



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

St Stephen's Catholic College, Mareeba

Motto	Trust in the Lord
Address	Mclver Rd, MAREEBA QLD 4880
Postal Address	PO Box 624, MAREEBA QLD 4880
Phone Number	(07) 4086 2500
Fax Number	(07) 4092 4333
Email Address	office@sscc.qld.edu.au
Web Site	http://www.sscc.qld.edu.au
Total Enrolments	585
Year Levels Offered	7-12
Student Population	Co-Educational
Principal	Ms Kerry Manders
Parish Priest	Fr Robert Greenup OSA PP
Parish Number	(07) 4092 1077

St Stephen's
Catholic College





About our School

St Stephen's Catholic College is a co-educational College situated on 28 hectares of Muluridji country on the outskirts of Mareeba on the Tablelands approximately 60 kilometres from Cairns. St Stephen's is administered by the Catholic Diocese of Cairns and provides a quality and inclusive Catholic secondary education for students from across the Tablelands, east to Kuranda and north to Mossman and Port Douglas areas.

The St Stephen's approach to learning is student centred and the holistic curriculum encourages the student to accept responsibility for their learning to achieve their personal best. Students grow as life-long learners who will be adaptable and independent community members with an awareness of God's presence in our world.

Our parents value the high expectations, high support, quality teaching and the modern facilities which our College offers. Fostering a sense of family has been an integral part of St Stephen's since the foundation years. This connectedness with families and the wider community is based on shared values.

With St Stephen as the patron saint of the College's charism has been formed on service to others. As a result, social justice is a strong focus for the College, with the Social Justice Committee planning activities to support the following organisations: Caritas (Project Compassion), St Vincent de Paul (Christmas hampers), and Rosie's (St Stephen's Day fete).

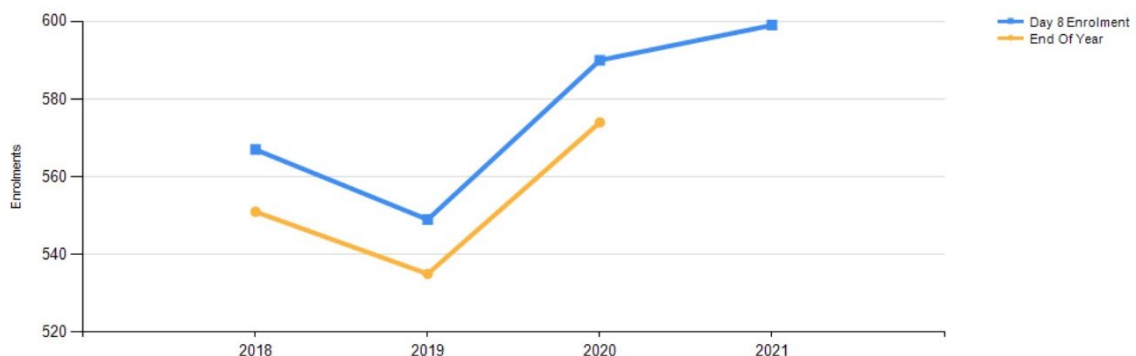
The historic College chapel provides a sacred space for staff and students to support their faith formation. The completion of the Holy Spirit Centre lecture theatre and hall enabled signature events such as the formal to be held on site and opened many opportunities for students. The College completed the first Master Plan with the building of the Holy Spirit Centre. The second master plan has been developed with a future focus to prepare for the needs of future students and their families.

Characteristics of Student Body

St Stephen's has an expansive geographic catchment area, with more than half the students transported daily by bus.

	Enrolment	First Nations	ESL	SWD	Attendance
Total	585	32	14	38	92%

Enrolment Trend





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School Annual Improvement

The School Annual Improvement Plan for 2020 focused on three areas:

- Analysis and Discussion of Data
- Expert Teaching Team
- Celebrated and lived Catholic Identity

The College identified four priorities:

Priority 1: Student Outcomes

Goals:

NAPLAN:

1. Continuation of school-wide writing program
2. Increase effect size for students in Year 9 across all tests
3. Increase in the % of students in the top two bands for writing

YEAR 12 OUTCOMES:

1. Attainment of QCE at 95% or above
2. Attainment for certificate course completion offered by SSCC at 100%

Priority 2: Attendance

Goals:

1. Increase attendance from current level
2. Focus on building resilience in students

Priority 3: Mentoring of teachers

Goals:

1. Increase the number of ESCM profilers
2. Profile teaching staff

Priority 4: Catholic Identity

Goals:

1. Increase professional learning in Religious Life of School for staff
2. Provide opportunities for staff and students to engage in Catholic Faith in Action Program
3. Bring the community into St Stephen's
4. Engage staff and students in the charism of St Stephen's
5. Staff formation through whole of staff retreat

In addition, the College Learning Framework was launched, the second Master Plan was developed and the Holy Spirit Centre was completed. The College responded to the New QCE system and provided significant professional support for staff to ensure student success in the new system.



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Distinctive Curriculum Offerings

The College has an excellent reputation for outstanding results at the senior level for both academic and vocational courses of study. The laptop program ensures that the College provides a broad technology rich curriculum. St Stephen's College offers a wide range of curriculum subjects. Students in Years 7 – 10 are offered core and elective subjects based on the Australian Curriculum. In the senior years, students may choose from an extensive range of academic and vocational courses of study including certificate courses provided by the College in furnishings, fitness and health.

