



Published May 2016

San Sisto College

Women of Integrity Shaping the Future

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ANNUAL REPORT 2015

PRINCIPAL'S FORWARD

ENROLMENTS: 665
All girls Catholic college

Distinctive curriculum:

- * College pedagogy based on Dimensions of Learning and Habits of Mind & Spirit, CITW
- * Well developed Vocational Pathways programs articulating into industry
- * Integrated QCS training and development from Year 8
- * High academic expectations
- * Positive Development and Positive Psychology are key foci within our wellbeing program
- * Children's Services (See our website for full details)
- * Japanese and Italian are both offered from Years 7–12

STRATEGIES FOR INVOLVING PARENTS

- Active P & F Association
- College Board
- Volunteers at Café Caterina
- Working Bees
- Cuppa Catch-ups
- Parent Teacher Student Interviews
- Parent Information Evenings
- Parent voice encouraged through face-to-face discussions, email, phone
- Weekly newsletter (*Verigram*) to parents
- Parent support actively encouraged in sporting program
- Parent coaches
- Parent barbecue
- High level of involvement in Sports carnivals and dances
- Open Day
- Graduation, Awards and Thanksgiving Evenings

The girls within our College represent the leaders of the future. As the community of San Sisto College it is our responsibility, and our privilege, to develop and encourage learning and wellbeing and to be interested and demonstrate commitment to their future. Now, more than ever before, we must respond to the current educational and technological challenges by the inclusion of new pedagogies into our practice.

Reflecting on the year of 2015 there were many events that have shaped both the learning, the curriculum and the frameworks which support these. These have included new and challenging directions and pedagogies to support our young girls as women of integrity. Teaching and learning have been enhanced by the inclusion of special projects, such as Visible Learning, which have seen teaching and support staff accessing opportunities in professional development with the aim of providing more directed assistance for students within the classroom. Presentations and seminars have been conducted in the areas of Religious Education and current trends in pedagogical development in response to state and federal government initiatives. Now, more than ever before, we must respond to the current educational and technological challenges by the inclusion of new pedagogies into our practice.

Year 7s have joined us for the first time, and a new structure has been established to ease the transition into the secondary years of schooling. Our approach has been centred around middle years schooling philosophies, limiting the number of teacher and room changes for the girls to ensure a smooth and supported transition. Looking to the future, the timetable is undergoing a two year period of transition. In 2016 it

will be streamlined to occur over a ten-day cycle. This will allow for increased opportunities for study in the area of technology in Years 7 and 8.

As well, we have been delighted and impressed that during 2015 so many of the student population have been presented with awards. The students have worked extremely diligently throughout the year and are to be congratulated on their efforts. Awards Night acknowledged girls who received the top result in Individual subjects with an Academic Excellence Award, and Commendable Application to Study Awards were presented to recognise continuing and ongoing effort and application throughout the year.

The provision of new facilities and the refurbishment of others has ensured that we have a pleasant environment in which to learn and access information. In 2015 we opened the Caesarini Centre, the Albertine Science Precinct, the Rose Retail Centre, and the Spanish Steps. The Fra Angelico extension will be completed by the beginning of 2016. It will contain eight new classrooms and four Music practice rooms, two Home Economics classrooms and one Drama classroom.

Shelley Hamilton
Principal



EXTRA CURRICULA ACTIVITIES

Music:

- College Bands and Choir
- Local performances
- Music camp evenings

Sport:

- Wednesday afternoon participation in inter-school sports
- Saturday Tennis
- Training followed by breakfast for swimming, athletics, cross country squad
- Training in other sports by staff and coaches

Justice & Community Service:

- Justice Afternoon
- Greenies, Environment Justice Groups
- Rosies Street Ministry
- Raising funds for Caritas, Catholic Mission and Dominican ministries
- Bulimba Creek Sustainability Centre
- Blue Care Carina
- Fundraising for St Vincent de Paul

Liturgy:

- Preparation for liturgies through song, dance and performance

Other:

- Magazine
- Year 7/12 buddy system
- Pillars Program
- Chemical Analysis—Titration
- House celebrations
- Leading L.I.G.H.T.S. (incl craft)
- Japan/Italy connections
- Debating

