



ANNUAL COLLEGE REPORT 2022

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From the Principal

School overview

St Brendan's College has been a leader in boys' education in Central Queensland since 1940. We are a day and boarding school for boys from Years 7 to 12, located on a beautiful 300 acres only minutes to the beaches of Yeppoon, and half an hour from Rockhampton. We provide diverse academic and extra-curricular programs, giving boys significant opportunities to grow into young men of knowledge, respect, and faith. Our boarding facilities are second to none in Central Queensland offering space, support and quality care.

St Brendan's College is a Catholic School in the Edmund Rice tradition. It draws strength from more than 200 years of educational mission of the Christian Brothers nourished by the Charism of Edmund Rice. It is part of a system of twenty-two schools and flexible learning centres in Queensland and an association of fifty-five schools nationally, governed by The Trustees Edmund Rice Education Australia (EREA).

The distinctive nature of the education provided to all students is described in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice Education as Applied to Catholic Schools in the Edmund Rice Tradition*. This can be viewed online [EREA The Charter](#)

Students are encouraged to develop positive attitudes and perceptions about the classroom climate and tasks and to develop good habits of mind to acquire and integrate knowledge, further extend this knowledge and to use it meaningfully. Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learning in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. In short, the College provides a curriculum that is relational, responsive, and relevant and, as a result, liberating.

As a Catholic School in the Edmund Rice tradition, the faith life of the College, supported by a proactive Pastoral Care program, underpins all our endeavours. Our core mission is to create a safe environment for the development of young men of faith, respect, and knowledge. As well as internal Masses, our students are often involved in the community of faith on the Capricorn Coast at other Masses and events.

School progress towards its goals in 2023

- look for ways to ensure that the identity of St Brendan's is clearly seen as Catholic and in the Edmund Rice tradition.
- review the College Masterplan moving with long term vision and planning.
- clarify and clearly articulate to staff the senior leadership accountabilities and lines of communication.
- continue to help teachers differentiate curriculum and pedagogy to meet the broad range of abilities in each classroom.
- review service-learning options with a view to extending the possible experiences for boys.
- review the pastoral care system to assess the need for any fine tuning, particularly in light of concerns about the potential loss of relationships between younger and older students.

Future outlook

Continued growth has seen the need for the College to increase its general learning area spaces upgrade our facilities to become state of the art. The new STEM Hub will be occupied in Term 3, 2022. We continue to look at extending current spaces throughout the College to accommodate current and future growth.

We commenced the Certificate II Aviation (remote Pilot), Certificate II Electrotechnology, Design (GISP / ICT – LSC partnership – Junior), Partnership with PFI (Technology Department), Introduced Sheep to the Agriculture program, engaged a consultant (Advanced Manufacturing - VET & Manual Arts Department) and made enhancements to the camps /retreats program.

Continued challenges facing the education sector is the rapidly changing landscape. Our challenge as an education provider, and with the support of our governing body The Trustees of Edmund Rice Education Australia is to ensure we keep up-to-date with the most relevant knowledge and skills to equip our students for a successful transition into a future of their choosing.

St Brendan's College will continue to move into the future to be part of a wider community through collaboration and partnerships with industry, employers, communities and other learning providers. We will apply the goals of the Alice Springs Declaration of excellence and equity assisting our students to become confident and creative learners, successful lifelong learners and active and informed members of the community. Technology and skills will be brought to the forefront with an emphasis on people skills, thinking skills and continual learning. We will nurture this through progression with curriculum and its delivery.

Our school at a glance

School profile

Coeducational or single sex	Single Sex
Independent public school	Independent
Year levels offered in 2020	7-12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2020	2021	2022
Total	781	792	874
Girls			
Boys	781	792	874
Indigenous	141	128	130
Enrolment continuity (Feb. – Nov.)	87.4%	85.4%	90.6%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Overview

Our student numbers were 862 at the end of 2022. We have students from over 100 locations throughout Queensland, New South Wales and the Northern Territory.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2020	2021	2022
Year 7 – Year 10	22.32	21.425	20.86
Year 11 – Year 12	15.26	15.69	14.34

Curriculum implementation

Curriculum Overview

The College operates a standard five-day timetable with five, one-hour lessons per day. The amount of time dedicated to each of the learning areas is dependent on the year level and the use of a term-based model of curriculum delivery.

Year 7 is classified as a National Curriculum taster. The students undertake mandatory year long, semester long and term length subjects where the content descriptors and the elaborations are delivered. A priority is placed on the Learning Areas of Mathematics, English, and Science and each of these is allocated four lessons per week, for the entire year.

