The Education Act 2006 requires all schools in Queensland to provide a formal report each year on a range of school contextual and performance information from the previous school year. This information provides students, parents, staff and the wider community with meaningful information about the school.

**General Information**

St Teresa’s Catholic College is a Brisbane Archdiocesan co-educational Catholic secondary school situated at Noosaville on Queensland’s Sunshine Coast. Opened in 2004, it has 8 ha of land on Sea Eagle Drive.

Address: Sea Eagle Drive   Noosaville 4566
Phone: 07 54 74 00 22  Fax: 07 54 74 0266
Email: snoosaville@bne.catholic.edu.au
Website: www.stteresa.qld.edu.au

**Enrolments**

The enrolment for 2012 was 725 students across five year levels as below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>140</td>
<td>154</td>
<td>140</td>
<td>157</td>
<td>134</td>
</tr>
<tr>
<td>Boys</td>
<td>71</td>
<td>71</td>
<td>74</td>
<td>80</td>
<td>65</td>
</tr>
<tr>
<td>Girls</td>
<td>69</td>
<td>73</td>
<td>66</td>
<td>77</td>
<td>69</td>
</tr>
</tbody>
</table>

**Principals Report 2012**

In 2012 the College has spend a significant part of its professional development in preparing teachers for the My Learning programme. This programme is aimed to improve our data collection of student performance and to ensure good communication between parents, students and staff over academic and behavioural progress. This My Learning programmes requires staff to enter data on both showing and approaching learning as well as recording any formative and summative results that occur throughout a particular course. It is hoped that this will assist the College in identifying areas of concern in regard to academic performance and behavioural issues.

The College has maintained a commitment to ensure that the National Curriculum guidelines are embedded into the curriculum. We have continued to review our delivery of programmes and resources with three major reviews during the year: Middle Management structure, our delivery of IT and the Timetable review.
The College continued to develop the implementation of the College 1 to 1 laptop programme in Year 9. We are grateful to the Federal Labour government for their support of Building the technological revolution that is the world of the youth of today. We continued to evaluate best practice in regard to using technology as a pedagogical tool. We also spent considerable time developing the skills of the staff in the use of technology. The College also spent time developing and refining the College policies in regard to laptop use.

St Teresa’s Catholic College achieved solid results across its Year 12 cohort and in its Year 9 NAPLAN. Our Year 12 results showed an improvement in the number of students achieving OP 1-15 and we also had a larger number of students in OP 1-5. Our NAPLAN results showed strong reading and writing but in the other three areas we were below state and national averages. The College is intending to continue monitor the results of students in these external assessments as a means to establishing best practice so as to improve student performance.

In the cultural arena the College continues to provide a myriad of opportunities. One of the highlights was the College musical “Footloose”. We continue to promote students being involved in Lions Youth of the ear, Red Cross, Rostrom Speaking, QDU debating, Voices on the Coast, Tournament of Minds and Eisteddfods.

In the sporting arena the College continues to participate in the North Zone inter school competition. The College successfully defended its swimming, athletics and cross country school titles. We continue to participate in interschool competitions on the wider Sunshine Coast level in Rugby Union, Netball, Basketball, AFL, Soccer, cricket and Water Polo. We continue to be a strong competitor across all areas.

**Vision and Mission**

*College Motto:* Dare the Dream

*Statement of Special Religious Character*

The religious character of the College resides within the foundation story of the College, the local Catholic community and the continuing commitment and practices of the parents, students and staff who gather to form a learning environment.

This living ethos is expressed in this Catholic College community by:

- Bringing about an integration of faith, life and culture through education of the whole person
- Being a place of faith, hope and love expressed through the Catholic faith tradition
- A commitment to the charisms of St Teresa of Jesus (Avila) and St Marcellin Champagnat in its everyday activities.
**Vision**

Our vision is that St Teresa’s Catholic College is an authentic Christian community where Gospel values are evident and lived out in relationships and practices between students, staff and parents. The spirit of the school is that of a family which provides a safe and positive learning environment. There will be equity of opportunity for all to achieve their full potential. It will provide a quality education rich in values and resources, which are in keeping with contemporary educational needs.

**Mission**

In the spirit of St Teresa of Jesus (Avila) and St Marcellin Champagnat we bring Christ to our community as we educate and witness through the seven foundation of our College.

**Aspiration:** St Teresa’s and St Marcellin’s determination, drive and daring emerged from a belief that God would provide, especially during times of trial and suffering.

