



St John's College,  
Nambour

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact Information

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## Vision, Mission and Values

### Vision

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young men and women who are committed to transforming the world through service and leadership.

### Mission

St John's College, in collaboration with parents and carers:

- Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.
- Is committed to a holistic curriculum which promotes the integration of faith, life and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative and ability of each student.
- Aims to stimulate a culture of learning that is life-giving and life-long.
- Is willing to engage with social justice, moral, environmental and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.

### Values

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership. We believe all members of our community are 'called to be Neighbour to all' and the 12 Samaritan values illustrated through our Good Samaritan parable are the pillars on which our school is built. These values are: Hospitality, Balance, Community, Listening, Prayer, Peace, Healing, Word of God, Stewardship, Humility, Partnership and Compassion. As an inclusive and authentic Catholic community, we constantly strive to develop the whole student; mentally, physically, emotionally and spiritually. The strength of the relationships we share within the College is key to our ability as educators to facilitate the development of respectful, responsible and resilient young people.

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

## School progress towards its goals in 2018

A major focus in our community has involved student progress on the Writing Analysis Tool. Staff formation in this area has focused on the Gradual Release Model for the teaching of writing. Furthermore, through a significant commitment to the BCE Writing Project our Science and Humanities curriculum teams have examined pedagogical approaches to the teaching of writing and the importance of both short-term learning cycles and subject specific literacy. In reflecting on 2018, all year levels achieved the pre-established benchmarks of writing proficiency. This is seen as an important strategic goal in preparing for the new senior curriculum.

Annually, all teaching staff commence the year with professional learning conversations with a member of the Senior Leadership Team. This process informs our annual Professional Learning and Development Plan. It also supports individual applications for specific PD applications.

### Strong Catholic identity

1. Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story

### Excellent learning and teaching

1. Advance student progress in literacy achievement

### Building a sustainable future

1. Support the continuous improvement and growth of individual, team and organisational levels through the performance and development process

### Future outlook

The explicit improvement agenda for 2019 will focus on further improvements in the Writing Analysis Tool for our Year 10 students. This is regarded as pivotal in the preparation for the new QCE System.

## Our school at a glance

### School profile

St John's College is a Catholic college administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Secondary

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous
<b>2018</b>	784	395	389	8

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

## Characteristics of the student body

Enrolment catchment areas according to demographic studies and the analysis of current Year 7 enrolments show core catchment areas stretching over the Northern part of the Sunshine Coast Region. 60% to 70 % of enrolments come from Catholic Primary schools in the area or other Catholic Schools in Queensland and Interstate. 30% to 40% of enrolments are from State Primary Schools. Enrolled students come from a diverse range of areas including Nambour, Bli Bli, Palmwoods, Buderim, Mudjimba and Hinterland schools. The school is currently master planned as a four stream Year 7 to Year 12 College, however, we have been operating as a five stream school in most year levels with "bubble year" approvals as a result of increased applications. Since 2008, there has been a steady increase in enrolments to current figures of 784 students in 2018. Indeed, we have received over 200 applications for Year 7 in the past few years. The trends show a consistent Catholic population of around 65-70 +% with an increase in enrolments of "Other Christian". St John's recent history would indicate that Indigenous enrolments are 1.2% of the cohort. Enrolments of students with disabilities account for 4.0% of the student population and the college is well known through the Sunshine Coast for its care and support of all children with disabilities.

## Curriculum delivery

### Approach to curriculum delivery

St John's College curriculum offerings are in keeping with a contemporary secondary school: The Year 7/8/9 (Middle School) offerings enable students to experience all subjects on offer in the middle school, with students gifted in music and language encouraged to study these subjects continuously during these early years. A transition program, called WISEUP, for Year 7 is in place in the first week. A significant feature of the middle school curriculum is the Digital and Multi-media studies where students are engaged in web design, game design, animation and various ICT capabilities. Health and Physical Education is compulsory in Years 7 – 9 with an Outdoor Education elective in Year 10. Literacy and Numeracy skills are incorporated across all subject offerings, not confined to English and Maths respectively. Particular emphasis is placed on writing skills in Years 7-10. Year 10 is being developed as a transition year for Senior school and as such we offer courses and have developed assessment that will help with this transition. Students in Year 10 are introduced to Maths Methods, Physics, Biology and Chemistry, Study of Religion, Recreation Studies and Certificate Courses. Year 11 and 12 subject offerings are many and varied, and as a medium sized school we pride ourselves in an extensive offering of subjects in both ATAR and Non-ATAR pathways. Senior students are involved in Certificate Courses, work placement, Traineeships and TAFE courses as well as University Head-start courses.

### Co-curricular activities

St John's offers a variety of opportunities for students to participate beyond the classroom: Debating, Drama, Musicals, Public Speaking Performances, Instrumental Music Ensembles - Big Band and other Musical Ensembles, Arts - Theatre sports - Mural Projects and an International student run Film Festival. Sporting: A wide variety of sports are offered depending on student interest and needs. Interschool Competitions exist for: Rugby Union – Netball – Basketball - Water-polo - Australian Rules - Soccer. Students may also compete in Knock-out Competitions for Cricket - Futsal - Australian Rules - Netball Hockey - Rugby 7's. The College conducts annual Swimming, Cross Country and Athletics carnivals from which school teams are selected to compete at zone and independent schools' carnivals. Committees provide opportunities for students to become involved in Liturgy, Magazine, the Environment, Social Action, the Arts and Peer Support and St Vincent de Paul groups.