Humanities is allocated slightly less time (three lessons per week) but like the three previous learning areas undertaken for the duration of the year. Students experience the Arts by participating in a semester of Visual Art and a term of music, each for three lessons per week. Health and Physical Education and Technologies are given similar weighting with the addition of an extra term of digital technology.

Being a Catholic College, the study of Religion is an important component of the curriculum and undertaken for three lessons per week, for the full year. In the time allotted to religion, a unit of Civics and Citizenship is also delivered, to address this aspect of the Humanities Learning area.

From Year 8, the subject offerings are separated into Core (Mandatory) and Elective options, allowing some degree of early specialisation. The Core subjects are Mathematics, English, Science, Humanities and Religion. The first three are allotted four lessons per week and the last two - allotted three lessons per week. The other Key Learning areas are available as elective options, on two distinct lines on the timetable, for three lessons per week. The elective offerings are unitised to eliminate the necessity for pre-requisite knowledge and to ensure greater flexibility in experiencing the Key Learning Areas.

From the start of Year 9, the elective options expand. Students get to choose electives with names representative of the senior school syllabuses, while still completing the strands and content descriptors of the Key Learning areas. Inclusions such as Agriculture, Business and Design Technology are examples. Similarly, in Year 10 there is a greater alignment with the senior syllabuses in the Core subjects of Science and Mathematics. Students select from a range of specific math ability levels in preparation for Mathematical Methods, General Mathematics and Essential Mathematics.

Classes for boys in Maths, English, Science and the Humanities in years 7-10 are organised into differentiated learning groups, known as journey groups. The boys are allocated to a Foundation, Core or Extension class based on their performance on standardised mathematics and comprehension tests upon enrolment and ongoing review of student performance.

The Foundation group caters for boys who need additional support. Often the work is modified to support them achieve the literacy and numeracy benchmarks. Foundation class sizes are deliberately kept to a minimum and in many cases will be twelve or less. Education Support Officers are allocated to the Foundation classes to provide as much one-on-one direction as possible.

The Journey groups for different subjects are timetabled at the same time so that boys can move between the groups. The Journey Groups data is reviewed each term according to the student's performance and effort in class. The

respective Heads of Department manage the journey group movements in consultation with the Head of Learning Support.

The College runs the Resilience Project as a mainstay of the Curriculum. A feature of the Resilience Program is emotionally engaging, evidence-based, mental health strategies to build resilience and happiness in students. The program is conducted in Year 7, 8 and 9 Religious Education classes. Through presentations and a suite of practical resources, the Resilience Project seeks to help students to become mentally healthy.

Extra-curricular activities

St Brendan's College aims to deliver an education that will produce well-rounded young gentlemen. Activities provided outside the classroom offer students the opportunity to be involved in experiences that will assist them to **grow in physical, cultural, social, spiritual, and intellectual dimensions**. All students are encouraged to participate in the co-curricular program and attempt new activities that will challenge them to develop their full potential.

Spiritual Development

At the core of St Brendan's College is the charism of Edmund Rice. The College is first and foremost Catholic. Liturgical celebrations and religious education are not only compulsory facets of College life but are central to our belief in the development of the whole person. Not only is the College explicitly Catholic, but the Gospels implicitly inform all our policies, decision-making and day-to-day activities.

Edmund Rice answered God's call and assisted the most marginalised in Ireland over 200 years ago. So is our challenge today at St Brendan's College. With an inclusive enrolment policy and a structured social justice program, including Eddie's Van, and Eddie's Eco Warriors the College tries to be true to the charism of an EREA school.

Sport and Recreation

The College has a proud tradition of sporting excellence. In the Multi-Purpose Hall students can enjoy such sports as basketball, futsal, volleyball, golf, and badminton. The College has expansive sporting fields, a 25-metre swimming pool, a weights gym, rodeo arena and a challenging 6-kilometre cross country course all within the confines of the property.

St Brendan's College competes in well-organized competitions in the following sports: Rugby League, Soccer, Rugby Union, AFL, Golf, Basketball, Touch Football, Waterpolo, Cricket, Tennis, Swimming, Athletics, Cross Country, Horse Riding and Rodeo riding. During term weekends more than 50% of the students are involved in sport.

The College is proud of its sporting achievements with students and teams regularly achieving State and National Levels.

Technical Clubs

The College has technical clubs to challenge students in the areas of Robotics and RoboCup, 3D Modelling, Drones, Chess, Technical Production, and Code Club.

Public Speaking and Academic Extension

In our endeavour to promote the development of the whole person, St Brendan's boasts a wide variety of activities to extend the academic and cultural abilities of our students.

In Public Speaking the College boasts a proud tradition of involvement in the Lions Youth of the Year competition, the District Rotary Quiz and the Rockhampton District Debating competition.

