



St Saviour's College, Toowoomba

A Catholic girls' secondary school with boarding
Diocese of Toowoomba

Annual report 2017

| | | | | | |
|--|-----------------------------------|----------------------------------|---------------------|----------------------|----|
| Address | Neil Street Toowoomba QLD 4350 | | Phone number | 07 4637 1600 | |
| email | welcomestsav@twb.catholic.edu.au | | Principal | Sharon Collins | |
| Year levels | Year 7 - 12 | | Enrolment | 158 | |
| Co-educational or single sex | | | | girls only | |
| Boarders | yes | Outside hours school care | no | Vacation care | no |
| Contact person for information about the school and school policies | | | Sharon Collins | | |

The school's mission

Faith and Spirituality: We nurture our faith and spirituality through our Catholic tradition, Mercy heritage and cultural inclusivity.

Welfare and Relationships: We support the spiritual, emotional and social wellbeing of all within our College community.

Learning and Teaching: We commit to excellence in education through the provision of a diverse and challenging curriculum, which empowers our young women to become autonomous, lifelong learners and valued contributors to society.

Resources and Development: We commit to resourcing the College through collaborative planning tempered by social justice principles that reflect our commitment to stewardship and a sustainable future.

St Saviour's College strives to help each girl be...

A young woman of spirituality and faith who

- values and participates in rituals, liturgies and the prayer life of the faith community
- hears and models the Gospel values of love, justice, peace and inclusivity

- experiences faith as a source of hope and belonging
- respects multiple voices, views, and perspectives within and beyond the school

A young woman of character who

- embodies love and respect for herself and others
- values and nurtures her physical, mental and emotional health
- demonstrates integrity in decision making
- empowered with an independence of spirit, explores new ideas

A young woman of learning who

- reflects and is discerning, thinks critically and can see possibilities and solutions
- strives for excellence
- welcomes challenge and opportunity
- participates effectively in her world

A young woman of service who

- embraces the legacy of Catherine McAuley – the founder of the Sisters of Mercy; compassion, justice, hospitality and excellence
- creates right relationships
- builds connectedness with her community and environment
- seeks and promotes justice in social and global communities

Distinctive curriculum offerings

St Saviour's College implements the ACARA documents and meets the requirements of Senior Studies through core and elective subjects.

Our aim is to provide quality education in an environment where small class sizes and safe, positive relationships are most valued.

In Years 7-10 students are encouraged to explore their talents through participation in a wide range of learning areas. In Senior, students are offered a range of authority subjects for a tertiary pathway, while, at the same time, we are a registered training organisation offering a Vocational Education and Training pathway to attain AQTF certification.

St Saviour's College believes in cultivating a learning culture rich in engagement and challenge. Developing students who are creative, critical and self-directed thinkers in a safe, positive and caring environment is at the core of our academic vision. As part of Mercy heritage, we encourage our young women to be active and give voice in the learning environment.

Our learning culture continues to be articulated to the school community in 2017 and reinforced through staff, student and parent induction, information evenings and publications.

Designing and implementing learning for the 21st century involves a commitment to planning the College network and to making information technology accessible to staff and students.

Students who required extra support were offered smaller classes with support officers and teachers to assist them with literacy and numeracy.

Additional academic support is also offered through lunch time and Thursday afternoon Academic Support for students who are experiencing difficulty with their work.

The College also offers Monday Tuesday, Wednesday and Thursday afternoon tutorials in English and Mathematics.

We have continued our USQ connections, with a number of our students participating in the Headstart Program. Students have undertaken courses in; Information Systems Concepts, Economics Accounting for Decision Making, and Graphics Design.

The College Curriculum team is consistently exploring the Catholic curriculum to ensure the Catholic faith permeates all curricular and co-curricular activity. Examples of this permeation include teaching subjects in the context of the Catholic view of sustainability and stewardship, incorporating the Church's teachings on social justice or drawing out Catholic values in the study of literature.

Extra-curricular activities

Arts

- dance team
- choir
- instrumental music program
- showcase

Business, Vocational Education and Training, Careers

- work experience
- structured workplace learning
- school based traineeships
- industry visits
- careers expos
- university showcases
- university careers days
- TAFE courses
- TAFE open days
- presentations by employers, SRTOs
- Certificate I courses in access and skills in vocational pathways
- Headstart program
- Accounting Days at QUT

English

- QDU debating
- Lions Youth of the Year Speaking competition
- English competition ICAS
- Grin and Tonic Shakespeare performance
- Shake and Stir performances

General curriculum

- QCS training
- careers days
- Headstart program USQ
- university showcase
- various year level camps/retreats