**Contemplation:** Our spirituality calls us to see God in all things.

**Family Spirit:** Our way of relating to each other is characterised by love and forgiveness, support and help, forgetfulness of self, openness to others and joy.

**Presence:** To bring up children properly we must love them; we must love them all equally.

**Simplicity:** To adopt simplicity is our way of relating to God and others.

**Wisdom:** Our lived experience within a Christian community finds inspiration from our belief in Jesus and our desire to follow His example.

In the Way Of Mary: Mary’s journey of faith is the perfect model for our spiritual journey.

**Response to Bullying**

Our vision for St Teresa’s Catholic College is one of an authentic Christian community where Gospel values are evident and lived out in relationships and practices between students, staff and parents/guardians. The spirit of the school is that of a family which provides a safe and positive learning environment.

Bullying occurs when a person engages in unwelcome conduct that offends, humiliates or intimidates another person. This is often ongoing in nature. Bullying and harassment, in the form of physical aggression, verbal aggression, intimidation, exclusion or harassment, have NO place at St Teresa’s. Young people need to know that bullying and being bullied are both unacceptable and that there are adults who can, and will, support them to be empowered in order to bring about positive change.

Being informed is the first step towards eliminating bullying and harassment. Refer to:
- St Teresa’s Catholic College Bullying and Harassment Information Sheet
- College Statement on Bullying and Harassment.
Both the Information Sheet and College Statement, available through the school office, provide information on what students can do if they are being bullied and the consequences that may result from reports of bullying or harassment. The college is committed to maintaining a safe environment and considers bullying and harassment to be serious offences. Every student, staff member and parent/guardian has the responsibility to respect and actively protect the rights of individuals in our community.

Curriculum

St Teresa’s Catholic College offers a unique Middle schooling programme that aims to assist students an easier transition into High School environment. In Year 8 and 9 students are organised into Homeroom classes and do all their subjects in this cohort. In Year 8 students will have the same teacher for 2 or 3 of their classes whilst in Year 9 students will have the same teacher for 1 or 2 classes. The timetable allows for 28 subject lessons and 2 lessons for Interschool Sport/Activities. Whilst the students are allocated subjects the content of each unit is integrated within all subject areas.

Year 8/9 subjects

In Year 8/9 the subjects are divided into 8 lines each of which are given varying amounts of time over a two week cycle. These eight lines contain 5 compulsory subjects: Religious Education, English, Mathematics, Science and History. The other three lines see students complete three electives each Semester. The three electives in one semester are French, Music and Physical education whilst in the other Semester it is Industrial Technology, Food Technology and Arts (Drama and Art),

Year 10 subjects

The Year 10 students study 7 subjects each for 4 periods per week. Of these subjects 4 are compulsory and the other 3 are electives which students choose from a number of alternatives.

<table>
<thead>
<tr>
<th>Compulsory:</th>
<th>Religious Education</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives:</td>
<td>Business Studies</td>
<td>Drama</td>
<td>Geography</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Design Technology</td>
<td>French</td>
<td>Media</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Food Technology</td>
<td>Graphics</td>
<td>HPE</td>
<td>Work Education</td>
</tr>
<tr>
<td></td>
<td>Computer Studies</td>
<td>Visual Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 11/12

The College offers a wide range of courses for the senior Years. We offer both OP (Authority subjects) and non-OP (Authority registered subjects). We also have the option for students to engage in school based apprenticeships.

In order to allow for the different pathways the College has developed technology that allows students to access information from lessons missed due to being off campus. Teachers are required to post learning intentions via a portal developed for each subject. The College also introduced a study line that allows academic students the option to study and access Library and Computer resources. This also allows non-OP students the opportunity to attend TAFE or to complete one day work placement by minimising classes missed on a particular day.
The following subjects were offered in 2012:

**OP subjects**

<table>
<thead>
<tr>
<th>Study of Religion</th>
<th>English</th>
<th>Mathematics A, B, C</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Physics</td>
<td>Accounting</td>
<td>BCT</td>
</tr>
<tr>
<td>Drama</td>
<td>Music</td>
<td>Film and Television</td>
<td>French</td>
</tr>
<tr>
<td>Geography</td>
<td>Graphics</td>
<td>Hospitality Studies</td>
<td>ITS</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>HPE</td>
<td>Modern History</td>
<td>Marine Studies</td>
</tr>
<tr>
<td>Philosophy and Reason</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-OP subjects**