Students can participate in debating and oratory competitions at both the interhouse and interschool level. The College has enjoyed great success in a variety of State public speaking and debating competitions. We also encourage students to enter a variety of National Competitions in Mathematics, Science, Art and Social Science.

Cattle Club

Many students have a keen interest in beef cattle including preparing cattle for agricultural shows. The school runs Cattle Club training afternoons twice a week throughout the year and students work with cattle to prepare them for showing. The school attends local agricultural shows as this provides opportunities for students to demonstrate their skills in presenting and parading cattle. Students who join the club also learn the finer details of cattle judging by participating in the Junior Judging competition at shows.

Rodeo Club

The school runs a successful Rodeo Club throughout the year and boys new to the sport attend a rodeo safety training course before they are allowed to compete. As well as attending regular practice sessions each week in Rockhampton, the club members may also choose to compete in Young Guns and Top Guns. The school has achieved notable success in this club with some students being selected for State and National representation. The annual St Brendan's College Rodeo is a highlight of the year and is an APRA affiliated competition for students and the local community.

Music and Culture

In addition to the Concert Band Program and Guitar program which runs from year 7 through 12, St Brendan's College has a comprehensive instrumental program allowing students the opportunity to study any instrument including voice training with quality tutors. Each student is treated as an individual with their own lesson plan and structure, designed to meet their specific needs and goals.

We undertake Annual music tours to regional areas and to the Queensland Catholic Music Festival held in Brisbane along with international tours when appropriate. There are also innumerable lunchtime concerts, assembly performances within the college, community visits including schools, nursing homes and ANZAC day. The college combines annually to present a musical with our sister school, St Ursula's College. Each year the College proudly supports a number of students who are selected to participate in the State Honours Ensemble Program for their selected instrument.

Social climate

St Brendan's College aims to provide a holistic education that enables young men to be **transformational in their society**. To this end, St Brendan's College has a Pastoral Care Program that is designed to care for the welfare, discipline, and spirit of each young man as they grow to adulthood in their time at the College.

Through the Pastoral Care Program, we challenge all in our College community to reach their potential and 'life to the full' (Jn 10:10). As a part of this, all are encouraged to be proactive and positive in their interactions with others. This is developed through using different approaches and drawing upon the diverse talents of all people in the school community. Values such as compassion, care, inclusion, and equity are central to all that is done in the school. We encourage all to live out these values daily as a part of developing a strong sense of community within the College.

Each student is welcomed into a Pastoral Care group for the duration of his schooling. This helps to nurture a sense of belonging and enables each student to develop a support network made up of his peers, Pastoral Carer, Head of Year and Head of School. By working collaboratively, St Brendan's aims to provide a family environment where each young man can **grow in faith, care for others, and gain personal understanding**.

At each year level, students are offered a variety of outdoor educational activities (year level camps) and retreat experiences. At each of these activities students have the opportunity to build character, faith and friendship, whilst also developing their mind and body through physical and mental challenges. Students are also encouraged to be involved in a wide array of interhouse events. These events contribute to the foundations of self-esteem, pride, and team spirit as well as a commitment to the school community.

Anti-Bullying Policy

Our Mission Statement affirms that St. Brendan's strives to "provide a Christian environment". It also states that we should be striving to develop the full potential of our students. As such, we believe that bullying in any form has no place in such an environment.

Students are entitled to receive their education free from humiliation, oppression, and abuse. Bullying affects everyone, not just the bullies and their victims. It also affects those other boys who may witness violence, intimidation, and the distress of the victim. It can damage the atmosphere of the class and even the climate of a school.

Bullying goes against the very grain of what has made St Brendan's special – a friendly, family environment. Intimidation and violence have no place in our community and will not be accepted under any circumstances.

Behaviour Management

Everyone at St Brendan's College has these basic rights:

- The right to feel safe.
- The right to learn.
- The right to be treated with respect.

Every person in the St Brendan's College Community has the responsibility to:

- Act in a manner which maintains the dignity of others ensuring that they are physically and emotionally safe.
- Act in a manner that allows quality teaching and learning to occur.
- Act in a manner that shows respect for others – their person, individuality, gifts, and talents.

The St Brendan's Community has developed four (4) overall School Rules or guidelines that everyone is expected to follow. These are:

As a member of the St Brendan's community:

1. I will ensure my behaviours and attitudes must be respectful towards all staff, students, and property.
2. I will place safe behaviours at the heart of all I do.
3. I will comply with all that is lawful.
4. I will come to the learning environment on time, prepared and ready to work.

The Responsible Thinking Process (RTP) forms a major part of the College's Behaviour Management Policy. RTP has been introduced as the preferred discipline program for disruptive behaviour at St Brendan's College because we believe that it is most consistent with Gospel values and the Catholic Mission of the school.

