



**St Mary's College,
MARYBOROUGH**

Annual Report 2021

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

Contact information

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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.

St Mary's College (Maryborough) is a Catholic Year 7 – 12 High School with over 130 years history of excellence in education in the historic town of Maryborough. We have a dedicated staff of extraordinary teachers who work together in collaboration to achieve consistently excellent results for all our students.

St Mary's College strongly values teaching and learning in the pursuit of the best possible academic results for each of its students. We offer a wide range of integrated vocational pathways and have excellent outcomes for all school leavers in their chosen field of interest.

We are about educating the whole student; head, heart, body and spirit. Our Catholic Christian faith is grounded in the charisms of the Christian Brothers and the Sisters of Mercy, and underpins the values and actions of staff and students. We actively support our students' growth through our approach to pastoral care and focussed well-being programs.

School progress towards its goals in 2021

Goal	Progress
Strong Catholic Identity Making our Charisms known	During the year staff engaged in professional development focusing on the history of the College's different Charism influences. Information was shared with the wider community, staff and students through the Newsletter, at Assemblies and in extended PC. The development of a mural celebrating the life of a well-known Sister of Mercy, <i>Rose Cavallo</i> in the community was begun. It was formally unveiled and celebrated in 2022. We are continuing to work on this goal in 2022. With a new AP:RE and a high proportion of new staff in 2022, this is an area that a school with our length of history can continue to learn about.
Learning and teaching Develop a suite of pedagogical practices that builds a common language for students and teachers	A consultative committee continued to meet during 2021 to develop a framework that would enhance teaching and learning practices. In the latter part of the year the 'SOAR' framework was launched with staff.

Goal	Progress
around learning and a growth mindset.	<p>Learning at St Mary's College is:</p> <p>Supportive</p> <p>Open (Embracing failure, growth mindset)</p> <p>Active (Communication, Listening, Participating)</p> <p>Rigorous</p> <p>This goal has been refined further for 2022 and the 'common language' is continuing to be built on, as teachers use, and teach students some core High Yield strategies for learning that can be used across all subject areas.</p>
<p>Wellbeing</p> <p>Increased student engagement in extra-curricular activities</p>	<p>Staff took proactive measures to offer students opportunities to engage in a wide range of opportunities. Comparative data was not available to measure statistically, however, success measures included higher attendance, good participation rates, less behavioural issues happening at break times.</p> <p>Opportunities included: Sports, lunch time activities, board game clubs, School Musical, cooking clubs, public speaking preparation</p>
<p>Our People/ Diversity and inclusion</p> <p>A community where everyone feels connected</p>	<p>Staff, Students and Parents enjoyed various opportunities for connecting across our community. A start of the year Welcome BBQ was well attended by families, in particular Year 7 families, events such as Father's Day BBQ, End of year events for our leavers were well attended by parents. Students enjoyed opportunities through retreats, camps and carnivals to enhance their sense of 'connection', staff continued to show a high level of community and care through interactions and commitment to their work. A high level of involvement in special events such as fundraisers, social events, Women's Breakfast, etc. Staff farewells indicated a positive workplace and reluctance to leave the positive workplace.</p>

BCE Excellence Awards 2021

Sue Macmillan and **Ange Jones** were both nominated in the category of: Excellence in Supporting Learning and Teaching through a School-based Role.

Tim Chamberlain was nominated in Excellence in Learning and Teaching in Secondary School

Ange Jones received a Commendation Award in her category.

Ted X Youth, Maryborough

St Mary's College, Maryborough hosted the first Ted X Youth event in Queensland. It was a resounding success and we will be continuing to refine our model and process to continue to host this annually. The student speeches were all outstanding and are now publicly available on [YouTube](https://www.youtube.com).

Future outlook

Aiming for ongoing increase in Year 7 Enrolments

2022 saw an increase in enrolments for Year 7, for the first time in several years, enabling 3 core classes to be filled. If this can be sustained, a slow but steady growth of numbers is imagined for the coming years. We are working towards this. Measures supporting us in this endeavour have been the addition of a part-time Enrolment Officer, an additional bus-run, targeted advertising and more opportunities for engagement with our College for students currently in Primary Years from any

surrounding school. (St Mary's Primary have strong numbers in most Year levels, and our ongoing 'sister' relationship with this Primary school brings strong core numbers to the College.)

