



**St John's College,
NAMBOUR**

Annual Report 2020

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



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Contact information

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Principal's foreword

The 2020 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St John's College is a Catholic secondary college, administered by Brisbane Catholic Education, and established by the Good Samaritan Sisters in 1940. Our vision states that, "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." Gospel values inform the College and the construction of policy statements and impact on all decisions concerning the purposes, content, teaching/learning experiences, evaluation processes and structures within the community.

Education at St John's equips students for lifelong learning and creates possibilities and potential. The curriculum offers a contemporary and collaborative learning experience and embraces a life of faith. We are well-known for excellence in drama and music, success in rugby, netball, cross-country, athletics, and community service programs. Unique features of the school are its pastoral care program, inclusiveness of students with disabilities, staff-student relationships, energetic P and F Association and community links. The school consistently performs above state average on NAPLAN and QCS and prides itself on its academic focus whilst providing excellent opportunities for vocational pathways.

School progress towards its goals in 2020

Catholic Perspectives were embedded in Health and Physical Education programs from Years 7 to 10. The College will continue to support the implementation of Catholic Perspectives in Humanities, Science and English throughout 2021 onwards.
By end of 2020, 80% or more of our learners in Year 9 displayed writing skills placing them at or above the expected growth benchmark for their year level.
By the end of 2020, St. John's we developed a whole school pedagogical framework which is represented visually and published to parents and students.
By the end of 2020, planning in Year 7 KLAS was in accordance with St. John's planning template and "Johnnies Way" Framework, incorporating NCCD differentiation and BCE Pedagogical Model.
St. John's will continue to strengthen a culture which values student engagement and participation for full days, to achieve a level of at least 90% of students attending school 90% to 95% of the time.
Meeting structures changes for 2020 included changes to Year Level, Review and Response, Collaborative strategies and pedagogy.
Digital skills introduced as a result of COVID19 lockdowns, included Microsoft 365 Teams Meetings and lessons online and P/T interviews. It is intended to continue online P/T meetings in 2021.

Future outlook

Catholic identity

Goal – Deepen our Catholic Identity to reflect a recontextualised approach.

- Strategies –
- Responding to Leuven Data
- Committee established to guide the path forward
- Refine Staff formation process
- Maintain recontextualised view as a Dialogue school, as evidenced by data.

Learning and teaching

Goal – Continue the systematic implementation of Australian Curriculum and BCE Model of Pedagogy

- Strategies – Use the planning template across Years 7-10 as a progression from last year to incorporate capabilities and teaching strategies
- NAPLAN...& Numeracy... Formulate plan for numeracy improvement, especially targeting female students in Years 7 & 9 and their NAPLAN performance.
- Review and access BCE resources on Literacy and Numeracy for Improvement.
- Maintain consistency of Learning language
- Gifted and talented: Form G&T committee and work towards a plan for catering and differentiating for G&T students. Also, to trial some on - off differentiations in the Arts.
- Compliance review for ACARA.

Wellbeing

Goal – To maximise student engagement through the continued implementation of universal PB4L Framework

- Strategies –
- Build capacity in the use of effective classroom practices
- Supporting the development of the Pastoral Program through the Well- being Team.
- Attendance improvements, especially to capitalise on success for Aboriginal students.
- Deeper understanding and practices of Engage Strategy.

Our people

Goal – Build capacity in the professional, interpersonal and spiritual development of staff

- Strategies –
- Professional learning process,
- Revisit and reform PLC's
- Collaborative meeting processes
- Supporting early career teachers.

Diversity and inclusion

Goal – Celebrate and respond to individual identity and cultural diversity.

Strategies –

- RAP plan finalisation and implementation
- Enhancing inclusion and diversity among students through Pastoral program, RE, Assemblies.
- Continued work for Aboriginal student group
- Educational plan for students, staff, and parents on students transitioning and equitable outcomes for them.

Organisational effectiveness

Goal – Explore practice and examine school structures, supportive of a contemporary learning environment.

- Strategies –
- Timetable revision via working group and consultation
- Meeting structure revision via collaboration with staff especial ML's
- Enhancing pathways and already strong retention rates.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2020: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	846	425	421	6

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

- 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 operating 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 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. Students with English as an Additional language is only 1% of our population.