RTP is based on the guiding principle that students have the right to learn and teachers have the right to teach in safety. Therefore no one has the right to disrupt, to prevent others from learning, or to violate the rights of others.

RTP, rather than being a set of rules, is an attitude about how a person interacts with others. RTP is a process that teaches respect for others through responsible thinking.

It creates mutual respect by teaching students how to think through what they are doing in relation to the rules wherever they are. This gives students personal accountability for their actions, thus teaching self-discipline.

The College has a system of Heads of Year. A major role of the HOY is to oversee the behaviour of the students in their year level. They are very much involved with ensuring students accept their responsibilities with RTP. Should a student be sent to the Planning Room on several occasions, the HOY will step in and hold an intervention meeting with the student and his parents to address the issue.

Extreme disruptive behaviour may result in suspension or possible exclusion at the discretion of the relevant Head of School in consultation with the Principal.

RESIDENTIAL LIFE

St Brendan's College has been specializing in the provision of Residential Care for young men since 1940. With such a wealth of experience, we understand the unique needs of our boarding students and their families. Our qualified and experienced staff provide a level of care that resembles that of a family home.

Specifically, the Residential Community of St Brendan's College aims:

- To be a caring, nurturing community founded in the virtues of love, acceptance, and tolerance.
- To reach out to all young people, engage them on their own terms, accept them as they are and yet always challenge them to be the best person they possibly can.
- To develop a strong sense of community built on the ideals of faith and service, where the young person has scope and support to develop physically, intellectually, socially, emotionally, and spiritually.
- To provide an atmosphere of dignity and respect for all based on clear values of faith and personal spirituality.
- To encourage all members to grow in faith, love, and respect by providing opportunities for community service and leadership.

The focus is strongly pastoral and is founded in sound educational and spiritual practices developed specifically for young men. The formation programs are responsive to the ever-changing needs of the modern teenager while respecting the necessity for strong moral and behavioural standards.

The daily routine for each Residence is controlled and supervised by Heads of Residence and the House Parents. They are well supported by a trained team of supervisors to ensure comprehensive duty of care. Supervisors live on-site, have "Working with Children" clearances, and are in-serviced regularly in the latest strategies and innovations in Residential Care. Professional Development this year for staff has included a first-aid course, student learning and Emergency Control Organisation (ECO) training.

Each Residence is serviced daily by a team of cleaners and maintenance personnel. The Waterford Dining Complex boasts the latest food services to satisfy the nutritional requirements of our boarders. Laundry is conducted once a week for each Residence and the boarders are also educated in basic home care skills like bed-making and room cleanliness.

The students' educational needs are well catered for with individual and group areas for study and lesson preparation. All Residences provide compulsory supervised study sessions five days per week and provide time and facilities for more study if required. This year we introduced the study hub to provide greater support for our higher academic students.

The refurbishment of Wallace House, upgrades to McKennarney and Fitzpatrick Residences and the dining room furniture. All three residences now have air-conditioned common rooms.

PARENTAL INVOLVEMENT:

St. Brendan's College recognizes that parents are the primary educators of their children. With 30% of the College's population being boarders, open and regular communication and collaboration with parents is critical for the development and overall wellbeing of our students. As well as direct communication on specific needs, the College supports and encourages parent involvement in their son's education from their initial interests in the College through to their final graduation.

This is done through:

- Discovery Day for prospective new students and their families.
- Orientation Day prior to the commencement of the school year.
- The regular Newsletter distributed to the families of day and boarding students.
- The production and distribution of subject selection handbooks for both junior and senior school.
- An Information Evening for year 10 students selecting their subjects for year 11.
- An invitation to Year 10 SET planning meetings.
- Boarding parent network.
- Parent/Teacher reporting evenings at the beginning of Terms 2 and 3 (as well as Parent/Teacher teleconferences in Terms 1 and 4).
- Parent coaches, managers, umpires/referees and sporting and cultural support groups.
- Social celebrations, and
- The voluntary contribution of distinctive skills and enthusiasm of so many parents. These are gratefully acknowledged and celebrated.

Parent, student, and staff satisfaction

[Student Survey 2020](#)

[Parent Survey 2020](#)

[Staff Survey 2020](#)

Parent and community engagement

St Brendan's College has actively looked at ways to include parent and community engagement in the life of the College by identifying methods to inform, consult, involve, collaborate and empower these stakeholders. This is done through our newsletters, Facebook posts, events, meetings, Parent Lounge and surveys.

We have invested in the Principal and Assistant Principal Residential travelling to visit boarding families throughout Queensland and the Northern Territory to keep them informed, listen to and acknowledge concerns and objectives. We have also continued on a local level with Year Level BBQ's; Coffee with the Principal; our Eddie's Van (supporting people in hardship with meals and conversation) initiative and regular communication through the College and Boarding newsletters and Facebook posts.

