



ST MARY'S
Catholic College

St Mary's Catholic College Woree

2024 Annual Report

Contact Details:

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|-----------------------|------------------------------------|
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School Context

| | |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Co-educational or single sex | Co-Educational |
| State, Independent, or Catholic | Catholic (Catholic Education Diocese of Cairns) |
| Year levels offered in 2024 | Yr7 to Yr12 |
| Webpages | Additional information about Catholic Education Diocese of Cairns Schools is located on the: <ul style="list-style-type: none">• MySchool website• Catholic Education Diocese of Cairns website |

Characteristics of the student body

Student enrolments

Table 1: Student enrolments¹ by year and year level:

| | 2024 | 2023 | 2022 |
|---------|------|------|------|
| Year 7 | 181 | 170 | 183 |
| Year 8 | 158 | 183 | 177 |
| Year 9 | 168 | 174 | 177 |
| Year 10 | 169 | 169 | 164 |
| Year 11 | 151 | 144 | 149 |
| Year 12 | 131 | 139 | 143 |
| Total | 958 | 979 | 993 |

1. Enrolment counts as at Commonwealth Census

Diversity and Inclusion

Catholic Education Diocese of Cairns (CEDC) and St Mary's Catholic College welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributable to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic or life experiences.

We provide a range of personnel and resources to support access to, and participation in, learning for all students, which may include but is not limited to, specialised/extension programs and extracurricular activities.

Social Climate

Student Wellbeing

St Mary's Catholic College plays a vital role in promoting the wellbeing of all students. Together with students, families, the community and other training providers, we build positive learning environments to address student wellbeing. Through elements such as leadership, inclusion, student voice, partnerships and support, St Mary's Catholic College provides the foundation for enhanced student wellbeing and learning outcomes.

Family and Community Engagement

Families and the wider community are invited into our Catholic school community as valued partners in the education of their students.

CEDC and St Mary's Catholic College are committed to good governance, family and community partnerships, and formal group arrangements, enabling us to work with families, staff, community and faith groups for the benefit of all.

Parent, Student and Staff Satisfaction

The tables below show selected items from the recent Parent/Caregiver, Student, and Staff Feedback Survey for St Mary's Catholic College.

Table 2: Parent survey – Percentage of parents/carers who agree² that:

| Parent Questions | 2024 |
|----------------------------------------------------------------------------------------|-------|
| I can talk to my child’s teachers about my concerns. | 92.7% |
| My child feels safe at this school. | 87.0% |
| My child is making good progress at this school. | 87.0% |
| My child likes being at this school. | 81.5% |
| My child's learning needs (support/enrichment) are being met at this school. | 84.0% |
| Student behaviour is well managed at this school. | 77.1% |
| Teachers at this school expect my child to do their best. | 96.4% |
| Teachers at this school motivate my child to learn. | 84.3% |
| Teachers at this school provide my child with useful feedback about their school work. | 88.7% |
| Teachers at this school treat students fairly. | 80.0% |
| This is a good school. | 90.1% |
| This school always lives out the Gospel values in their words and actions. | 79.7% |
| This school is well maintained. | 96.9% |
| This school looks for ways to improve. | 87.6% |
| This school takes parents’ opinions seriously. | 75.8% |
| This school works with me to support my child's learning. | 88.4% |

Table 3: Student survey – Percentage of students who agree² that:

| Student Questions | 2024 |
|-------------------------------------------------------------------|-------|
| I can talk to my teachers about my concerns. | 57.9% |
| I feel safe at my school. | 76.8% |
| I like being at my school. | 60.8% |
| My school gives me opportunities to do interesting things. | 76.3% |
| My school is well maintained. | 67.3% |
| My school looks for ways to improve. | 65.5% |
| My school takes students' opinions seriously. | 49.2% |
| My teachers expect me to do my best. | 92.9% |
| My teachers motivate me to learn. | 70.8% |
| My teachers provide me with useful feedback about my school work. | 78.1% |
| Prayer is an important part of our school life. | 81.0% |
| Student behaviour is well managed at my school. | 51.2% |
| Teachers at my school treat students fairly. | 58.3% |

Table 4: Staff survey – Percentage of staff who agree² that:

| Staff Questions | 2024 |
|--------------------------------------------------------------------------------------------------------------------|-------|
| I enjoy working here. | 92.0% |
| I feel confident embedding Aboriginal and Torres Strait Islander Histories and Cultures across the learning areas. | 84.1% |
| I feel this is a safe place in which to work. | 97.3% |
| I have opportunities to do interesting things. | 86.6% |
| I receive useful feedback about my work. | 80.5% |
| It looks for ways to improve. | 92.9% |
| Leadership takes staff opinions seriously. | 79.1% |
| Staff are well supported. | 85.0% |
| Staff live out Gospel values in their words and actions. | 90.0% |
| Student behaviour is well managed at this school. | 76.4% |
| Students are encouraged to do their best at this school. | 94.5% |
| Students are treated fairly at this school. | 86.1% |
| The facilities are well maintained. | 97.4% |

2. 'Agree' represents the percentage of respondents who Somewhat Agree, Agree, or Strongly Agree with the statement.

