



**Unity College, CALOUNDRA
WEST**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Unity College is an Ecumenical P-12 College owned and administered by Brisbane Catholic Education working in Partnership with both the Caloundra Catholic and Uniting Churches. Unity College is committed to the teachings of both the Catholic and Uniting Churches for students and their families through a rich worshipping Christian community and responsive, pastoral care experiences that are underpinned by gospel teachings. The College has three distinct phases of learning – Junior Phase (Years P-6) Middle Phase (Years 7-9) and Senior Phase (Years 10-12), with a current enrolment of 1462 students. Unity College is committed to delivering high quality teaching and learning initiatives, as well as providing innovative contemporary resources to meet the diverse needs and capacities of learners. The College utilises state of the art facilities and has extensive grounds for collaborative, inquiry-based learning environments assisting them in developing and transforming their knowledge and skills in a rapidly changing 21st century. Based on the College motto of 'Unite – Inspire – Succeed'. Unity College aims to provide an educational setting, which encourages students to strive for excellence in all facets if the curriculum, academic (including both OP and Vocational pathways), cultural, sporting, and spiritual. We are a learning community, inspiring, uniting and succeeding through Christ. In this year of Uisce, year of living water.

School progress towards its goals in 2021

Goal	Progress
Catholic and Uniting identity <ul style="list-style-type: none"> • Goal – to deepen the relationship of each member of the community with God through evangelisation and formative experiences. • Strategies – Staff and Student Formation Plan • Success measures – full active conscious participation in all aspects of the religious life of the College. 	Achieved
Learning and teaching <ul style="list-style-type: none"> • Goal – to create engaging and challenging learning opportunities for all students that are responsive to student data which move all students forward/ • Strategies – to instil a culture of teachers as reflective practitioners utilising data that informs teaching cycles to develop assessment-ready and confident students. 	Progressing

Goal	Progress
<ul style="list-style-type: none"> Success measures – engaged learners resulting in improvement. 	
<p>Our people/culture</p> <ul style="list-style-type: none"> Goal – to actively engage in dialogue that builds a shared purpose of ecumenical practice. Strategies – explicit inclusion of voice and dialogue at the heart of college processes. Success measures – establishing a clarity of shared purpose across the Unity community. 	Progressing
<p>Wellbeing</p> <ul style="list-style-type: none"> Goal – to establish a consistent understanding and application of behaviours and processes to maximise student learning and wellbeing. Strategies – refining the Unity Circle with consistent application of tiered responses to student behaviour. Success measures – improved learning and behaviour outcomes including attendance, behavioural data academic results and community voice. 	Continued focus on embedding the Unity Circle and tiered responses

Future outlook

In 2022 the College will focus on promoting a culture of solidarity through the following priorities:

Catholic and Uniting Identity

- Actively engage in Social Action and Justice Initiatives to proclaim Christ’s mission
- Planning and Mapping of Social Justice initiatives throughout the year
- Invitation and challenge for all to do more
- Establish strong relationships with social justice agencies of our shared faith partners. E.g., Year levels, classes, staff groups.

Learning and Teaching

- 75% of students have above average growth in PATM standardised results **(P-6)**
 - Development of a Junior Phase approach to differentiation in mathematics and build a shared understanding of effective pedagogical practices that support all students to progress in their learning in mathematics.
 - Staff Professional Learning focus on teacher Numeracy:
 - Looking at the new Australian Curriculum - Start planning with new maths and English from semester 2.
 - Develop a consistent planning template in mathematics across P-6.
 - Plan structured maths lessons based on professional learning teachers and PLL’s working alongside one another to co-plan/teach (4C’s model).
 - Using ACER band scales and lesson ideas to engage in targeted maths lessons.
 - Targeted Walk and Talks – during maths lessons.
- An improvement in cohort overall achievements throughout 2022 **(7-12)**
 - Implementation of Teaching at Unity College ways of working, 2022 focus on:
 - Feedback (T1-2)
 - NB Focus b and c determined from “Unity way of working” in consultation with MLs and Teacher voice.
 - Consistency of practice.
 - Focus on Moderation structure/process and consistency
 - Activity (in service of)
 - Assignment Feedback and Drafting.

- Development of the UC secondary Phase approach.
- Establishing a staff shared understanding of Assignment drafting and Feedback.
- Term 1 teacher focus on effective feedback.
- Celebrating success and sharing practice.
- Implementation of V9 P-10 Aust Curriculum for '23.

