

**Mt Maria College,  
MITCHELTON**

# Annual Report 2021

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

# Contact information

<b>School</b>	Mt Maria College
<b>Postal address</b>	PO Box 194, EVERTON PARK, QLD, 4053
<b>Phone</b>	(07) 3550 3400
<b>Email</b>	<a href="mailto:mtmariame@bne.catholic.edu.au">mtmariame@bne.catholic.edu.au</a>
<b>Web pages</b>	Information about the school can be found at <a href="http://www.mtmaria.com.au">www.mtmaria.com.au</a> 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>	Luke Reed — 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.

Mt Maria College is a Catholic Co-educational school for students from Year 7-12 which is administered by Brisbane Catholic Education and is one of 150 schools within the Archdiocese of Brisbane.

Our college has historical ties to the Good Samaritan Sisters (through St Benedict's, Wilston) and the Marist Brothers (through Marcellin College, Enoggera). We also draw on the spiritual tradition of the Sisters of the Good Shepherd, who from the 1930s until the establishment of the College by the Marist Brothers, conducted a service ministry in support of young women on this site. As part of the Marist Schools Australia [MSA] network, we integrate 'faith and life' through providing an innovative teaching and learning program for the 21st Century.

Development of the whole person through positive relationships within a family like environment is the core of our learning, co-curricular and pastoral care programs at Mt Maria College.

The College has contemporary facilities to support student engagement and learning. Teachers are committed to professional improvement which ensures a fresh and engaging school-wide pedagogic approach to learning and teaching.

Learning at Mt Maria is centred around:

- High expectations of all students and staff
- Engaging pedagogy
- Developing a growth mindset
- Learning for life
- Experiences that challenge and motivate
- Positive relationships
- Celebrating success

Successful learning for every student is achieved through a variety of academic subjects and co-curricular programs offered at the College. There are multiple combinations of potential pathways available to students along with career and tertiary advice and support.

### School progress towards its goals in 2021

The college developed a five-year Strategic Plan and Annual goals in accord with the Brisbane Catholic Education [BCE] Strategic Priorities (2021-2025).

The Marist Schools Australia's [MSA] unifying spiritual theme for 2021 was '*Breathe – the spirit of Life*', highlighting the Christian understanding that it is through the Holy Spirit's leadership that we are led to life and freedom in Christ. In reflecting on her inspiration in creating the MSA themed artwork, Santa Teresa Community artist, Sharon Williams, reflected:

"Creation is bigger than just our planet earth. Creation is about everything in the universe - everything *Ngkarte* (God) has put there and all those things have *Ngkarte Utnenge* (God's Spirit) in them. That's why we look after them and care for them. The sun, the stars, the meteors, the big animals and the smallest flower that feeds the bees, and us – we are all part of what we call 'creation' – we are all connected because we all have *Ngkarte Utnenge* in us. We humans are very blest because we are able to share in *Ngkarte's* creating – It is very precious to be able to share in *Ngkarte's* creating in our Universe."

The notion of '*Breathe*' has been emblematic for the college in 2021 as the community adapted to the new COVID-era normal. Drawing on a strong sense of college 'spirit', there was a palpable sense of reengagement in the collective mission to form 'strong minds and compassionate hearts', in bring faith and learning to life.

The College developed a 2021-2025 Strategic Intent plan which deliberately reflected BCE system priorities. A 2021 Annual Plan was devolved to guide and direct sharp and focused growth and development activities. Key activities and achievements across four domains include:

#### Catholic Identity

- Evidence of Catholic Perspectives imbedded across the curriculum
- Data from Catholic Dialogue Schools Project in 2021 sucessfully used to establish and implement Staff and Student Formation Plans

#### Learning and Teaching:

- NAPLAN skill acquisition (assessment capable learners) integrated across subject areas
- compliance processes implemented to support Australian Curriculum implementation
- Expected and Effective Practices supported by staff development and feedback processes such as 'Learning Walks and Talks'

#### Learning Diversity and Inclusion:

- Student needs data effectively incorporated in 'Individual Learning Plans' and specified adjustments
- Enhancement of enrolment processes to more readily reflect BCE's sustainable, equitable inclusive enrolment objectives