<table>
<thead>
<tr>
<th>Creative Art</th>
<th>Visual Art</th>
<th>Early Childhood</th>
<th>English Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality</td>
<td>Manufacturing (Building and Construction)</td>
<td>Pre-Vocational Maths</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>Religion and Ethics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extra-Curricula Activities**

**Camps/Retreats**

At St Teresa’s Catholic College each Year level is involved in a special camp or retreat programme.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Orientation Camp</th>
<th>Week</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Term 1</td>
<td>Orientation Camp</td>
<td>Week 4</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td>Spirituality Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Term 2</td>
<td>&quot;Survival Camp&quot;</td>
<td>Week 6</td>
<td>3 days</td>
</tr>
<tr>
<td>10</td>
<td>Term 4</td>
<td>Retreat: Who am I</td>
<td></td>
<td>3 days</td>
</tr>
<tr>
<td>11</td>
<td>Term 2</td>
<td>Leadership Camp</td>
<td>Week 5</td>
<td>3 days</td>
</tr>
<tr>
<td>12:</td>
<td>Term 3</td>
<td>Retreat: A Review of Life</td>
<td>Week 4</td>
<td>3 days</td>
</tr>
</tbody>
</table>

**Sport**

St Teresa’s Catholic College did not compete in the North Zone of the Sunshine District High Schools Competition in 2011. St Teresa’s Catholic College also competes in the Zone swimming, cross country and athletics events. The College won all three of these events for the first time in 2011.

St Teresa’s also competes in the Sunshine Coast Cricket, Rugby and Netball competitions. We also compete in the Queensland Catholic Schools Netball competition every July school holidays.

**Cultural**

St Teresa’s Catholic College offers students the opportunity to engage in music tuition and also has a school orchestra. The College also produces a school musical every two years. In 2012 the College musical was “Footloose” and was performed at the ‘J’ Theatre Noosa. A wide range of instrumental
music programmes are offered to students in all Year levels and various music evenings are held to enable the students to perform.

Other cultural activities include Debating, Tournament of the Minds, Voices on the Coast, Community service at various nursing homes and disability organisations, Anzac Day, Rostrum Voice of Youth, chess competitions, immersion experiences and Red cross Blood Bank.

**Pastoral Care Programmes**

**School Social Climate**

Saint Teresa’s Catholic College encourages a happy and healthy social climate by a pastoral policy which is child centred with an emphasis on family spirit. Each class has a Pastoral Care teacher who with the Pastoral Coordinator is the personal face of the school to each student and family. There is constant contact with parents and the focus of activities is child centred.

The College has a strong emphasis in 2012 of promoting anti-bullying particularly through alerting students to the danger of cyber-bullying. Posters and guest speakers both in class and to whole year levels were engaged during the course of the year. Student protection processes were also reviewed and information relayed to students, staff and parents.

There is an emphasis on student welfare and child centred learning with a middle school philosophy. The Learning Services Centre, catering for individual learning needs, has been a huge success at the College. The College has heavily emphasised the College spirit of care of the individual coming from the Marist Charism, with an emphasis on creating family spirit. Individuals are encouraged, supported and nurtured to achieve their best in a safe and happy environment. This is evident from responses gained from parents at

- Parent/teacher/student interviews
- Parent nights
- Parent communications
- Interviews with siblings when enrolling for entry into the school.

The social climate is also enhanced by the process and procedures established that enable and encourage students to determine, and walk towards, their individual career pathways. College personnel provide opportunities for students to take an active role in their own learning pathways leading to greater commitment and success, and a positive social environment.

**Strategies for Involving Parents**

At Saint Teresa’s we take every opportunity to involve parents in our family spirit. Parents are encouraged to attend:

- Significant Task nights to see student learning achievements
• Drama and musical performances
• Sporting events
• Religious liturgies
• Student led parent/teacher interviews
• Hospitality nights
• Parent Information nights.