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

All Year 7 students study Digital Technologies, and this is then an elective through the middle school years. ICT Capabilities are embedded across all learning areas. All students, Year 7-12, are provided with a laptop.

## Social climate

### Overview

The social climate of the school is characterised by a warm, welcoming and friendly community in the tradition of Good Samaritan schools. We endeavour to live by the twelve values of the Good Samaritans: Listen, Balance, Compassion, Community, Healing, Prayer, Humility, Hospitality, Stewardship, Partnerships, the Word of God and Peace. Inclusivity is an integral part of our pastoral approach. The college is proud of its "Buddy" system where Year 11 and Year 12 students take on the care of one or more Year 7 or Year 8 students respectively. The Welcome BBQ in Week 3, Term 1, of the year is a highlight of this system where all buddies engage in activities after school and parents join students for a BBQ and introductions. The connections made are strong and lasting. This is further strengthened through the pastoral grouping of Year 7/9/11 students and Year 8/10/12 students for morning briefings and pastoral care lessons. Much of this good work enables students and teachers to counter and reduce incidents of bullying and strengthen respectful relationships.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	95.6 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	94.6 %
Religious Education at this school is comprehensive and engaging	90.8 %
I see school staff practising the values and beliefs of the school	95.7 %
This school looks for ways to improve	95.1 %
The school is well managed	98.6 %
My child is making good progress at this school	92.8 %
This school is a safe place for my child	98.0 %
This school helps students respect the needs of others	97.2 %
Teachers and staff are caring and supportive	97.3 %
Teachers at this school expect my child to do their best	99.3 %
Teachers and staff relate to students as individuals	98.7 %
The teachers help my child to be responsible for their own learning	96.1 %
My child is motivated to learn at this school	91.5 %
I can talk to my child's teachers about my concerns	94.7 %
This school offers me opportunities to get involved in my child's education	89.9 %
My child's learning needs are being met at this school	89.5 %
I am happy with my decision to send my child to this school	95.1 %

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	74.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.2 %
Religious Education at my school is interesting and engaging	60.1 %
I see school staff practising the values and beliefs of my school	81.0 %
My school looks for ways to improve	91.9 %
Students at my school are encouraged to voice their concerns or complaints	88.4 %
Teachers treat students fairly at my school	82.9 %

Teachers recognise my efforts at school	82.0 %
I feel safe at school	90.5 %
My school helps me to respect the needs of others	93.5 %
I am happy to be at my school	83.7 %

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2018
This school helps me to develop my relationship with God	98.6 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.8 %
Religious Education at this school is comprehensive and engaging	97.2 %
I see school staff practising the values and beliefs of this school	97.6 %
This school is well managed	98.8 %
My concerns are taken seriously by the school	94.9 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	96.3 %
This school has a culture of striving for excellence	95.1 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	98.8 %
Overall, I am happy with my decision to work at this school	100.0 %

# '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

Family and community engagement is incorporated through the Parents and Friends Association and Pastoral Advisory Board. Regular communication and seeking input from families is crucial for engagement. In 2018, we had a very good response to our Cyber-safety Parent Evening.

## 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	67	36
Full-time Equivalents	60.9	29.1

#### Qualification of all teachers [SCHOOL ENTERS DATA]

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	22
Graduate Diploma etc.**	22
Bachelor degree	20
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$52,000

The major professional development initiatives are as follows:

- Curriculum related professional development – New QCE System
- Mental Health and Well-being Conferences
- Equivalency training for new VET Qualifications

## Staff attendance and retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.9 %

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

From the end of the previous school year, 97% of staff was retained by the school for the entire 2018.

## Performance of our students

### Student attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.5 %

\*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	92.8 %	91.0 %	90.2 %	89.5 %	93.5 %	92.0 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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

The College has a sophisticated attendance marking process via a computerised system. Parents can be notified by SMS message, phone call, email if their child is absent. Absence from school must be by phone notification and letter from parents/carers on the child's return to school. Staff will contact parents after three days of absence. Absences recorded on all reports, including any absences from major events e.g. sports carnival. Attendance is compulsory at retreats, sporting carnivals, camps, excursions

and other events as deemed necessary by the school. Facebook, Parent Portal and SMS services are used to inform parents of upcoming events that require attendance. Students on TAFE and/or work placement arrangements are monitored for consistent attendance. Special consideration for monitoring ATSI students is in place and working with BCE Indigenous participation officers.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	549.2	541.5	597.9	583.8
Writing	513.8	505.3	540.7	542.3
Spelling	545.4	545.2	587.6	583.3
Grammar & Punctuation	563.1	543.9	599.0	580.1
Numeracy	547.1	548.2	603.0	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	125
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	78
Percentage of Indigenous students receiving an Overall Position (OP)	Na
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	49
Number of students awarded an Australian Qualification Framework Certificate II or above.	33
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	122
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	Na
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91.7%

As at February 2019. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	15	21	25	17	0

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	26	25	12

As at February 2019. The above values exclude VISA students.

Students participate in Hospitality Certificate II, Business Diploma and Fitness Certificate III courses on site at the College. They also study a broad range of vocational pathways through Trade Training Centres and TAFE in the local region.

### Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85.3 %

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The majority of early school leavers entered full-time work or full-time training. Others continued at other educational institutions.