



St Rita's College, Clayfield

Annual Report 2017



Year of Simplicity - Travelling Lightly



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 2018 - 2022, our priorities are:

Priority 1 – Inspire Women of Action by:

- Embracing the wisdom of the Catholic Tradition and the Presentation Sister *in becoming people of integrity*.
- Articulating a Catholic vision of a life lived in faith and *nurture students' spirituality through prayer, liturgy, ritual and learning*.
- Committing to act justly *in our relationships and through our service locally and globally*.

Priority 2 – Nurture Inquisitive and Passionate Learners by:

- Creating a community in which our students can thrive.
- Using educational research and data to improve pedagogy and student outcomes with specific focus.
- Engage actively with the challenges and opportunities presented by current educational reforms.



Priority 3 – Engage and Grow our Learning Community by:

- Working in partnership with families to promote the holistic growth of their daughters.
- Promoting a culture of shared practice and professional excellence.
- Building staff capabilities and community wellbeing through continuous professional learning and pastoral support.

Priority 4 – Innovate for our Future by:

- Continuing to review College operations and explore innovative directions to improve learning environments for our students.
- Seek quality partnerships within our community and with external bodies to enrich student learning.
- Plan for and resource the College's future direction consistent with our Presentation ethos and the attainment of our strategic goals.



2. RESOURCING

This year has seen the development of our new Masterplan, focusing heavily on obtaining enhanced 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.

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 disaster recovery planning 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 Years 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 Digital Technologies Design & Technologies	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	Certificate III in Christian Ministry and Theology	
					English	English	
					Mathematics A OR Mathematics B	Mathematics A	
						Pathways	Certificate III Business OR Hospitality
					Personal Development		
	Year 7	Year 8	Year 9 and Year 10		Year 11 and Year 12		
Electives	Trimesters of electives				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		
	Technology Business & Enterprise Design & Technologies Digital Technologies The Arts Music Visual Art Drama Languages French German Japanese Extra English Extra Mathematics	Rotation of electives: The Arts Music Visual Art Drama Languages French German Japanese Extra English Extra Mathematics	2 electives selected from below: Business & Enterprise Design & Technologies Digital Technologies Drama Music Visual Art French German Japanese				

In Years 7 and 8, our students enjoy a core curriculum that is focused on consolidating their knowledge from primary school and introducing them to a range of electives in technology, the arts and languages other than English.



In Years 9 and 10, our students study a smaller core and 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 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 2017, 82 vocational qualifications were issued to students, across Certificate and Diploma levels. 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.



Honours Mathematics

Honours Mathematics is an extension Mathematics program that is offered to students in Years 7 – 10. As part of this program, the students completed assignment work during Terms 2 and 3.

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. Additionally, continuous reporting for Years 7 and 8 students is underway, allowing up to date feedback to students and parents throughout the Semester.

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. The Internet at the College is load-balanced between multiple service providers and across different services: fiberoptic and fixed wireless. This ensures that a reliable Internet connection can be maintained so that teachers and students stay connected to digital resources.

In addition to computer access, our students also access a wide range of related technologies such as digital cameras, 3D printers, iPads, 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 26% of our OP-eligible students achieving an OP 1–5 and 96% achieving an OP 1–15.

Year 12 2017 Performance Data

SEP	QCE	QCIA	VET	SAT	OP	IBD	Senior Statement Only	% with a QCA, VET, SAT or IBD
178	178	-	53	-	133	-	0	100

	N	QCE	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET DIP or ADV DIP	Uni Subject at School
Students who received a QCE	178	178	0	1	10	52	6	3	3
OP Eligible Students	133	133	0	1	0	7	0	0	3
OP Ineligible Students	45	45	0	0	10	45	6	3	0

Year 12, 2017 QCS Test Results

Grade	SRC %	State %
A	27.3	19.1
B	39.1	28.7
C	27.3	34.7
D	6.2	17.4
E	0	0.1

Year 12 Results

OP Results	St Rita's %	State Female %
OP 1-5	26	22.31
OP 1-10	65	55.01
OP 1-15	95.5	88.02
QTAC Offers	95.9	

Year 12, 2017 QTAC Offers

University	%
Australian Catholic University	32
Griffith University	7
James Cook University	1
Queensland University of Technology	33
Southern Cross University	1
The University of Queensland	21
University of Sunshine Coast	1.2
Griffith College	0.6
TAFE Queensland	1.2



In 2017, 95.9% of Year 12 students who applied to QTAC for tertiary entrance received a major round offer. Additionally, in 2017, 100% of Year 12 students achieved a Queensland Certificate of Education.