St Mary's College's 2022 improvement goals are as follows:

Strategic priority 2022	Goal (Improvement area)	Strategies for Improvement
Catholic Identity	Empowering staff with confidence and skills to share our Catholic faith and charisms.	<ul style="list-style-type: none"> Bringing alive Catholic Perspectives – Staff Professional Development and learning Including Catholic perspectives success stories in every whole staff meeting
Learning and teaching	All teachers collaborating and implementing common high impact pedagogical practices across the school	<ul style="list-style-type: none"> Engage in Professional Development around Planning Practices External Professional Colleagues leading professional development and coaching staff Provide time for teachers to specifically plan to embed collaborative and cooperative practices, peer observations and colleague support Embed the specific categories from the Maximising Learning Strategies

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	322	147	175

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

The St Mary's College student body is made up from the following regional catchment areas: Bundaberg Region – South (Childers), Booral - River Heads, Pialba - Eli Waters, Point Vernon, Torquay - Scarness – Kawungan, Burrum – Fraser, Granville, Maryborough, Maryborough Region – South and Tinana.

The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) provides an indication of regions with a social advantage or disadvantage. Our school catchment contains a large number of regions ranked in the most disadvantaged decile. Tinana and Booral – River Heads are located in the second most disadvantaged decile.

- 40.3% of the St Mary's College student population in 2021 identified as Catholic.
- 4.4% of students identify as First Nations
- 2.5% of students speak English as an Additional Language or Dialect (EAL/D)
- 19.4% of students have an identified disability (SWD)
- The school's ICSEA value is 1035.

Curriculum implementation

Curriculum overview

St Mary's College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. St Mary's believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum.

St Mary's Learning Enhancement Team work with many students with verified and imputed additional needs. In 2021 a total of 66 students received extra assistance via an individual learning plan, or suitable adjustments in the classroom or for assessment tasks that enabled them to access the curriculum alongside their similar aged peers.

The staff at St Mary's College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

Year 7 and Year 8 - Curriculum Overview

Year long	Semester based
Religious Education	Humanities (inc. Geography, Business, Civics)
English	Design - Food and Textiles Technology
Mathematics	Design Technologies - Industrial
Science (inc. Digital Technology)	Arts (Visual Art, Drama, Music)
Health and Physical Education	Japanese
	History

Year 9 - Curriculum Overview

Year long	
Religious Education	English
Mathematics	Science
Semester based	
History	Health and Physical Education
Electives - Semester based	
Music	Design - Industrial Technology
Media Arts	Digital Technologies
Design - Food Studies	Japanese 1 and Japanese 2
Geography	Visual Arts
Drama	Business

Year 10 - Curriculum Overview

Year long subjects and electives	
Religious Education	English
Mathematics	Science
History	Health and Physical Education
Production & Performance (Media/Drama)	Design - Industrial Technology
Music	Digital Technologies
Hospitality	Japanese
Visual Art	Geography
Drama	Business
Music	Legal Studies

Years 11 & 12 - Curriculum Overview

The Queensland Certificate Education (QCE) allows students either to study to attain an ATAR (Australian Tertiary Admissions Rank) to enter university or undertake Certificate courses that will allow them to gain employment or further their education at TAFE or other educational institutions at the end of Year 12. The system involves:

- Processes to strengthen the quality and comparability of school-based assessment;
- Students completing a total of four assessments that count towards their final grade in each subject;
- An external assessment for all General subjects – these take place in Term 4, Year 12.
- Applied subjects of Essential English and Essential Mathematics contain a common internal assessment item in Unit 3. All other applied subjects have school-based internal assessments only.

The ATAR is a number between 0.00 and 99.95.

Subjects offered in Senior Secondary in 2021:

General Subjects

- Ancient History
- Biology
- Business
- Chemistry
- Design
- Drama
- English
- Film, Television and New Media
- General Mathematics
- Legal Studies
- Mathematical Methods
- Music
- Physical Education
- Physics
- Study of Religion
- Visual Art

Applied Subjects

- Aquatic Practices
- Essential English
- Essential Mathematics
- Industrial Technology Studies
- Religion and Ethics

Certificate Courses

- CII Creative Arts
- CII Hospitality
- CIII Information Digital Media and Technology
- CII Manufacturing Technology
- CII/CIII Sport and Recreation
- CIII Early Childhood and Care

