
St Rita's College, Clayfield

Annual Report 2015



Begin with the Heart





This report provides information to parents of the College and the wider community in accordance with Federal government requirements. It contains the detail mandated by the Commonwealth and State reporting requirements for independent schools.

1. Our School

St Rita's College Ltd is a Catholic Secondary School for girls sponsored by Mercy Partners. The College was founded in 1926 at 41 Enderley Road, Clayfield, Queensland. It is governed by a Board that is directly accountable to Mercy Partners. The College Board works in collaboration with the Principal and staff to promote a distinctly Presentation education based on the pillars of Compassion, Hospitality and Simplicity. We currently have 1028 students enrolled from years 7 to 12.

St Rita's College follows the mission of Jesus as lived by the founder of the Presentation Sisters, Venerable Nano Nagle. Our community seeks to inspire engaging, inquisitive and passionate learning, leading to action for a just world.

As a dynamic Catholic faith community, our vision is to:

- Embody and promote leadership as service, growing from critical reflection and leading to action for justice.
- Challenge and support each member of our community in an environment of collaboration and respect.
- Nurture and educate, in partnership with families, young, articulate women of integrity who are increasingly independent, discerning, creative and resilient.

Our six pillars, which are drawn from our Presentation charism and the life of St Rita, underpin all we do:

- Compassion
- Hospitality
- Simplicity
- Courage
- Justice
- Hope

Our College, has a detailed set of strategies to deliver on our mission and vision. For our current strategic plan 2014-2017, our goals are:

- Mission - to enhance staff and student engagement with the spirituality and ministries of the Presentation sisters, embed into our education programs the principles of Catholic social teaching and the College pillars, and promote leadership as service through staff and student participation in social action.
- Teaching and Learning – to enact the College's Vision for Learners and Learning, promote the connectedness of learning through the opportunity to engage with real world integrated tasks, and to develop assessment strategies that support the Vision for Learners in providing timely and effective feedback to parents and students.
- Wellbeing – ensure each girl's uniqueness is both known and nurtured through opportunities provided, identify and implement effective wellbeing strategies that support staff and students, and to enhance the skills and attitudes required to be people of action within and beyond the school community.
- Staffing – to foster a collaborative approach to developing an ongoing learning community amongst staff, by supporting and mentoring new staff to the College, and to prioritise recruitment and retention of staff committed to the College's mission, vision and values.



- Stewardship – create and maintain facilities to support improved learning outcomes, and to strengthen relationships with all members of the St Rita's College community to grow the mission of a Presentation education.

2. RESOURCING

Having just completed stage 7 of our Masterplan and the integration of our Year 7s at the commencement of 2015, it is now time for us to take stock and plan the next vision for the College's facilities. In 2015 we have commenced the development of our new Masterplan, focusing heavily on obtaining the correct environments for the students to achieve to their potential.

The College continued its commitment to a high level maintenance program for buildings and grounds and the expenditure program on the maintenance and upgrading of facilities for the students remains at an exceptional level.

This year has also seen us integrate further technology into our curriculum with the total rollout of our successful BYOD scheme managed by Datacom. A student reference group helped select the range of devices that the College recommended to meet curriculum needs. Our College network and infrastructure has been configured to be 'device agnostic' with further developments in broadening the use of technologies on campus. In this twelve month period, significant attention has been provided to ensuring connectivity is able to meet demand and we are taking learnings from different sectors of the education industry, including tertiary, to develop our future plans. The effective operation of the IT Support Department has been bolstered by implementing a team-based, projects-oriented methodology to research, testing and deployment.





3. CURRICULUM

St Rita’s College maintains a clear focus on continually updating our curriculum to address the relevant issues in the context of the changing times while our attitudes and values underpin all that we do both in and out of the classroom. In this way our students are provided with excellent preparation for further learning in life and work beyond school and are enabled to develop higher order thinking skills and positive mental habits. To this end, the College has wide curriculum offerings, starting from a core curriculum in Year 7 and 8, expanding through core and elective subjects in Years 9 and 10 that finally leads to extensive subject offerings in Years 11 and 12.