Student Leadership:

- College representation at functions
- Student Representative Council

STUDENT WELLBEING

San Sisto College is made up of three schools: Caleruega, Fanjeaux and Bologna. These names are all derived from significant places in St Dominic's life. Caleruega is named after the birthplace of St Dominic; it is the Year 7 and 8 school, and it was led by Ms Lyne Tilt-MacSporran. Fanjeaux, the place where Dominic spent his early years, is the school for Year 9 and 10 students and was led by Mrs Louisa Makepeace. Bologna, the place where Dominic began the General Chapters of the Order and where he later died, is the school for Year 11 and 12 students and was led by Mrs Julianne O'Leary.

2015 was the fourth year of the WELL (Wellbeing: Enhanced Life and Learning). This continues to be a place of support, guidance and renewal for girls at the college. Students across all year levels continued accessing the WELL services. Appointments were made with the following professionals: college, guidance counsellor, wellbeing officer, careers counsellor, organisational therapist, campus minister, LIFE coach, massage therapist, and physical enrichment coordinator.

Students were responsible for seeking the support of whichever specialisation they felt met their needs. If a student is unsure who she

should see, she is guided by the WELL coordinator (Elise Godwin) as to what specialist could offer her the most appropriate support.

Friendships, family concerns, managing anxiety, choosing career pathways, organisation of time and developing good study habits were the most relevant points of concern for students in 2015. In addition the WELL provided a number of activities at lunchtime, including board games and numerous craft activities that help to build community amongst students across all year levels. Many students regularly accessed the calm, inviting and relaxing atmosphere of the WELL space. Students had the option to spend their time in the WELL looking over the numerous resources available to them about wellbeing or just simply used the space as a place of quiet serenity.

The WELL staff worked closely alongside School Coordinators, supporting students of concern and regularly presenting on Year Level assemblies. A contribution article was written fortnightly to the *Verigram* about current areas of interest for young people and their families.

The staff and students continued to build positive relationships, allowing students to succeed in the safe and caring environment that is San Sisto College.

— PROFESSIONAL ENGAGEMENT — TEACHER PROFESSIONAL LEARNING

Expenditure on professional development of staff = \$39,364.69
Professional Development was provided during the 7 Pupil-Free Days as well as on numerous days during the year. A balance was sought between teacher attendance and student learning with teacher attendance at PD.

KEY PROFESSIONAL LEARNING IN 2015:

- Dimensions of Learning and planning units in Dimensions of Learning, Classroom Instruction That Works
- Habits of Mind and Spirit
- Student wellbeing
- Specific professional development relating to subject area needs and professional standards
- Professional Development specific to the area of Religious Education
- Dominican Ethos, Culture and Spirituality
- Attendance at the Dominican Educators' Conference, Habits of Mind workshops, Dominican pastoral and student leadership workshops
- First Aid and CPR
- Staff attended conferences and workshops relating to areas of interest or need eg QCAA, DP/AP/APRE networks and conferences
- Software: Staff Portal, LIFE Learning Management System
- Australian curriculum

QUALIFICATIONS OF ALL TEACHERS

Highest level of attainment	Percentage of classroom teachers and school leaders at the school —
Doctorate	1.92%
Masters	19.23%
Post Graduate Diploma	28.85%
Bachelor Degrees	50.00%
Diploma	0
Certificate	0

STAFF ATTENDANCE

Average staff attendance for the school based on unplanned absences of sick and emergent leave for periods of up to 5 days: 95.54%

STAFF RETENTION

The proportion of paid permanent teaching staff retained from the previous school year: **91%**

STAFF PROFILE

Workforce Composition	Teaching Staff	Non-Teaching Staff
Headcounts	52	36
Full-time equivalents	49.64	18.76
Indigenous	0	1

KEY STUDENT OUTCOMES

Average Student
Attendance Rate: 92%



Godspell

- ◆ Year 7 & 9 NAPLAN tests were very pleasing
- ◆ Numerous students were selected in representative sporting teams such as athletics, cross country, softball, volleyball, touch football, tennis