Parents are also encouraged to become involved in the school by volunteering in areas such as:

• Champagnat Learning Centre (CLC) - Library
• Uniform Shop
• Coaching and supporting sporting teams, events and carnivals
• Guest speakers
• Members of the College Pastoral Board.
• Work Placement for students
• St Teresa’s Catholic College Parish facilitated Masses

**Staffing Information**

**Staffing Allocation**

The number of staff employed in 2012

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Aides</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Ancillary Staff</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Qualifications**

- Master Degrees: 12 (24%)
- Post Graduate: 16 (32%)
- Bachelor’s Degree: 18 (36%)
- Diploma: 4 (8%)

(only highest level recorded – many staff have multiple qualifications)

The percentage of staff retained for 2012 from 2011 was: **94.0 %**

Staff attendance for 2012 was: **97.11 %**

**Teacher Professional Development**

The total budget for Staff Professional Development was $85,000. This was from funding from Brisbane Catholic Education and the school’s internal budget.

All staff were involved in seven Professional Learning days during the year. Key priorities for Professional learning were:

• Curriculum review and reporting
• IT in the classroom
• Vocational Education training
- Pastoral care review
- Literacy and Numeracy
- Spiritual and Theological Training

School Financial Income

The 2012 figures are not available on the My school site but the following figures show the 2011 income from various sources.

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>$ per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Federal Government</td>
<td>7 250</td>
</tr>
<tr>
<td>Queensland State Government</td>
<td>2 642</td>
</tr>
<tr>
<td>Parent Contribution</td>
<td>3 133</td>
</tr>
<tr>
<td>Other income</td>
<td>167</td>
</tr>
<tr>
<td>Less deductions</td>
<td>1666</td>
</tr>
<tr>
<td><strong>TOTAL $ per student</strong></td>
<td><strong>11 526</strong></td>
</tr>
</tbody>
</table>

Student Outcomes

**Student Attendance Rates**

The average student attendance rate for 2012 was **92.1%**

The attendance rate per year level is found in the following table:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>93.85</td>
<td>95.71</td>
<td>94.71</td>
</tr>
<tr>
<td>9</td>
<td>92.83</td>
<td>94.01</td>
<td>93.39</td>
</tr>
<tr>
<td>10</td>
<td>91.94</td>
<td>91.64</td>
<td>91.79</td>
</tr>
<tr>
<td>11</td>
<td>91.37</td>
<td>88.24</td>
<td>89.87</td>
</tr>
<tr>
<td>12</td>
<td>90.98</td>
<td>90.37</td>
<td>90.66</td>
</tr>
</tbody>
</table>

Policy and practice to manage student attendance

The College takes a roll at the beginning of the day in Pastoral care class. These rolls are done electronically. The College Attendance Officer enters in all phone calls and absentee notes as well as enters in students that are late to school. Pastoral care teachers are expected to follow up any absence with the student upon their return by obtaining a note from parent(s).

If a student is absent for more than two consecutive days then a follow up phone call is made to parent(s) and as well the Year level Co-ordinator is notified. Unexplained absence summary sheets are provided to Pastoral care teachers and they are expected to follow up all unexplained absences with students by the end of each term.
Student Retention Rates

The following data provides information for retention rates of Year 12 students for 2011:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 12</th>
<th>Apparent Retention rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Enrol</td>
<td>Year</td>
</tr>
<tr>
<td>2010</td>
<td>129</td>
<td>2012</td>
</tr>
</tbody>
</table>

Although the numbers show an increase the number of students who were at St Teresa’s in Year 10 and completed Year 12 was only 117. This equates to only 90.7%. The major reason for this is the large number of families who move in and out of the area as the main employment is in the hospitality and retail industry.

NAPLAN Results 2012

Average Scores – St Teresa’s Catholic College compared to both Queensland and National Minimum Standards

<table>
<thead>
<tr>
<th>Test Component</th>
<th>St Teresa’s Mean</th>
<th>Queensland Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>577</td>
<td>567</td>
<td>575</td>
</tr>
<tr>
<td>Writing</td>
<td>552</td>
<td>539</td>
<td>554</td>
</tr>
<tr>
<td>Spelling</td>
<td>569</td>
<td>571</td>
<td>577</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>565</td>
<td>570</td>
<td>573</td>
</tr>
<tr>
<td>Numeracy</td>
<td>566</td>
<td>575</td>
<td>584</td>
</tr>
</tbody>
</table>

The above NAPLAN results show that St Teresa’s are well above the State average in reading and writing but well below for Numeracy. The College needs to address the continuing slide in numeracy results for the past three years. It is noted that students are well above in writing and reading but below in spelling and grammar. Given that spelling and grammar are part of the writing it would appear our students have a grasp of these dimensions in context but the out of context tasks asked by NAPLAN show that our students cannot transfer these skills to an unfamiliar context. I would suggest that this is due to the fact that the College teaches in context language rather than teach for a test. Our concern continues to be numeracy levels among our students and in 2012 the College introduced into Year 8 a more differentiated approach. It is hoped that this approach will see results improve in 2013.

