



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

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

School progress towards its goals in 2021

The following three priority areas were identified:

Priority Area	Goal	Strategies
Student Performance	<p>Student performances in external assessments (NAPLAN, PAT and Year 12 Assessments) will authentically be representative of their learning, through preparation and practice protocols.</p> <p>NAPLAN scores demonstrated growth with very strong Year 12 QCE results.</p>	<ul style="list-style-type: none">Capable Learners Program: Literacy and Numeracy Coach/Mentor roles (3 days per week). Working with teachers and students in classes Years 7 – 10.Capable Learners Program: 1hr week Year 7/8 & 1hr fortnights in Year 9/10 focusing on the skills required for success in Senior subjects.Practice examination experiences for Year 7 – 10 students in new Pinbarren.
Learning and Teaching	The Academic Wellbeing Program (STCC Learning and Teaching Framework) will be fully implemented through the introduction of the 'Role of the STCC Teacher' document, that places the learning and teaching responsibilities in each classroom/learning space.	<ul style="list-style-type: none">Teacher Professional Learning Growth Plans (PLGP) with a focus on literacy & numeracy data.Professional Learning Communities (PLC) in departments. Each department setting a goal in relation to literacy and numeracy (Tuesday afternoons).

Priority Area	Goal	Strategies
	Evidence sighted of teacher practice more closely aligned to the Role of the St Teresa's Teacher document.	<ul style="list-style-type: none"> • Clarity of expectation and closer planning protocols between Teachers and Learning Aids, in supporting identified students with diverse needs. • Professional Learning Walks and Talks involving Middle Leadership.
Enrolments	<p>A focussed review on factors which are impacting on enrolments and development of a sustainable system and school response</p> <p>Enrolment numbers stabilised in Year 7, 8 and 9. Enrolment numbers increased for Year 7 2022</p>	<ul style="list-style-type: none"> • Strategically positioning interactions between St Thomas More (STM) and St Teresa's. • Ministry, Learning and Wellbeing activities for STM Year 2, 3, 4 students that involve STCC students.

Future outlook

2022 Goals and Strategies:

Priority Area	Goal	Strategies
Catholic Identity	Further embed the Religious Life of the School into the Religious Education Curriculum provision and the ACCESS Program	<ul style="list-style-type: none"> • Making explicit links from RLOS to RE (Religious Education) curriculum through the Access program. • Unpack the four interrelated components of RLOS (Religious Identity and Culture; Social Action and Justice; Evangelisation and Faith Formation; Prayer and Worship) and explore effective examples of these components in RE Units. • AP Mission and Identity & Curriculum Development Leader planning in Term: 1,2,3, and 4.
Student Performance	Student performances in external assessments (NAPLAN, PAT and Year 12 Assessments) will authentically be representative of their learning, through preparation and practice protocols.	<ul style="list-style-type: none"> • Review of Year 7 –10 internal assessment items to capture attributes of quality assessment and ensure accessibility for students.
Learning and Teaching	Creation of a collaborative culture through the use of high performing PLC's working independently to create common goals for which they	<ul style="list-style-type: none"> • Embedding of Whole School Pedagogy & Strategies to Maximise Performance across all 2022 Unit plans (Activate) • Professional Learning Communities (PLC) in departments. Putting faces on the data (Tuesday afternoons) (Evaluate) • Clarity of expectation and closer planning protocols between Teachers and Learning

Priority Area	Goal	Strategies
	hold each other mutually accountable.	<p>Aids, in supporting identified students with diverse needs.</p> <ul style="list-style-type: none"> • Professional Learning Observations involving College staff, Middle and Senior Leadership
Enrolments	A continued focus and priority on positioning St Teresa's as the school of choice for Catholic families in the Noosa District.	<ul style="list-style-type: none"> • Continue to establish and embed enrolment processes that commence in Year 4. • Strategically positioning interaction between STM/STCC. • Ministry, Learning and Wellbeing activities for STM Year 2, 3, 4 students that involve STCC students.

