

**St Joseph's College,
COOMERA**

Annual Report 2021

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



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Catholic
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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 Joseph's College was established in 2019 and 2021 is its third year of operation. Our college vision and mission is centered on the child, their growth, learning and character. Our energy is focused on the establishment and growth of a school, and community, committed to excellence in the care and teaching of children creating an environment where justice, inclusion and service are visible, and every child has a focus on their future through an understanding and commitment to the notion of the St Joseph's graduate. We achieve great things because we know where we are going.

Our community strives to be one of strength and gentleness, respectful of the dignity of all, where knowledge, service, and the formation of strong character in our young people is central to each child's and family's journey. We walk in the footsteps of Christ with the example of St Mary of the Cross Mackillop as our guide.

We want our students to flourish in the engagement at our place, a school where our young people are encouraged to deliver their best in all things and where their Josephite character is witnessed in the way they interact in and influence the society they lead.

Parents can expect a school of vibrant and challenging learning environments, designed to shape young people that can respond dynamically to a world in constant change. As response to this social complexity, we share a set of critical habits that form our graduates. It is designed to have them resilient, committed, reflective, flexible, innovative and faith filled, ready to lead life's ever-changing paradigm. We strive to develop young people who know and can apply the values of their faith, and those of the St Joseph's graduate, to the interactions and relationships of their life.

We are a College where high expectations are set; collaboration is fostered, and an educational philosophy and strategy is set in place that encourages students to examine and develop their potential. St Joseph's students will be challenged to become creative, critical, and independent thinkers willing and equipped to move toward civic leadership and compassionate action informed by gospel values.

School progress towards its goals in 2021

2021 was a year when the school was focussed on the continuation of the goals and achievements of the two founding years. As a foundation school the embedding of practice, refinement of process and reinforcement of policy and values was of the highest priority. This was done with energy and focus despite the challenges of COVID 19. With school numbers, students, and staff, increasing significantly from 2020 to 2021 it was very important to maintain a set of goals to ensure long term growth and sustainability as well as a focus on our core learning practice platforms, cultural understandings, and values alignment in the community.

2021 was a year of embedding practice, reviewing first and second year learning plans, writing new learning plans, inducting students into our values, practices, and policies as well as reinforcing expectations and classroom approaches of existing students, parents, and teachers. Equally, we had to reshape our annual goals, while keeping them similar enough to ensure not only alignment with the long-term strategic plan but also understanding that, through doubling the staff and student population there were many who were experiencing our College and its practices for the first time. As in the 2020 academic year all were given time and focus to further develop and evolve as the student population and staff team did. It must be said that college practice, college identity and shape of our professional learning and teaching culture has developed well across 2021 given these challenges.

Our learning and teaching focus was strong and saw the establishment of excellent planning and delivery practices in line with the BCE model of pedagogy. Our one school approach to Learning Intentions and success criteria was very well initiated but, in this area, there is always the need for constant reminders and the improvement of strategy and classroom practice. Leadership engagement in the high yield strategies was positive and will continue to be of significant importance across the years ahead. Great emphasis was also placed on improving literacy and numeracy and utilising the environment as a third teacher.

Our religious identity and faith underpinnings as a Catholic school in the Josephite tradition was highly effective in the influence it had upon people, culture, and community. We were able to build the Josephite charism in the community, continuing with liturgy, prayer, meditation, and Eucharist as well as create patterns and processes regarding worship. These will continue to grow and be further defined as we mature and move through multiple liturgical cycles.

Our student support and wellbeing practices were further developed and implemented with a stronger focus on the St Joseph's graduate, more reliable restorative practice and student reflection activities conducted and a more streamlined and efficient pastoral team. The pastoral team were able to develop upon the processes the formation program for students that acted in a proactive manner in dealing with and addressing student issues and concerns rather than a reactive approach which perhaps came with the challenges of a new school in 2019. PB4L is now rolled out across the College.