Consultation with our parents and community is offered through regular committee meetings and feedback to any communication if offered as a matter of priority. Parents are also invited once per term to engage in parent/teacher interviews to discuss their child's progress and opportunities.

We engage with our local Aboriginal and Torres Strait Islander Traditional Owners and community members by inviting them to meetings to discuss events, developing and updating our Reconciliation Action Plan and addressing our major events with a welcome to country. We also seek their guidance into relevant decision-making processes around the appropriateness of certain aspects of events, dancing and social skills. Families are regularly contacted by Clontarf Foundation who are based on site to listen to any queries they may have and offer feedback on their child's progress at the College. In 2022 we completed a Reconciliation Action Plan that was launched throughout the Torres Strait and Cape communities.

New partnerships are being established with local industry and CQUniversity in the VET space and will continue to expand in 2023.

We have the consultation process below which is used toward making decisions to allow adjustments to assist students with diverse needs to access and participate fully at school.

PRE- APPLICATION

- Parents contact SBC and request phone contact from Learning Support.
- Parents request a meeting to discuss support structures.
- Tours are provided by LST and Enrolment Officer, for families to view and discuss possible resources.

APPLICATION SUBMITTED

- Enrolment officer notifies HOD (Learning Support) who reviews each file where learning support has been indicated, makes summary notes and a copy of the student's file.
- If needed, families are contacted to provide further documentation (specialist reports, medical information, previous support plans).
- Students coming from EQ schools: Principal sends a Request for Transfer Note to the Principal of the exiting school.

PRINCIPAL INTERVIEW

- Students and family members are interviewed by Principal and HOD (Learning Support) and, where necessary, other staff (For example – Head of Boarding).
- Principal determines enrolment offer.
- Families are contacted by Enrolment Officer to confirm acceptance.

ENROLMENT

- Upon acceptance, HOD (Learning Support) contacts families to sign a Parent Consent Form and this is sent to previous schools to request student information (support plans, IEPs etc) and other information that helps to inform support structures.
- Upon request, families are provided with transition opportunities including additional tours, classroom visits for students, Counsellor connections, prior to commencement.

COMMENCEMENT

- Student information is summarised into an on-line platform for teaching staff (including – diagnostic information and suggested adjustments).
- Support staff are timetabled into classes to support teachers in delivering adjustments.
- Support request forms completed by Classroom Teachers.
- In consultation with families, alternate programming options are discussed and developed (For example: study groups, Literacy / Numeracy session).
- Contact is made with families of students requiring alternate programming.
- Learning Support Teachers send Teacher Request forms – these enable teachers to identify where support is needed in the classroom (these are then timetabled for Support Staff).
- Frequent phone calls and emails are ongoing between Learning Support and families in the transition to Secondary School.
- Families notified by school of Journey Group allocations.

ONGOING

- Learning Support Teacher discussions with Class Teachers regarding student learning.
- Targeted programs.
- Verification Reviews – C2 and process worked through closely with families.
- Teacher contact with parents (Parent / Teacher interviews).
- Support plans for excursions and Camps are worked through with families (signed documentation).

- Work Experience opportunities (during school time) are documented and worked through with families.
- Teachers assisted with modifications and assessment adjustments.
- Families assisted with NDIS applications to ensure external support.
- Learning Support works with Clontarf Foundation to support Indigenous engagement and educational support for Torres Strait Islander and Aboriginal student (including ESL requirements).
- NAPLAN adjustments are worked through with families with all those involved.
- Ongoing Collaboration Meetings between Learning Support and Counsellors.
- Fortnightly Equity Team Meetings.
- Fortnightly NCCD Team Meetings.
- Access to AVT AND Inclusive Curriculum Coordinator (CEO) to provide guidance and direction.

Respectful relationships education programs

St Brendan's College takes a whole school approach to respectful relationships with structured activities being undertaken during junior Health and Physical Education lessons, through the implementation of the Resilience Project into years 7-9 Religious Education and through the school's Pastoral Care program.

During year 7 HPE students study a unit on Relationships, which focusses on: identity, valuing diversity, self-esteem, resilience, relationships, communication skills, empathy and compassion. Year 8 students further undertake activities focussed on respectful communication and teamwork, building on the lessons undertaken in the previous year. Students investigate the impact of transition and change on their identities, evaluate strategies to manage personal, physical and social changes that occur as they grow older and apply strategies to encourage help seeking behaviour for themselves and others which promote health, safety and wellbeing for all.

