing.• Academic Leader: Learning & Teaching completed numeracy audits with Academic Leaders to identify where numeracy aligned with units of work in years 7-10.

Goal	Progress	Achievement
		<ul style="list-style-type: none"> Findings of these audits were delivered to Academic Leaders in an Academic Leaders' meeting in April and to teaching staff at an ELT meeting in April. Pop-ups for numeracy commenced in Term 3. Continued emphasis on Writing Assessment Tool. First & second tasks have been completed. Structure and process reviewed, and data wall updated. Analysis of 2020 data (IA & EA, ATAR, VET, QTAC) was reviewed through Academic Leader meetings and discussions took place within faculty meetings.
All 07-10 Scope & Sequence documents mapped against Australian Curriculum.	Achieved	<ul style="list-style-type: none"> Staff were strategically allocated to Philosophy classes to support dissemination of desired pedagogies into curriculum areas. Explicit professional development was completed in February to strengthen alignment between 07-10 Philosophy program to support General Capabilities. Developed Academic Leaders' understanding of what Australian Curriculum compliance looks like and lead audit of Scope & Sequence for Australian Curriculum compliance. Overview of Year 7-10 curriculum assessment items shared with Academic Leaders.
Continued emphasis on existing enrolment practices.	Achieved	<ul style="list-style-type: none"> College tours recommenced with Open Day being held on 16 May. Enrolment interviews for 2024 completed with 24 Primary school visits. Pastoral roles were increased under the new leadership structure. Continued connection with families with father/daughter, mother/daughter events taking place.
Greater College-wide understanding of new budgeting environment and the impacts on school operation at all levels.	Achieved	<ul style="list-style-type: none"> Worked with architect following extensive community feedback to develop 10-year master plan for increased enrolments. Different learning spaces and needs of students/staff areas considered. Canteen, covered roof of Cecilia's Square to offer new spaces was finalised. Budgeting and finance committee meetings completed. New P&F structure finalised.
Embedding of Catholic perspectives across the curriculum	Achieved	<ul style="list-style-type: none"> Information on Catholic perspectives shared at departmental meetings and twilight dedicated to embedding Catholic Social teachings into class TLAPs. APRE developed resources for sharing at Academic & Faculty meetings.
Advocate for the common good through formation, social justice and ecological action.	Achieved	<ul style="list-style-type: none"> College theme for 2021 – Passionately Engaging in Life: Incorporated in Opening Mass, assemblies, newsletter articles, staff formation day, etc.

Goal	Progress	Achievement
		<ul style="list-style-type: none"> • Celebration of the 60th year anniversary of San Sisto College: Incorporated in Opening Mass (badges to staff), newsletter, San Sisto Day, past pupils' association. • Staff PD encouraged.
College expectations well understood and enacted by staff and students.	Achieved	<ul style="list-style-type: none"> • Attendance charts completed with attendance awards and prize incentives awarded on assemblies. • Program Leader group formed, and meetings held every fortnight to provide data analysis for cohorts and individual students. • Homeroom staff encouraged attendance expectations. • Social club and end of year events for staff.
Develop and resource a whole school approach to Mentoring and Coaching.	Achieved	<ul style="list-style-type: none"> • ELT meetings held each month. • Pop-ups presented to reflect staff PD needs.
Greater alignment between individual goal setting, Departmental and College strategic planning.	Achieved	<ul style="list-style-type: none"> • Twilight time devoted to development of individual staff goals with College Annual Operational Plan. • Staff included one goal embedding Catholic identity. • Staff PD formation day.
Leadership programs are available for access by employees.	Achieved	<ul style="list-style-type: none"> • BCE emails for leadership courses and acting opportunities were distributed to staff.

Future outlook

Our focus is to ensure that all staff and students are engaged in agreed key pedagogical practices and behaviours that utilise high quality learning and teaching strategies so that all classroom environments deliver learning improvement.