Curriculum Offerings at St Rita’s College

	Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12		
Core Subjects	Religious Education English Mathematics Science Social Science Health & Physical Education Personal Development	Religious Education English Mathematics Science Social Science Health & Physical Education Personal Development	Religious Education English Advanced Mathematics OR Mathematics Science Social Science Health & Physical Education Personal Development	Religious Education English Advanced Mathematics OR Mathematics Advanced Science Social Science Health & Physical Education Personal Development	OP Pathway	TVP Pathway	TER Pathway
					Study of Religion English	Certificate III in Christian Ministry and Theology English	
					Mathematics A OR Mathematics B	Mathematics A	
						Pathways	Business OR Hospitality
					Personal Development		
	Year 7	Year 8	Year 9 and Year 10	Year 11 and Year 12			
Electives	Business & Enterprise Design & Technologies Digital Technologies Drama Extra English Extra Mathematics French German Japanese Music Visual Art	Business & Digital Technologies Design & Technologies Drama Extra English Extra Mathematics French German Japanese Music Visual Art	2 electives selected from below: Business & Enterprise Design & Technologies Digital Technologies Drama French German Japanese Learning Enrichment Music Visual Art	Electives (total of 6 subjects studied): Accounting Biology Business (Certificate III in Business) Business Management Chemistry Drama Economics English Extension (Year 12) Film, Television and New Media French German Home Economics Information Technology Systems Japanese Mathematics C Modern History Music Philosophy & Reason (Year 11) Physical Education Physics Thinking Skills (Year 11) Visual Art			

In Year 8, our students enjoy a core curriculum that is focussed on consolidating their knowledge from primary school and introducing them to a range of electives in the arts and languages other than English. Year 8 students study two electives each Semester.

In Years 9 and 10, our students study a smaller core and are able to select two elective subjects.



Distinctive Curriculum Offerings

Years 11 and 12

At St Rita's, students in Years 11 and 12 complete either the OP Pathway, the Tertiary and Vocational Pathway (TVP) or the Tertiary Entrance Rank Pathway (TER).

OP Pathway

This pathway is designed for students who wish to be eligible for tertiary entrance or to transition to the world of work and to receive a Queensland Certificate of Education (QCE). The range of choices allows students to specialise in interest and ability areas or to undertake a broad-based course, thereby keeping their options open. Core subjects must be studied over the two years. Three elective subject choices are to be made. These can all be Authority subjects or a combination of two (2) Authority and one Authority Registered Subject.

Tertiary and Vocational Pathway (TVP)

This pathway is designed to prepare students for the transition to work or to continue on to tertiary studies and to receive a QCE. For the selection process to tertiary institutions and TAFE Colleges, students are awarded a rank that is calculated from their levels of achievement in Authority Subjects, Authority Registered Subjects and any completed Certificate III or higher courses. A schedule is used to convert these levels to a Tertiary Entrance Rank (TER). The Tertiary and Vocational pathway is designed to give students a wide range of skills. Certificate III and Diploma courses, School-based traineeships, apprenticeships and work experience are an integral part of this course.

School-based Traineeships and Apprenticeships within the TVP pathway

Students who choose the TVP pathway at St Rita's have the opportunity to undertake school-based traineeships and apprenticeships. The College is a Registered Training Organisation and our specially trained staff deliver VET certificates across four areas – Religious Education, Business and Hospitality. In 2015, 35 students achieved a total of 41 VET certificates, across certificate Levels I–Advanced Diploma. Courses undertaken by the students included Animal Studies, Interior Design, Pharmacy Assistant, Information Technology, Beauty Therapy, Children's Services, Event Management, Tourism, Hairdressing, Hospitality, Business and Christian Ministry and Theology.

Tertiary Entrance Rank Pathway (TER)

This course is designed to prepare students to continue onto tertiary studies and to receive a QCE. To gain entrance to tertiary institutions and TAFE courses, students are awarded a rank, which is calculated using levels of achievement in both Authority and Authority-Registered Subjects and from any Certificate III or higher course completed prior to the end of Year 12. A schedule is used to convert these levels to a Tertiary Entrance Rank (TER) which is used by QTAC to allocate tertiary entrance places. This pathway does not mandate participation in a School-based Traineeship, TAFE course or work experience. Additionally, Social and Community Studies cannot be completed as part of this pathway.

Honours Mathematics and Honours English

Honours Mathematics is an extension Mathematics program that is offered to students in Years 7–10. As part of this program, the student's complete assignment work or an exam at the end of the Semester. The Honours English program is run each year in Semester One for Years 8 and 9 students and involves a visiting author who prepares the students for a creative writing task.

Information Technology within the Curriculum

This last year has seen the further development of MySRC, our Learning Management System, a virtual learning environment accessible from anywhere with an internet connection. MySRC facilitates access to many of the activities that occur in daily College life such as the calendar, daily news, timetable information and curriculum material.