Staff development programs and processes were challenged by the COVID situation, and this affected staff ability to access programs. This was rectified as the year progressed and more opportunities became available in an online setting.

Detailed goals and comment below:

| Goal | Progress & Comment |
|--|---|
| Learning Goal: Year 8 70% of students will perform at 20-24 with 100% at 16 or above. | Achieved |
| Learning Goal: Year 7 60% of students will perform at 20-24 with 80% at 16 or above. | Achieved |
| Learning Goal: SWD students will have an agreed stretch target based on their individualized needs and growth potential, decided at their IEP meeting, or soon after. | Not Achieved. Focus on NCCD reporting requirements had this goal re-envisioned throughout the year to ensure differentiated teaching practice occurred inside the classroom on a daily basis. |
| Learning Goal: Year 3 will have 85% at 20-24 in writing task with Years 4 & 5 at 90% of students at 20-24. 95% | Achieved |
| Learning Goal: Years 1 & 2 will have a monitored progression growth on their PM readers where each child has positive reading progress at or beyond BCE stated growth goals. | Achieved |

| Goal | Progress & Comment |
|---|--|
| | |
| Learning Goal: 95% Prep students will be on PM Readers by end of term 4 and 100% for CAPS & SLK by Term 2. | Reached 90% on PM readers |
| Creating & embedding Professional learning communities into school culture and practice. | Growth on 2019 practice with Accelerate project shaping team formation and activity. |
| Develop an understanding of the Josephite Charism and how this can help to recontextualise our Catholic identity | Growth continued but slowed due to impacts of COVID 19. Still able to shape understandings through College wide communications and online activities such as liturgies and ANZAC service |
| Know our learners and their families | Achieved - Staff have worked hard to know the children, the families and the habits of each of their learners. |
| To articulate an understanding of BCE identified High Yield strategies: Learning Walks and Talks, Data Wall, Review and Response meetings | Staff are very well versed in our learning and teaching practices. This year the focus on data analysis, writing process and practice and review and response meetings has seen strong knowledge growth. |
| Develop quality planning processes in line with curriculum and BCE model of pedagogy. | Continued from 2020 goals and once again achieved. There was some significant change in regard to NCCD practice which proved challenging and will remain an important strategic focus in 2021. |
| To establish Learning Intentions and Success Criteria in all year levels but with a specific manner and focus with Year 7-9 learning programs | Achieved |
| To establish planning that creates high quality learning sequences | Achieved |
| Continued focus on the development teacher understanding of 'Effective and Expected' practices - especially with teachers new to the College. | Achieved |
| Continued commitment to the implementation of the BCE model of pedagogy across the College | Achieved |
| Application and completion of planning documents to implement the Australian Curriculum | Achieved |
| Refresh and monitor SJC Data Wall | Achieved |
| Teacher understanding of and engagement with relevant Australian Curriculum requirements | Achieved |
| Embedding of the College planning documents to ensure the development quality learning and teaching practices. | Achieved |

| Goal | Progress & Comment |
|---|---|
| Further community engagement with a goal to understand that as all people are created in the image of God there is a responsibility to work towards "The Common Good" of all. Both within our local community and within the wider community. | No report. While activities occurred, it is difficult to gauge engagement due to the restrictions of COVID 19 on activities and parent participation across the year. |

Future outlook

Through the goals achieved in 2020 and those where improvement and focus is still required 5 key strategic actions have been identified for the 2021 school year. These are outlined below:

Strategic action 1: high quality NAPLAN performance & improved literacy & numeracy outcomes p-9

- Clear, focused, and uncompromising NAPLAN preparation plan developed and implemented
- Strategic processes to ensure test awareness and readiness
- Focussed and devoted time specifically to address literacy (spelling, grammar, writing structure in secondary - phonics, spelling, reading, writing EY/JY) and numeracy - no compromise or replacement
- All processes informed by focused analysis of PAT-R, PAT-M & NAPLAN outcomes by AP L&T, PLL, HOC Prim & SEC.