	<i>What is the school seeking to improve? Where do you want to be at the end of the year?</i>	<i>How will you mark and measure the change to your performance to know you are successful? This may include the identification of targets.</i>	<i>Describe what specifically will be done to achieve the aimed for success. How will you achieve your goal? What research and evidence-based practices will enable the achievement of the goal?</i>	<i>When will the strategies be undertaken?</i>
Catholic identity Review the RE Curriculum 7-10 to enhance student learning of a Catholic Worldview in a modern Australia	Review the RE curriculum to ensure that the college continues to develop and apply high quality teaching, learning, monitoring and evaluating through the alignment to the Archdiocesan curriculum document.	Monitor, implement and review recommendations from RE review report.	Review current TLAPs and Scope and Sequence documents to ensure alignment. Map key concepts in Religious Education from Years 7-10.	Semester 2 2022

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<p>Learning and teaching</p> <p>With a whole college focus on numeracy, by the end of 2022, students will demonstrate growth of at least 5% in the school developed numeracy monitoring tool in the following percentages: Year 7 90%, Year 8 95% and Year 9 85%.</p>	<p>Enhance the monitoring of the College's improvement agenda in numeracy by collaboratively identifying the measurable targets used by leaders and teachers to track learner progress.</p>	<p>Student numeracy growth as per identified goal.</p> <p>100% engagement from mathematics teaching staff with numeracy specific PD.</p> <p>Concrete numeracy planning embedded in Scope & Sequences and TLAPs.</p>	<p>Establish routines and agreed processes within faculties, teams and college-wide to collaboratively monitor progress, review strategies and celebrate success.</p>	Term 1 2022
			<p>Develop a tool to use for measurement and monitoring of progress.</p>	Term IV 2021 in order to gather baseline data at start of Term I 2022
			<p>Extend numeracy audit to encompass Year 11 and 12 curriculum planning.</p>	
	<p>Collaboratively extend the San Sisto pedagogical framework to describe the beliefs underpinning the College's full vision for effective learning and teaching to clarify the expected daily practices and behaviours for learning and teaching at the College.</p>	<p>Construct learner statement and implement as a part of daily routines/practice.</p>	<p>Integration of the Dominican Pillars, Habits of Mind and Spirit into daily processes to fully define college expectations of the San Sisto College Learner.</p>	Semester 1 2022
	<p>Refine and resource a whole school approach to Mentoring and Coaching based on feedback.</p>	<p>100% of staff actively engaged in college-wide coaching and mentoring program.</p> <p>Walk-throughs by CLT and ML once a term per teacher.</p>	<p>Formalising avenues of feedback in support of individual staff goals.</p>	Term 1 2022
	<p>Implement a shared understanding of a whole-college approach to</p>	<p>Monitor lift of students within each classroom.</p>	<p>Developing and communicating a plan to stretch and challenge high</p>	Semester 1 2022

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	differentiation, including how best to support both students and teachers.	Observation of practices through regular classroom observations.	<p>potential learners within every classroom, in every subject and every year level.</p> <p>Employ a Literacy and Numeracy Mentor to support staff to design, record and implement student adjustments.</p>	
	Provide for differentiated learning spaces to ensure effective and contemporary pedagogical skills.	<p>Continue construction of buildings in master plan.</p> <p>Teachers actively using contemporary learning spaces effectively.</p>	<p>Implementing the 10-year master plan which is inclusive of multiple contemporary learning spaces within the college.</p>	Semester 1 2022

Our school at a glance

School profile

San Sisto College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Girls only

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	852	852	0	12

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

Our College is situated in the inner Eastern suburbs of Brisbane. The San Sisto community reflects a diverse social context. Our students draw from a variety of ethnicities, as evidenced by the variety of languages spoken by our families (including Spanish, Hindi, Arabic, Chinese, Czech, Italian, Polish, Vietnamese). Our student population includes 1.5% who identify as Aboriginal and/or Torres Strait Islander. San Sisto College's enrolment for 2021 consisted of 5.04% students who have a verified disability.

Student destinations post Year 12 are approximately 61% university degree, 16% vocational education, 1% traineeship and 16% employment.

Curriculum implementation

Curriculum overview

Learning is differentiated at the classroom level by individual classroom teachers; adjustments made are documented in a College-wide planning format.

Out of phase learning occurs on a case-by-case basis with appropriate consultation and evidence through an inclusive and collaborative approach. Curriculum planning for out-of-phase learning is led by our Program Leader: Learning Enhancement and Support Teacher: Inclusive Education. Relevant school staff are consulted and involved in professional development training to ensure learning, planning and evaluation provides access to the Australian Curriculum.

