In presenting my first Annual Report for San Sisto College I wish to acknowledge the outstanding efforts of principals and staff, students and parents of the 45 years of San Sisto history. The college to which I was appointed from 2007 shows much evidence of a well-loved, proudly appreciated haven of learning for young women. Our Catholic ethos is enriched by strong Dominican traditions and spirituality; our gardens have been designed and tendered with an obvious love of beauty; our parents and wider community are active, welcoming, involved and highly valued. The staff are passionate about learning and they exude joy, enthusiasm and professionalism. The young women of San Sisto make it a real privilege to be their principal! I am most grateful for the welcome they have given me. Their pride in San Sisto is evident and contagious. Achievements in their studies, extra-curricular activities, vocational pathways, sport and culture attest to the value of a college that specializes in the education of young women! Our “boutique” size is an added bonus! The sections within this report meet with the requirements of government mandatory reporting and relate to the achievements and activities of 2006.

The Annual Goals Statement for 2006 is available on the college website. The College weekly newsletter, the Verigram, is available on the website. Further details re curriculum offerings may also be gleaned from the same site. A hardcopy of this report is available on request. I encourage all members of the community to contact me if further details of any sections contained herein or college policies are required.

God’s Blessings Always

Margaret Lee
Principal 2007
San Sisto has a number of pastoral care programs that enhance the life and social climate of our community. They include:

- a comprehensive personal development program that is tailor-made to address the needs of young women
- special events to enhance Spirit and Community (Big Sister/ Little Sister, LINCS, House Liturgies and activities, College Celebrations such as San Sisto Day and Dominican Heritage Day
- Guest speakers and special projects relating to current topics (eg Shiloh, Police, Self-Defence)
- Events to enhance the evangelizing mission of the community (eg. Year level education and fund-raising relating to chosen charities and causes)
- Activities that educate and encourage students to create and sustain positive relationships
- Active involvement of parents in grounds maintenance through Working Bees to enhance the physical environment that is enjoyed and appreciated by all
- A homeroom structure where long-term relationships are nurtured under the guidance of professional and progressive year level co-ordinators
- Parent Information Evenings to foster partnership in a learning community
- For the maximization of learning needs and social development class sizes are consistently reviewed

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**Social Climate and Pastoral Care**

Expenditure on professional development of staff (via School Renewal Funding)

$48,975

Key Professional Learning in 2006:

- Promoting a professional discussion on the role of differentiated curriculum
- Use of Technology
- Integrating technology into the curriculum e.g. podcasting
- First Aid Training for all staff
- Development of plan for Literacy Across the Curriculum
- Specific professional development relating to subject area expertise
- Promotion of study skills - engaged the services of external consultants
- Diversification in the delivery of Mathematics in the college
- Professional Development specific to the area of Religious Education
- Changes to the senior phase of learning and the introduction of the Queensland Certificate of Education

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**Staff Qualifications**

Highest degrees held: Percentage of total

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters degrees</td>
<td>7/36</td>
<td>19.5%</td>
</tr>
<tr>
<td>Bachelor Degrees</td>
<td>27/36</td>
<td>75.0%</td>
</tr>
<tr>
<td>Diplomas</td>
<td>2/36</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total Master degrees</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total Bachelor degrees</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Total Post Graduate Diplomas</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Total Grad. Certificates</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Certificates</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other: Licentiate and other</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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**Staff Attendance**

Average staff attendance for the school based on unplanned absences of sick and emergent leave for periods of up to 5 days: **97.24%**

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**Staff Retention**

The proportion of paid permanent teaching staff retained from the previous school year: **94.5%**
We have a functioning flag-pole and fly the Australian flag.

The college displays the National Safe Schools Framework Poster and the Values for Australian Schooling Poster.

The college provides within the curriculum two hours of physical activity each week for junior secondary students.

The college has examined the National Safe Schools Framework and taken action as required.

The college implements the Interstate Student Data Transfer Note (ISDTN) and would respond to requests when made.

The college progress in respect to the Strategic Renewal Plan is monitored and reported upon annually.

Each year, the Annual Goals, and from 2007 the Strategic Renewal Plan, is posted on the college website.

The Brisbane Catholic Education Strategic Renewal Framework informs the development of the college plans.

These plans and strategies are developed in consultation with the college community, the staff, P&F Association and the College Board.

San Sisto College enjoys a positive reputation and high satisfaction level within its community as noted by:

- Relative ease with which students are placed in traineeships, work placements, industries and employment
- Growth in enrolments
- Good numbers at college functions (Parent Information nights, Trivia Night, Awards Night, Curriculum Evenings, Working Bees, Parent – Teacher Interviews)
- Frequently stated pride in school
- Connectedness amongst and with past pupils

Student learning outcomes are reported on twice yearly against a five point scale

A student’s achievement in relation to the cohort is available on request

The college has examined the National Safe Schools Framework and taken action as required.