Wellbeing

- A relational systematic approach to supporting students to be more in the Unity Circle
- Tracking student behaviour & tiered responses (ENGAGE & DRS) at all levels of staff.
- APs to focus on their respective Year levels for tracking.
- The Tiered response flowchart needs to be in AP/HOC/GC offices/staffroom/near photocopiers, as well as in the Pastoral centre. Each teacher to get a paper copy and held in central location digitally.
- We use data in ENGAGE/DRS about behaviours to inform parent information sessions mid-year.
- Professional learning for staff: iLearn (8 effective classroom practices course) Teachers.

Our school at a glance

School profile

Unity College is an Ecumenical P-12 College owned and administered by Brisbane Catholic Education working in Partnership with both the Caloundra Catholic and Uniting Churches.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1462	773	689	56

Student counts are based on the Census (August) enrolment collection.

The majority of students attend the College from local Caloundra areas, though some travel from Beerwah, Mooloolah Valley and Glenview. There is a strong demand for places, mainly due to the development of the new Caloundra South city of Aura which is estimated to house 50,000 families in the next 15 years. As a college we have two significant enrolment intakes (Prep and Year 7).

Approximately 50% of our families identify as Catholic, a further 16% from a Uniting tradition and the remaining families come from other faith backgrounds. The college is open to families from traditions other than the Catholic and Uniting Churches and who are willing to support our Christian values and beliefs. The College has small percentages of indigenous students and student from a non-English ethnic background. The College caters for a diverse range of learners and learning needs including students with special talents and those with special educational needs.

The College is divided into 3 phases of learning: The Junior Phase, Prep to Year 6 with 3 classes in each year level, The Middle Phase, Years 7 to 9 with approximately 150 students per cohort, The Senior Phase, Years 10-12 with approximately 140 students per cohort.

Curriculum implementation

Curriculum overview

Unity College offers a balanced and connected curriculum for students moving through our phases of learning. The curriculum in each phase is designed directly from the Australian curriculum.

Collaborative School Annual Report 2021 | Page 4 planning between classroom teachers, academic leaders and leadership ensures that students can engage in a seamless curriculum. The College priority of Learning and Teaching, clearly aligns with the Melbourne Declaration and with Brisbane Catholic Education's Vision for Education and Model of Pedagogy. Within Unity College's Vision for Learning and Teaching, ten principles have been identified as the core values, which are intrinsically linked to the College's mission, motto and charism underpinning learning and pedagogical practices.

All students have access to modern, well equipped specialist facilities, particularly in the Arts, Technology, Health, and Hospitality learning areas. Our Senior Curriculum is comprehensive with many academic and VET courses being offered that allow students to engage in both a strong academic and/or vocational pathway. Several Certificate Courses are offered including Cert IVs in Fitness and Crime and Justice, Cert III's in Business and Sport and Recreation. In conjunction with school-based Traineeships, these programs and courses provide excellent opportunities for students to explore and achieve in diverse pathways during their Senior Years.

Extra-curricular activities

Unity College offers a wide and ever growing, variety of a extracurricular experiences for students. Large numbers of students embrace the extra-curricular activities and projects that enhance learning opportunities for our students. They are often conducted in lunch breaks and/or after school hours and include:

- Sporting activities: Rugby League, Soccer, Swimming, Netball, Basketball, Touch football, AFL, Surfing
- Cultural activities: Choirs, Instrumental Music, Drama, Dance, Musicals, Debating, Interact, Mooting, Gaming club
- Spiritual activities: RE program, Liturgies, Retreats, Camps, Rosies, Young Vinnies, Social Justice activities, Rainbows Grief and Loss Program
- Academic activities: Debating, Youth Parliament, Mooting, ICAS, Gifted and Talented program, robotics, chess club, coding.

How information and communication technologies are used to assist learning

The implementation and use of technology throughout Unity College supports our vision of offering a rich, well resourced, relevant and diverse curriculum for learning in the 21st century.

Classroom learning is complemented by integration of the Microsoft 'Teams' online platform to facilitate collaboration, online assessment, and sharing of class resources. Through Teams, the College has not only enhanced the learning environment but also employed contemporary teaching methods that are learner focused and flexible, allowing learning to move outside of the classroom. The uptake of technology tools and electronic ways of working has successfully minimised our paper footprint and ensured that an environmentally responsible and sustainable approach to resource access is at the core of how we operate in our classrooms.

Fundamental to maintaining the Unity College commitment to access to technology tools for all students, we have designed our 'College Managed Device Program' to guarantee equitable, reliable, affordable and sustainable device solutions that ensure students have access to technology throughout the curriculum from Prep to Year 12. Our device access design also ensures that our students are fully prepared with the skillset demands of NAPLAN online and the digital literacy skills that set our students up for success through their learning journey and beyond.

To support the provision of a complex technology framework, Unity College has a dedicated IT Support Team to manage an integrated wireless network covering over 1400 students, nearly 200 staff, over 1000 devices, and an infrastructure load the equivalent of a large corporation.