#### Wellbeing

- Strategies to achieve attendance target of >90% of students attending >90% of time compromised by ongoing COVID disruptions
- Enhanced staff capacity for implementing 'Restorative Practices' achieved through intensive RP skills training

#### Our People

- Collective efficacy and staff agency in strategic directions facilitated through development of various shared wisdom and discernment forums, such as the newly established *Council of College Leadership*.
- The groundwork was established to focus on development of staff capacity to integrate learning and wellbeing data, utilising BCE system apps such as BI Tool and Engage, in use of data to inform and evaluate strategies to leverage engagement and progress in student learning and wellbeing domains.

The College Co-curricular programs, while somewhat impacted by COVID 19, continued to flourish in the restricted context. The College Musical, '*The Wedding Singer*' postponed from 2020, was successfully staged at the College's SMPC to wide acclaim. It was a delight to return to much awaited Instrumental and Choral May Concert Series held at associate school St Williams.

A BCE facilitated review, based on the National School Improvement Tool (NSIT), revealed that the College is achieving very positive outcomes across the 9 domains and can look forward to its 2022 External Review with a degree of optimism, but also in the knowledge that there are areas in which the College can achieve improvement. As a result, a further iteration of the College Strategic Plan 2021-25 was developed based on information from the Internal Review.

In the area of Capital Facilities development, a college working group led a design development process that leveraged the discernment outcomes from Masterplan consultations with the community, including families, students, and staff. As a result, the design development of the Lavalla site and the Senior Multi-Purpose Court precincts has progressed significantly. In tandem, a Ministerial Infrastructure Development process was initiated to support current and ongoing capital projects.

### **Future outlook**

In November 2021, Mt Maria College benefitted from a review of its operations against the Nation School Improvement Tool. Along with a series of commendations, the NSIT Review made several recommendations addressing areas, including: enhancing school learning culture; capacity building in the use of data to inform decisions in support of learning and wellbeing growth; strengthening quality-assurance processes supporting curriculum implementation and reliability of judgments against outcome standards

In 2022 our Explicit Improvement Agenda [EIA] will be shaped by the NSIT Review recommendations and developed for action through the collaborative engagement of the whole College Community. The 2022 professional learning plan will deliberately reflect improvement priorities.

During 2022, the College will progress facilities improvement plans with a view to redevelopment of the Lavalla site and preparation for the expansion and refurbishment of the Secondary Multi-Purpose Court on the Prospect Rd Boundary, adjacent to the rail corridor. Both facilities will greatly enhance capacity for contemporary learning and teaching facilities, a new library space, and a suitable enclosed space for whole of community gatherings, rituals and liturgies.

# Our school at a glance

## School profile

Mt Maria 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 1084	515	569	22

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

Mt Maria College students come from a range of social backgrounds which contributes to the composition of a strong, vibrant and welcoming Catholic, Marist community. While the College has a number of students (22) who identify as First Nations Australians, there is a relatively small number of students from other culturally diverse groups.

We are fortunate to enjoy continuing healthy enrolments with our associate Catholic primary schools including St Williams Grovely, St Andrew's Ferny Grove, Our Lady of the Assumption Enoggera, All Saints Albany Creek, Queen of Apostles Stafford, and Our Lady of Dolours Mitchelton. Local State Schools also contribute strongly to our enrolments. Most students commence in Year 7 and stay until they complete Year 12. We also have a number of students join us throughout the year from other schools, both local and interstate.

The College provides for the educational needs of all students, including a significant number of students with specific challenges in their learning. The strong sense of diversity and inclusivity in the College contributes to the Marist charism of 'Family Spirit' which characterizes the community. Like other schools, we have many students experiencing challenging family circumstances who find in the College community both security and belonging.

Upon graduation, the majority of students transition into tertiary study, part-time and full-time work, traineeships and apprenticeships or a combination of these.