The use of online tools to broaden pedagogical repertoire continues to increase, including polling apps for continuous formative feedback, and blogging tools, to allow for flexible journal-type activities. OneNote continues to be extensively used and its sharing feature has allowed greater collaboration between students, and between staff and their classes.

Each classroom in the College is equipped with Xirrus access point arrays that provide fast wireless access to the Internet, online learning materials and printers. Interactive data projectors allow whole-class sharing of resources and allow for wireless presenting; untethering a presenter from the front of the room.

In addition to computer access, our students also access a wide range of related technologies such as digital cameras, tablets, video cameras, data loggers, interactive projectors and robotics.



4. EDUCATIONAL ACHIEVEMENT

Our academic results continue to be outstanding with our Year 12 students achieving excellent OP results with 22% of our OP-eligible students achieving an OP 1–5 and 97% achieving an OP 1–15.

Year 12 2015 Performance Data

SEP	QCE	QCIA	VET	SAT	OP	IBD	Senior Statement only	% with a QCE, VET, SAT or IBD	% QTAC applicants with a tertiary offer			
165	165	—	35	13	133	—	0	100%	99%			
Students who received a QCE		N	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school	
		165	35	13	—	6	33	2	—	—	1	
OP-eligible students		N	QCE	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
		133	133	3	1	—	1	1	—	—	—	
OP-ineligible students		N	QCE	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
		32	32	32	12	—	5	32	2	—	—	1
OP distribution								OP1-5	OP6-10	OP11-15	OP16-20	OP21-25
								29	61	39	4	0



Year 12, 2015 QCS Test Results

Grade	SRC Cumulative %	State Cumulative %
A	17	17.1
B	40	30.3
C	38	36
D	5	17.8
E	0	0.1

Year 12 Results

OP Results	St Rita's %	State Female %
OP 1-5	22	16.1
OP 1-10	68	53.6
OP 1-15	97	81.5
QCE & VET	100%	
QTAC Offers	99%	

Year 12, 2015 QTAC Offers

University	%
Australian Catholic University	18
Griffith University	9
James Cook University	1
Queensland University of Technology	45
Southern Cross University	1
The University of Queensland	20
University of Southern Queensland	1
SAE Creative Media Institute	1
TAFE Queensland	4

In 2015, 99% of Year 12 students who applied to QTAC for tertiary entrance received a first round offer. Additionally, in 2015, 100% of Year 12 students achieved a Queensland Certificate of Education.

Year 12 2015 Destination Survey

The Next Step survey is a post-Year 12 destination study that is conducted by the Queensland Government annually. The Office of the Government Statistician conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing and an online survey. 95% of Year 12, 2015 students responded to the Next Step survey in 2016. Year 12, 2015 post-Year 12 destinations are shown in the graph below.

Figure 1: Main destination of Year 12 completers, St Rita's College 2016

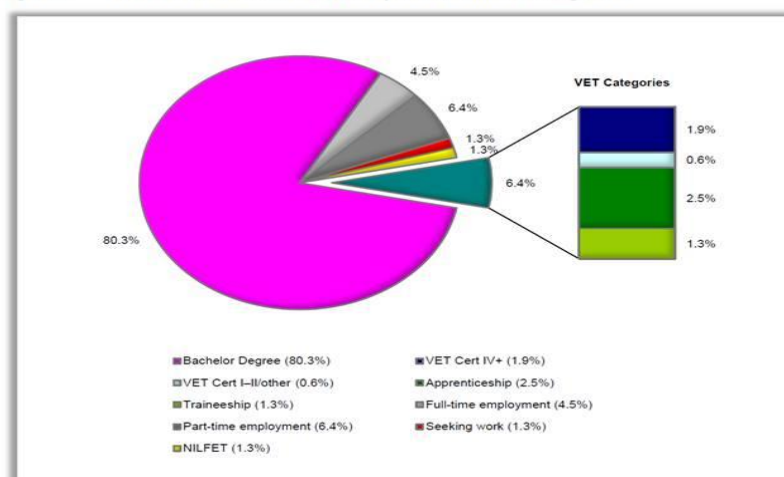


Figure 1 illustrates the main destinations of Year 12 completers from St Rita's College.