Year 12 2017 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 2018, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing and an online survey. 87.2% of Year 12 2017 students responded to the Next Step survey in 2018. Year 12 2017 post-Year 12 destinations are shown in the graph below.

Main Destination	Total	
	Number	%
Bachelor Degree	126	80.8
VET Certificate IV+	1	0.6
VET Certificate III	1	0.6
VET Certificate I-II/other	0	0.0
Apprenticeship	0	0.0
Traineeship	3	1.9
Full-time employment	2	1.3
Part-time employment	16	10.3
Seeking work	7	4.5
NILFET	0	0.0
Total	156	100.0

National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 9, 2017, Average scores for St Rita's College and National results

NAPLAN Test	2015		2016		2017	
	SRC	NAT			SRC	NAT
Grammar and Punctuation	625	568	617	569	620	574
Writing	618	547	594	549	623	552
Reading	622	580	620	581	621	581
Spelling	622	583	617	580	623	581
Numeracy	615	592	614	589	621	592

Percentage of students in Year 9 above the national minimum standard

	2015	2016	2017
Reading	97	100	90.8
Writing	96	97	77.2
Spelling	97	99	91
Grammar and Punctuation	94	100	88.6
Numeracy	97	100	96


Year 7, 2017, Average scores for St Rita's College and National results

	2015		2016		2017	
NAPLAN Test	SRC	NAT	SRC	NAT	SRC	NAT
Grammar and Punctuation	591	541	594	540	590	542
Writing	582	511	543	515	554	513
Reading	588	546	585	541	579	545
Spelling	577	547	580	543	586	550
Numeracy	569	543	583	550	568	554

Percentage of students in Year 7 above the national minimum standard

	2015	2016	2017
Reading	97	100	93.9
Writing	97	98	84.8
Spelling	96	100	93.4
Grammar and Punctuation	100	100	91.9
Numeracy	98	100	95.4


5. STUDENT RETENTION, CONTINUITY AND ATTENDANCE DATA
Student Retention Rate

St Rita's College Retention Rate				
Year 10		Year 12		Year 10 -12
<i>Year</i>	<i>Enrol</i>	<i>Year</i>	<i>Enrol</i>	<i>Apparent Retention Rate</i>
2010	167	2012	165	98.8%
2011	163	2013	160	98.2%
2012	166	2014	162	97.6%
2013	168	2015	165	98.2%
2014	169	2016	159	94.1%
2015	174	2017	179	102.9%



Student Enrolment Continuity

Year Level	February Census Enrolment	August Census Enrolment	Apparent Continuity Rate
Year 7	172	172	100.0%
Year 8	173	169	97.6%
Year 9	201	200	99.5%
Year 10	144	141	97.9%
Year 11	162	162	100.0%
Year 12	179	179	100.0%
TOTAL	1,031	1023	99.2%

Student Attendance

Year Level	Student Enrolment	Number of Student Absent Days	Total Number of School Days	Student Attendance Rate
Year 7	173	1,328	30,181	95.6%
Year 8	176	1,719	30,514	94.4%
Year 9	201	2,074	34,918	94.1%
Year 10	144	1,583	25,016	93.7%
Year 11	164	1,457	28,700	94.9%
Year 12	179	2,025	30,430	93.3%
TOTAL	1,037	10,186	179,759	94.3%

6. STAFFING INFORMATION

Teacher Qualifications

Qualification	Number	Percentage
Certificate	33	18%
Diploma	24	13%
Bachelor Degree	92	50%
Masters	14	8%
Doctorate	1	1%
Postgraduate Diploma	20	11%

Total Number of Teaching staff	73
Total Number of Non-Teaching Staff	36
Teacher Retention Rate	90.5%
Staff Attendance Rate	97.2%

One staff member identifies as an Aboriginal and Torres Strait Islander person.



Teacher Growth and Development

The focus in 2017 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 2018.



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 2017 was \$111,334.

