

**Seton College, MT  
GRAVATT EAST**

# **Annual Report 2021**

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



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

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<b>Contact person</b>	Warren Bath — Principal

## 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.

Seton College is a Catholic co-educational high school, and a place of personalised learning for students in years 8-12 where every student is known by name, respected as an individual, and valued as part of the community. Named after Saint Elizabeth Ann Seton, Seton College embraces diversity and celebrates life and learning, empowering each person to contribute to society in a meaningful way.

In July 2020, Brisbane Catholic Education announced Seton College would be transitioning to closure at the end of 2024 and not taking on any new enrolments. A staged transition to closure was determined so that all students in years 9 to 12 (in 2021) will be able to complete their education at Seton College.

For year 8 students (in 2021), they will need to transition to another school at the end of 2023 to complete years 11 and 12. This is so that suitable post-school pathways can be provided.

Brisbane Catholic Education is guided by expert research and advice that says inclusive learning environments, where students with a disability can access and participate in the curriculum alongside students without disability, are best for all students.

### School progress towards its goals in 2021

Seton College continually works to embed the Brisbane Catholic Education learning and teaching framework throughout the 2021 school year.

Curriculum development, implementation of the model of pedagogy, unit planning and personalised supports for students with disability remains the focus of professional learning opportunities for staff.

Use of universal design for learning principles continues to be implemented, to ensure curriculum is accessible and suitable for all students to access learning on the same basis as their peers.

Community engagement and partnerships remain integral to daily practice. Our vision for learning and strong connection to mission, vision and values have provided opportunity for staff, students and community engagement to both live and reiterate a shared understanding of college Charism.

Data informed practice, specifically attendance growth data and analysis of curriculum data sets will be a targeted focus area for the future.

## Future outlook

Seton College is a transformational school community committed to challenging and supporting students to:

- Embrace Learning
- Nurture self and others
- Grow into informed and confident global citizens.

Seton College's goals for 2022 are as follows:

**Catholic Identity** to facilitate opportunities for staff and students to encounter and experience the Religious Life of the College through ritual, prayer and action.

**Learning and Teaching** to develop a set of shared practices around learning that is visible personalised, active and interactive.

**Wellbeing** to provide students and staff with an effective voice in their learning and wellbeing.

**Diversity and Inclusions** to develop an understanding of differentiation and catering for the needs of students with a disability and diverse learning needs.

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	168	54	114	8

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

As a Catholic community of faith, inspired by the teaching of Jesus and the values of St Elizabeth Seton, we embrace diversity and celebrate life and learning, empowering each person to contribute to society in a meaningful way.

## Curriculum implementation

### Curriculum overview

At Seton College our goal and vision for learning and teaching is to promote engagement, progress, achievement, and wellbeing for each student. This is evident through the following strategies:

- improving literacy and numeracy teaching practice in every classroom
- resourcing and providing professional support for effective and expected teaching practices
- intensive targeted support
- identified effective and expected teaching practices
- building on innovative learning and teaching practice
- scaling-up innovative practices in emerging priorities
- working with parents and the broader community to support each child

Teachers use the Model of Pedagogy to make learning visible using shared language and practice that is responsive to all learners. The principles and practices guide the planning, teaching, feedback, assessing and reporting processes.

These are achieved by:

- Building the collaborative capacity of teaching staff to deliver excellent pedagogy through targeted professional learning around the 4C's model and a strategic focus on co-teaching across the College.
- Utilisation of quality curriculum planning resources, pedagogical strategies, and ICTs (including use of the Engage system) to identify, record, and implement adjustments for learners with a focus on growth and personalised learning.
- Establishment of process around collection, recording, analysis and use of data (NCCD, ACER, NAPLAN Online, QCAA, etc.).
- Embedding of rigorous quality assurance processes around planning, delivery and assessment of the Australian Curriculum (Prep-10), QCAA Applied syllabus' (11-12), and VET certification and programs.
- Monitoring and refinement of Senior pathways for students at the College (QCE, QCIA, VET) including more rigorous SET Planning processes and examination of post-school outcomes for graduates of the College.

### **Extra-curricular activities**

The college provides significant opportunities for students to participate in a range of activities including, engagement in the sustainability precinct, Reconciliation Garden, college gym, arts showcases, walk for change, community outreach, camps, and excursions.

A wide range of structured lunchtime activities are also made available to all students including sporting activities, music and dance programs, library activities, Social Justice initiatives and Minecraft club.

### **How information and communication technologies are used to assist learning**

Each student has a laptop as the college provides a 1 to 1 laptop environment. Student access the curriculum through a range of Learning Management Systems (LMS) including Microsoft Teams, OneNote and Moodle platforms. Use of assistive technologies and Science, Technology, Engineering, and Maths programs are embedded both in and across the curriculum. Staff are provided with professional learning opportunities in the use of platforms and digital pedagogies. College staff engaged with the Brisbane Catholic Education (BCE) digital skills program in 2021 and further professional development provided during the Alternate Learning Provision in 2021 due to the COVID 19 Pandemic.

## **Social climate**

### **Overview**

Seton College is committed to both challenging and supporting students to embrace learning, nurture self and others and grow into informed and confident global citizens. Seton prides itself on 'the sayings of Seton'; including but not limited to - each person is a child of God, each day is a new day, work to achieve and everyone has the right to learn. These saying promote our shared Mission and Vision by developing respectful behaviours and relationships which echo Gospel Values.