Student involvement in development of College values

Key Student Outcomes

Parent, Teacher & Student Satisfaction

Value-Added Annual Goals & Strategic Renewal Plan

Commonwealth Regulatory Requirements

Peer tutoring

Students in industry

Student Leadership Program

Student involvement in development of College values
### Descriptors

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students completing Year 12</td>
<td>73</td>
<td>66</td>
<td>49</td>
<td>76</td>
</tr>
</tbody>
</table>
| Breadth of Curriculum  
  San Sisto College covers 13 of the possible 16 curriculum areas. Marine Studies, Industrial Technology and Agriculture are not included. | 13   | 13   | 13   | 11   |
| Total Senior Certificates Awarded | 73   | 66   | 49   | 76   |
| Percentage of Students with a Senior Certificate and either OP eligibility or at least one VET qualification | 100  | 100  | 100  | 100  |
| Number of Certificates of Post-Compulsory School Education awarded:  
  A student is eligible to receive the CPCSE if the student has 12 years of schooling and has an impairment or learning difficulty that is not due to socioeconomic, cultural and/or linguistic factors | 0    | 0    | 0    | 0    |
| OP-eligible and no VET certificate  
  OP-eligible students choose 6 subjects for study. Students must complete 5 OP subjects over 4 semesters (20 Weighted Semester Units) to be eligible for an OP | 40   | 43   | 27   | 40   |
| OP-eligible and one or more VET qualifications  
  Students in this category would have chosen a Vocational Education subject as their sixth subject | 12   | 9    | 5    | 17   |
| OP- ineligible and no VET qualifications | 0    | 0    | 0    | 0    |
| OP- ineligible and one or more VET qualifications | 21   | 14   | 17   | 19   |
| Number of students completing one or more VET competencies | 36   | 25   | 22   | 36   |
| Number of VET qualifications awarded | 111  | 89   | 80   | 93   |
| Percentage of OP-eligible students with an OP 1-15 | 77   | 81   | 69   | 70   |
| Percentage of students with a Senior Certificate and one or more VET qualifications | 45   | 35   | 45   | 47   |
| Number of students completing or continuing a school-based apprenticeship or traineeship | 8    | 14   | 11   | 12   |
| Percentage of QTAC applicants receiving an offer | 100  |      |      |      |

### Apparent Retention Rates

<table>
<thead>
<tr>
<th>Year Students Started in Year 8</th>
<th>Year 8 Enrollment</th>
<th>Year Students in Column 1 Complete Year 12</th>
<th>Year 12 Enrollment</th>
<th>Year 8-12 Apparent Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>68</td>
<td>2002</td>
<td>68</td>
<td>100%</td>
</tr>
<tr>
<td>1999</td>
<td>81</td>
<td>2003</td>
<td>73</td>
<td>90.1%</td>
</tr>
<tr>
<td>2000</td>
<td>71</td>
<td>2004</td>
<td>66</td>
<td>93%</td>
</tr>
<tr>
<td>2001</td>
<td>56</td>
<td>2005</td>
<td>49</td>
<td>88%</td>
</tr>
<tr>
<td>2002</td>
<td>89</td>
<td>2006</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

**Kira Vardanaga Yr 12 2006 receives QUT Vice Chancellor's Award**
Purpose of Study
The purpose of the Next Step Report is to inform the school community of the destinations of students from this school who completed Year 12 in 2005.

Source of information
The report is based on the findings of the Queensland Government Next Step destination survey, which targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education in 2005, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 27 March and 8 May 2006, approximately six months after the young people left school. Responses were predominantly collected via computer aided telephone interview with a paper-based survey collected from a small number of students for whom telephone details were not available. The survey results were analysed and reported on by the Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne. Care should be taken in publicly using figures of fewer than 3 responses or percentages based on fewer than 3 responses. 87.8% of year 12s 2005 completed the survey.

Summary of Results
In 2006, 72.1 per cent of young people who completed their Year 12 at San Sisto College in 2005 continued in some recognised form of education and training in the year after they left school. The most common study destination was university (39.5 per cent). The combined VET study destinations accounted for 32.6 per cent of respondents, including 23.3 per cent in campus-based VET programs, with 20.9 per cent of Year 12 completers entering programs at Certificate IV level or higher. 9.3 per cent commenced employment-based training, all as apprentices. In addition to the above study destinations, a further 7.0 per cent of respondents from this school deferred a tertiary offer in 2006 (deferrers are shown in the diagram below in their actual current destination). 27.9 per cent did not enter post-school education or training, and were either employed (23.3 percent), seeking work (2.3 per cent) or neither studying nor in the labour force (2.3 per cent). There is a range of differences between and within school, regional and statewide destinations. Care should be taken when interpreting comparative data as the findings may relate to groups of different sizes.

Definitions of main destinations
All respondents were categorised into their main destination, be it study or work, as outlined in Table 2. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

Main Destination Categorisations, Next Step 2006

Higher Education
University (degree)* Respondents studying at degree level.

VET categories
VET Cert IV+ Respondents studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III Respondents studying Certificate III (excluding apprentices and trainees).
VET Cert I/II/other Respondents studying Certificate I or II (excluding apprentices and trainees). This category also includes respondents in an “unspecified” VET certificate, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level.

Apprentice Working and in employment-based apprenticeship.
Trainee Working and in employment-based traineeship.

No further education and training
Working full-time~ Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Working part-time~ Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.
Seeking work Looking for work and not in a study or training destination.
Not studying and not in the labour force Not in study or training, not working and not looking for work.

*Some respondents also in the labour market
~ABS Classification

Main destinations of Year 12 completers

<table>
<thead>
<tr>
<th>Destination</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (degree)</td>
<td>17</td>
<td>39.5</td>
</tr>
<tr>
<td>VET Cert IV+</td>
<td>9</td>
<td>20.9</td>
</tr>
<tr>
<td>VET Cert III</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Apprentice</td>
<td>4</td>
<td>9.3</td>
</tr>
<tr>
<td>Working FT</td>
<td>4</td>
<td>9.3</td>
</tr>
<tr>
<td>Working PT</td>
<td>6</td>
<td>14.0</td>
</tr>
<tr>
<td>Seeking work</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Not studying/NILF</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Total VET</td>
<td>14</td>
<td>32.6</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

Main destinations of Year 12 completers

- University (degree) (39.5%)
- VET Cert IV+ (20.9%)
- VET Cert III (2.3%)
- Apprentice (9.3%)
- Working FT (9.3%)
- Working PT (14.0%)
- Seeking work (2.3%)
- Not studying/NILF (2.3%)

* included in VET total
VET total = 32.6%