Home Economics/Hospitality

- sustainable organic garden
- junior culinary challenge
- catering for external events and functions including:

- Mayoral Breakfast
- Mothers' day/Fathers' day breakfast
- International Women's Day
- Toowoomba Regional Show cocktail party
- National World Skills

Indigenous support

- Harmony Day
- 2 day conference Indigenous Connections USQ
- AIEF activities – including graduation at Parliament House
- transition support for remote communities
- Indigenous Games – USQ
- Reconciliation Week
- NAIDOC Week

LOTE

- annual visit from sister school, Shijonawate
- Senior Japan trip
- opportunities to host Shijonawate exchange students

Mathematics

- ICAS Mathematics competition
- Pi day
- QAMT Mathematics competition
- TDMT Mathematics relay
- Mathematics team challenge

Outreach and Formation Opportunities

- visitation to retirement home
- Caritas projects
- Rosies Street Retreat program
- St Vincent de Paul projects
- SRC
- Interact
- Year 11 leadership days
- Year 12 retreat
- Refugee Week

Religion

- year level Mass
- Home class liturgy
- assembly prayer
- Lantern Parade
- feast days
- Catholic Education Week

Science

- Science and Engineering challenge
- Rio Tinto Big Science competitions

- USQ Science experience days
- USQ visits

Sport/extra-curricular

- club sports: AFL, netball, volleyball
- Friday night basketball
- Wednesday afternoon sports: netball, touch, tennis, AFL, futsal, lawn bowls, soccer, basketball
- Darling Downs sports
- fun runs: Peak to Park, Saturday morning fun runs, Runners Club, Cross Country
- cadets
- club sports including AFL, touch and netball

Social climate (including pastoral care and student behaviour support)

As a Catholic school, St Saviour's College aims to support students in all aspects of their development. This support is guided by the values of the Mercy sisters and their founder Catherine McAuley and informed by the beliefs of our Christian faith. Emphasis is given to the nurturing of the values of compassion, hospitality, excellence and justice. Focus is given to ensuring opportunities are provided to all students and that they contribute to the building of a society characterised by Gospel values. Faith development opportunities are integrated into the life of the College enabling students to explore their personal faith. Students are encouraged to participate in the liturgical and prayer life of the College.

A key element of College life is the focus on student and staff formation. The overarching umbrella at all times for such formation lies in the challenge of what it means to a Catholic school in the Mercy tradition. Such a lens underpins all aspects of College life from faith formation to classroom learning. It forms the reference point for our plans, decisions and actions as faith educators for those in our care. We are called to take up the challenge posed by Pope Francis of being people of mercy in the global world, ensuring students and staff members remain committed to the belief that each one of us has a contribution to make to whatever community we belong to.

Throughout 2017, our nominated Mercy Outreach – Rosies – Friends on the Street continued to gain strength from both students and staff. This form of service learning, in the tradition of Mercy enables those involved to experience, first hand, the reality of homelessness and poverty as well as the opportunity to extend compassion and dignity to those supported.

St Saviour's College places the welfare of all students as an ongoing priority. A Pastoral Care team, consisting of the Middle Leader of Student Wellbeing and our College Counsellor, plan and support the ongoing pastoral needs of the students. This team is managed by the Assistant Principal Mission. During each term, a Bienestar day is dedicated to the pastoral and faith development of our students. Additional support is provided by our College Chaplain and appointed Mercy mentor. The effectiveness of the pastoral care program ensures collaboration between teaching and non-teaching staff and parent/carers. Pastoral Care is a central focus arising out of the College's concern that each student experiences a sense of belonging to the community and has the best possible opportunity for personal, academic, social and spiritual growth.

Our Student Leadership program offers senior students the opportunity to embrace their Senior Leadership role.

Our Social Justice committee organises a variety of activities that enhance school spirit and, at times, raise money for or participate in incentives to assist charities or school projects. The College Captain, Vice-Captain, Boarding Captain and the four House Captains (Goretti, McAuley, Xavier and Coolock) have leadership responsibilities in Year 12. A Year 12 student is also elected as the SRC President. Students from Years 8-11 can be appointed as Student Representative Council Leaders.

The ongoing promotion of Art, Music, Dance and Drama activities, debating and public speaking, and instrumental groups is supported. Students also participate in a range of drama and dance productions. Private Music tuition is available in a wide range of instruments. The Interact Club and Community Service groups are involved in fund-raising and other service activities at school, community and international levels. The College is involved in local and regional sporting competitions including: AFL, touch football, volleyball, basketball, football, futsal, softball and netball.