Success measures:

NAPLAN performance outcomes: raw score data that has our students exceeds similar student data and improvement data; PAT-R & PAT-M growth and improvement; SRS student performance improvement; Demonstrated evidence that learning walk and talk information & feedback is being acted upon; teacher feedback on classroom practice and student performance.

Strategic action 2: improved staff & student engagement, understanding & knowledge of the St Joseph's graduate & it's underlying research

- Establishment of PLT's that regularly focus on fundamentals of the SJC Graduate and how that translates to quality learning and teaching outcomes
- Language of the graduate visible across the entire school - classrooms and staffrooms
- Language of the St Joseph's Graduate in SRS reporting, assembly and gatherings and daily management and direction of students and staff
- Professional development for staff in Habits of Mind, Dimensions of Learning and Positive psychology to ensure cognitive alignment with our processes.

Success measures:

SL, D&V program implementation, Visual tour of the College, student discussion and feedback through College Council, PD plan and staff meeting records

Strategic action 3: detailed & researched senior schooling action plan

- Assistant Principal – Administration and Senior Schooling employed
- Commitment by Principal, HOC Secondary & AP L&T to increased knowledge of Senior schooling system, expectations, and needs
- Development of pathway plan by Dec 2021
- Development of recruitment strategy plan by June 2021
- Development of an infrastructure plan by July 2021
- Visitation to other schools, engagement of external experts (Judy Smeed advised), Engagement with BCE Vocational Education Senior Officer

Success measures:

Senior school action plan developed and published to community September 2021, Evidence of engagement with external bodies/consultants, teacher understanding, confidence and evidence of engagement with QCAA practices and procedures.

Strategic action 4: clarity in practice and processes of our school as a catholic school in the Josephite tradition

- Establishment of liturgy team (staff & students)
- Long term annual calendar development
- Commitment to annual theme generation and development of 2021 theme for community celebration and growth
- Liturgical music group established
- feast days designed and celebrated
- Identification of House patrons and direct education of staff and students around their personal history, religious impact, and charism.

Success measures:

Clear set of calendar dates for 2022 year with key events marked, student knowledge and performance of College Song and College prayer, publication of the 'story' behind our iconography on the College website.

Strategic action 5: high yield & consistent teaching practice

- Regular, well planned, and specific staff professional development with a focus on pedagogy, practice & student management.
- Establishment of PLC program that grows staff confidence, autonomy, knowledge, and collaborative practice, clearly articulated, and displayed teaching practice strategies.

Success measures:

Improved student learning performance and learning growth as documented through SRS results, PAT results and NAPLAN growth, Quality set of NCCD procedures, practices and uploads that fulfill audit requirements, Visual school tour of classrooms indicates clearly the application of best pedagogical practice, Teacher planning review by AP Curriculum and Admin & HoC EY/JY indicates application of quality planning and pedagogical practices, student outcomes and analysis of engage data indicates teacher understanding and application of behaviour protocols and practices.

Our school at a glance

School profile

St Joseph's College is a Catholic P to 12 school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 9

Student enrolments for this school:

| | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|-------|-------|------|--|
| 2021 | 695 | 366 | 329 | 32 |

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

The College draws students from the Coomera, Pimpama, Ormeau, Hope Island, Maudsland, and Pacific Pines Region which means that the population is quite diverse culturally, religiously, and socioeconomically. Our students and their families are mainly born in Australia, and all are Australian Citizens with most parents also Australian citizens. As a Catholic school our population is largely Catholic, just over 50% with a further 20% of other Christian denominations. 38% of families are registered as being single parent families.