Extra-curricular activities

Cultural activities provide opportunities for excellence in music, drama, and the arts. Students at St. Mary's are also encouraged to participate in debating and public speaking competitions. Staff support students within their chosen areas of expertise and all students demonstrate their appreciation of individual and group performances. Cultural activities include:

- Maryborough Eisteddfod
- Maryborough Art Show
- Ted X Youth (SMC)
- SMC Community Art Showcase
- Local Spelling Bee Competitions
- College Musicals and Drama production
- Local ANZAC Day March
- Feast day celebrations and Mass attendance
- Leading Music opportunities at regular Sunday Mass
- Debutante Ball
- Year 12 Formal
- College Strings, vocal ensembles, and music groups
- Technology Team
- Spirit Committee
- Social Justice Committee
- Book week
- Nourish Club
- Craft and Sewing Club.

Our aim is also to introduce students to a wide variety of sporting and athletic activities. Students are encouraged to participate in our recreational program and/or represent the college in a variety of team and individual sports. Students are eligible for selection in the Fraser District, Wide Bay and Queensland teams.

Sport activities students were involved in:

- Rugby League
- Soccer
- Equestrian
- Netball
- Cricket
- HPV
- Duke of Edinburgh
- Hockey
- College Swimming/Cross Country/Athletics Carnivals
- Futsal
- Basketball.

How information and communication technologies are used to assist learning

The College provides state-of-the-art, innovative technological resources which allows students access to industrial standard equipment. Students have access to an industrial Laser Cutter, a UV printer, 3D Printers, 3D Scanners, comprehensive wood and metal workshop. The College also has modern sewing and digital embroidery machines, overlockers, cover locks and felting machines. The school Kitchen/Gallery is equipped with a trade quality barista coffee machine with contemporary cooking facilities. The Makerspace allows students to explore and experiment with the technology of the future including Virtual Reality, Augmented Reality, Automation, Robotics, Coding, Driving and Flight Simulators, Drones, 360-degree camera, Internet of Things, Programmable Boards and much more.

All students receive a new business grade laptop in Year 7 and Year 10. All devices are preloaded with the Industry Standard software required to complete an extensive range of curriculum experiences. They are covered with both warranty and insurance. Support is provided with the provision of courtesy laptops to allow reduced downtime in completing classwork if laptops require repair. As students have access to this technology, digital citizenship is re-enforced through regular training and education.

All classrooms are equipped with modern Interactive White Boards or Interactive TouchBoards. The Microsoft continuum of office 365 allows for real time collaboration on tasks and assessments to enhance student learning. Research based pedagogical approaches in learning designed to increase student achievement. Blended and personalised learning and off campus access is catered for using cloud-based applications ensuring all students have access to resources at any time and any location globally.

The College employs two full-time technicians who manage the network infrastructure, as well as offering support for student and staff devices, minimising downtime for users of the system. Our wireless network provides 100% coverage across the entire campus, allowing students anywhere, anytime connection to our high-speed internet backbone. The overlapping mesh design of the network allows for seamless transition between areas, providing students the ability to move about the campus without losing their connection. Staff are continually developing their skills with regular professional learning in all areas of teaching, with a focus on integrating technology across the curriculum. The wide range of software provided to students is supported by our trained technicians, who engage at both a classroom level, and with individual users, to train and assist in the use of these applications.

In 2021 our IT Manager implemented a Certificate III training program for students, enabling interested students' certification as a Dell technician (valid for 2 years). This has provided an additional resource for students to access support for laptop issues via trained students running workshops in Lunch breaks.

Social climate

Overview

At St. Mary's we strive to create an environment that puts the student at the centre and where that student is supported by dedicated teaching staff and tremendous community spirit. As a team, we are looking forward to developing further, the learning and teaching opportunities that will engage our students and build our teaching tools to deliver a dynamic and progressive curriculum.

We aim to instil a can-do attitude in all our students and work with them all to engender high aspiration and a range of personal skills and qualities including self-confidence and leadership ability. We ensure that we are developing our students not just academically, but as well-rounded young adults ready to be future citizens who will positively contribute to their community and the wider society when they leave.

Pastoral Care encompasses a holistic approach to each student's education where the needs of the whole person are addressed. Students are supported and challenged to achieve their best academically, culturally, emotionally, physically and spiritually. Pastoral Care develops students by giving them a support network of peers and school staff to meet their needs as they work through their secondary school years. Our Pastoral-Care Middle-Leaders focus across the bands of students in Years 7-8, 9-10 and 11-12 respectively.