During structured lessons drawn from the Resilience Project, students undertake a range of lessons with a focus on Gratitude, Empathy and Mindfulness. Each lesson explores how students can better understand their own and other's perspectives on relationships, communication and respect. The Resilience Project is supported through professional development for staff implementing the program and regular review meetings to ensure the resource is appropriate targeted.

Pastoral care is organised horizontally, with each year level led by a dedicated Head of Year. This middle leader, supported by Heads of Middle and Senior School, implement year level specific activities through year level meetings and pastoral care classes focussing on creating an inclusive community to ensure a liberating education for all.

School funding

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

Staff composition, including Indigenous staff

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	71	65	2
Full-time equivalents	69	45	2

Qualification of all teachers

Teacher Name	Qualifications	Teaching Areas
Ms A Ballinger	Bachelor of Psychology Bachelor of Science (Psychology) Graduate Diploma Teaching & Learning	English Humanities
Mr B Barry	Bachelor of Science Graduate Certificate Engineering Graduate Diploma Teaching & Learning	Manual Arts
Ms S Blackford	Bachelor of Education Certificate IV in TAE Certificate III in IDMT	Information Technology
Ms F Blizzard	Bachelor of Science Master of Teaching Cert III Fitness Cert IV Personal Training	Science
Christine Broad	Cert II Tourism Cert III Education Support Cert IV TAE	Tourism
Mr W Campbell	Bachelor of Teaching Diploma of Education	Manual Arts
Mr A Cooper	Bachelor of Learning Management Trade Certificate	Manual Arts
Mrs J Cooper	Bachelor of Education	Art Religious Education
Mr M Couper	Bachelor of Education	Health & Physical Education Mathematics
Mr M Cullen	Bachelor of Education (Physical Education) Masters Education Administration Diploma of Teaching	Humanities Physical Education Religious Education
Mrs T Deasy	Bachelor of Education (Music)	English
Mr A Diefenbach	BLM	Mathematics Science
Ms D Emery	Bachelor of Exercise Science Graduate Diploma Learning & Teaching (Secondary)	Science
Ms J Gardiner	Bachelor of Engineering Graduate Certificate Business Administration Graduate Diploma Teaching & Learning	Mathematics Science
Mr J Gill	Bachelor of Education Graduate Diploma Arts (History) Certificate IV in Training & Assessment	Information Technology Religious Education
Sheridan Gorman		Mathematics Science

Mrs K Glenwright	Bachelor of Teaching Bachelor of Education	English Humanities
Mrs M Goves	Diploma of Teaching Secondary Music and Mathematics	Mathematics
Ms I Goves	Bachelor of Arts Bachelor of Education	Arts Religious Education
Mr R Green	Bachelor of education Advanced Certificate maintenance Engineering Fitting Certificate IV Engineering Studies Certificate IV TAE	Manual Arts
Mr P Grové	Diploma of Education (Honours) (Secondary) Certificate IV in Training & Assessment Arts (Natal)	Manual Arts Information and Communication Technology Religious Education
Mr W Grieve	Bachelor of Engineering (Mining), Graduate Diploma of Teaching (Secondary Maths) Graduate Diploma Teaching (Computing), Master of Education (Computing)	Computing Mathematics Science
Mr T Guinane	Bachelor of Vocational Education (Secondary)	Manual Arts Religious Education
Mr B Henley	Bachelor of Teaching Bachelor of Exercise Science	Humanities Physical Education Religious Education Science
Mr J Hirning	Bachelor of Arts (Literature, Public Relations, Geography) Graduate Diploma of Teaching	English Humanities
Sam Holzheimer	Cert II Public Safety (Aquatic Rescue) Cert III Engineering – Mechanical Trade Cert IV TAE	Industrial Technology & Design
Mr A Hooper	Bachelor of Education Bachelor of Mathematical Science	Mathematics
Mr P Horan	Diploma of Teaching (Physical Ed) Master of Learning Management	Mathematics
Mr J Ingram	A.T.C.L.; L.T.C.L.; F.T.C.L.; F.A.T.D. Graduate Diploma of Music (Instrumental Teaching) Master of Music Studies	Music
Mr M Jensen	Bachelor of Engineering Bachelor of Science Graduate Diploma of Teaching & Learning	Information Technology Mathematics
Mr A Jones	Bachelor of Education (Secondary) Cert III in Fitness	Mathematics Physical Education Aquatic Practices
Mrs K Jones	Bachelor of Science (Marine Biology & Zoology) Graduate Diploma of Secondary Education Graduate Certificate of Religious Education	Religious Education Science
Mr A Jorgensen	Bachelor of Arts (Mathematics & Music) Bachelor of Education ATCL (Recital) Certificate IV in Workplace Training & Assessment Certificate III in Live Production, Theatre and Events	Certificate II in Live Production Mathematics
Mrs M Jorgensen	Bachelor of Arts (English & History) Bachelor of Education (Secondary)	English

