



**Southern Cross Catholic
College, SCARBOROUGH**

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.

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God. In light of the Gospel and the educational values of our founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

School progress towards its goals in 2021

Brisbane Catholic Education launched its Assessment Capable Learners program at the end of 2020. Southern Cross Catholic College's initial focus in responding to the requirements of Assessment Capable Learners was to ensure that our approach to the NAPLAN test in 2021, emphasised effective preparation of students and parents for the form and process of NAPLAN.

Assessment Capable Learners' NAPLAN preparation was very effective at Southern Cross Catholic College. Results for Southern Cross demonstrated a pattern of improvement across all relevant year levels.

As well as targeting the NAPLAN test, the College is firmly committed to developing the skills and capabilities contained within the Australian Curriculum. The combination of a specifically designed improvement program, along with quality classroom teaching which promotes the key areas of the Australian Curriculum has been a significant factor in student improvement.

NAPLAN is now largely completed online and as such the first objective is to familiarise students with the most effective ways to access the test when using a computer. Skills which consistently required attention included the capacity to:

- log-in (no capitals, no spaces, check spelling)
- undo an error
- enlarge the print on the screen if it is hard to read
- read a screen (general screen navigation skills)
- Use the "Shift" button for a capital letter, not Caps Lock
- Use standard pointer cursor only
- Use a mouse and touchscreen - individual, informed decision.

The next phase of the process commences in term one in the year of the actual test. Curriculum teams and class teachers across each of the College's 4 campuses analyse student data to ascertain student strengths and weaknesses in Reading, Numeracy, Language Conventions and Writing. In response,

both the explicit NAPLAN program and classrooms lessons are designed to improve areas of weakness. Students complete both class and specific NAPLAN practice activities, focusing on these areas. Student data is consistently analysed which allows campus staff to ensure the lessons they are delivering to the students are based on up to date showing student progress.

Throughout the entire process there is a strong emphasis on a positive mindset. Campus staff constantly look for opportunities to highlight strong performance. This is celebrated on a regular basis. Assisting students to believe that they are capable of succeeding in the test and that have the capacity to undertake all tasks throughout the NAPLAN window is essential.

Another important goal for Southern Cross Catholic College was to align the Australian Curriculum along with Brisbane Catholic Education's Effective and Expected Practices and High Yield Strategies to ensure improved student progress and performance. A key strategy in doing this is to triangulate data from NAPLAN, Pat M and Pat R, Writing Tool and class diagnostic testing to identify strengths and gaps in student capabilities. Once this data is compiled, Southern Cross focused on explicit teaching and data informed differentiation through use of practices such as Review and Response, Whole Part Whole . to further develop this approach College staff worked with BCE Education Officers to incorporate effectively ACARA Achievement Standards and General Capabilities across all subject areas

By the end of 2021, students were to demonstrate a deeper understanding of the Catholic Perspectives of Human Dignity, Genuine Belonging and Choices. These perspectives were incorporated into English and HPE curriculum P-6 as well as being incorporated across subject areas in years 7-12

In Term 4 2020, the College and Campus Behaviour Support Committees (Positive Behaviour for Learning, PB4L) met every fortnight to review the College Student Behaviour Support Plan and Campus Behaviour Matrix.

In 2020 teaching staff have been engaged in professional learning of the eight Effective Classroom Practices and Responses. Campus representatives have been engaged in Tier One, Two and Three Targeted Supports to begin implementation of each tier on their campus.

In 2020, all teaching staff engaged in professional learning from Reboot, a program based on neuroscience to engage student learning with a universal support system.

Future outlook

Southern Cross Catholic College's priorities for 2022, include a continued focus on Brisbane Catholic Education's Assessment Capable Learners program. Once again, College staff will create an Explicit Improvement Agenda, which is data driven and informs the direction of teaching and learning for the year.

Our two key points of focus from Prep to Year 12, are literacy and numeracy. College data from external testing methods such as the Australian Council of Educational Research's (ACER) Progressive Achievement Tests for Reading and Mathematics (PAT M and PAT R) will be used to establish student strengths and weaknesses in both literacy and mathematics. This information will be linked to the General Capabilities of the Australian Curriculum which has been established by the Australian Curriculum Assessment and Reporting Authority (ACARA).