Students are divided into Home class groups with a nominated teacher who cares for their welfare. Teachers allocated to the House and the Middle Leader of Student Wellbeing have the overall responsibility for each House and work with the Home class teachers in supporting them to meet the needs of the students. Home class groups are based on Year 7 -12 House groups and provide opportunities for ongoing interaction between year levels. Pastoral Care activities, Home class, behaviour management, assemblies, community and cultural activities are generally organised through the House system. All members of the College community, students and staff strongly identify with their nominated House.

Students are encouraged to treat each other with courtesy and respect. Both within and outside the College a high standard of behaviour is promoted by all members of the community at all times.

Parent feedback from the 2017 RADII survey indicated improved parent satisfaction with the commitment to College growth and the inclusive and supportive environment the school offers. Commendations included the hospitality experienced by those in the College community, and the extra support provided for students who require it. Staff are supportive of change initiatives and contribute in their way to promote a rigorous learning culture, supportive environment and a commitment to the Mercy charism. Student RADII data focused on the learning opportunities in a small school environment and how all students are recognised. They also affirmed by the extra-curricular activities on offer and the academic support that is available after school.

Feedback from the RADII survey is used to inform the College Strategic Plan. Much work has been put into developing a five year plan for implementation during 2018-2022, which will see the College move into the future with an invigorated sense of purpose and mission, and a deepened commitment to excellence, in an effort to promote College growth.

Characteristics of the student body

The student body of St Saviour's College is made up of a diverse group of young women. Our boarding facilities allow us to not only educate young women from local Toowoomba families, but to also expand our reach to young women from rural, regional, remote and overseas communities. Close to a third of our College population is made up of these young women, hailing from western Queensland, the Cape, Northern Territory and Papua New Guinea. These students add richness and diversity to our community and contribute greatly to the inclusive culture of the College.

Our 2017 ICSEA (ICSEA = Socio-Economic Advantage + Remoteness + Percent Indigenous student enrolment) was placed at 942 (the national mean being 1000). The greater majority of our families would come from medium socio-economic backgrounds. 27% of our students identify as Aboriginal or Torres Strait Islander. 17% from an EALD background, and our international students are predominantly Papua New Guinean making up 7.6% of the student population.

Parent/carer involvement

Parents are encouraged to be part of the planning, development and welfare of the College. Avenues for this included

- parent Information nights for subject selection processes
- two interview afternoons per year as well as ongoing telephone and email contact with parents to discuss student progress
- 'by appointment' tours of the College for prospective parents and students
- Open Evening – mid-May, attracting prospective families and showcasing the breadth of our curriculum and extra-curricular offerings
- Orientation Day for new students
- annual RADII surveys, gathering data from staff, students and parents
- fortnightly newsletter keeping our College community informed of latest happenings
- ongoing updates of College website
- College Facebook page created and promoted
- P&F meetings on the first Monday of each month with a focus on building friendships in the community, providing input into College planning and general school support
- College Board meetings held on the third Thursday of each month with a focus on policy development and strategic planning
- Finance Committee meetings held on the second Wednesday of each month
- parent volunteer workers: Mothers' and Fathers' day breakfasts, Grandparents' day, Open evening, excursions and sport
- attendance at College liturgies
- assistance in co-curricular activities
- fundraising support

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Staff

Workforce composition

| | Total teaching staff | Total non-teaching staff | Indigenous staff |
|-----------------------|----------------------|--------------------------|------------------|
| Headcount | 24 | 15 | 0 |
| Full-time equivalents | 20.6 | 10.9 | 0 |

Teacher qualifications

| Qualification | % of teaching |
|--------------------------|---------------|
| Doctoral / Post-Doctoral | 0% |
| Masters | 9% |
| Bachelor Degree | 88% |
| Diploma | 3% |
| Certificate | 0% |

Average staff attendance

96%

Staff retention

92.65%

Professional Development (participation and expenditure)

2017 School Budget Allocation: \$20,993

The following information is an overview of staff participation in professional development at St Saviour's College for 2017.

- QCAA
- Dan Haesler – Education consultant
- Hawker Brownlow – 2 members of staff
- Beginning teachers – 2 members of staff
- TCSO PD Day – Mary MacKillop – Visible Learning
- Rock and Water – Counsellor
- PA Conference
- QIEU Queensland Summit

Student attendance

Average whole of school student attendance rate (expressed as %)

90%

Student attendance for each year level (expressed as %)

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Average student attendance rate |
|--------|--------|--------|---------|---------|---------|---------------------------------|
| 91% | 89% | 90% | 88% | 90% | 90% | 90% |

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

A parent/carer must ring the College Absentee Line (4637 1615) to explain the absence of a student for that day by 9.00am. If information has not been received by this time, the school will SMS respective parents to confirm the student's absence. A written confirmation of the absence is required on the student's return to school.