Ms T King	Bachelor of Education (Secondary)	Mathematics Religious Education
Ms I Koops	Bachelor of Arts Graduate Diploma Teaching & Learning	English Humanities Learning Support
Rebecca Lang	Bachelor of Education (Primary) Master of Education (Guidance and Counselling)	Learning Support Careers
Mr A Lawrence	Diploma of Education Diploma Management Certificate IV TAE	Physical Education Science Vocational Education
Mrs A Le Roux	Bachelor of Education Diploma of Business Management Diploma of Business Diploma of Human Resources	Business English
Mrs S Lewis	Bachelor of Arts Bachelor of Education Graduate Diploma Psychology Post Graduate Diploma of Psychology	Science Psychology
Temil Ludwig	Bachelor of Education (Secondary) Cert III Engineering – Electrical/Electronic Trade Cert IV Engineering CERT IV TAE	Industrial Technology & Design
Mrs A McFarlane	Bachelor of Business (Accounting) Graduate Diploma (ICAA) Diploma of Financial Planning Bachelor of General Studies Master of Teaching	Mathematics Business
Matthew McHugh	Bachelor of Human Movement Science Bachelor of Health Science (Paramedic) Masters of Teaching – Science (Biology) & Mathematics	Mathematics Science
Mrs L McLeod	Bachelor of Learning Management Bachelor of Arts Diploma of Teaching (Music)	Drama English Geography
Mr D McLuskie	Bachelor of Science (Sport & Exercise) Graduate Diploma Education (Secondary) Graduate Certificate Religious Education	Religious Education
Mr B McWhinney	Bachelor of Arts Master of Teaching (Secondary)	Religious Education
Mr J Merrifield	Bachelor of Learning Management (Secondary VET)	English, Religious Education Study of Science and the Environment
Glen Minto	Bachelor of Learning Management (Middle School)	Mathematics
Ms K Morley	Bachelor of Education (History, English)	Geography History
Mr S Muir	Bachelor of Theatre Studies, Applied Acting and Stage Craft Diploma of Education, Secondary Cert IV in Community Services Master of Education, Leadership and Management	English Religious Education
Mr J Ohl	Bachelor of Music Graduate Diploma of Education	Arts English Humanities Religious Education

Mr B Oram	Bachelor of Business Graduate Diploma Teaching & Learning Certificate IV TAE	Agriculture Science
Mr D O'Toole	Bachelor of Education	Physical Education Mathematics
Mr C Owens	Bachelor of Music Graduate Diploma of Learning & Teaching	Music Religious Education
Mr S Peers	Bachelor of Learning Management Certificate IV OH&S Certificate IV Training and Assessment Certificate III Furnishing (Cabinetmaker)	Certificate II in Industrial Technology & Design Manufacturing Technology Religious Education Wood Technology
Mr P Picoto	Bachelor of Education (Secondary) Bachelor of Human Movement Science Certificate IV TAE	
Ms A Pottle	Bachelor of Learning Management (Secondary VET)	English Geography History
Ms A Priddle	Bachelor of Business/Bachelor of Accounting Bachelor of Music Graduate Diploma Learning & Teaching (Secondary)	Humanities Music
Mr B Prince	Bachelor of Science (Human Movement) Graduate Diploma of Learning & Teaching	Health & Physical Education Science
Ms S Pugh	Bachelor of Learning Managements (Secondary)	Mathematics Science
Mr P Reddy	Bachelor of Education (Secondary)	Health & Physical Education
Mrs J Russell	Bachelor of Business (Accounting) Graduate Diploma of Teaching Certified Practising Accountant	Maths
Mr B Schellein	Bachelor of Education Dual Degree, Bachelor of Arts (Ancient History/History and Media Studies)	English Geography Humanities
Ms S Sheales	Bachelor of Arts Bachelor of Education	Transition
Mr B Skuthorpe	Bachelor of Education Certificate IV in Christian Ministry & Theology Certificate IV in Training & Assessment	English Religious Education Study of Science and the Environment
Ms S Smith	Bachelor of Arts Bachelor of Education	English Humanities Religious Education
Mr L Thomas	Bachelor of Secondary Education	English History
Ms N Timlin	Bachelor of Arts (Honours) Post Graduate Certificate in Education	Arts; English Humanities Religious Education Science
Cooper Tydd	Bachelor of Education (Secondary) Physical Education and English	Art English
Mr W Wall	Bachelor of Science Graduate Diploma of Teaching Certificate IV Assessment Workplace Training	Science
Mrs R Waretini	Bachelor of Education (Teaching)	English Humanities
Mr C Watson	Bachelor of Human Movement Science Bachelor of Education Certificate IV in Training and Assessment	Health & Physical Education