National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 9, 2015

Average scores for St Rita's College and National results

NAPLAN Test	2013		2014		2015	
	SRC	NAT	SRC	NAT	SRC	NAT
Grammar and Punctuation	641	573	632	574	625	568
Writing	633	554	609	550	618	547
Reading	615	580	622	580	622	580
Spelling	621	583	623	582	622	583
Numeracy	626	584	615	588	615	592

Percentage of students in Year 9 above the national minimum standard

	2013	2014	2015
Reading	95	95	97
Writing	98	91	96
Spelling	98	99	97
Grammar and Punctuation	98	95	94
Numeracy	95	96	97

Year 7, 2015

Average scores for St Rita's College and National results

NAPLAN Test	2015	
	SRC	NAT
Grammar and Punctuation	591	541
Writing	582	511
Reading	588	546
Spelling	577	547
Numeracy	569	543

Percentage of students in Year 7 above the national minimum standard

	2015
Reading	97
Writing	97
Spelling	96
Grammar and Punctuation	100
Numeracy	98





5. STUDENT RETENTION, CONTINUITY AND ATTENDANCE DATA

Student Retention Rate

St Rita's College Retention Rate					State / National	
Year 10		Year 12		Year 10 -12		
Year	Enrol	Year	Enrol	Apparent Retention Rate	QLD	Australia
2009	166	2011	163	98.2%	81.8%	79.5%
2010	167	2012	165	98.8%	82.2%	79.3%
2011	163	2013	160	98.2%	84.0%	80.7%
2012	166	2014	162	97.6%	85.9%	82.5%
2013	168	2015	165	98.2%	86.7%	82.7%

Student Enrolment Continuity

Year Level	February Census Enrolment	August Census Enrolment	Apparent Continuity Rate
Year 7	202	203	100.5%
Year 8	152	152	100.0%
Year 9	174	171	98.3%
Year 10	174	174	100.0%
Year 11	166	165	99.4%
Year 12	165	165	100.0%
TOTAL	1,033	1,030	99.7%

Student Attendance

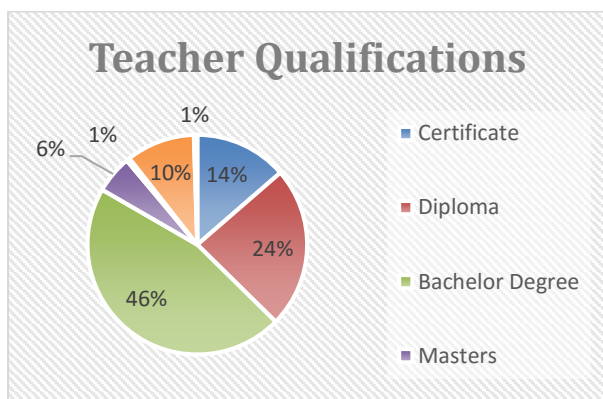
Year Level	Student Enrolment	Number of Student Absent Days	Total Number of School Days	Student Attendance Rate
Year 7	203	1,616	34,968	95.4%
Year 8	157	1,192	27,044	95.6%
Year 9	176	1,634	30,317	94.6%
Year 10	178	1,575	30,661	94.9%
Year 11	168	1,689	28,939	94.2%
Year 12	165	1,510	28,422	94.7%
TOTAL	1,047	9,216	180,350	94.9%

6. STAFFING INFORMATION

Teacher Qualifications

Qualification	Number
Certificate	27
Diploma	47
Bachelor Degree	91
Masters	11
Doctorate	1
Postgraduate Diploma	20
Other	1





Total Number of Teaching staff	72
Total Number of Non-Teaching Staff	35
Teacher Retention Rate	83.9%
Staff Attendance Rate	97.1%

A small number of staff have identified as indigenous.

Teacher Growth and Development

The focus in 2015 was on building the relationships based on trust that underpin successful professional growth and development. We recognise the value of collaboration and feedback in our own learning, and have worked with Middle Leaders to develop their skills in the area of establishing and maintaining trust in their professional leadership roles. We have also encouraged more opportunities to consider student voice in learning experiences, and invited exploration of flexibility in learning spaces, the better to accommodate different kinds of learning activity. These themes will continue in 2016.

A whole staff approach continues for development in common areas, such as: Spiritual/Pastoral Development, Student Protection, and Fire Fighting.

Expenditure on teacher professional development during 2015 was \$92,146.

7. OUTREACH AND COCURRICULAR ACTIVITIES

The College offers a wide variety of outreach and cocurricular activities to enable our students to receive a balanced education that has a focus on service, academic, sport and cultural activities.