We continue to not have access to the Year 7 data of our Year 9 students as we have students from 23 different Primary schools enrolled into Year 8. So it is difficult to compare if this particular cohort has improved their skills since Year 7. However we continue to monitor the test results and use them to ensure that strategic interventions are put in place in an attempt to address those areas in which our students show a below average performance.
Year 12 Outcomes 2012

The following data summarises the Year 12 results for 2012

1. Number of students awarded a Senior Statement: - 127
2. Number of students awarded a Queensland Certificate of Education (QCE): - 119
3. Number of students awarded one or more Vocational Education and training (VET) qualifications: - 117
4. Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT): - 9
5. Number of students who obtained an Overall Position (OP) - 81
6. Percentage of students who obtained an OP 1-15: - 67%
7. Percentage of students who were awarded QCE, VET or SAT – 100%
8. Percentage of QTAC applicants receiving a tertiary offer: - 92%

OP Breakdown

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Students</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>81</td>
<td>12 (14.8%)</td>
<td>28 (34.6%)</td>
<td>24 (29.6%)</td>
<td>16 (19.7%)</td>
<td>1 (1.2%)</td>
</tr>
</tbody>
</table>

State %

|       | 19.7% | 29.2% | 30% | 18.1% | 3% |

Our OP results in 2012 show a great improvement across the range of OP’s. Although the College only received 1 OP 1 compared to 2 in 2011 the large increase in OP 1-15 (an increase in 15%) is a reflection of the strategies the College has put in place to ensure that students are on an appropriate pathway in their Senior years. It was good to see that the increase was across all three OP ranges 1-5, 6-10 and 11-15. The College continues to look at its academic results in the senior years in particular the way that we use the data from the annual QCS rest to ensure that we continue to improve and ensure students the best possible senior results that will ensure that they can achieve an appropriate pathway.

It is noted that the College has only 63.8% of its students OP eligible. The College has been continually reviewing the range of courses available to students who are looking at a pathway that is not University linked.

VET Breakdown

<table>
<thead>
<tr>
<th>Certificate III</th>
<th>Certificate II</th>
<th>Certificate 1</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>36</td>
<td>81</td>
<td>117</td>
</tr>
</tbody>
</table>

Next Steps

At the time of publishing the School Annual report the results of the 2012 Year 12 post-school transition was not available. Information about the post-school destination of our students will be published in September when the information is made available to the College.
School Renewal Priorities 2012

In 2012 the Internal School review addressed the following areas from the Brisbane Archdiocesan Strategic Development Plan 2008-2012:

- Section 2.6 Evaluation and Forward Planning
- Section 3.3 Cultural Diversity
- Section 4.3 Professional Practice
- Section 5.2 Partnerships
- Section 8.1 Planning and Reporting
- Section 8.3 Monitoring and Self Review

For a more detailed outline of this renewal please refer to the College website at www.stteresa.qld.edu.au go to the Community Tab bar and look under School Renewal

Parent, Staff and Student Satisfaction

Brisbane Catholic Education’s 2009 survey of Year 9 and 12 students, parents and staff reported a high level of satisfaction of all groups in all of the areas surveyed:

- Religious Identity and Culture
- Evangelisation and faith Formation
- Learning and teaching of religion
- Curriculum, Learning and teaching
- Student wellbeing and Pastoral care
- Relationships with Parents, Caregivers and the General Community.

Each year the students are given a survey with regards to feedback about teacher performance and their perception of the progress. This survey shows that on the whole students are satisfied with their teachers. Issues that have surfaced include teacher absence and continuity, lateness to class, level of feedback and ability to differentiate and challenge the gifted students. This feedback from students feeds into the College’s Annual Plan for the next year and to its cyclical review process.

Every student and family that leaves the College fills in an Exit survey that attempts to gather information on a whole range of aspects of the College. The questions involve satisfaction with school curriculum, facilities, leadership and expectations among a number of questions. These surveys again are quite individual but do provide us with a sense that a big majority of parent(s) are very satisfied with the educational, cultural and religious life of the College.

The College has not conducted any survey regarding teacher satisfaction in 2012.