



**Saint Mary's Catholic  
College, KINGAROY**

# **Annual Report 2021**

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

# Contact information

|                       |                                                                                                                                                                                                                                                                                               |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School</b>         | Saint Mary's Catholic College                                                                                                                                                                                                                                                                 |
| <b>Postal address</b> | PO Box 311, KINGAROY, QLD, 4610                                                                                                                                                                                                                                                               |
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| <b>Web pages</b>      | Information about the school can be found at <a href="http://www.saintmarys.qld.edu.au">www.saintmarys.qld.edu.au</a><br>Additional information about Brisbane Catholic Education schools is located on the <a href="http://brisbanecatholic.org.au">Brisbane Catholic Education</a> website. |
| <b>Contact person</b> | Carmel O'Brien — Principal                                                                                                                                                                                                                                                                    |

## 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.

Saint Mary's Catholic College is a Prep to 12 school situated at Kingaroy in the picturesque South Burnett Region of Queensland. Saint Mary's commenced as a primary school over 85 years ago and enjoyed many decades of support from the Sisters of the Good Samaritan. It is now run under the management of Brisbane Catholic Education. The College has approximately 500 students and 60 staff and attracts students from many rural townships including: Blackbutt, Yarraman, Nanango, Cherbourg, Murgon, Wondai and Kingaroy. The College is very proud of its high levels of university, TAFE, apprenticeship and traineeship placements. Saint Mary's has developed strong partnerships with many local businesses to improve career pathways for our students, particularly in the areas of school-based traineeships and apprenticeships. The College also offers a full senior curriculum allowing our students access to the university course of their choice. As well as extensive curriculum offerings, there are also extensive co-curricular offerings in sport, the arts, community service and cultural pursuits. Recently, the College has formed a highly successful equestrian team and continues to explore many new co-curricular opportunities for its students. Saint Mary's Catholic College aims to offer quality, affordable Catholic education for all.

### School progress towards its goals in 2021

By the end of 2021, the College will have developed the Learning and Teaching Framework for implementation in 2022. The Learning and Teaching Framework was completed and incorporated the Alice Springs (Mparntwe) Education Declaration, Australia Curriculum Assessment and Reporting Authority (ACARA) and the BCE Learning and Teaching Framework. To support the SMCC Learning and Teaching Framework the College has developed our data plan, curriculum delivery framework and standardised unit plans, Prep to Year 12. The College now has a consistent plan for delivery of curriculum across Prep to Year 12. Having a tool such as this enables rich pedagogy and the opportunity for differentiation in excellence in curriculum delivery. In 2021 the College was part of the BCE implemented National School Improvement Tool (NSIT) Review. From the review the College's goals were formed and implemented. A specific focus on the following domains:

1. Analysis and discussion of data
2. A culture that promotes learning
3. Systematic Curriculum Delivery.

In 2021 the College continued its focus on providing opportunities in the development of and delivery of curriculum that reflects our College motto Realise Your Dignity. By 2021 all curriculum areas from Prep to Year 10 have embedded Catholic perspectives across all units of work. In utilising the strong

connection to our past and consciously referring to and drawing on the College motto the College was able to further develop strong connections with our Catholic heritage. We measured these goals against student outcomes and the result saw an improvement in all student learning as reflected in standardised assessment tools.

### Future outlook

The explicit improvement agenda for 2022 will continue to focus on gaining improvements in literacy outcomes and setting individualised targets for all students across the College. Our target was that all students would show improvement in their learning outcomes across all curriculum areas. In using Benchmarking, NAPLAN results, PAT-M, PAT-R, SRS, ATAR Results, QCE attainment, Vet Certificate completions all showed student improvement. In addition, the College will ensure the implementation of the Learning and Teaching Framework, Data Plan, Curriculum Delivery Plan and standardised Unit Plans across the College.