Snapshot:

As at Term 4 2021:

- Students with disability: 7.4%
- Students EAL/D: 6.5%
- Students First Nations: 4.4%
- Students Catholicity: 52.5%

Curriculum implementation

Curriculum overview

2021 proved a challenging year for St Joseph's College given the uncertainty and disruption of COVID 19 and the flexibility of teaching response across the year. Despite these challenges the school continued to focus on its curriculum initiatives and try as best as possible to improve and shape best classroom practice. In 2021 this included a strong focus on online learning opportunities and a rethinking of learning and teaching methodologies.

Further embedding of the Australian Curriculum in Prep-6 and Years 7-9 was important as this building with the year levels that we began with in 2019. Our Learning & Teaching framework continued to be explored and understanding further clarified, particularly through the Accelerate literacy improvement program. At years end our staff were well equipped to plan and respond using the BCE model of pedagogy and its foundations of; Focus, Establish, Activate, Respond and Evaluate. Our Teaching & Learning Toolkit continued to be resourced and again we provided for every teacher guide and supports in areas such as:

- Development characteristics of learners
- QCAA cognitive verbs
- Marzano's taxonomy of educational objectives
- Exploring learning intentions and success criteria
- Strategies to maximise impact

- Whole-Part-Whole Fact Sheet
- Gradual Release of Responsibility Instructional Framework
- Eliciting Evidence of Learning

Policies and procedures were shaped to ensure compliance and the creation of curriculum that was responsive and allowed for agile teaching that addressed individual student need. This meant some addressing and adjustment to our planning template particularly as it related to the recording of student adjustments for students with additional needs who may need to have their learning strategies recorded formally as part of the nationally Consistent Collection of Data (NCCD) processes. As per 2020 this planning template included:

- Learning Intentions (using line of sight documents)
- Three-tiered success criteria based on:
 - Teacher Clarity - Developing Quality Success Criteria
 - Framed in a way that requires varying demand
 - Over the course of a series of lessons, success criteria should enable students to move from surface level knowledge to deeper understandings i.e., Surface-Deep-Transfer
 - Marzano's Taxonomy:
 - Retrieval and Comprehension
 - Analysis
 - Knowledge Utilisation
- Opportunities to create detailed lesson sequences involving a starter/hook activity; development and plenary.
- Clear articulation of instructional adjustments and support for students with additional needs
- It also included:
 - Challenge for more able students
 - Literacy
 - Homework

Additionally, the College participated in the Accelerate Literacy Program in 2021. Across the year the Accelerate team had as its focus the whole school teaching practice of literacy and the improvement of writing. While the outcomes of the program in a professional learning capacity was excellent the ability to get a true indication of student learning impact was made somewhat difficult through such elements as the abandonment of NAPLAN in 2021 due to COVID. This did not stop internal methods of data gathering and analysis though which indicated strong progress of our children across all subjects over the year in SRS results. In 2021 this focus will continue:

Extra-curricular activities

The College Extra Curricular offerings were heavily affected in 2021 due to COVID-19. However, there was still a wide range of opportunities available but with less opportunity for 'standard' competition. The AGCC sporting competition was abandoned in parts for the year, as was Gold Coast debating and public speaking. As the year progressed though we were still able to have our children compete and play in All Schools Touch Football, All Schools Basketball, Queensland Schools Cup Volleyball, Lego League (engineering competition). We also had numerous community activities return as the year progressed for student participation including total football, AFL AusKick and visiting Science and Mathematics extension and experience groups. In 2022 all Extra Curricular opportunities are planned to return dependant on government advice and regulations.

As such we remain and will recommence our association with the following bodies in 2022:

- Member school AGCC – Association of Gold Coast Colleges. This is an 8-school affiliation playing two semesters of weekly competitive interschool sport across 11 different sports: Cricket, Volleyball, Basketball, Netball, Tennis, OzTag, Touch, Rugby League, Rugby Union, AFL, Futsal
- Member School Gold Coast Catholic Primary Schools Sports Competition – Association of 12 Gold Coast Catholic Primary schools competing in sports carnivals and regular gala days across numerous sports; Swimming, Cross Country, Track & Field, Ball Games, Touch Football, Netball, Rugby League, Soccer

- Queensland School Sport – Member of the Hinterland District, inside the South Coast Region for all Queensland School Sport activities.

