

**St John's College,
NAMBOUR**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Goal	Progress
Clear and deliberate celebration of our heritage, through naming and sharing our Catholic story today (recontextualised)	Achieved
Advance student progress and achievement in Year 10 literacy, through the Writing Analysis Tool (80% - at benchmark), through engaging all students with learning focused relationships.	Achieved: Year 10 achieved 83.6%.
RSE implementation continues to be embedded in learning areas as per long term plan to execute across the college.	Achieved with RSE across core areas.
Embrace the cyclical school review focused on the current state of our Catholic community. The process of review and reflection examines our progress and achievement across the nine domains and the outcomes of the process reflects the strategic needs of the College.	Achieved: Successful ESR and commendations. Recommendations to inform future planning.
Student engagement and well-being is evidenced through an improved overall attendance rate.	Achieved slightly improved attendance rate and improvements for ATSI students.

Future outlook

The explicit improvement agenda for 2020 will focus on reinvigorating our school-wide framework, TRICE, incorporating the BCE Model of Pedagogy and continuing to develop the language of learning associated with this Framework. Other areas of focus will be in developing a systematic approach to curriculum delivery and becoming a Dialogue school through the BCE recontextualization of Religious Education. We will again focus on student progress on the Writing Analysis Tool. Staff formation will continue to be focused on the Gradual Release Model for the teaching of writing.

Our school at a glance

School profile

St John's College is a Secondary 7-12 Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	791	396	395	8

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

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- 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 for the first time operating officially as five stream school, such are the enrolment numbers and demand for positions in years 7-10. Indeed, we have received over 200 applications for Year 7 in the past few years. The trends show a consistent Catholic population of around 70% with an increase in enrolments of "Other Christian". St John's recent history would indicate that Indigenous enrolments are 1.2% - 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.
- 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: A new one in Year 7 and a new one in Year 10.

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 & 12 students take on the care of one or more Year 7 or 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 [#] 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 are incorporated through the Parents and Friends Association and Pastoral Advisory Board. Regular communication and seeking input from families is crucial for engagement. Parents are also involved in sport coaching, transporting students to venues, the Daily Bread soup kitchen, involvement in the RCIA program and the regular Information nights and parent interview evenings. As mentioned previously, outside community agencies such as the RSL, St. Vincent de Paul, TAFE and a variety of workplaces are also involved with the college and students.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

The college underwent an environmental audit and were placed as the one of the top schools for offsetting electricity usage via use of solar panels, LED lights, strict times on air conditioning usage, and allowing natural light into buildings, especially recently completed ones. The college also scored highly on its care for the environment with many natural bush areas maintained and improved, including the planting of over 2,000 trees on our oval facilities, care for the creek that runs through the property, and the diversion of storm water in such a way that it does not create erosion. Part of the St. John's values is stewardship, and we have an active stewardship committee.

Environmental footprint indicators	
Years	Electricity kWh
2019	226363

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our 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

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	65	40
Full-time Equivalent	59.0	31.4

Qualifications of all teachers*

St. John's had five staff in the Senior Leadership Team: one Principal, one Deputy Principal, one Assistant Principal Religious Education, and one Assistant Principal Curriculum. There were 18 Middle Leaders in a variety of positions across curriculum, pastoral and special programs. There were 32.7 classroom teachers without a leadership role. The remainder of staff was made up of a Guidance Counsellor, Teacher-Librarian and Learning Enhancement teachers.

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	22
Graduate diploma etc.**	22
Bachelor degree	20
Diploma	1
Certificate	

*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 2019 were \$72,000.

The major professional development initiatives were as follows:

- Curriculum related professional development – New QCE System
- Mental Health and Well-being
- Pedagogy
- Data use and Differentiation

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
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, 98% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	91.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.8%

Average attendance rate per year level

Year 7 attendance rate	93.6%	Year 10 attendance rate	92.3%
Year 8 attendance rate	90.6%	Year 11 attendance rate	91.1%
Year 9 attendance rate	89.5%	Year 12 attendance rate	92.2%

*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	97.8%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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.

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	565.3	546.0	590.5	580.4
Writing	505.1	513.2	574.6	548.9
Spelling	543.9	545.6	584.1	582.3
Grammar and punctuation	559.7	541.7	598.2	573.2
Numeracy	561.2	554.1	588.4	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	0
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90
Number of students receiving an Overall Position (OP)	47
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	60
Number of students awarded a VET Certificate II or above.	58
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%
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.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	98%

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

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	16	17	9	4	1

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

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	7	26	25

As at March 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, ranging from plumbing, car mechanics, building to Engineering..

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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.

Most early school leavers entered full time work or full- time training. A number were offered positions with their workplace traineeship, whilst others continued at other educational institutions. A growing concern of the contemporary era is the occurrence of mental health issues in a small number of students who take on schooling at home.