Our school at a glance

School profile

St Teresa's Catholic College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 770	413	357	12

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

The student body is representative of the population of the Sunshine Coast. 90% of students were born in Australia. 1.2% of students identify as Aboriginal or Torres Strait Islander. 76% of the student body reside within the Noosa Shire with 24% residing in the Sunshine Coast Regional Council. The districts of Noosaville and Tewantin provide 31% of our students.

St Teresa's is comprised of a very comprehensive enrolment of students with rich and varied talents and interests. One of the great strengths of the school is the opportunities provided for students to contribute to the learning of others, both within the classroom and beyond.

Curriculum implementation

Curriculum overview

St Teresa's is a co-educational secondary College with comprehensive curriculum offerings. Courses offered across the school allow students of all capacities and interests to access the curriculum with a view to appropriate post-school opportunities and potential pathways.

Students undertake courses across year groups as mandated by the Australian Curriculum (ACARA) and the Queensland Curriculum and Assessment Authority (QCAA). Students have the opportunity to engage in Vocational Training, including a wide range of Certificate I, II, III and Diploma courses, School Based Apprenticeships and Traineeships.

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

Technology & Business. Year 7 and 8 undertake mandatory language studies in French, which students are able to continue on with through Year 9 and 10 electives and into senior school.

Students in the senior years are able to study a range of subjects in their chosen pathway, following their Senior Education and Training (SET) Plan in Year 10. The range of curriculum offerings gives all students the necessary skills and the knowledge and understanding to access worthwhile post-school opportunities, after successfully completing their Queensland Certificate of Education.

Extra-curricular activities

The College offers a range of extra or co-curricular opportunities that the College refers to as 'Learning Enrichment'. These activities are centred around our Ministry, Learning and Wellbeing, providing a holistic learning experience.

Whilst undertaking learning enrichment, students are encouraged to build on the knowledge and understanding and skills they develop in their regular classes. These activities also build on general capabilities, such as critical and creative thinking and personal and social capability.

Examples of activities include:

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

How information and communication technologies are used to assist learning

Students in the middle school (Years 7 – 9) are provided with iPads by the school. Students in the senior school (Years 10 – 12) are provided with MacBook Laptops. Devices are provisioned through the school fee structure.

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

The school utilises the Microsoft suite of programs to engage students in their learning. Teachers use Teams and OneNote to allow collaboration to occur both in the classroom and offsite.

Social climate

Overview

The College administers pastoral care programs within both year level and vertical House Group settings.

The ACCESS program is conducted each Wednesday and provides a holistic program addressing spiritual, physical, intellectual, emotional and social needs of the students, based on age-appropriate developmental level.

During House Group time students undertake the Learning Matters program which utilises the mix of year levels present, to work through and develop both learning and wellbeing areas of need. The importance of the program lies within the nature of the groups, whereby middle school and senior students work together and learn from each other, under the facilitation of the House Group Leader.

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

Parent, student and staff satisfaction

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

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	96.6%
School staff demonstrate the school's Catholic Christian values	95.4%
Teachers at this school have high expectations for my child	88.7%
Staff at this school care about my child	92.8%
I can talk to my child's teachers about my concerns	89.5%
Teachers at this school encourage me to take an active role in my child's education	83.4%
My child feels safe at this school	93.9%
The facilities at this school support my child's educational needs	91.2%
This school looks for ways to improve	90.1%
I am happy my child is at this school	91.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	73.8%
I enjoy learning at my school	82.4%
Teachers expect me to work to the best of my ability in all my learning	96.0%
Feedback from my teacher helps me learn	87.5%
Teachers at my school treat me fairly	76.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	57.9%
I feel safe at school	87.5%
I am happy to be at my school	79.0%

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	85.7%
School staff demonstrate this school's Catholic Christian values	86.9%
This school acts on staff feedback	74.1%
This school looks for ways to improve	96.3%
I am recognised for my efforts at work	73.8%
In general students at this school respect staff members	91.7%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	93.8%

'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

Parents are encouraged to access the Parent Handbook on the Parent Portal and the College Newsletter fortnightly throughout the year.

At various stages throughout the year families are welcomed into the College for events such as the Family BBQ, Mother's Day Breakfast, Father's Day Breakfast and academic assemblies.