7. SERVICE AND COCURRICULAR ACTIVITIES

The College offers a wide variety of 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 service 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 2017, there were five service opportunities made available to College students. Firstly, 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. Secondly, 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. Thirdly, one afternoon 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.



Fourthly, 20 students from Years 7-10 participated in the Smith Family Student to Student Reading Program. As part of this program, our students were matched with another student at least two years younger who is struggling with their reading. Two to three times per week over a period of 18 weeks, our student volunteers listened to their student read for at least 20 minutes two to three times per week. Through their encouragement and support, the students showed improvements in their reading and literacy skills. Finally, a special service initiative for students in Years 7-10 took place over a five-week period in Term 4. Once per week, four to six students visited the Youngcare residence in Woolloowin for two hours. During this time, they met the residents and participated in joint activities including reading, painting, cooking and games. Through this experience, students learnt about the wonderful work that Youngcare does to support young people who are differently abled.

The College also facilitated five immersion experiences. 40 students participated in two immersions to Murgon held at the end of Semester 1 and at the end of Semester 2. Students spent one day at the 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 Aboriginal owners and the injustice they experienced. During the mid-year break, 16 Year 11 students participated in the Cambodia Immersion. During the first week, they visited Salla Lavalla, a Marist school for differently abled children located outside of Phnom Penh. In Siem Reap, they completed a toilet project in a remote village. This project is overseen by the Jesuit Refugee Service and Sr Denise Coughlan for the Metta Karuna Reflection Centre. The Longreach Immersion also took place over one week in the June-July break. Four Year 12 students experienced a farm stay with two families on properties outside Longreach. The students completed a number of tasks but, most importantly, learnt about the effects of drought on rural communities. In September, four Year 12 students participated in our inaugural immersion to Arnhem Land. This immersion facilitated by Red Earth was a combined experience with staff and students from Somerville House. Students travelled to Kakadu National Park and the remote Indigenous homelands of Arnhem Land to learn about the history and culture of the Traditional Owners. 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 2017, College staff contributed via periodic payroll deduction to Multicultural Development Australia's Work and Welcome program. In Term 1, as part of a tripartite agreement with St Agatha's Parish and St Agatha's Catholic Primary School, the College employed Omid Masnabadi, a refugee from Iran, as an Administrative Assistant. This was the second placement that the College has hosted as part of this program. Following his time with us, Omid moved to Melbourne to work in construction. He has since started his own painting business and is doing well.

Another new initiative in our Year of Simplicity, was the construction of a large replica of Nano Nagle's lantern. The lantern was carried by the Marian House in the MDA Luminous Lantern Parade through Southbank in June. Approximately 60 students represented the College at this event.



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 including guitar, wind and percussion ensembles, String Orchestra, Symphony Orchestra, Concert Band, Big Band, Nano's Chorale, St Rita's Voices and Show Choir. Students can also opt to undertake musical tuition during school time. Another exciting event in the cocurricular program is the Music Gala held in October. Other cultural programs include an extensive drama program, master classes, Dance Company and Speech and Communication.

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, Cross Country, Track and Field, Tennis, Volleyball, Hockey, Netball, Football (Soccer), Touch Football and Basketball;
- Brisbane Water Polo;
- North Independent (District) Sport – representative teams;
- Metropolitan North (Regional) Sport – Regional Carnivals and representative teams.

8. SPIRITUALITY AND PASTORAL CULTURE OF THE COLLEGE

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 a holistic education for each student. Fundamental to this is a recognition that we educate with a commitment to the total development of each student in our care: intellectual, social, emotional, physical, religious and spiritual. This occurs within the context of a community that is committed to Gospel values that 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.

In our Year of Simplicity, the College community was challenged to consider its impact on the environment and to take to heart Pope Francis' call to "cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents" (*Laudato Si'*, 14). Among the achievements of the year were the installation of solar panels on the roof of the Eirene Centre, the introduction of a paper recycling program, the reduction in paper usage and the increase in the use of recycled paper. The College Captains promoted the importance of recycled fashion by hosting a clothes swap, "Rita's Rummage".