Planned absences (special leave)

If the absence is planned then a request for that absence to be approved must be made by phone, fax or email to the College principal. The student is given a Leave Request form which she takes to her teachers to ensure that any work requirements are met. This form is then given to the Assistant Principal Curriculum for signing off and returned to the student. This process takes two weeks from the time of the request. The College encourages all appointments and holidays to be planned during school vacation period.

Roll marking

Roll marking occurs during morning and afternoon Home class each day. Home class rolls are to be marked and are kept for the week and provided to School Officer Student Services for filing.

Should a student miss this roll or arrive at school late, they are required to report to the Student Desk and collect a Late Slip.

On occasion, it may be necessary for a student to leave school early. When this arises, students bring a signed and dated note from their parent/carer stating the reason. The note is shown is taken to Student Services where an Early Departure slip is provided.

Class rolls are to be managed by the class teacher and an absentee list is emailed to staff each day for teacher information. All rolls are to be kept by the teacher for the year and presented for archiving at the completion of the school year.

National Assessment Program Literacy and Numeracy (NAPLAN) results

| Year 7 test results | | | | |
|-------------------------|--------------------|---------------|------------------|---|
| Focus | Our school average | State average | National average | Percentage of students at or above the national benchmark |
| Reading | 499 | 450.3 | 544.7 | 85% |
| Writing | 460 | 502.5 | 513.0 | 73% |
| Spelling | 514 | 546 | 549.6 | 92% |
| Grammar and Punctuation | 504 | 537.9 | 541.6 | 85% |
| Numeracy | 511 | 549.2 | 555.3 | 88% |

| Year 9 test results | | | | |
|-------------------------|--------------------|---------------|------------------|---|
| Focus | Our school average | State average | National average | Percentage of students at or above the national benchmark |
| Reading | 578 | 574.9 | 580.9 | 92% |
| Writing | 556 | 538.6 | 551.9 | 83% |
| Spelling | 593 | 576.9 | 581.5 | 100% |
| Grammar and Punctuation | 577 | 573.5 | 574.1 | 87% |
| Numeracy | 576 | 585.1 | 592.0 | 100% |

Apparent retention rates for Years 10 and 12

| Year 10 | | Year 12 | | Year 10-12 |
|---------|-------------------|---------|-------------------|---------------------------|
| Year | Year 10 enrolment | Year | Year 12 enrolment | Apparent retention rate % |
| 2011 | 79 | 2013 | 65 | 82% |
| 2012 | 62 | 2014 | 50 | 81% |
| 2013 | 56 | 2015 | 47 | 84% |
| 2014 | 49 | 2016 | 47 | 96% |
| 2015 | 43 | 2017 | 42 | 98% |

Year 12 outcomes

| | |
|---|-----|
| Number of students awarded a Senior Education Profile (SEP) | 38 |
| Number of students awarded a Queensland Certificate of Education (QCE) | 32 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA) | 3 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 18 |
| Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT) | 12 |
| Number of students who received an Overall Position (OP) | 21 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Number of students who completed Year 12 and received a statement of results (Senior Statement) only | 3 |
| Percentage of students who were awarded at least one of the following: QCE, VET (including students who participated in a SAT), IBD | 87% |
| Percentage of students who applied for and received an offer of a tertiary place through the Queensland Tertiary Admissions Centre (QTAC) | 94% |

Value added

Our Year 9 NAPLAN results indicated that in terms of value adding from Year 7, 2015, our students demonstrated significant value adding across four of the five domains. This significant relative growth was the greatest evidenced in any Year 9 cohort in the Toowoomba Diocese.

Year 12 post-school destination

This information is published by 30 September each year.

School renewal and improvement

Overview of procedures

St Saviour's College engaged in the Excellence in Catholic Education (EiCE) school improvement process that has been in place in Diocese of Toowoomba Catholic schools since 2012.

EiCE involves the school reflecting on its effectiveness, making plans for improved teaching and learning and acting upon those. EiCE envisages the school taking five years to work its way through 24 components in the four areas of Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing.

In 2017, the EICE components on which our school focused were Religious Life of the School, Students and their Learning, School Improvement Culture.

Parent, staff and student satisfaction

Each year St Saviour's College engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2017 are shown below.

Parents

97% of parents satisfied with children's educational progress at the school.

94% of parents satisfied that school's educational program enable children to learn.

Staff

86% of staff satisfied overall with educational progress of students.

97% of staff satisfied that school's educational programs enable students to learn.

Students

87% of Years 7 - 12 students satisfied with their learning at this school.