How information and communication technologies are used to assist learning

2021 was another year of IT supported learning and the school was very well positioned to respond.

The College continued an Information Technology Strategy Committee established in 2018 to prepare for the College opening and grew the 1:1 secondary device policy working of a Microsoft 365 and One note student and teacher interface. In the primary school there is a 1:2 shared device strategy using iPad technology from Year 4.

When the College moved to online learning several strategies were employed to assist the maintenance of learning standards and growth. Namely, Movement to "See Saw" as the learning platform for students, and their parents, in Prep to Year 4. This was a simple platform to navigate, communicate, share work samples, and to interact safely and easily.

Movement to Teams and Microsoft One Note in Years 5, 7 & 8. This was a relatively simple process as our Year 7 & 8 students were already equipped with the skills to engage with the One Note and Teams technology as this is the basis of our IT educational strategy. There was significant preparation done with our Year 5's to support their learning and they responded very well to this need, as did our parent community. These strategies are likely to continue in 2022 as supports to face to face teaching practice.

Staff also engaged in the online learning process through the development of significant resources including, but not limited to online lesson vignettes, live online teaching, and face to face online tutorial work. This was supported through the Teams platform, screen cast-o-matic, document cameras and the like.

During those Terms where face to face teaching occurred there was continued use of online, interactive technology in the Middle Years with our approach continuing to be a shared instructional methodology between online and hard copy textbooks as well as the utilisation of online tools.

In the early and junior years, a variety of programs including Bug Club for online literacy and iMaths are used to enhance student engagement and progress.

In student learning support multiple online tools, applications and programs are in place to support and assist students with additional needs.

Social climate

Overview

At St Joseph's, the social climate is shaped by the relationships between teachers and students and among students. We recognise that the quality, quantity, and directions of these relationships has a significant impact on students' self-concept, motivation, and performance, and therefore purposefully plan and act to ensure the social climate is positive and beneficial to all stakeholders. For a school in its third year of operation, the social climate has a strong and positive foundation. There is growing consistency and deepening comprehension of our Graduate Statement which is underpinned by Costa and Kallick's Habits of Mind and is permeated by the Gospel values and our Josephite charism. The vision articulated in this statement is supported by the Positive Behaviour for Learning Framework, a targeted student formation program, and universal and targeted differentiation and intervention strategies.

The Positive Behaviour for Learning Framework is used to encourage productive behaviours and discourage unproductive behaviours, ultimately teaching students as they grow and mature to be motivated intrinsically to consistently demonstrate the expected behaviours. The goal is that as students mature, they behave in a particular way because it is right and aligns with their values. Our approach ensures we explicitly teach the behaviours we expect in the various locations of our school and provide rewards based on a gradual release model progressing from frequent physical and tangible rewards to less frequent fewer concrete rewards as student progress throughout the year levels. Our response to unproductive behaviours is founded in a reflective, restorative, and educative process that requires the student to consider their thoughts and feelings which led to their actions, who was affected by their actions and how, as well as formulating a plan to making things right. We reflect on data to identify

areas to target for improvement. Occasionally exclusion or withdrawal is necessary; however, the goal of the consequence is to teach rather than to punish. Our core outcomes for students are summarised as the 5R's: Responsible, Reflective, Resourceful, Resilient, and Reflective learners. The explicit teaching focus directs explicit behaviour toward Safety, Taking Responsibility, engaging in Active learning and Respect for all.