Each year, staff complete five hours of professional development in theology/spirituality and have the option of attending a staff retreat. In 2017, Pope Francis' encyclical *Laudato Si'* provided a source for reflection on the ways in which the broad curriculum at the College does, and can further engage, a Care for the Earth ethic. In March, 12 staff participated in the staff retreat facilitated by Linda and Damien Brennan at their home. The program explored the theme of Simplicity by giving participants an opportunity to reconnect with nature, engage in activities for self-nurture (such as a Labyrinth walk) and to nourish the body by preparing and sharing a healthy organic lunch.

Students in Years 7 and 10 participated in a Reflection Day. Year 9 representatives attended a Leadership Day. A number of Year 10 students liaised with primary school students in a program focused on transition to high school. Year 11 students participated in a two-day Leadership Camp and Year 12 students, a two-day spiritual retreat. Year 12 students were also given the opportunity to participate in two optional twilight retreat experiences: a recontextualised Stations of the Cross walk through the streets of West End (March) and a retreat experience focussing on family relationships (July). At the conclusion of the twilight retreat in July, students gathered with their family members in the College Chapel for a shared liturgy.

To coincide with the Feast of St Rita of Cascia, the College celebrated its inaugural Memorial Mass to remember all staff and students who died whilst working at the College or attending as a student. Plaques dedicated to each staff member and student were blessed at the Mass in the presence of family members and alumnae.

In May, staff, parents and students completed a range of surveys as part of the Enhancing Catholic School Identity Project, a joint research project between Brisbane Catholic Education and the Catholic University of Leuven. The report on the qualitative data was presented to the College in November. In the light of this report, the College, in the years ahead, is able to more clearly articulate the shape of its Catholic identity, identify areas to be strengthened and be supported in strategies to do so.



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. As part of a new initiative on Fridays in our Year of Simplicity, prayer time in House Group was used to guide staff and



students in the practice of Christian meditation.

Students report that they feel 'safe' and supported in the pastoral system. Every student belongs to a House Group (vertical group with students from Years 7-12) with Heads of House overseeing the particular needs of each member of their House. The College also has a Guidance Counsellor and a Chaplain offering guidance and support. A Personal Development program runs across all Year levels: 7–12. The junior years look at developing persistence, resilience and grit, utilising the Thrive program (Luke McKenna). This is incorporated within the HPE lesson allocation. The senior years focus on good citizenship - local and global, and leadership.

Each House has particular values. These are drawn from the patron and motto of the House. These values are the basis of the criteria for a House award given to the student who best exemplifies the values of that House. This annual award can be given to a student in any Year level.

Non-attendance at the College is managed through Pastoral Care structures. Where non-attendance is excessive or unexplained, parents/guardians are contacted, and resolutions/strategies are negotiated to ensure regular attendance, thus supporting needs so that wellbeing is nurtured, and 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 Social Justice group, Big Brekky, Ecumenical Coffee Brigade, Zillmere Homework Help and the Smith Family Student to Student Reading program. Each House has adopted a Presentation ministry that they support through both education and fundraising. Charitable giving was also encouraged through the support of Caritas' Project Compassion and ColourFest, a fundraiser for Mithra, India. Each House also supports a wellbeing initiative. The House hosts information and education of the wellbeing initiative, thus promoting wellbeing across the school.

In 2017, 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 International Women's Day, Sorry Day, the International Day for the Eradication of Poverty, World Mission Day and the International Day of the Girl.

9. 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 many opportunities to be involved in their daughter's education including:

- Commencement and Graduation Masses
- Annual Thanksgiving Celebration – compulsory for students in Years 7 and 12
- Parent volunteer opportunities – Pantry, Boutique, Library, Walkout
- Carnival
- Mother/Daughter Dinner
- Father/Daughter Breakfast
- Rita's Longest Lunch
- Welcome and Orientation for incoming Year 7 students and their parents
- House Warming evening
- Academic Assemblies each Semester
- Curriculum information evenings
- Parent/Teacher/Student interview sessions
- Parents and Friends Association monthly meetings and events
- Music Support Group monthly meetings and events



- Sports Subcommittee monthly meetings and events
- Parent information evenings on selected topics eg: Cybersafety

Parent, teacher and student satisfaction with the College is measured in several ways including a comprehensive parent survey held every two years. The results of this survey show a very high satisfaction rate with feedback being used in our continuous improvement processes. A comprehensive survey will next be held in 2018. Feedback is sought on an ongoing basis through online 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.

10. FUNDING

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

11. COLLEGE CONTACT PERSON

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

