Mt Maria College - Petrie, PETRIE

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.

Mt Maria College Petrie is a Brisbane Catholic Education College situated in the Pine Rivers Shire, just north of Brisbane in Southeast Queensland. The College's mission is to provide quality education to approximately 525 students from Year 7 to Year 12. Mt Maria College, Petrie operates via living out the Catholic, Marist characteristics; *Presence, Simplicity, Love of Work, Family Spirit* and *The Way of Mary*. We do this by fostering and promoting an atmosphere of acceptance and a celebration of diversity. We value and nurture positive relationships built on trust and respect for the dignity of each individual. The College is situated in a bushland setting with expansive grounds, redeveloped and new buildings spread over a large area. A feature of the college is the development of authentic relationships with our students and carers.

School progress towards its goals in 2021

The 2021 College Goals included:

- Enhancing teacher capacity to embed Catholic Perspectives across the curriculum. This goal progressed well with unit planning incorporating Catholic Perspectives in the HPE key learning area.
- Enhancing student engagement in learning. This goal developed via Unit Planning, department meetings and professional learning via our *Real Schools* partnership.
- Refining and enhancing positive behaviours in the college. This goal was supported via our Real Schools partnership which saw an improvement in behaviour data in the second half of the year.
- Enhancing and refining NCCD data collection processes. This goal was achieved via professional learning and planning lead by the Leader of Learning Enhancement.

Future outlook

The College has two major goals for the 2022 year which extended upon from our 2021 goals and our National School Improvement Tool Review:

1. Enhanced student engagement evidenced by a 10% reduction in behaviour data and 10% improvement in attendance.

   We anticipate that this goal will be able to be achieved by 3 December 2022. To achieve this goal, we will implement Restorative Practices in partnership with Real Schools and as part of the PB4L in all classrooms. This will involve professional development to all teachers and regular review. Behaviour and attendance data is reviewed monthly to inform practice and approach.

We will also remind parents and students of the importance of consistent attendance at school through assemblies, newsletters and social media posts.

2. Embedding Catholic Perspectives across all curriculum areas.
   This goal will be achieved each term for each subject within unit planning processes and checked via quality assurance from Curriculum Leaders and the APRE.

Our school at a glance

School profile

Mt Maria College - Petrie 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	487	192	295	26

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

Mt Maria College includes a growing and highly diverse student population. The College now caters for multiple learning pathways. Mt Maria College offers its young people many ways of moving through secondary schooling towards successful post school options. Our students head for university, other tertiary education and employment following secondary schooling. The College has a strong reputation for looking after students from diverse backgrounds and welcomes all cultures. The student population includes 39% Catholic students, 47% students on the NCCD, 7.8% EAL/D and 6.1% First Nations students.

Curriculum implementation

Curriculum overview

As Catholic Educators within Brisbane Catholic Education, the values and beliefs we share within the Catholic tradition are foundational to our action and engagement in learning and teaching with our students, parents and colleagues. Our curriculum planning process ensures high expectations for each student and learning and teaching that is comprehensive, continuous and cohesive across all learning areas and phases. We strive to cater for the needs and aspirations of all our students and seek to achieve the Goals for Education as outlined in the Alice Springs (Mparntwe) Education Declaration (Dec 2019):

- The Australian education system promotes excellence and equity
- All young Australians become:
- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community.

Our curriculum programs are compliant with the Queensland Curriculum Assessment and Authority (QCAA) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines and our Religious Education Program is compliant with Archdiocesan regulations and guidelines.

Year 7: **Transition:** is seen as a crucial year of development as students make the all-important leap from primary to secondary education.

Subjects studied cover all 8 learning areas of the Australian Curriculum as follows:

- Religion, English, Maths, Science, History, Geography
- ARTS: Music/Drama/Art/Media (Term of each)
- Digital Technologies and LOTE – French
- Design Technology/HPE

Year 8: **Consolidation**: students begin to study selected subjects in greater depth whilst still enabling them to develop skills and interests in a wide range of curriculum areas.

Subjects studied cover all 8 learning areas of the Australian Curriculum as follows:

- Religion, English, Maths, Science
- Economics & Business & Civics and Citizenship
- History & Geography
- ARTS: Music/Drama/Art/Media
- Digital Technologies and LOTE – French
- Design Technology/HPE

Year 9: **Refining choices** - The focus of our curriculum in Year 9 is on wise choices and building on the progress and successes of the previous year.