Dedicated Learning Support revolves around constant collaboration and review of student needs between key stakeholders, including the Learning Enhancement team. It's a complex process to ensure individualised specific adjustments are made to address the functional impacts of learning disabilities or difficulties. School Officers consult with Support Teachers and class teachers to ensure quality teaching and learning is delivered via an Inclusive, classroom-based approach. Targeted intervention is offered to students whom have substantial needs in the junior years, in lieu of studies in languages other than English. The explicit teaching model is delivered by the Program Leader: Learning Support to ensure that the program targets specific student needs.

- Classroom curriculum at San Sisto College aims to be responsive to girls' needs.
- Subjects in Years 7, 8, 9 and 10 are framed by the Australian Curriculum F-10.
- We have focused classes for students who require extra assistance and for those who wish to be extended.
- We offer an extensive range of senior subjects including several that are vocationally based and for which students are awarded Certificates I to Diploma level on successful completion.
- We offer classes in foreign languages – Italian and Japanese.

Extra-curricular activities

Arts:

- Music – Instrumental lessons (woodwind, brass, guitar, strings, percussion, piano, voice)
- Drama – Drama society; Biannual Musical; World Day of Prayer Liturgy
- Visual Arts – Life drawing; BCE annual Art award; QEIU Art competition; Excursion & incursion with artists; Art workshops; Life drawing.

Sport:

- Sports aerobics;
- Interschool sport;
- Representative sport;
- Equestrian;
- Physical enrichment program;
- Swimming;
- Athletics;
- Cross country;
- Bootcamp;
- College gym.

STEM:

- Queensland Mining & Energy Academy school partners;
- Robotics club;
- SumoBot competition;
- UQ Science Ambassador program;
- Hydroponics;
- Titration competition;
- Annual Women in Science lecture.

Community:

- Rosies;
- Meals on Wheels;
- Environmental group;
- Social Justice group;
- Lord Mayor's youth advisory council;
- Junior-Senior connect.

Other:

- Queensland Debating competitions;
- Opti-Minds.

How information and communication technologies are used to assist learning

Information and communication technologies help to provide girls with the skills and critical thinking ability which will assist them to find and utilize information in a media rich world.

At San Sisto College, all students have their own laptops for use both at school and at home. In 2021, new laptops were rolled out to all Year 7 students. Year 10 students also received a new laptop. Comprehensive training, in the use of the laptop, was given to Year 7 students at the beginning of the year.

Students receive their laptops already loaded with up-to-date software. Each laptop is covered by insurance in the event of accidental damage. The College is covered by a comprehensive wireless network which allows students to effectively work in and out of the classroom environment. We have an extensive policy regarding computer use and students/parents sign our Acceptable Computer Use Agreement on commencement of their schooling at the College.

Staff have also been able to foster a creative approach to learning, allowing students to demonstrate their understanding through media that suit their particular learning styles. Cyber safety is given high priority in ICLT provision within the College.

Social climate

Overview

San Sisto College commits to educating parents, staff and students on prevention and management strategies. We expect a high standard of respectful, kind and cooperative behaviour at all times and actively promote and aim to provide a safe learning environment for all students. Staff at San Sisto College understand that both a proactive as well as a preventative approach to clear reporting procedures, allow schools to respond in a timely manner and follow due process.

The San Sisto College anti-bullying policy is supported through a coordinated whole-school approach to educate students to prevent and reduce incidences of bullying.

We value an inclusive approach to the education of young women and work collaboratively with students, parents and teachers to meet the wellbeing needs of all our students. There is a strong interconnection between learning and wellbeing. Learners are able to engage more readily with learning when in an optimum state of wellbeing.

Our centre for Wellbeing (WELL) – The WELL is an innovative and unique facility available to students and parents. Personnel in the WELL provide counselling to parents and students, pastoral work, mindfulness, relaxation, and other activities at lunchtime.

To offer an inclusive environment, San Sisto College employees an Indigenous Liaison Officer together with our Learning Enhancement Department, to provide support for all students and ensure they achieve to the best of their ability.