Student Outcomes

Student attendance

Table 5: Overall student attendance at this school by year:

| | 2024 | 2023 | 2022 |
|------------------------------------------------------------------|-------|-------|-------|
| Overall attendance rate ³ for students at this school | 89.5% | 89.7% | 89.1% |

Table 6: Student attendance³ rate by year and year level:

| | 2024 | 2023 | 2022 |
|---------|-------|-------|-------|
| Year 7 | 91.8% | 92.6% | 91.7% |
| Year 8 | 89.9% | 91.0% | 89.2% |
| Year 9 | 89.1% | 88.0% | 88.6% |
| Year 10 | 88.8% | 90.0% | 87.5% |
| Year 11 | 90.1% | 89.0% | 89.3% |
| Year 12 | 86.8% | 87.0% | 88.1% |

3. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how this school manages non-attendance

St Mary's Catholic College manages student attendance in line with the CEDC's Student Attendance Procedure which outlines processes for managing and recording student attendance and absenteeism. We are committed to prioritising student attendance through consistent practices of roll-marking, monitoring, and proactive follow-up of student non-attendance. St Mary's Catholic College communicates high expectations of attendance to employees, students, parents, and guardians, and recognises high attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results:

1. Click on the My School link <http://www.myschool.edu.au/school/47919/naplan/results>.
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 'NAPLAN' to access the school NAPLAN information.

Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7, and 9.

Year 12 Outcomes

Table 7: 2024 Year 12 Outcomes:

| | 2024 | 2023 | 2022 |
|------------------------------|--------|--------|--------|
| Year 10 to Year 12 Retention | 76.83% | 81.60% | 81.66% |

| | 2024 | 2023 | 2022 |
|---------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| Number of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12 | 128 | 134 | 133 |
| Number of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 128 | 136 | 138 |
| Number of students awarded one or more VET qualifications (including SAT) | 81 | 103 | 86 |
| Number of students who were completing/continuing a SAT | 17 | 20 | 28 |
| Number of students awarded a VET Certificate I | 21 | 29 | 20 |
| Number of students awarded a VET Certificate II | 56 | 75 | 65 |
| Number of students awarded a VET Certificate II+ | 35 | 47 | 40 |
| Number of students awarded a VET Certificate III+ | 7 | 6 | 0 |

- Notes:
- ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by CEDC.
 - The above values exclude VISA students.
 - Data as at June 2025.

Post-school destinations

The results of the post-school destinations survey, Next Step – Student Destination Report for St Mary's Catholic College, will be uploaded to the <https://www.cns.catholic.edu.au/our-schools/school-annual-reports/> in September the year following graduation.

Our staff profile

Teacher standards and qualifications

St Mary's Catholic College requires teachers to meet the Queensland College of Teachers (QCT) Teacher registration eligibility requirements Policy (p.1) which states:

To be eligible for registration, a person must satisfy the QCT they meet requirements regarding qualifications and experience or have otherwise met the requirements of the Australian Professional Standards for Teachers (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the Education (Queensland College of Teachers) Regulation 2005 (the Regulation).

The qualifications required for teacher registration are successful completion of either-

1. a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
2. a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
3. another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link: <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Table 8: 2024 Staff Headcount & FTE⁴:

| | Teaching Staff | Non-Teaching Staff | First Nations Staff |
|------------------|----------------|--------------------|---------------------|
| Headcount | 90 | 64 | 6 |
| FTE | 86.7 | 53.6 | 4.3 |
| Staff Attendance | 95.64% | 95.76% | - |

4. Headcount and FTE as at Commonwealth Census

- Notes:
- Teaching staff includes school leaders.
 - First Nations refers to Aboriginal and Torres Strait Islander people of Australia.
 - FTE = full-time equivalent.

Professional development

St Mary's Catholic College ensures that teaching staff and school leadership are funded to engage in professional learning that builds knowledge, understanding, and skills. Professional learning includes effective pedagogical approaches to teaching the Australian Curriculum, QCAA Senior Curriculum, and/or Registered Training Organisation requirements, that enhance student learning and wellbeing, as well as programs to build leadership capability.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the My School website.

How to access our Finance results:

1. Click on the My School link <http://www.myschool.edu.au/school/47919/finances>.
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' to access 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