The College has a significant number of students from Australian Defence Force families which contribute to the unique character of our school. Our students generally feel a strong sense of belonging to the community and this is reflected in the way they speak about the College to visitors at school events and the way that they conduct themselves in public. These students and their families, as well as the College in general, benefit from a Federal Government funded, Defence School Mentor.

The College has high expectations of its students and there is a strong emphasis on encouraging students to give their best so to become their best, in not only their academic studies but also to actively participate in the wide range of sporting, musical, cultural, social justice and community activities which exist at the College. We believe that the holistic expression of education at the College will develop and enhance our students as young people who will look with confidence to the future. There is a strong cross-school focus on promoting and developing a 'growth mindset' which empowers them to be resilient and determined young people in facing the challenges that life presents to them.

## Curriculum implementation

### Curriculum overview

Our Middle School [7-10] students study the Key Learning Areas of the National Curriculum as well as Religious Education.

Students in Year 7 & 8 undertake a series of subject rotations in addition to the Core Learning Areas (English, Mathematics, Science, HPE, Humanities and RE) such as:

- Music
- Drama
- Design Technology – Materials & Food Specialisation
- Digital Technologies
- Japanese
- Economics and Business
- Visual Arts

From Year 9 and 10, students select three elective subjects that are of particular interest to them to study in greater depth in addition to their studies in the core subjects (English, Mathematics, Science, HPE, History and RE).

Students are assessed through formative and summative tasks and the use of feedback is essential to progress learning. The aim of assessment in middle school is to be authentic and meaningful, as well as challenging students can demonstrate their learning.

In Year 11 and 12, students choose subjects according to their interest and abilities in alignment with their SET Plans (compulsory subjects include an English, Mathematics and Religion subject).

VET courses in 2021 have been offered to meet the learning needs of our students with Certificate I, II, III and level IV courses across a range of learning areas currently offered.

A number of students complete Certificates at the Brisbane North West Technical Training Centre [BNWTT] - where we are a governing school - in areas such as Automotive, Electro Technology, Engineering, and Health. Additionally, some students undertake TAFE or University courses and school-based apprenticeships/traineeships whilst at school.

On the completion of Year 12, students often proceed with further education at a university or TAFE or commence full time work, apprenticeships or traineeships.

### **Extra-curricular activities**

The College is continuing to offer a wide and diverse number of co-curricular activities for students. Regrettably, some opportunities were curtailed again in 2021 due to COVID restrictions. The main offerings include:

- Sport – SECA competition as well as Regional and State level competitions.
- Music – individual instrumental lessons, a wide variety of choirs, ensembles, and bands. The College staged a major musical production, The Wedding Singer, during Semester 1. This production has been in preparation across the previous 18 months – delayed due to the COVID interruption.
- Service learning – volunteer, social justice and outreach offerings.
- Cultural – Opti-minds, STEM competitions, public speaking, theatre-sports, chess, Readers Cup, Lions Youth of the Year.

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

The College provides all students with a 1-to-1 laptop device, and these are used to enhance and support classroom learning. Students have access to resources and materials for classes via a student portal and online learning support systems (i.e., Teams and OneNote). Many subject specific learning apps are utilised by the college in preparing, delivering, engaging and assessing learning.

Family-College collaboration and communication is enhanced by Technology Apps, including BCE Connect, Parent-Portal via SharePoint, Parent SMS, Parent-Teacher Online, On-line subject selection, among the suites.

Staff at Mt Maria have been involved in an ongoing Digital Skills development program. The creation of an eLearning team has facilitated staff capacity creation in the digital space. Professional development provision continues to build teachers' capacities to implement effective digital pedagogies to engage students in their learning. Teachers utilise OneNote and Microsoft Teams as the primary platform to share learning resources and experiences with students so they can access materials and classwork in their own time. This has been vital for ready preparation in agile pivoting to continuation of learning in on-line and remote modalities in response to COVID interruptions.

## Social climate

### Overview

The Marist Catholic ethos of Mt Maria College supports an inclusive, caring environment where every student is challenged and supported to expand and develop their potential. Students are encouraged to aspire to high expectations of behaviour, academic engagement and positive supportive relationships.