Seton College takes the issue of bullying seriously and has a no tolerance policy. Any behaviours that result in harm to a student or staff member are reported and responded to in line with the College's Student Behaviour Support Plan.

Seton College embrace the Bullying No Way National Day of Action yearly. Students who may experience bullying, can and should speak to, in the first instance, their Pastoral Care teacher, a Pastoral Leader, a Guidance Counsellor, or member of the College Leadership Team. Our Pastoral Care structure provides opportunities for students to connect readily with staff and report matters of concern. To support key priorities for the college, implementation of the Positive Behaviour for Learning (PB4L) framework and the SETON Way provides safe, supportive and inclusive school and classroom environments that promote learning, based on the principles of consistency, fairness, and engagement between students, staff, and families.

## 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:	2020
This school helps my child to develop their relationship with God	95%
School staff demonstrate the school's Catholic Christian values	95%
Teachers at this school have high expectations for my child	87%
Staff at this school care about my child	97%
I can talk to my child's teachers about my concerns	90%
Teachers at this school encourage me to take an active role in my child's education	84%
My child feels safe at this school	94%
The facilities at this school support my child's educational needs	94%
This school looks for ways to improve	56%
I am happy my child is at this school	89%

Percentage of students who agree that:	2020
My school helps me develop my relationship with God	76%
I enjoy learning at my school	85%
Teachers expect me to work to the best of my ability in all my learning	100%
Feedback from my teacher helps me learn	89%
Teachers treat students fairly at my school	93%
If I was unhappy about something at school I would talk to a school leader or teacher about it	85%
I feel safe at school	96%
I am happy to be at my school	88%

Percentage of staff who agree that:	2020
Working at this school helps me to have a deeper understanding of faith	91%
School staff demonstrate this school's Catholic Christian values	94%
This school acts on staff feedback	73%
This school looks for ways to improve	88%
I am recognised for my efforts at work	91%
In general, students at this school respect staff members	88%
This school makes student protection everyone's responsibility	100%
I enjoy working at this school	90%

## Family and community engagement

Due to the global pandemic and subsequent government regulations, many planned College events in 2021 were cancelled or significantly scaled back. In addition to the more traditional methods of communication (e.g., phone, email, newsletters, website), where possible, Microsoft Teams was used as a platform to engage with our parent/caregiver community for assemblies, awards presentations, subject selections and parent/teacher interviews.

The Seton Collaborative, a hybrid of a P&F and school board, established the Seton Alliance focus groups which are facilitated by the college leadership team. Parents nominate to be a part of these focus groups in the areas of pedagogy, curriculum and school organisation, mission, identity and community engagement and student wellbeing and attainment.

Consultation and collaboration with families to assist students with diverse needs is fundamental at Seton College. Significant liaising and planning with key stakeholders and support teams enable the provision of personalised support for all students.

## 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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of blue.

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

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

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

The screenshot shows the navigation bar of the My School website. It contains several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is highlighted with a darker blue background.

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	40	38
Full-time Equivalents	37.4	27.9

\*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	5
Graduate diploma etc.**	9
Bachelor degree	23
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 are as follows:

- Universal Design for learning principles and practice
- Digital Skills program
- QCAA training
- Positive Behaviour for Learning framework
- Health Plan awareness, management and review
- Curriculum writing and reasonable adjustments, catering for students with diverse learning needs
- NCCD policies and procedures
- Early Career teachers' program
- Middle Leadership development
- Industry currency for VET teacher trainers
- Staff spiritual formation.

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	96.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85% teachers and 100% non-teaching 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	88.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	81.8%

Average attendance rate per year level			
Year 7 attendance rate	NA	Year 10 attendance rate	87.8%
Year 8 attendance rate	89.0%	Year 11 attendance rate	90.1%
Year 9 attendance rate	86.9%	Year 12 attendance rate	87.3%

\*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	100.0%

### Description of how non-attendance is managed by the school

Non-attendance of students is an area of priority, and the college has attendance policies and procedures in place. Attendance plans strategies include, liaising with parents/caregivers, allied health and medical professionals, including CYMHS. Guidance Counsellors, Pastoral Leaders and College Leadership intervention is also utilised to improve attendance.

The college attendance policy provides explicit instruction related to roll marking procedures, including eMinerva roll marking each lesson, twice daily audit of rolls and morning SMS to families alerting unexplained absence.

Communication and instruction for use of the Parent Portal and BCE Connect App is provided to families. Seton College's 2021 attendance SMART goal included targeted intervention for non and low attendance as well as a proactive strategy to acknowledge and celebrate high attendance.



## 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](http://www.myschool.edu.au/) 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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

<a href="#">View School Profile</a>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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### 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	19
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16
Number of students awarded a Queensland Certificate of Individual Achievement.	11
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	44
Number of students awarded a VET Certificate II or above.	38
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	96%
Number of students receiving an ATAR	NA
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	NA

As at March 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 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 may exit school early to engage in study or work and pursue programs which cater for individualised needs. These students may have specific educational goals, and/or complex health needs. Students transition to full time or part time employment, Senior Schooling at TAFE, study at private RTOs, Trade Vocational Schools or distance education providers.

Families who choose to leave the college prior to the end of year 12 are offered an exit interview. Support is extended to families regarding this transition. This includes links to agencies for supported employment, TAFE enrolment processes, and college staff liaising with future education providers.