## Our school at a glance

### School profile

Saint Mary's Catholic College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Prep to 12

**Student enrolments for this school:**

|      | <b>Total</b> | <b>Girls</b> | <b>Boys</b> | <b>Aboriginal and Torres Strait Islander students</b> |
|------|--------------|--------------|-------------|-------------------------------------------------------|
| 2021 | 339          | 173          | 166         | 38                                                    |

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

Students from the South Burnett area attend the College. The College provides Catholic Education for all students drawn from an area within an hour from Saint Mary's. Many families are farmers, professional, essential service workers and employees of various local industries. Students travel from towns such as Cherbourg, Murgon, Blackbutt, Yarraman, Nanango, Hivesville, Proston, Tingoora and Wondai. The College has single and double stream Primary Years with double stream secondary classes

## Curriculum implementation

### Curriculum overview

Saint Mary's Catholic College provides learning and teaching to all students, through implementing the Australian Curriculum from Prep to Year 10. The College ensures that all indicative hours for all 8 curriculum areas are timetabled across Prep to Year 12. Subject specific break down of learning and teaching hours available upon request. In Years 11 and 12, learning and teaching is based on the Senior Curriculum as offered through QCAA and individual pathways such as VET. Students are offered support through differentiated programs, which are co-constructed with the PLL/SLL and the College Support Teacher, Inclusive Education. Learners are supported through the work of Curriculum Leaders in Year 6 to Year 12 and the Primary Learning Leader and the Senior Learning Leaders, who work collaboratively with class and subject teachers to implement best practice. The College also has a VET co-ordinator and a Sports Program Leader.

## **Extra-curricular activities**

- Arts Council Performances
- String Ensemble
- Rock on Stage (whole school event)
- College Musical (Year 4 upwards)
- Private Music Tuition – various instruments
- Equestrian Event/Competitions
- Community Service activities
- College Art Show
- Sport/athlete representations
- Tutoring (Monday and Thursday afternoons)
- Camps
- Personal Development Programs
- Retreats
- Netball
- Rugby League, AFL, Touch Football
- Futsal
- Basketball
- Dance, Calisthenics Dance.

## **How information and communication technologies are used to assist learning**

Students in the early years, Prep to Year 2 have access to class sets of iPads to develop their learning and ICT skills. In Years 3 – 6, all students have a 1:1 iPad for learning in class, while students in Years 7 – 12 participate in the one to one laptop programme. The College utilises Office 0365 suite of programs as a basis for collaborative work with students. Teachers receive constant professional development to support their effective integration of this technology into the classroom.

## **Social climate**

### **Overview**

The Positive Behaviour for Learning or PB4L, is a program that encourages positive behaviours. It is comprised of a broad range of strategies for achieving important social and learning outcomes. The trust of this program is to acknowledge the demonstration of the 5 Benedictine Values or the 5Bs celebrated at Saint Mary's Catholic College: Be Respectful, Be Responsible, Be Safe, Be Just and Be Your Best. Students from Prep to Year 12 come to understand the expected behaviours as teachers embed them in their practice on a daily basis. A student Behaviour Support Plan is in place that specifically outlines the continuum of behavioural supports implemented at the College. The plan acknowledges the fact that students will need differing levels of behavioural interventions and supports to be successful at school. This plan also includes explicit processes to respond to allegations of bullying and harassment.

## 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                                                                 | 2020  |
|-------------------------------------------------------------------------------------|-------|
| Percentage of parents/carers who agree <sup>#</sup> that:                           |       |
| This school helps my child to develop their relationship with God                   | 94.4% |
| School staff demonstrate the school's Catholic Christian values                     | 85.7% |
| Teachers at this school have high expectations for my child                         | 89.1% |
| Staff at this school care about my child                                            | 88.3% |
| I can talk to my child's teachers about my concerns                                 | 86.7% |
| Teachers at this school encourage me to take an active role in my child's education | 76.7% |
| My child feels safe at this school                                                  | 90.0% |
| The facilities at this school support my child's educational needs                  | 85.0% |
| This school looks for ways to improve                                               | 86.0% |
| I am happy my child is at this school                                               | 90.0% |

### BCE Listens Survey - Student satisfaction

| Performance measure                                                                            | 2020  |
|------------------------------------------------------------------------------------------------|-------|
| Percentage of students who agree <sup>#</sup> that:                                            |       |
| My school helps me develop my relationship with God                                            | 66.8% |
| I enjoy learning at my school                                                                  | 78.8% |
| Teachers expect me to work to the best of my ability in all my learning                        | 94.6% |
| Feedback from my teacher helps me learn                                                        | 87.5% |
| Teachers at my school treat me fairly                                                          | 72.5% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 62.9% |
| I feel safe at school                                                                          | 80.8% |
| I am happy to be at my school                                                                  | 76.2% |