A strong digital context supports students to use engaging technologies in collaborative, inquiry-based learning environments assisting them in developing and transforming their knowledge and skills in a rapidly changing 21st century.

Technology continues to be an integral part of learning across P-12. Students, from the Early Years, have access to College managed iPads and utilise these in a wide variety of ways. This continues throughout the P-12 journey.

The ICT capabilities of the Australian Curriculum are embedded across the curriculum. In addition to this, students in the Junior Phase experience a weekly specialist Technology lesson in the STEM hub focussed on the Technologies curriculum through an integrated approach to learning.

Years 7 to 12 students are immersed in the use of technology across all areas of the curriculum.

Online learning readiness and capabilities have improved significantly over the past 2 years through the consistent use of Teams and One Note among other platforms which have developed collaboration tools for greater classroom connections. For both teaching staff and students, the many online tools available for sharing and collaboration, contributed to deepening student learning experiences.

Social climate

Overview

As an ecumenical P-12 college, Unity College seeks to provide a developmental experience true to the traditions of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich and close-knit Christian community. This occurs within the charism of Unity's foundational Celtic Christian Spirituality and College Virtues. Unity is a welcoming College concentrating on Gospel Values in a happy, safe, and caring community. We have a parent body very committed to the education of their children. Attendance at meetings is high and attendance at other school functions is high. Parents express high praise for the effort of the school. Our parents positively engage with the College community by participating in a variety of ways, including Parents & Friends meetings, College Board, volunteering, and coaching. Our students contribute positively to the College and display enthusiasm that reflects our ethos. The positive social climate of our students as measured by our Safe School Data reflects that students' feel safe and enjoy the climate of the college.

Parent, student, and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	97.7%
School staff demonstrate the school's Catholic Christian values	96.2%
Teachers at this school have high expectations for my child	90.1%
Staff at this school care about my child	92.6%
I can talk to my child's teachers about my concerns	92.6%
Teachers at this school encourage me to take an active role in my child's education	88.3%
My child feels safe at this school	95.2%
The facilities at this school support my child's educational needs	92.6%
This school looks for ways to improve	93.4%
I am happy my child is at this school	92.9%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	72.8%
I enjoy learning at my school	85.8%
Teachers expect me to work to the best of my ability in all my learning	97.3%
Feedback from my teacher helps me learn	92.1%
Teachers at my school treat me fairly	83.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	60.1%
I feel safe at school	88.3%
I am happy to be at my school	82.9%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	89.9%
School staff demonstrate this school's Catholic Christian values	92.2%
This school acts on staff feedback	77.2%
This school looks for ways to improve	96.1%
I am recognised for my efforts at work	81.4%
In general students at this school respect staff members	93.8%
This school makes student protection everyone's responsibility	98.4%
I enjoy working at this school	96.1%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are part of the fabric of our college community and are regarded highly as partners of the College. Families are active participants in the life of the College community and their attendance at college events is high. These events include but are not limited to: Welcome BBQ's, Commissioning ceremonies, College and Class liturgies, Parent Information Evenings, Parent - Student - Teacher Interviews, Sporting events, Mother's and Father's Day Open Classrooms and Cultural events.

Parents have agency and voice in the College through the College Board and Parents and Friends Association. The strategic priorities are shared, and feedback is sought on them at these meetings. The school has sought and received parental feedback on targeted matters (eg School Literacy focus) which have been external to the cyclical renewal process. There is always a tone of positive support and willingness to contribute to the development of the College.

The Parents and Friends Advisory Committee who represent the parent body and are active in fundraising and supporting student and teacher achievement and wellbeing. The newly formed Unity Co-Op provides opportunities for parents to engage with each other and with the broader College community. The College has a partnership with the Catholic and Uniting Churches of Caloundra, the Caloundra Chamber of Commerce.

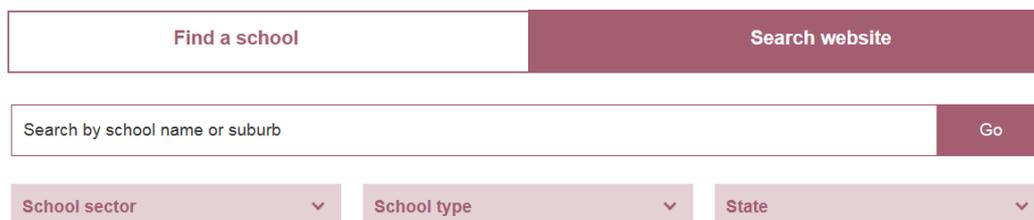
School funding

School income broken down by funding source

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

How to access 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

Description	Teaching Staff*	Non-Teaching Staff
Headcount	119	72
Full-time Equivalents	105.2	49.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	20
Graduate diploma etc.**	36
Bachelor degree	58
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$228,572.00.