Subjects studied cover all 8 learning areas of the Australian Curriculum as follows:

- Religion, English, Maths, Science – studied all year
- History/HPE (Semester of Each)
- Electives: Choose 6 of the following subject areas (our preference is for students to choose at least one from each Curriculum area:
- Performing Arts/Visual Arts – Drama, Music, Media, Visual Arts
- Digital Technology
- Design Technology – Food and Fibre Productions, Materials, Engineering
- Business and Civics and Citizenship

Year 10: **Gateway to the Future**- Year 10 offers a range of subjects for students wishing to continue to tertiary education, those moving on to vocational courses and students wishing to enter employment. The curriculum allows students to undertake work placements, career education studies and Short Courses.

Subjects studied cover all 8 learning areas of the Australian Curriculum as follows:

- Religion, English Maths – studied all year
- Science/HPE (Semester of each)
- History/ Work Education (Semester of each)
- Electives: Choose 3 subjects studied 1 semester each from the following subject areas:
- Performing Arts/Visual Arts – Drama, Music, Media, Visual Arts
- Digital Technology
- Design Technology – Food and Fibre Productions, Materials, Engineering
- Business and Civics and Citizenship
- Short Courses – Career Education, Numeracy, Literacy

As our students progress through the phases of learning, their Pathway to post-school options become more defined. They have an increasing opportunity to deepen their understanding of subject specific knowledge, skills and application by being able to select subjects that will lead to their desired career. Students are encouraged to select subjects based on their strengths, interests, and personal motivations.

In **the Senior Years** (Yrs. 11 and 12) students choose six subjects. Whilst a choice of Religion, English and Mathematics are still Core (compulsory) they have a choice of which strand they take. They also select three elective subjects of their choice. These will be determined in Year 10 during the Senior Education and Training Plan (SETP) interview and subject selection process. Choices are based on a student's future pathway and their strengths and interests.

This progression from Year 10 into Senior Studies is outlined below:

Year 10	Years 11 and 12				
	ATAR			ATAR/VET	Senior Access Pathway
Religion	Study of Religion			Certificate III Christian Ministry and Theology	Religion Meaning and Life
English	General English			Essential English	CERT II Vocational Pathways
Maths	Mathematical Methods	General Maths		Essential Maths	
Science	Biology	Chemistry	Physics (external through RCC)		
Visual Arts	Film, Television and New Media			Visual Arts in Practice	
Performing Arts				Drama in Practice	
Digital Technology				Information Communication and Technology	
Design Technology	Design			Certificate II in Hospitality	
				Certificate III in Tourism	
				Industrial Technology Skills	
HPE	PE			Certificate II in Sports and Recreation	
				Certificate III Sport and Recreation	
Economics & Business					Cert II in Active Volunteering
				Certificate III in Business	Cert II in Retail

We have extensive support services including guidance counsellors, speech therapists and inclusive education teachers who case manage students in consultation with parents and support staff to differentiate for individual needs. NCCD provides structures for which teachers plan for learning, to allow all students to access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers.

Extra-curricular activities

Our mission is to provide a holistic Catholic Christian education that inspires, motivates and challenges students and empower them to be life-long learners, who actively contribute to the transformation of our world. We therefore strive to provide a depth and breadth of extra-curricular activities that enable them to utilise their gifts and talents not only for self-development, enjoyment and sense of pride in their community but to find ways they can use their gifts for the benefit of others in our wider community. To this end we offered the following extra curricula/enrichment activities:

- Marcellin Champagnat Day Celebrations
- Coin Line PC Challenge
- College Masses
- College Choir
- Performing Arts opportunities – e.g. Instrumental Program
- Social outreach programs – e.g. Care to Cook, Breakfast Club
- Sporting teams – SECA and other external competitions
- Debating
- Art Club
- Dungeon and Dragons Club
- Homework Club
- Café Service program
- House Welcome Breakfasts
- Year 12 Formal **/** year 11 semi formal.

How information and communication technologies are used to assist learning

The College is outstanding in processes involving the convergence of technology with learning. Each student has a MacBook computer with wireless connectivity across the campus. Student learning is supported by the Office 365 suite with all learning materials accessible via Microsoft Teams and the Class OneNote. For teachers, student learning data informs planning and preparation utilising Business Intelligence software to support students in their learning growth.

Social climate

Overview

Our Marist Catholic ethos is at the core of our authentic and genuine concern for each student's academic, spiritual and personal development. Promoting the Catholic faith, personal formation, and building confidence and self-esteem are paramount within our College community. There is a strong sense of family atmosphere and a great support for our College Mission.