Mr C Williams	Bachelor of Secondary Education	Mathematics Physical Education
Mr D Williams	Bachelor of Human Movement Science Bachelor of Learning Management Certificate IV in Training and Assessment Certificate III in Fitness	Health & Physical Education
Mr M Willson	Bachelor of Arts Bachelor of Education	English Religious Education Science

Professional development

Expenditure on PD

Total Number of Teachers	Total expenditure on Teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per Teacher
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Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absent	Average staff attendance rate
116	175	863	96%

Proportion of teaching staff retained from previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% Retention rate
68	66	97%

Teacher participation in professional development

The major professional development initiatives are as follows:

- Teacher annual professional goal setting aligned with AITSL standards
- Peer Mentoring
- Edmund Rice Education Professional Development specific to positions (Principal, Deputy Principal, Identity Leaders, Pastoral Care Leaders etc.)
- Education Specific Development (includes mandatory PD)
- Student Welfare
- Workplace Health & Safety
- Teaching Specific Development
- Obtaining additional qualifications determined by key business – Certificates in TAE, Fitness, etc.

The proportion of the teaching staff involved in professional development activities during 2020 was 95%.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Queensland state secondary schools 90.5%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2020	2021	2022
Overall attendance rate* for students at this school	90%	90%	87.37%
Attendance rate for Indigenous** students at this school	85%	91%	86.07%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2020	2021	2022
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2020	2021	2022
Year 7	85%	87%	89.20%
Year 8	92%	89%	87.56%
Year 9	91%	92%	87.11%
Year 10	92%	91%	85.62%
Year 11	90%	91%	-
Year 12	91%	92%	-

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Roll Marking (Pastoral Care)

Pastoral Care teachers are responsible for marking the roll at the start of each day. Roll marking is done electronically in Teacher Kiosk.

Once saved, the PC roll cannot be adjusted by staff and any discrepancies throughout the day must be reported to student reception for correction.

Boys absent for excursions are recorded in Teacher Kiosk when the excursion is approved and amended to reflect the boys on the excursion.

If a boy is absent from PC they are to be marked "Absent from School".

Roll Marking (Lessons)

Staff are responsible for marking the roll during each class. The rolls are a legal document and as such, must be marked by the teacher taking the class. When completing a supervision lesson a teacher can mark the roll via Kiosk as per their normal procedures.

- If a boy is present in class, they are marked “Present”.
- If a boy is absent from a class, they are marked “Absent from Class”.
- If a boy is present but marked absent in Kiosk, the Teacher must ring Student Reception to amend the roll accordingly.
- Parents are sent an SMS message if they have not provided a reason why their son is absent from the College every time an absence is recorded (day students only).

Extended Absenteeism

If a student is absent for an extended period of time, the following process occurs.

- Contact is made with the responsible adult listed in The Alpha School System (TASS) by a relevant College Leadership Team member and a discussion is had about the extended absenteeism. If a resolution is not made, Pastoral Care or Counselling support is offered with external support referrals provided if preferred.
- In extreme cases, relevant staff will visit the home of the family to discuss the issue.
- Reporting is made to Edmund Rice Education Australia.

NAPLAN

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.



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.

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

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Description	2020	2021	2022
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	96	TBA	94
Percentage of Indigenous students awarded a QCE at the end of Year 12		TBA	66.66
Number of students who received an OP			
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	85	77	85
Number of students awarded a VET Certificate II or above	-		
Number of students who were completing/continuing a SAT	16	TBA	
Percentage of OP/IBD eligible students with OP 1–15 or an IBD			
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			
Percentage of QTAC applicants who received a tertiary offer.			100

Table 14: Overall Position (OP)

OP band	2018	2019	2020
1-5	7	1	
6-10	9	8	
11-15	11	5	
16-20	7	14	
21-25	0	0	

Table 15: Vocational Education and Training (VET)

VET qualification	2020	2021	2022
Certificate I	16	0	0
Certificate II	68	14	123
Certificate III or above	63	125	20

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early school leavers

The majority of early school leavers who departed the college for a career pathway, continued their education in the form of an apprenticeship. The apprenticeship pathway taken by school leavers is a result of an increasing number of

students engaging in work experience and securing school-based apprenticeships whilst still at school. The college provides support to students and families throughout this process by providing access to comprehensive career pathway information as well as developing a strong vocational education program with links to Industry.

Whilst access to career and vocational education services is available to early school leavers on a voluntary basis there is currently no official support program provided 'beyond the school gate'.

Next Step — Post-school destinations

The results of the 2021 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), is available now at

- [Year 12 Next Step Summary](#)

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.