Curriculum implementation

Curriculum overview

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 Math respectively.
- Emphasis is placed on writing and numeracy 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 Math Methods and Specialist Math, 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 and Diplomas.

Extra-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. Teachers attend regular Professional Development in IT skills through BCE or outside providers.

The biggest change in 2020 was preparing teachers, students and parents for online learning, meetings and interviews. The college provided ongoing professional development in this area.

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.

The College has implemented PB4L strategies as a whole school approach to learning, well being and social interactions.

Parent, student and staff satisfaction

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

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	96%	98%
School staff demonstrate the school's Catholic Christian values	96%	96%
Teachers at this school have high expectations for my child	99%	94%
Staff at this school care about my child	97%	96%
I can talk to my child's teachers about my concerns	95%	97%
Teachers at this school encourage me to take an active role in my child's education	90%	93%
My child feels safe at this school	98%	97%
The facilities at this school support my child's educational needs	NA	97%
This school looks for ways to improve	95%	98%
I am happy my child is at this school	95%	97%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	69%	67%
I enjoy learning at my school	87%	84%
Teachers expect me to work to the best of my ability in all my learning	86%	98%
Feedback from my teacher helps me learn	96%	94%
Teachers treat students fairly at my school	83%	86%
If I was unhappy about something at school I would talk to a school leader or teacher about it	88%	63%
I feel safe at school	91%	88%
I am happy to be at my school	84%	84%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	99%	92%
School staff demonstrate this school's Catholic Christian values	98%	100%
This school acts on staff feedback	95%	87%
This school looks for ways to improve	95%	97%
I am recognised for my efforts at work	95%	82%
In general, students at this school respect staff members	100%	96%
This school makes student protection everyone's responsibility	100%	97%
I enjoy working at this school	97%	100%

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, Universities and a variety of workplaces are also involved with the college and students. Regular Review meetings are held throughout each term to adjust the learning needs of those students with diverse needs. Families are contacted regularly on progress or in consulting about adjustments. Students requiring significant enhancement will have had discussions to this effect at enrolment and a six month to yearly review undertaken.

Environmental footprint

Reducing the school's environmental footprint

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 two years ago 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.

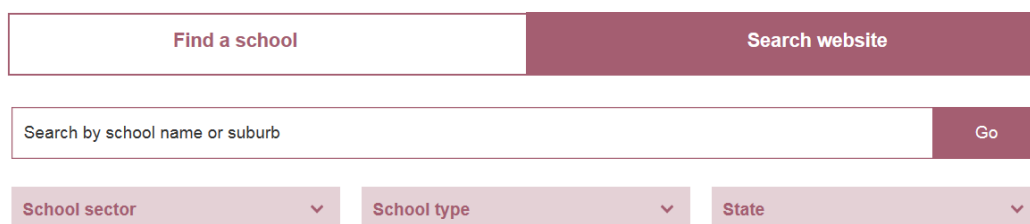
School funding

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 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.



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



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



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	48
Full-time Equivalents	60.5	32.7

*Teaching staff includes School Leaders

Qualification 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 two Assistant Principal Curriculum and Pathways. There were 20 Middle Leaders in a variety of positions across curriculum, pastoral and special programs. There were 31.9 classroom teachers without a leadership role. The remainder of staff was made up of a Guidance Counsellor, Teacher-Librarian, Business Manager 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

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 2020 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, staff retained was 98%.

100% of staff recorded that they enjoy working at St. John's College and we were rewarded with being one of the top school employees in the country by Educator Australia.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	91.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.5%

Average attendance rate per year level			
Year 7 attendance rate	92.3%	Year 10 attendance rate	88.7%
Year 8 attendance rate	91.7%	Year 11 attendance rate	92.5%
Year 9 attendance rate	90.4%	Year 12 attendance rate	91.8%

*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 (2020) student cohort	97.5%%

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

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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a dark background and white text, indicating it is the selected option.

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	2020
Number of students receiving a Senior Statement	122
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	122
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	51
Number of students awarded a VET Certificate II or above.	58
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100
Number of students receiving an ATAR	73
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	73

As at March 2020. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. 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

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.