Initial data has found that the focus for literacy will be spelling for P-6 and reading for 7-10. The focus for numeracy will be number for P-10. These areas will be linked to the General Capabilities for Numeracy, specifically "Estimating and Calculating with Whole Numbers". As well as the General Capabilities for Literacy, specifically "Word Knowledge – Composing Texts Through Writing" and "Text Knowledge – Interpreting Specifically Stated Information".

Other priorities for Southern Cross include the continuing development of our Catholic Identity, in particular the focus on the cognitive verbs within the Religious Education Syllabus in order to deepen student understanding of the Three Worlds of the Text – the world behind the text, the world of the text and the world in front of the text.

The College's wellbeing focus continues to be an area to be developed in 2022. Working with students to develop resilience, through both the College focus on the Reboot Neuroscience program as well as the Brisbane Catholic Education, Positive Behaviour for Learning (PB4L), staff students and parents will continue to work on improving areas such as attendance rates and school engagement.

Our school at a glance

School profile

Southern Cross Catholic College is a Catholic school in the tradition of St Jean Baptiste De La Salle, administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1572	774	798	60

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

The student body of Southern Cross Catholic College is somewhat diverse. Students are drawn from Redcliffe City and surrounding areas. The makeup of the students is multi-cultural. We have students from Polynesian, Filipino, South African, Sudanese and Irish backgrounds. The College draws from a range of socio-economic areas. Some families are affluent, with others experiencing financial hardship.

Curriculum implementation

Curriculum overview

The College is organised into four phases of learning: Early Years: Prep to Year 2; Junior Years: Years 3-6; Middle Years: Years 7-9; Senior Years: Years 10-12.

Southern Cross Catholic College Primary Campuses cater for the Early and Junior Years and offer curriculum opportunities in the following areas:

- Multi-Lit Reading Program, Seasons for Growth,
- Phonological Awareness Program,
- Instrumental Music Program,
- P-6 Music,
- LOTE,
- P-6 Arts and Drama.

Students have the opportunity to be involved in a number of activities and competitions to enhance their learning including:

- ICAS competitions English, Spelling, Writing, Mathematics, Computer Studies, Science, Technology, Debating, and annual speaking competitions.
- Excursions and camps are used to complement the curriculum as learning activities from Prep to Year 6.
- The camping program on Primary Campuses involves Year 5 and Year 6. As a Catholic school, retreats are an integral part of our Religious Education Program.

SCCC – Secondary Campus

Course Offerings Include:

- Design
- Digital Solutions
- Engineering
- Food & Nutrition
- Information & Communication Technology
- Drama
- Music
- Visual Art

- Japanese
- Accounting
- Ancient History
- Business
- Legal Studies
- Physical Education
- Biology
- Chemistry
- Marine Science
- Physics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- English
- Essential English
- English as an Additional Language
- Study of Religion
- Religion & Ethics
- STEM Multi-Age Project.

VET Pathways

- Certificate III in Business
- Certificate I in Construction
- Certificate II in Engineering Pathways
- Certificate III in Engineering – Technical (CAD)
- Certificate III in Fitness
- Certificate II in Health Support Services / Certificate II in Community Services (combined in Year 11)
- Certificate III in Health Services Assistance (Yr 12)
- Certificate II in Hospitality / Certificate II in Tourism (combined).

Extra-curricular activities

Primary Campus offerings include:

- Band and Choir,
- Public Speaking
- Sporting and cultural excursions
- Instrumental music - Catholic Schools Music Competition; performances in the wider community; - Sport - basketball, netball, (QISSN), soccer, futsal, AFL, athletics,
- cross country, and swimming; - Sporting groups eg soccer.
- Social Justice Programs eg Say No to Bullying Day, Harmony Day; St Vincent De Paul Winter Appeal.