This philosophy is also applied to how we perceive and respond to demonstrations of bullying and harassment. We have a zero-tolerance approach to bullying, but again recognise that reflection, restorative action, and proactive character education focusing on social competence and emotional intelligence is the key to long term positive outcomes for our students; regardless of their role in the bullying situation (Students who bully, students who are bullied, students who witness bullying as a bystander). We have written and implemented an extensive and robust anti-bullying and harassment policy which has seen good results.

The targeted character formation program that continues to be developed and refined unpacks the St Joseph's College graduate alongside developing student competence in self and social awareness and management within developmentally appropriate contexts. This program appropriately complements the PB4L framework by incorporating strategies to promote positive behaviours and includes the reporting of bullying and preventing bullying behaviours. The program functions both horizontally and vertically, to best address developmentally appropriate concepts and issues, while ensuring the development of genuine and effective relationships across year levels. A friendlier, more cohesive social environment is created that nurtures the values and habits of the St Joseph's Graduate. The vertical nature of our Pastoral Care system allows us to provide continuity of care and to develop strong, long-term supportive relationships. The core foundation of the St Joseph's Graduate is detailed below.

Our school will prepare the intellect of each child for the journey that awaits. However, our greater function is to ensure the foundational elements of faith and character are secure. In so doing we ensure a life that may be lived to the full as Christ intended. A belief anchored in our faith where each child's actions and decisions are founded in strength and integrity.

As such the St Joseph's graduate will:

- Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused
- Show Empathy and search for Understanding of other people and act 'beyond themselves' through service and action within their communities
- Strive for accuracy, question the world around them and pose problems for solution to create a society of integrity and reflectiveness
- Think and work interdependently and understand that through cooperation and collaboration the best outcomes, and best practice, is ensured.
- Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.
- Always look to create, imagine, and innovate in the world around them to shape their own path in the world.
- Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.
- Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.
- Enjoy life to its fullest, finding humour, responding with joy, and experiencing the fullness of God's creation with awe.

This enhanced learning environment extends into our curriculum delivery where we differentiate for all students in all lessons using tiered success criteria. This strategy encourages teachers to explicitly meet students where they are at and extend them to demonstrate their learning at a higher level. Where necessary, individual adjustments and interventions are planned for, implemented, and recorded for our students with specific additional needs that impact on their learning.

We have a range of purposeful teams – the Student Support Team, the Curriculum Team, and the NCCD Team all of which support the College Leadership Team by meeting regularly to review data, revisit the strategic goals and review progress towards them, and implement whole-school inclusive approaches to support the diverse range of students as comprehensively as possible.

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 | |
|---|-------|
| Percentage of parents/carers who agree [#] that: | 2020 |
| This school helps my child to develop their relationship with God | 98.8% |
| School staff demonstrate the school's Catholic Christian values | 98.7% |
| Teachers at this school have high expectations for my child | 93.8% |
| Staff at this school care about my child | 97.6% |
| I can talk to my child's teachers about my concerns | 97.6% |
| Teachers at this school encourage me to take an active role in my child's education | 94.0% |
| My child feels safe at this school | 96.4% |
| The facilities at this school support my child's educational needs | 94.0% |
| This school looks for ways to improve | 98.7% |
| I am happy my child is at this school | 96.4% |

BCE Listens Survey - Student satisfaction

| Performance measure | |
|---|-------|
| Percentage of students who agree [#] that: | 2020 |
| My school helps me develop my relationship with God | 71.7% |
| I enjoy learning at my school | 87.1% |
| Teachers expect me to work to the best of my ability in all my learning | 97.6% |
| Feedback from my teacher helps me learn | 90.0% |
| Teachers at my school treat me fairly | 80.6% |
| If I was unhappy about something at school, I would talk to a school leader or teacher about it | 62.4% |
| I feel safe at school | 85.3% |
| I am happy to be at my school | 83.0% |

BCE Listens Survey - Staff satisfaction

| Performance measure | |
|---|--------|
| Percentage of staff who agree [#] that: | 2020 |
| Working at this school helps me to have a deeper understanding of faith | 85.7% |
| School staff demonstrate this school's Catholic Christian values | 97.1% |
| This school acts on staff feedback | 64.7% |
| This school looks for ways to improve | 88.6% |
| I am recognised for my efforts at work | 62.9% |
| In general students at this school respect staff members | 68.6% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 91.4% |

[#] '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

Due to COVID family and community engagement activities were limited. However, where we could possibly do events online to engage parents this was done. Much of our engagement moved to the micro level where parents were conversing and discussing College life in the board 'smaller space' of online class groups or one to one online team's discussions with their children.