The introduction of a learning management system, Canvas, and the one to one laptop program provided students with the ability to access continued quality learning during the pandemic induced lockdown.

The College began implementation of the College Learning Framework based on Marzano's work which provides alignment with and development for senior syllabus documents.

In addition to academic learning the College offers programs in social-emotional learning for all students from Years 7 – 10. Despite the global pandemic, year twelve and year eleven students participated in an overnight retreat and year seven students were able to go on overnight camp.

Extra Curricular Activities

Whilst significantly impacted by the global pandemic, students were able to maintain involvement in:

- Diverse Sporting opportunities
- Public speaking – Lions Youth of the year
- Liturgies
- Retreats and camps
- Combined School Band
- Tutorial support
- Gifted and talented (Chess, Mathematics camp, Brainways Competition)
- Instrumental Music, School Choir and Liturgy band
- Social Justice Committee
- Student Representative Council
- Work experience program

Social Climate

The culture of our College is based on the following:

- An emphasis on being a part of the College family and community
- A welcoming culture that promotes positive relationships
- A co-educational school which affirms the equality of persons.
- An acknowledgment of achievement in all aspects of college life
- The college focuses on developing partnerships between students, teachers and parents/carers
- Students are encouraged to build successful relationships, communicate effectively and achieve their personal best
- Development of respect for others, responsibility for one's learning and the development of confident, young people who are morally autonomous and have an awareness of God's presence
- The College's pastoral care policy is based on restorative practices.
- Each student belongs to a Home Form that is facilitated by one teacher who guides the students throughout the year. Each year level has a Middle Leader – Pastoral who supports the well-being and high expectations of each student.



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- Bullying is not tolerated at St Stephen's. Any incidents are responded to with care and compassion using restorative practices to ensure harm is reduced.
- During the pandemic induced lockdown, staff worked together to create an online "College Variety Concert" each week of lockdown to ensure student connection to the College.
- Staff ensured that all previously planned Year 12 College events went ahead (sometimes in modified form) to ensure Year 12's had the year they were expecting.

Parent Engagement

St Stephen's parents are recognized as the first teachers of their child. The College understand the important role that parents play in their child's education. Parents are strongly encouraged and invited to all signature events and informal displays of student work. The global pandemic and social distancing requirements has impacted on this in 2020.

Parent events included:

- "Meet and Greet" BBQ in early term one to welcome families to the college
- Information evenings in early term one for year 11 and 12 students and their families
- Arts Evening showcasing student work
- Term 2 and 3 Parent-Teacher interviews
- Awards Ceremonies
- Year 12 Graduation Mass
- Senior Formal Arrivals
- Parents and Friends Meetings
- Effective communication on a regular basis by staff through the Student Record Book, emails and phone calls is an expectation

Parent Satisfaction

The Annual Satisfaction Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through remote learning

The school used this feedback to enhance student learning throughout Term 2.



Staff reporting data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	1	2	38	33	4

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	38	37.50
Non-Teaching Staff	32	25.16
Indigenous	4	3.01

Professional development	
Funds expended	000
Staff Involved	000

Major Professional Development Initiatives

- Whole teaching staff analysis and discussion of data with Dr Judy Smeed
- Development, implementation and presentation of a Learning Framework based on Marzano
- Naplan data analysis and Literacy and Numeracy Plan focus
- Learning Management System (Canvas) professional learning
- Staff Learning sessions on catholic pedagogy and College narrative
- Whole staff twilights -
- QCAA workshops on new QCE system
- Collaboration days at CES
- Staff retreat with Fr Richard Leonard
- Trewth Conference

Attendance & Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	95%
Percentage of teaching staff retained from the previous school year	81%

Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



Student Reporting Data

Average student attendance rates:

YR 7	YR 8	YR 9	YR 10	YR 11	YR 12
91.67	91.52	92.85	90.62	92.49	83.21

How non-attendance is managed by the school

- As part of the SAIP 2019 and 2020, the college has identified student attendance as an area of focus; attendance is currently at 72.2% of students attending 90% of the time.
- There is an effective communication system via SMS to alert parents of non-attendance each day.
- Daily attendance was reviewed daily by the Principal, College Leader Pastoral Care and Pastoral Care Middle Leaders; follow-up occurs with unexplained absences. Where there are instances of students not attending due to mental health concerns, discussions are held with parents to ascertain strategies to encourage the student to return to school or to put families in touch with support agencies. Meetings are also held at the Diverse Learning Team level to refer students to Family Connect if they are regular non-attendees or to provide support for them to return to school.

Year 10 to 12 Apparent Retention Rate: 79.8%

Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.

Year 12 outcomes

In a summary of post school success, of the 83 students that were in year 12, 96.2% received a QCE or a QCIA. Every student (100%) in year 12 achieved some certifications, either a QCE, QCIA or a vocational certificate.

- VET
 - Certificate I 18
 - Certificate II 42
 - Certificate III 29
- School based apprenticeships and traineeships 7
- QCE 96.2 %
- QCIA 100 %



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NAPLAN

Reading, Writing & Numeracy Results - Year 7, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 9, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020

Australian Government recurrent funding	\$5,538,076
State/Territory Government recurrent funding	\$1,463,143
Fees, charges and parent contributions	\$1,138,157
Other private sources	\$194,031
Total gross income (excluding income from government capital grants)	\$8,333,407

Deductions 2020

Income allocated to current capital projects	\$136,244
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$334,167
Subtotal	\$470,411
Total net recurrent income	\$7,862,996