The College Academic Wellbeing Framework underpins the wellbeing and learning of students. The Framework consists of the Vertical Pastoral System and the Individual Career Pathway (ICP) learning plan. Parents and guardians meet with each student's House Group Leader throughout the year at Parent, Student, Teacher Interviews. The ICP learning plan (targets, goals and strategies) that will guide the students throughout the year, capturing successes and challenges emanating from assessment feedback, are discussed at these meetings.

St Teresa's provides information evenings and online resources, such as School TV, to provide parents and carers with information and skills to support their parenting.

In addition to mandated Parent / Teacher / Student Interviews, meetings are scheduled throughout the year for families of students with diverse learning needs to discuss progress and intervention update.

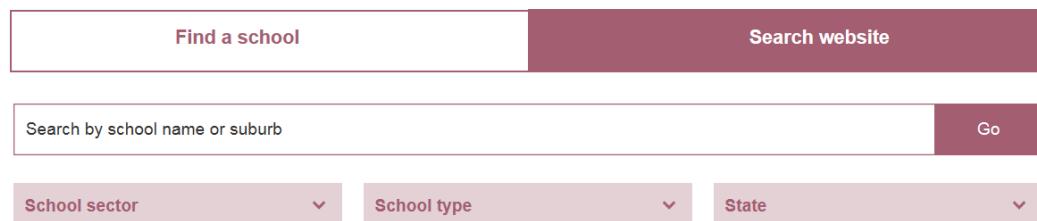
School funding

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](http://www.myschool.edu.au/) 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 image shows a screenshot of the 'My School' website search interface. At the top, there are two buttons: 'Find a school' on the left and 'Search website' on the right. Below these is a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar is a 'Go' button. Below the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow indicating they are dropdown menus.

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



The image shows a screenshot of a button labeled 'View School Profile' in a white box with a thin black border.

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



The image shows a screenshot of a navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is the active tab, indicated by a white background), 'VET in schools', 'Senior secondary', and 'Schools map'. The tabs are separated by thin vertical lines.

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	62	45
Full-time Equivalents	56.7	29.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	Nil
Masters	18
Graduate diploma etc.**	14
Bachelor degree	29
Diploma	1
Certificate	Nil

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- Marist Schools Australia Staff Program: 'Breathe, The Spirit of Life'
- Unpacking NAPLAN data
- 'Know your students': Adjustments to support learning needs.
- Working in Professional Learning Communities: 'Sharing Practice: Good to Better'.

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	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was 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	93.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.7%

Average attendance rate per year level			
Year 7 attendance rate	95.4%	Year 10 attendance rate	92.6%
Year 8 attendance rate	92.1%	Year 11 attendance rate	93.1%
Year 9 attendance rate	92.3%	Year 12 attendance rate	94.3%

*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	94.3%

Description of how non-attendance is managed by the school

Non-attendance, as an unexplained absence, occurs when the student is not present at school and the legal guardian has not / does not make contact with the school. An SMS message will be sent to 'Main Contacts' by approximately 9:20am each day. The House Group Leader will monitor and follow up any unexplained absences by making contact with the student's legal guardians. Past unexplained absences are indicated by the red 'Unexplained Absence Alert' icon on class rolls.

When the Student Administration Secretary or House Group Leader receives written, verbal or parent portal notification of the absence from the student's legal guardians, they must update the absence category and enter the details into eMinerva. Extended periods of absence are monitored by the Head of House who works with families to address these attendance concerns.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the [My School](http://www.myschool.edu.au/) 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	104
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	103
Number of students awarded a Queensland Certificate of Individual Achievement.	Nil
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).	83
Number of students awarded a VET Certificate II or above.	111
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	66
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	83

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 who conclude their time at the College, prior to completing Year 12, work with the College Pathways Department in accessing further training and work placement opportunities post school.

The Pathways Department accesses the strong community business network in place to provide opportunities for these students. An example here is the connection to employers that students make during their Year 10 Work Experience Program. This connection has presented students with the opportunity to leave school after Year 10 to undertake a trade.