The social justice and outreach program at St Rita's College offers staff, students, parents and alumnae an authentic experience of leadership as service in solidarity with the world's poor and marginalised. Involvement in ministry challenges our Presentation community to move beyond what is comfortable, to confront what is culturally difficult and to question what is socially acceptable.

In 2015, there were three social outreach opportunities made available to College students. The Big Brekky program, a joint initiative with St Joseph's Nudgee College, operated every Tuesday morning from 6:00am – 7:30am. The students prepared a cooked breakfast for some of the homeless and marginalised of Brisbane. Year 12 students completed their commitment at the end of Semester 1 and the Year 11 students commenced their service in Semester 2. On six mornings during the year, the Year 10 students prepared sandwiches for the Ecumenical Coffee Brigade, a voluntary organisation providing food, drinks, clothing blankets and reading material to the homeless and people in need on



the streets of inner city Brisbane. Two afternoons per week, students in Years 10–12 continued their commitment to Zillmere Homework Help, a partnership between the Brisbane City Council, community groups and St Rita's College. The purpose of this project is to provide homework assistance to young people in Years P–12 to help them achieve better academic outcomes at school.

The College also facilitated three Immersion experiences.

During the mid-year holiday, 15 students in Years 10 and 11 spent two days at Barambah Environmental Education Centre and four days at St Joseph's Primary School, Murgon. During that time, they worked with the younger students and participated in an Indigenous program in order to learn about the history of the Indigenous owners and the injustice they experienced. During the same period, 16 Year 11 students participated in the Cambodia immersion. Students learnt about the history of Cambodia's past and visited a number of Catholic ministries in Phnom Penh and Siem Reap. In September, the College offered its inaugural immersion to Longreach. Eight students participated in a farm stay at three properties to better understand the impact of drought on rural communities. This experience also allowed us to reconnect with our Presentation heritage by visiting Our Lady's Catholic Primary School, the first Presentation school established in Queensland.



Such experiences offer our students an opportunity to live the legacy of Nano Nagle by identifying themselves with the poor and broken of our world and to discern a new paradigm that privileges the voices of the world's most marginalised. Ultimately, we hope such experiences transform the hearts of our students for action in the world.

In 2015, College staff contributed via periodic payroll deduction to the Multicultural Development Association's Work and Welcome program. In Term 4, the College employed a Sudanese refugee as a Teacher's Aide and Administrative Assistant. In our Year of Hospitality, it was a most enriching experience for staff and students alike.

In 2015, the College facilitated its first student exchange with a Presentation school, St Mary's College, Hobart. This was an opportunity for the staff members and students participating in the exchange to learn how each school enlivens the legacy of Nano Nagle within their communities.

Academic activities provided to enhance and enrich the classroom curriculum activities include participation in Science programs such as the Siemens' Science Experience and FEAST, National Youth Science Forum, The University of Queensland Engineering Challenge, the Mathematics Team Challenge competition, Days of Excellence, Debating and participation in national testing programs such as the ICAS Mathematics and English competitions.

Cultural programs include a broad music program incorporating choral and instrumental instruction and performance. The College incorporates musical ensembles, bands and choirs into the liturgical and Assembly program and recitals evenings and concerts are held at regular intervals during the year. College ensembles, bands and choirs include guitar, wind and percussion ensembles, String Orchestra, Symphony Orchestra, Concert Band, Big Band, Nano's Choral, St Rita's Voices and Show Choir. Students can also opt to undertake musical tuition during school time. Other cultural programs include an extensive drama program incorporating Theatresports, master classes and a tri-yearly musical. In 2015, the College staged the musical *Annie* for over 1000 people at four separate performances. In October, the Music, Drama and Art Departments hosted the annual 'Articulate' evening to showcase student work in the arts.



Sporting activities contribute significantly to student life at the College and our students enjoy excellent facilities. The College participates in the following sporting competitions:

- Catholic Secondary Schoolgirls' Sports Association (CaSSSA) with competitions in Swimming, Athletics, Cross Country, Tennis; AFL, Volleyball, Indoor Cricket, Hockey, Netball, Football (soccer), Touch and Basketball;
- Brisbane Water Polo;
- North Independent (District) Sport – representative teams;
- Metropolitan North (Regional) Sport – Regional Carnivals and representative teams.