The major professional development initiatives are as follows:

- Teaching Professional Learning regarding the teaching of Literacy, particularly reading and writing.
- Religious Education, Mission and faith formation.
- Preparation for the new senior syllabus and work program development for Senior Phase teaching staff and Middle Leaders.
- A particular focus on provision of professional learning for all staff in the effective use of technology to enhance learning outcomes.
- Updating knowledge and practices of college administrative and reporting processes:
 - Finance upgrade of Dynamics to 365 online by end of calendar year.
 - Finance using Power BI and Power BI with Excel Add In for financial reporting.
 - Using ProMaster for all credit card reconciliations.
 - SharePoint for staff away, purchase orders, budgeting and records management.
 - Enrolments using online enrolments.
 - Meeting with BCEO on 16/06/2021 to scan paper enrolment records to save in SharePoint.

The proportion of the teaching staff involved in professional development activities during 2021 was 98%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.1%

Average attendance rate per year level			
Prep attendance rate	93.9%	Year 7 attendance rate	93.9%
Year 1 attendance rate	94.3%	Year 8 attendance rate	90.7%
Year 2 attendance rate	93.1%	Year 9 attendance rate	91.1%
Year 3 attendance rate	94.6%	Year 10 attendance rate	93.5%
Year 4 attendance rate	94.4%	Year 11 attendance rate	93.2%
Year 5 attendance rate	93.7%	Year 12 attendance rate	93.9%
Year 6 attendance rate	93.6%		

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.2%

Description of how non-attendance is managed by the school

Parents can notify the College of a student absence via Absentee Line or Parent Portal. Electronic roll marking occurs at the start of each day, and again at regular intervals during the school day. SMS messaging is sent to parents if a student is still absent at 9:30am. Pastoral Care teachers follow up via phone call to parents when a student is absent for more than 3 consecutive days.

Parents of any students with unexplained absences at the end of each term are contacted by letter and asked to provide reasons for the student's absences. All staff are provided with daily updates of student attendance. Regular attendance reports are provided to Senior Leadership by the Student Wellbeing officer, highlighting patterns of unexplained absences and or data on students not meeting the College attendance goal of 94%+. High levels of absenteeism are followed up by Senior Leadership via a letter home outlining days absent and requesting a formal interview with the legal guardian.

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

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



7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

8. 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

Description	2021
Number of students receiving a Senior Statement	126
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	125
Number of students awarded a Queensland Certificate of Individual Achievement.	NA
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	103
Number of students awarded a VET Certificate II or above.	143
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
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	99.2%
Number of students receiving an ATAR	92 eligible 82 granted permission to view ATAR
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	95% of the 83 students who applied for a position were accepted. Some students applied for S2 start which may not have been offered yet.

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education’s website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

- Year 10-12 Early leavers - 21 in total (Year 10 - 15 / Year 11 - 6)
- Other Education providers (local or distance ed) - 9 (two of these students were to pursue the Rugby League Program of Excellence at CSHS)
- Moved to school outside the region - 1
- Tertiary Education - 1 (Student had achieved QCE early and transitioned to university)
- Trade School - 3
- Unknown destination - 4
- Apprenticeships/ Work - 3 transitioned from school based to full time apprenticeships.

Of the 19 Year 10-12 students who left our school prior to the completion of the 2021 school year, four left to pursue a work/training pathway, including 1 Year 10 student who transitioned from a school-based apprenticeship to a full-time apprenticeship and three students who chose to focus further on a trade pathway and opted to go to the Australian Trade College. A further two Year 11 students did not return to Year 12 in 2022 as they also transitioned from their school-based apprenticeship into a fulltime apprenticeship. A further two Year 10 students who are aiming for a career in sport headed to CSHS to participate in the Rugby League Program of Excellence. One Year 11 student who had met the QCE requirements early transitioned to a university pathway. The remaining students changed schools, moved out of the region or had not disclosed their future intentions.

The opportunities for students to be able to transition early into their chosen career pathway whether that is a trade or tertiary studies indicates the strong support offered for students to pursue their chosen pathway. Fewer students have transitioned to the Australian Trade College in 2021 due to the flexibility offered in Years 11 and 12 with the continuance of the Flex Program. In addition to these students in Year 10 seeking a vocational pathway have been supported in attending the TAFE Trade Taster programs, which has assisted them better target their future potential and interests, along with the ability to combine their studies at Unity College and undertake trade pathway options at the local Sunshine Coast Technical Trade Training Centre. There has also been an increase in the number of students who have engaged with school-based traineeships and apprenticeships in all three-year levels which has been supported by the school and added to an improved range of options available and retention rate.