Secondary Offerings include:

<ul style="list-style-type: none"> • Theatre Sports • Band • Choir • Debating • Public Speaking – eg Lions Youth of the Year • Instrumental Music • Catholic Schools Music competition • Basketball • Netball (QISSN) 	<ul style="list-style-type: none"> • Soccer • Futsal • AFL • Rugby League • Rugby Union • Swimming Club • Social Justice Programs: • Say no to Bullying Day • Harmony Day.
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How information and communication technologies are used to assist learning

The College Curriculum team, consisting of Secondary Curriculum Leaders and Primary Learning Leaders, worked with the IT Committee throughout the year to embed ICT capabilities into classroom teaching. Following on and extending the work done through the Microsoft Teams during the 2020 phases of online learning, each campus promoted the use of ICT as an effective teaching tool through presentations at staff meetings which included demonstrations by key teaching staff. In line with the

BCE Due Diligence requirements, the use of apps became more commonplace as part of project development and execution.

Social climate

Overview

Students are placed into a House when they enrol at the College. This is a key component of our Pastoral Care program and helps to foster and develop a sense of belonging and connection. Students participate in a range of Pastoral Care programs which support their social and emotional development.

Secondary School Pastoral Care – at the beginning of each school day in a vertical structure with senior students supporting the younger students in a buddy program. This assists in developing mixed year level positive relationships and supporting diversity.

Formation programs are developed in Year Levels to allow for more developmentally appropriate material. There are many areas of focus including:

- Strengths and Emotions, Positive Engagement, Relationships and Optimism, Skills and Achievement,
- Exercise and vitality, Meaning and purpose.
- Social Justice Program (Outreach Activities and fundraising)
- House BBQ's – parents and carers invited for special celebrations.
- Garanyali Club – support for First Nation students.

Parent, student and staff satisfaction

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

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	95.5%
School staff demonstrate the school's Catholic Christian values	94.0%
Teachers at this school have high expectations for my child	84.7%
Staff at this school care about my child	93.5%
I can talk to my child's teachers about my concerns	90.1%
Teachers at this school encourage me to take an active role in my child's education	80.5%
My child feels safe at this school	92.7%
The facilities at this school support my child's educational needs	92.0%
This school looks for ways to improve	92.0%
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	75.3%
I enjoy learning at my school	87.0%
Teachers expect me to work to the best of my ability in all my learning	95.9%
Feedback from my teacher helps me learn	91.4%
Teachers at my school treat me fairly	84.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	62.6%
I feel safe at school	86.0%
I am happy to be at my school	82.6%

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	87.4%
School staff demonstrate this school's Catholic Christian values	96.0%
This school acts on staff feedback	73.6%
This school looks for ways to improve	93.5%
I am recognised for my efforts at work	81.4%
In general students at this school respect staff members	82.5%
This school makes student protection everyone's responsibility	96.1%
I enjoy working at this school	97.4%

'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

The education of the students at Southern Cross Catholic College centres around a partnership with staff, parents and students. Parents are encouraged to be actively involved in the lives of their children whilst at school. Strategies for involvement on both secondary and primary campuses include:

- Parent Forums
- Parent morning teas
- College Board
- Parent Induction Program
- Parent Education Sessions
- Parent consultation on policy development
- Parent teacher interviews
- Parent consultation through surveys and group discussion
- Live streaming of secondary assemblies and parent information evenings
- Parents are invited to attend Mothers Day and Fathers Day Breakfast,
- Learning Enrichment Centre (LEC- provides curriculum adjustment
- LEC makes regular contact with parents.
- At the enrolments interviews, enrolment. We will contact you regarding this matter.
- Parent Information Evenings E.g. Reading at Home, Volunteers Workshops
- Parent Classroom Volunteers
- Pastoral Care Parent class representatives
- Cup and Conversation meetings with the Campus Leadership Team.

Southern Cross Catholic College Primary Campuses have a consultation process regarding the adjustments made to assist students with diverse needs to access and participate fully at school are:

- Student Teachers Inclusive Education (STIE) teachers work with Classroom teachers to identify students who require adjustments made to enable them to access and participate fully at school. The STIE, Head of Campus and Primary Leader of Learning (PLL) meet weekly as a Student Support Team (SST) to discuss the process of children identified teachers through a referral or the three-weekly planning sessions where data is reviewed to decide the next steps in the learning and teaching cycle.
- STIE and Classroom teachers consult with the Guidance Counsellor to verify student disabilities and identify strategies to support the student's access to the curriculum and to fully participate in school.
- STIE prepare reports for and consult with Allied Health Specialist to support parents to access health services.
- Teachers engage in the Review and Response process to discuss the progress of individual students and garner suitable strategies to promote growth in student progress.