8. THE SOCIAL CLIMATE OF THE COLLEGE – STUDENTS

A commitment to spiritual fulfilment and pastoral care is integral to the College living out its Mission as a Catholic school. The College staff work actively and in partnership with the parents/guardians of the students to provide an holistic education for each student. Fundamental to this is a recognition that we educate with a commitment to the total development of each and every student in our care: intellectual, social, emotional, physical, religious and spiritual. All of this occurs within the context of a community that is committed to Gospel values which stress the inherent dignity of each person. The virtues of Compassion, Hospitality and Simplicity encompass the Presentation charism in which the College operates. We also promote Justice, Courage and Hope, attributed to St Rita.

Each year, staff complete five hours of professional development in spirituality and have the option of attending a staff retreat. In 2015, Sr Peta Goldberg facilitated a staff twilight session on the Biblical foundations of hospitality and its challenge for us today. Sixteen staff participated in the staff retreat, a walking tour of the spiritual touchstones of the city including Mass at St Stephen's Cathedral and Stations of the Cross through the streets of West End.

Students in Years 8 and 10 participated in a Reflection Day. Year 11 students participated in a two day Leadership Camp and Year 12s, a two day spiritual retreat.

We are known as a friendly and caring school where staff nurture the growth and development of the girls in our care. Our days begin with a prayer/reflection, as do our Assemblies. Students report that girls feel 'safe' and supported in the pastoral system. Every student belongs to a House Group (vertical group) with Heads of House overseeing the particular needs of each member of their House. A Personal Development program was developed for introduction in 2015 across all Year levels: 7–12. It covers topics including right communication, physical, social and emotional wellbeing, study skills, exam preparation, substance abuse awareness, social and personal values, bullying, identification and coping/managing strategies, protective behaviours, self-esteem, goal setting. It also includes weekly reflection and opportunity for developing gratitude.

Non-attendance at the College is managed through Pastoral Care structures. Where non-attendance is excessive, parents are contacted and resolutions/strategies are negotiated to ensure regular attendance, thus supporting needs so that academic and social potential can be realised.

The students are invited to participate in many activities that provide for cocurricular development. In addition to the sporting and cultural groups, girls can participate in the Liturgy Group, Virtute, Big Brekky, Ecumenical Coffee Brigade and Zillmere Homework Help. Each House has adopted a Presentation ministry which they support through both education and fundraising. Charitable giving was also encouraged through the support of Caritas Project Compassion and the Murgon, Cambodia and Longreach immersions.



In 2015, the witness to Nano's work for justice by our school community was also demonstrated through the celebration of Reconciliation Week and the World Day of Migrants and Refugees. To complement justice education in the curriculum, a number of days of significance were commemorated including the World Day of Social Justice, International Women's Day, the Feast of Oscar Romero, Fair Trade Fortnight, Sorry Day and the International Day for the Elimination of Violence Against Women. Year 9 students viewed a Kinetic Theatre Company production about homelessness.

PARENT INVOLVEMENT

The staff at St Rita's College place great value and importance on parental involvement in the development and education of their daughters. Parents have a number of opportunities to be involved in their daughter's education including:

- Inaugural and Graduation Masses
- Annual Thanksgiving Celebration – compulsory for students in Years 7, 8 and 12
- Parent volunteer opportunities – Pantry, Boutique, Book Hire, Carnival, Walkout
- Mother/Daughter Dinner
- Father/Daughter Breakfast
- Welcome and Orientation for incoming Year 7 students and their parents

- House Warming evening
- Academic Assemblies each Semester
- Year 12 QTAC information evening
- End of Semester reports for all year levels
- Parent/Teacher interview sessions

- Parents and Friends Association monthly meetings
- Music Support Subcommittee monthly meetings
- Sports Subcommittee monthly meetings
- Parent information evenings on selected topics eg: Cybersafety

Parent, teacher and student satisfaction with the College is measured in a comprehensive survey which is held every second year. The results of this survey show a very high satisfaction rate from all groups with feedback being used in our continuous improvement processes. A comprehensive survey was held in 2014. Feedback is sought on an ongoing basis through on-line surveys of students, class room surveys and feedback from parents through the parent teacher evenings, the email system, direct surveys, direct contact with Heads of House and Heads of Faculty and access to the Leadership Team as required. The Year 12 students and parents completed an exit survey to provide feedback about their experience at the College.

9. FUNDING

School income data can be accessed via the [My School website](#).

10. COLLEGE CONTACT PERSON

For further information contact the College Principal, Mrs Dale Morrow, at principal@stritas.qld.edu.au