Staff undertake regular training in areas of classroom management, restorative practices, pedagogical practice, and learning differentiation. Teachers plan detailed units of work and lessons to cater for the diversity of learning styles and needs of the students in their classrooms to maximise student engagement and progress.

It is our intention that our young people develop their capacity as resilient, compassionate and justice centred young people who will possess the necessary skills and aptitudes to make a meaningful contribution to our society. The College promotes a school wide system of student support underpinned by the principles of Restorative Justice and the Positive Behaviour for Learning (PB4L) framework. Any breakdown of relationships is seen as a learning opportunity where the over-riding principle is to repair any harm and restore relationships.

Though COVID affected in 2021, the College's Year level camp program, retreat experiences and pastoral care initiatives all focused on leveraging and enhancing the well-being of our students. The College has had a strong focus on wellbeing and mental health which is reflected in our well supported *Wellbeing Week* programs. We take a proactive approach to issues of conflict and bullying, and students support the *Say No to Bullying* and *Bullying No Way* initiatives generated by student leaders and staff. There are student information sessions on this topic as well as confidential surveys and follow up meetings with affected students and wrongdoers.

Relationships between staff, students and parents are predicated on respect and cooperation. Students are further supported as members of a 'House'. As pastoral and wellbeing leaders, House Coordinators strive to foster identity and belonging within their pastoral group. The success of this pastoral system can be attributed to the caring, nurturing nature of staff within each House who become a significant adult to students in their Tutor Group. Ideally, students are members of the same Tutor Group for their time at the College. This structure builds on the Marist characteristic of 'Family Spirit', a defining feature of Mt Maria 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	2020
Percentage of parents/carers who agree <sup>#</sup> that:	
This school helps my child to develop their relationship with God	94.0%
School staff demonstrate the school's Catholic Christian values	92.4%
Teachers at this school have high expectations for my child	89.9%
Staff at this school care about my child	91.3%
I can talk to my child's teachers about my concerns	93.2%
Teachers at this school encourage me to take an active role in my child's education	80.7%
My child feels safe at this school	95.7%
The facilities at this school support my child's educational needs	91.3%
This school looks for ways to improve	95.4%
I am happy my child is at this school	93.8%

#### 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	53.3%
I enjoy learning at my school	76.9%
Teachers expect me to work to the best of my ability in all my learning	93.1%
Feedback from my teacher helps me learn	87.9%
Teachers at my school treat me fairly	72.7%
If I was unhappy about something at school, I would talk to a school leader or teacher about it	51.9%
I feel safe at school	77.4%
I am happy to be at my school	74.1%

#### BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree <sup>#</sup> that:	
Working at this school helps me to have a deeper understanding of faith	76.4%
School staff demonstrate this school's Catholic Christian values	72.2%
This school acts on staff feedback	58.0%
This school looks for ways to improve	73.5%
I am recognised for my efforts at work	69.4%
In general students at this school respect staff members	64.8%
This school makes student protection everyone's responsibility	98.6%
I enjoy working at this school	85.5%

# '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

Families receive regular communication from teachers about student learning and specific information about their child's progress in classes and what the students are learning. Parents are also involved in subject selection processes, information sessions on student learning and general school information evenings, wellbeing presentations and parent teacher interviews (notably, many events were postponed or changed platform due to COVID-19). Parents and staff contact each other via email, telephone or through parent teacher meetings to maintain communication and provide support for students. Parent attendance at information evenings and parent teacher interviews is high.

We are fortunate to have a very active and caring Parents and Friends group who are heavily invested in the life of the school. This group had planned to hold social activities and fundraising events for other parents to welcome and involve them in the College. Due to COVID-19 restrictions, many events were unable to proceed. Nevertheless, parents had an opportunity to attend on-line ZOOM meetings and hear about the news and events going on at school, and also have an opportunity to raise issues or ideas to help steer the College into the future. Our College Board is also actively involved in supporting the direction of the College and meet monthly. Board members include parents, a staff member, and a representative of Marist Schools Australia. The Board have been integral in helping provide advice and assisting with the development of school-based policies.