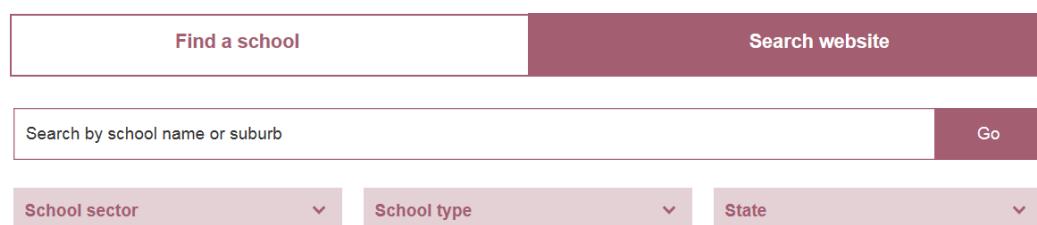
School funding

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.



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	128	110
Full-time Equivalents	111.2	64.3

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	30
Graduate diploma etc.**	20
Bachelor degree	74
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:

- Implementation of the BCE Positive Behaviour for Learning framework
- Implementing the Reboot program for educating children and staff in self awareness and management of various states of children's behaviour and the influence of the brain on behaviour
- Developing skills in the teaching of literacy and numeracy, in particular pedagogical focus on primary classes where teacher reliance on the use of class textbooks will be reduced in favour of a more effective pedagogical understanding of effective teaching and development of student capacity.
- The Secondary Campus staff were involved in Brisbane Catholic Education's "Write Up" program.

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	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75.82% 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	92.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.3%

Average attendance rate per year level			
Prep attendance rate	93.5%	Year 7 attendance rate	92.4%
Year 1 attendance rate	93.2%	Year 8 attendance rate	92.4%
Year 2 attendance rate	93.2%	Year 9 attendance rate	91.5%
Year 3 attendance rate	93.3%	Year 10 attendance rate	87.9%
Year 4 attendance rate	92.5%	Year 11 attendance rate	92.2%
Year 5 attendance rate	92.3%	Year 12 attendance rate	93.7%
Year 6 attendance rate	91.7%		

*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	97.5%

Description of how non-attendance is managed by the school

Non-attendance is followed up each day:

- SMS – to alert parents of their child's absence.
- Email to parents
- Phone calls to parents
- Report is run each night for all staff

Class rolls are marked at 8:45am and 1:50pm (Primary) each day. Parents are asked to report student absence via the Parent Portal or phoning the Campus Office. Any unexplained absences trigger an SMS to parents reporting student absence (after 8:45am). If a student is reported absence for a second day without explanation, teachers follow up with a wellness call. Students who are away for extended periods due to illness are required to present a doctor's certificate on their return to school. When a student is absent from school due to family events for a period of 1 or more weeks, parents are required to complete a Flexible School Arrangement form. To increase attendance rates, articles explaining the importance of school attendance and the implications absences have on student learning are published in the College Newsletter and Campus Updates. IEP and regular communication between home and

school to support the diverse learners, who may have inconsistent attendance. Assistance of the Garranyali, Indigenous Support Group to track and follow up on absences of Indigenous students.

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	80
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	33
Number of students awarded a VET Certificate II or above.	33
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	94%
Number of students receiving an ATAR	46
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	60%

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

At Southern Cross Catholic College, students in Year 10 undergo a significant process of pathway discernment which involves a multitude of career analysis tools, 360-degree reviews and consultation processes to support students in proceeding towards Senior Schooling. At this juncture, a number of students and families in consultation with the college identify career pathways beyond school such as Apprenticeships, designated Arts Academy and working requirements. Student and family choices of education are monitored and supported with a college wide approach to maintaining student retention and enrolment where appropriate. Each year the college determines the vast array of subject offerings for Senior Schooling to ensure student preferences are catered to and prioritised when constructing senior programs. For students in Year 11 and 12, the majority of student pathway changes and early leaver determinations arise from family relocations, student desire to engage in real world working opportunities or undertake study through flexible providers.