## BCE Listens Survey - Staff satisfaction

| Performance measure                                                     | 2020   |
|-------------------------------------------------------------------------|--------|
| <b>Percentage of staff who agree<sup>#</sup> that:</b>                  |        |
| Working at this school helps me to have a deeper understanding of faith | 90.0%  |
| School staff demonstrate this school's Catholic Christian values        | 94.0%  |
| This school acts on staff feedback                                      | 65.2%  |
| This school looks for ways to improve                                   | 94.0%  |
| I am recognised for my efforts at work                                  | 70.6%  |
| In general students at this school respect staff members                | 82.0%  |
| This school makes student protection everyone's responsibility          | 100.0% |
| I enjoy working at this school                                          | 92.0%  |

# '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

There is regular reporting to parents on academic progress in Terms 1, 2 and 4 through formal reporting. Parent teacher interviews are held early in Terms 2 and 3. Parents are encouraged to volunteer for reading etc. in Primary classes, tuckshop help and sports. Parents can also become engaged in the College community through the Parents and Friends Association and the College Board. Students that needed additional adjustments have a Curriculum Access Plan and the Curriculum Access Plans were with families. Follow up meetings with parents or carers were scheduled to consult and collaborate to develop the plan to best support each learner's needs. Some of these scheduled meetings were completed via telephone, Teams due to COVID.

## 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](http://www.myschool.edu.au/) 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             | 32              | 27                 |
| Full-time Equivalents | 30.2            | 18.0               |

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---------------------------------------------------------------|
| Doctorate                      | 0                                                             |
| Masters                        | 9                                                             |
| Graduate diploma etc.**        | 2                                                             |
| Bachelor degree                | 21                                                            |
| Diploma                        | 0                                                             |
| Certificate                    | 0                                                             |

\*Teaching staff includes School Leaders

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

## Professional development

The major professional development initiatives in 2021 were as follows:

- Literacy – improving writing skills in the classroom
- Developing and understanding of the College Motto – Realise Your Dignity
- Feedback to students
- National School Improvement Tool
- Intergenerational Trauma – First Nations Peoples

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

| Description                                                           | %     |
|-----------------------------------------------------------------------|-------|
| Staff attendance for permanent and temporary staff and school leaders | 95.3% |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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                      | 91.2% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 86.8% |

| Average attendance rate per year level |       |                         |       |
|----------------------------------------|-------|-------------------------|-------|
| Prep attendance rate                   | 92.3% | Year 7 attendance rate  | 89.4% |
| Year 1 attendance rate                 | 91.3% | Year 8 attendance rate  | 89.3% |
| Year 2 attendance rate                 | 93.4% | Year 9 attendance rate  | 92.4% |
| Year 3 attendance rate                 | 91.0% | Year 10 attendance rate | 90.1% |
| Year 4 attendance rate                 | 91.7% | Year 11 attendance rate | 88.2% |
| Year 5 attendance rate                 | 93.5% | Year 12 attendance rate | 93.9% |
| Year 6 attendance rate                 | 92.0% |                         |       |

\*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 | 91.3% |

### Description of how non-attendance is managed by the school

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use eMinerva to record student attendance and absences each day. As a College, we investigate patterns and underlying causes of non-attendance and implement strategies to address these issues. Parents, carers and staff work together to ensure that students meet the expectation of 90% or above attendance. Due to world pandemic, flooding and Government imposed lockdowns it was an unreachable goal. A daily SMS is sent to parents and carers of students who are absent without explanation. Pastoral Care teachers also have the responsibility of following up on unexplained absences. The Student Wellbeing Team regularly monitors student attendance patterns using Engage and they collaborate with families to address patterns on non-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](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

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.

[View School Profile](#)

4. 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                                                                                                 | 23   |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.                                                   | 21   |
| Number of students awarded a Queensland Certificate of Individual Achievement.                                                                  | 0    |
| Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).                                           | 0    |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).                                    | 2    |
| Number of students awarded a VET Certificate II or above.                                                                                       | 13   |
| 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 | 96%  |
| Number of students receiving an ATAR                                                                                                            | 10   |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.                                                | 88%  |

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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. At Saint Mary's we work collaboratively with families to discern the most appropriate pathway for students based on their needs, capability and interests. Generally, if students opt to leave Saint Mary's before the end of Year 12, they have done so in order to commence Vocational Training or to take up employment as an apprentice or trainee.