Pastoral Care journey at St Mary's College:

- Year 7 – The spirit of welcome
- Year 8 – The spirit of belonging
- Year 9 – The spirit of responsibility
- Year 10 – The spirit of lifelong learning
- Year 11 – The spirit of service to others
- Year 12 – The spirit of community.

Structures and processes for further support at St Mary's College:

- A strong sense of pride and belonging to school and House exists across all year levels.
- Pastoral Care classes are close knit supportive environments with a range of students from Years 7 to 12 in each class.
- Students and their Pastoral Care teacher remain together for their entire secondary journey.
- A strong Inter-House competition exists with a healthy rivalry and rich traditions.
- Pastoral Care groups meet every morning promoting student wellbeing and positive relationships.

- A genuine empathy for those less fortunate is developed through awareness and fund-raising campaigns.
- Many leadership opportunities exist for students of all ages to expand their perspectives and develop life skills.

A Well-Being program provides a dedicated lesson each week for students in Years 7 – 10. This program of relevant topics helps students unpack relevant topics such as bullying, social media, friendship skills, managing anxiety, cyber safety, healthy choices, etc. The content provides a common understanding and strong foundation for supporting our students as they grow into resilient and capable young adults.

Pastoral Care teachers have a genuine empathy for their students. Pastoral Leaders are especially trained in mediation, conflict resolution, restorative justice, and behaviour support. Guidance Counsellor, support teachers and Campus Minister collaborate with Pastoral Care Teachers and Pastoral Leaders to provide a comprehensive support network for all students.

The Guidance Counsellors provide regular tips, links and articles in the College Newsletter to inform and engage parents in topics that may be of interest to them around parenting teenagers.

Parents are a crucial part of the conversation when supporting students who are struggling in any way at school. Parent/student and teacher or leader conversations are a regular and important part of supporting students in engaging positively at school.

St Mary's College Support Staff are dedicated to the holistic development of all students in their care. Our passion for education and commitment to get the best possible outcomes for every student, ensures each child is valued and encouraged to reach their full potential and their individual learning needs are supported. Our College is committed to developing a whole school approach to inclusive education, where all students are part of the mainstream schooling environment.

School Officers work with teachers and students in classrooms, providing support with class work and assessment. The level of support provided to students is dependent upon individual need. Students with significant need are placed within the care of a personal Case Manager to ensure the extra level of support needed is provided. The Learning Enhancement Centre is open to all students. School Officers and Support Staff are available before school and during lunch breaks. Students can receive one on one assistance for completion of assignments and preparation for exams. The room is available for quiet study/work and students have access to iPads and games during the break.

St Mary's College is committed to help each student grow spiritually. This is possible through our Youth Ministry program which involves students directly in the liturgical, sacramental, and musical practices of the Catholic Church. This enables students to deepen their understanding of their own faith and the faith of others. Events are also offered for students to share their spiritual experience:

- Combined Youth Ministry nights
- Youth Masses
- Ignite Live and the annual Ignite Conference
- Activity nights
- College liturgies
- Youth Lenten Program
- Year level Retreat programs.

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 [#] that:	
This school helps my child to develop their relationship with God	95.3%
School staff demonstrate the school's Catholic Christian values	86.8%
Teachers at this school have high expectations for my child	92.9%
Staff at this school care about my child	94.3%
I can talk to my child's teachers about my concerns	88.6%
Teachers at this school encourage me to take an active role in my child's education	78.6%
My child feels safe at this school	92.9%
The facilities at this school support my child's educational needs	97.1%
This school looks for ways to improve	86.6%
I am happy my child is at this school	92.8%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	59.4%
I enjoy learning at my school	79.7%
Teachers expect me to work to the best of my ability in all my learning	94.4%
Feedback from my teacher helps me learn	87.2%
Teachers at my school treat me fairly	73.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	60.2%
I feel safe at school	81.6%
I am happy to be at my school	76.8%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	88.7%
School staff demonstrate this school's Catholic Christian values	90.6%
This school acts on staff feedback	90.4%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	84.9%
In general students at this school respect staff members	98.1%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	98.1%

'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 and carers are a vital part of the ongoing learning journey in a student's High School years. We host parent information evenings for students and their families as a part of each stage of Secondary education. (Entry into Year 7, Year 9, Year 10 and Year 11/12). Parent Teacher, Student conferences are formally at two points in the year and always available on request.