Year 12 Graduation

QATSIF
Scholarship
Ceremony

Cancer Walkathon

PARENT, TEACHER
& STUDENT
SATISFACTION

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

- Continued growth in enrolments in 2015
- Relative ease with which students are placed in traineeships, work placements, industries and employment
- Good numbers at college functions (Parent Information nights, Awards Night, Curriculum Evenings, Working Bees, Parent-Teacher-Student Interviews)
- Connectedness amongst and with past pupils, as noted by growing membership of Past Students' Network and reunions
- Comments recorded through Renewal surveys

COLLEGE RENEWAL
PLAN

Each year, the Annual Operational Plan and the Strategic Renewal Plan are 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. College progress in respect to the Strategic Renewal Plan is monitored and reported upon annually.

operation, engaging members of the wider community in the review process.

An audit of a number of components of college processes, as required for Internal Renewal & Validation, highlighted the successful manner in which the college is conducted and lives its mission and vision. All reviews have been very successful and demonstrate a high level of strategic operations within the college.

Staff annually review 3—4 areas of

INFORMATION AND COMMUNICATION
TECHNOLOGIES

In 2015, students from Years 7—12 continued to be part of the laptop program.

Information and communication technologies help to provide girls with the skills and critical thinking ability which will assist them to find and utilize information in a media rich world. Through the introduction of the 1:1 laptop program in Years 7—12, staff are able to enhance classroom teaching by integrating technology-based activities and thus engaging students in their learning by utilizing the digital technologies. Staff have also been able to foster a creative approach to learning, allowing students to demonstrate their understanding through media that suit their particular learning styles.

Students benefit from this learning as it will also allow them to contribute positively to the global community they will be entering when they leave school.



Attainment and Achievement — Year 12

Apparent retention rates Year 10 to Year 12	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90.6%

Outcomes for our Year 12 cohort for 2015	
Number of students receiving a Senior Statement.	87
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	81
Number of students who are completing / continuing a School-based Apprenticeship or Traineeship.	12
Number of students awarded one or more Vocational Educational Training qualifications.	32
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	36
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	81
Number of students awarded an International Baccalaureate Diploma (BD)	0
Percentage of OP / IBD eligible students with OP 1 — 15 or an IBD.	83.8%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93.1%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98.6%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 — 25				
OP 1 — 5	OP 6 — 10	OP 11 — 15	OP 16 — 20	OP 21 — 25
11	22	24	12	1

Student Achievement—NAPLAN for Years 7 and 9

National Assessment Program—Literacy and Numeracy (NAPLAN) results—our reading writing, spelling, grammar and punctuation and numeracy results for Year 9.

Domain	Measures		Year 7	Year 9
Reading	Average score for the school in 2015		571	599
	Average score for State in 2015		543	572
	For the school the percentage of students at or above the national minimum standard.	2013		97.5%
		2014		98.0%
		2015	100%	100%
Writing	Average score for the school in 2015		540	563
	Average score for State in 2015		505	538
	For the school the percentage of students at or above the national minimum standard.	2013		95.8%
		2014		97.0%
		2015	98.1%	90.4%
Spelling	Average for the school in 2015		550	596
	Average score for State in 2015		544	580
	For the school the percentage of students at or above the national minimum standard.	2013		98.3%
		2014		98.0%
		2015	95.2%	97.0%
Grammar and Punctuation	Average score for the school in 2015		564	586
	Average score for State in 2015		539	566
	For the school the percentage of students at or above the national minimum standard.	2013		93.2%
		2014		95.0%
		2015	98.0%	94.8%
Numeracy	Average score for the school in 2015		542	587
	Average score for State in 2015		539	585
	For the school the percentage of students at or above the national minimum standard.	2013		96.6%
		2014		98.0%
		2015	99.0%	100%

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Certificate I	Certificate II	Certificate III or above
23	4	32

*Interhouse Athletics Carnival**Social Justice Sale**Bulimba Creek Sustainability Centre**Commerce Market Day**Shrove Tuesday**ANZAC Day March**St Vincent de Paul Christmas Appeal**Easter Liturgy*