Students requiring adjustments to their studies due to specific learning needs are under the care of a case manager. Regular meetings with parents and caregivers allow for open communication and support for the child when developing a specific learning plan or other adjustments. These plans are distributed and discussed with teachers to ensure modifications to work and differentiation in lessons is planned and occurs to assist with student learning.

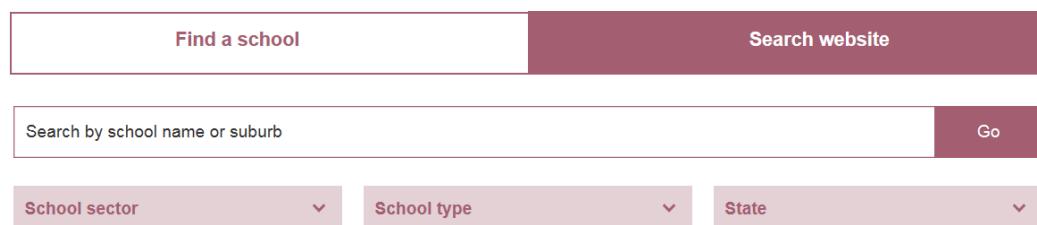
## School funding

### 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.



The image shows a screenshot of the 'My School' website's search interface. At the top, there is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button to its right. Below the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow indicating they are dropdown menus.

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



The image shows a screenshot of the 'My School' website's 'View School Profile' button, which is highlighted with a red border.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The image shows a screenshot of the 'My School' website's navigation menu. The menu items are: School profile, NAPLAN, Attendance, Finances (which is highlighted with a red border), VET in schools, Senior secondary, and Schools map.

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	91	64
Full-time Equivalents	85.6	36.9

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	23
Graduate diploma etc.**	25
Bachelor degree	41
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 were as follows:

- Literacy development strategies
- MMC Pedagogical Framework - Active Pedagogy
- Accreditation for teachers of RE
- Staff attendance at QCAA forums and workshops for the QCE system
- Restorative Practice training
- IT skills development for classroom pedagogy
- VET training and qualifications
- BCE leadership programs
- BCE Mandatory Training
- Assessment Writing
- Marist and Spirituality formation programs

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	95.8%

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

From the end of the previous school year, 87.53% 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	93.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.7%

Average attendance rate per year level			
Year 7 attendance rate	93.8%	Year 10 attendance rate	92.4%
Year 8 attendance rate	93.6%	Year 11 attendance rate	94.9%
Year 9 attendance rate	92.3%	Year 12 attendance rate	94.1%

\*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	96.1%

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

Teachers record each student's attendance regularly throughout the day. Student attendance is monitored daily in morning tutor group and in each lesson through electronic class rolls. Student absentees are managed through the eMinerva data base where daily attendances and absentees are recorded. Parents are asked to register student absences via telephone, email or through the Parent Portal. Follow up occurs daily with parents or guardians seeking a reason for non-attendance.

For any absence longer than 3 days, House Coordinators follow up with parents to assist students to keep up with missed schoolwork. Parents receive a SMS whenever there is an unexplained absence from school.

Messages about the importance of school attendance occurs through school newsletters, the parent portal and Facebook page, parents' information events, assemblies, House and year level meetings and via posters located around the school.

Students who have extended absences for medical, social emotional or other reasons are followed up with a member of the pastoral care team. This will include meeting with parents of the child and can include additional support through counsellors or an external agency such as Family Connect or other local community agencies.

## 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	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150
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).	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	85
Number of students awarded a VET Certificate II or above.	78
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	100
Number of students receiving an ATAR	99
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97

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

Students who may leave the College in Years 10, 11 and before completing Year 12 generally transfer to another school. Parents have indicated that the main reasons include moving interstate or to another location around Brisbane - usually for the parents' work circumstances. On occasion some students leave to attend another school to be closer to friends.

The small number of students who leave the school to undertake an apprenticeship, or full-time work or attend TAFE, will have been having regular conversations with school staff to assist with supporting the transition. Where possible, College staff assist parents and their children with the change from school to one of these options.