A College Advisory Board was still able to be formed in 2021 which did achieve a significant goal and was somewhat unexpected. This board will be fully in place in 2022 and be able to offer the principal support and advice as the College continue to grow and take its place in the community.

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.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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 | 53 | 24 |
| Full-time Equivalents | 50.2 | 19.1 |

*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 | 7 |
| Graduate diploma etc.** | 13 |
| Bachelor's degree | 33 |
| Diploma | 0 |
| Certificate | 0 |

*Teaching staff includes School Leaders

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

Professional development

Due to COVID professional learning opportunities as a whole staff were limited, however when the opportunities presented themselves the key initiatives were supported through the professional learning of staff. The major professional development initiatives are as follows:

- Developing consistency in teaching and learning across classrooms and subjects. Focusing on Lyn Sharratt's work
- Developing PB4L strategies as a whole College approach
- Develop Literacy and numeracy strategies in EY/JY

The proportion of the teaching staff involved in professional development activities during 2021 was 98%

Staff attendance and retention

Average staff attendance

| Description | % |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 96.0% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 78.9% 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 | 91.9% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 88.7% |

| Average attendance rate per year level | | | |
|--|-------|-------------------------|-------|
| Prep attendance rate | 92.0% | Year 7 attendance rate | 89.7% |
| Year 1 attendance rate | 92.5% | Year 8 attendance rate | 89.2% |
| Year 2 attendance rate | 93.4% | Year 9 attendance rate | 91.5% |
| Year 3 attendance rate | 92.5% | Year 10 attendance rate | NA |
| Year 4 attendance rate | 93.6% | Year 11 attendance rate | NA |
| Year 5 attendance rate | 94.8% | Year 12 attendance rate | NA |
| Year 6 attendance rate | 93.2% | | |

*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.

Description of how non-attendance is managed by the school

COVID-19 provided challenges again in 2021 to attendance and attendance monitoring. As such our protocols and practices were implemented but there were challenges as parents responded differently to the health and safety directives and the management of their children. However, the following practices and processes were implemented in times of normal operation.

Non-attendance of students at the College is monitored closely through the Student administration officer, classroom teachers and College pastoral leaders. Parents are required to contact the College prior to 8:30 am to advise of absence. At 9:00am each day all parents of identified absences are notified of their child's absence and required to contact the college to confirm the legitimacy of the absence. If there is no confirmation telephone contact is made by the student administration officer, classroom teacher or pastoral leader.

To encourage school attendance the following initiatives continued during 2020:

1. Rewarding of students with 100% attendance
2. Pastoral follow-up through both pastoral leaders and CLT members with parents of students who have concerning absence
3. Regular updates and reminders in College communications about the importance of attendance and its link to quality learning outcomes
4. Letters of support to families where attendance is of significant concern
5. Address the importance of attendance on Orientation days and enrolment interviews to parents

6. Student work policy – College does not provide work for students who go on holidays (as opposed to when students are ill).

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

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

A screenshot of the My School search interface. It features a dark red header bar with a search input field on the left, followed by three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is on the far right.

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

A rectangular button with a thin red border and the text 'View School Profile' in red.

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

A screenshot of the navigation tabs at the top of a school profile page. The tabs are dark red with white text. The tabs are 'School profile', 'NAPLAN' (which is highlighted with a white background and a small downward arrow), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.