We are keen to offer families multiple opportunities to engage with us as a community in addition to sharing the learning journey. A Welcome BBQ for all and Information Evening for new families to the College early in the year offers an important opportunity for families to connect or reconnect with the College and their child/ren's teachers for the coming academic year in an informal manner. Parents and carers are invited to join in with our Community Open Evening/Afternoon, attend carnivals, breakfasts, community talks, join in Community voice projects like the Reconciliation Action Plan, in addition to being invited, if interested to apply to join our College's Consultative Board.

Students have a range of opportunities to be involved in the wider community through endeavours such as fundraising opportunities, cooking for the local soup kitchen, being involved in community morning teas and events (catering and serving) at a local Café for the senior citizens. Students also present their Art at a local gallery for a season and it is open to the community. Music and performance students perform at community events and competitions. 2021 was our inaugural year where students had the opportunity to participate in a 'Ted X Youth' event as presenters, ushers, backstage, sound and film. The College has continued with the licence to run this event at our local theatre in subsequent years for our Community.

Students with known additional needs, either learning or social emotional, at the time of enrolment, meet with a member of the Learning Enhancement team. This meeting is to gather information about the student, the types of adjustments that previous the student finds useful to enable them to access the curriculum and participate fully in the life of the College. An individual plan for any such adjustments is developed in consultation with (the past school if applicable) the parents, students and the Learning Enhancement Team. This plan is then discussed with the parents prior to the student commencing and ensuring everyone is satisfied that we are setting up the learning environment in a way that will support the student. The Individual Plan is reviewed regularly and adjusted as needed, and fully updated annually in consultation with all stakeholders.

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	28
Full-time Equivalents	28.6	18.9

*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	2
Graduate diploma etc.**	16
Bachelor degree	13
Diploma	1
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:

- Rock and Water training \$6,702
- Leadership coaching \$1,500
- PAT online workshops \$726
- First Aid training \$2,760
- CASPAQ conference \$1,300
- Professional development books \$132.

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	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 64% of staff was 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 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.8%

Average attendance rate per year level			
Year 7 attendance rate	92.0%	Year 10 attendance rate	90.1%
Year 8 attendance rate	92.1%	Year 11 attendance rate	94.5%
Year 9 attendance rate	92.4%	Year 12 attendance rate	92.1%

*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	95.6%

Description of how non-attendance is managed by the school

- Roll marking occurs in PC from 8:30 to 8:40am and in each lesson. When students are absent and this is not explained by a parent or guardian, an SMS is sent notifying the parents of an unexplained absence.
- Where attendance rates for students are low, families are contacted by PC teachers or Pastoral Leaders to check in on the student and see if any support is needed. This often leads to referrals to the Guidance counsellors.
- Attendance is prioritised in many ways:
 - Newsletter articles are published to educate parents of the importance of high attendance rates.
 - Student Assemblies are addressed specifically on the topic of attendance.
 - Pastoral Leaders and PC Teachers work with students and parents where attendance levels are low and there is a cause that can be altered.

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	66
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63
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).	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	40
Number of students awarded a VET Certificate II or above.	40
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	97
Number of students receiving an ATAR	41
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100

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.

In 2021, 94.7% of Year 12 (2020) completers from St Mary's College - Maryborough were engaged in education, training or employment in the year after they completed school.

Of the 66.7% respondent's data, 71.1% continued in some recognised form of education and training. The most common study destination was a bachelor's degree (55%) with a further 16% pursuing VET certificates and Apprenticeships.

24% transitioned directly into paid employment and no further study. 5% were seeking work (at the time of data collection).

Early leavers information

During the year of 2021,

- 4 students did not complete Year 12 with 3 securing work or apprenticeships and 1 leaving for personal reasons.
- 3 students from Year 11 secured apprenticeships and 1 left for personal reasons.
- 3 Year 10 students departed during the year with 2 attending distance education and the 3rd student leaving for an unknown destination. Before students leave, an interview is conducted, and an exit form completed.

For those leaving for apprenticeships/work it is usually due to the work done by the Senior Pathways team in helping these students gain this opportunity. This is celebrated by the College as a successful outcome even if they did not complete their secondary schooling.