Parent, student and staff satisfaction

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

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	95.8%
Teachers at this school have high expectations for my child	92.3%
Staff at this school care about my child	96.0%
I can talk to my child's teachers about my concerns	93.2%
Teachers at this school encourage me to take an active role in my child's education	81.9%
My child feels safe at this school	97.2%
The facilities at this school support my child's educational needs	97.7%
This school looks for ways to improve	98.1%
I am happy my child is at this school	94.3%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	74.0%
I enjoy learning at my school	84.3%
Teachers expect me to work to the best of my ability in all my learning	97.1%
Feedback from my teacher helps me learn	89.8%
Teachers at my school treat me fairly	78.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	54.2%
I feel safe at school	84.4%
I am happy to be at my school	78.2%

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	90.4%
School staff demonstrate this school's Catholic Christian values	90.4%
This school acts on staff feedback	72.9%
This school looks for ways to improve	93.1%
I am recognised for my efforts at work	87.7%
In general students at this school respect staff members	97.3%
This school makes student protection everyone's responsibility	95.9%
I enjoy working at this school	90.1%

'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

We value the involvement of our parents/caregivers and the contribution they make to San Sisto College. Strategies for family and community engagement at San Sisto College are:

- Active P&F Association
- College Board
- Volunteers at Café Caterina
- Working bees
- Cuppa catch-ups where parents meet with teachers in a relaxed environment
- Parent/Teacher/Student interviews
- Parent information evenings
- Parent voice encouraged through face-to-face discussions, email, phone
- Fortnightly newsletter to parents
- Parent coaches
- New family barbecue
- High level of involvement in sports carnivals and dances
- Open Day
- Graduation, Awards and Thanksgiving evenings
- Parent contact/meetings to discuss students' progress in learning by specialist staff.

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	67	49
Full-time Equivalents	61.9	24.3

*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	18
Graduate diploma etc.**	16
Bachelor degree	31
Diploma	2
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 are as follows:

- Delivering Excellent Learning & Teaching (ELT)
- Student wellbeing
- Specific professional development relating to subject area needs and professional standards
- Professional development specific to the area of Religious Education
- Attendance at pastoral and student leadership workshops
- First Aid and CPR
- Staff attended conferences and workshops relating to areas of interest or need eg. QCAA, BCE, professional associations, DP/AP/APRE networks and conferences
- Software: Staff portal, parent portal, eMinerva, Microsoft Teams, One Note
- Australian curriculum
- Senior schooling

The proportion of the 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	94.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.5% 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 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.0%

Average attendance rate per year level			
Year 7 attendance rate	92.1%	Year 10 attendance rate	90.4%
Year 8 attendance rate	90.1%	Year 11 attendance rate	91.7%
Year 9 attendance rate	90.0%	Year 12 attendance rate	92.8%

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	97.2%

Description of how non-attendance is managed by the school

Attendance will be marked for all students each morning during Pastoral Care class by Pastoral Care teachers. Attendance will be marked each lesson for all subject classes throughout the duration of the school day by subject teachers. In the case of unexplained absences, an SMS message will be sent to students' main contacts at 10.30am each day advising of any 'unexplained' absences. Any incorrect messages caused by incorrect roll-marking will be made known to the Assistance Principal Student Wellbeing.

When a student has a discrepancy in their attendance or has a part day absence, San Sisto College will take the following actions:

- The student will be informed of this discrepancy or part day absence and will report to Student Reception or the relevant Pastoral Leader to explain the discrepancy or absence.
- Where it is necessary for further clarification, the parent or carer will be contacted by the Student Receptionist (by email or telephone call) to determine if there is a reasonable excuse for the discrepancy or part day absence.

When a student is absent without explanation for a period between 1-3 days, San Sisto College will take the following actions:

- The Pastoral Care teacher will contact home to investigate the reason for the student's absence. The Pastoral Care teacher can offer support if required.

If after 3 weeks, a student is still not attending school regularly, the College will follow the processes for managing student absences as outlined in the Education (General Provisions) Act 2006 – SMS – PR-043. This includes:

- Sending a letter outlining attendance requirements and the student's attendance record. Possibly reporting the persistent and/or unexplained absences to Queensland Police Service and/or Department of Child Safety.

When truancy has been identified, San Sisto College will take the following actions:

- Parents will be contacted by the appropriate Pastoral Leader or member of the College Leadership Team to address the student's specific behaviour.

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.



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	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	104
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).	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	61
Number of students awarded a VET Certificate II or above.	86
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%
Number of students receiving an ATAR	73
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	96%

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

Students intending to exit before completion of Year 12 attend meetings with relevant College staff (parents as well) to outline options, manage any outstanding learning and attend to relevant pastoral needs.