At Mt Maria College Petrie our focus is on teaching students to build and maintain positive relationships. Our Positive Relationships Policy, outlines what positive relationships are and how we promote them. We acknowledged that sometimes relationships break down and that this can lead to bullying. This policy therefore describes how the Mt Maria College Community will work collaboratively in such situations to ensure the wellbeing and education of all.

Mt Maria College Petrie is a very diverse society with students coming from a variety of backgrounds. We offer a very individualised support in a range of areas to ensure young people fit in and we celebrate all our differences with pride. For those students who have difficulty feeling comfortable at school, our College Counsellor and Pastoral Leaders work closely with parents, staff and the community to ensure that these students can also find their place at Mt Maria College Petrie.

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	97.8%
School staff demonstrate the school's Catholic Christian values	97.9%
Teachers at this school have high expectations for my child	92.2%
Staff at this school care about my child	97.1%
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	88.3%
My child feels safe at this school	96.1%
The facilities at this school support my child's educational needs	95.1%
This school looks for ways to improve	94.8%
I am happy my child is at this school	92.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2020**
My school helps me develop my relationship with God	59.9%
I enjoy learning at my school	77.2%
Teachers expect me to work to the best of my ability in all my learning	94.4%
Feedback from my teacher helps me learn	88.4%
Teachers at my school treat me fairly	77.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	62.4%
I feel safe at school	80.8%
I am happy to be at my school	74.2%

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	87.2%
School staff demonstrate this school's Catholic Christian values	89.7%
This school acts on staff feedback	76.0%
This school looks for ways to improve	94.7%
I am recognised for my efforts at work	75.9%
In general students at this school respect staff members	48.1%
This school makes student protection everyone's responsibility	98.7%
I enjoy working at this school	97.4%

# '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

The College actively engages with the parents and carers of our students. The Parents and Friends Parent Engagement meetings are held on the third Tuesday of each month and are an opportunity for parents to become involved in the operational and strategic initiatives of the college. The Parents and Friends hold a coffee morning at the café each Wednesday morning (COVID permitting) as another opportunity for parents and staff to connect. In addition to this, the college participates in *The Fathering Project* which is aimed at supporting positive parenting in the community. The parents of students with Learning Enhancement needs are also invited to a number of social activities throughout the year, coordinated by the Parents and Friends executive in conjunction with the Leader of Learning Enhancement.

The College has a strong presence in the Petrie community with close links to the Our Lady of the Way parish and the University of the Sunshine Coast, Moreton campus.

The College enacts a detailed Enrolment Application Support Process for parents of students with additional needs. This process involves information collection, meetings and interviews. The team involved consists of the Principal, Leader of Learning Enhancement and one of the Guidance Counsellors and other support staff.
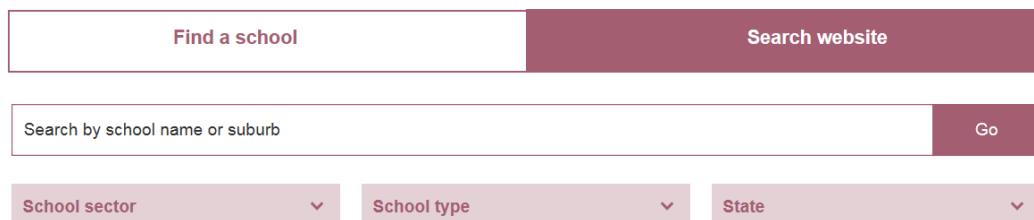
School funding

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | 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	57	49
Full-time Equivalents	55.7	36.5

*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	18
Graduate diploma etc.**	14
Bachelor degree	24
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 are as follows:

- **Differentiation to improve engagement and learning**: Developing teacher skill, knowledge, and practice to implement classroom-based strategies to support differentiated teaching.

- **Enhancing Effective and Expected Practices and High Yield Strategies**: Developing teachers' knowledge and skills for planning for learning, responding to need to improve student learning outcomes with a specific focus in reading and writing.

- **Effective Feedback**: Qualities of Effective Feedback – developing who school approaches to the provision of quality feedback to students in a digital environment.

- **Catholic Identity:** The importance of reflecting catholic perspectives within our learning and teaching programs and how we can have a shared understanding of their implementation.

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	94.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	87.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.8%

Average attendance rate per year level			
Year 7 attendance rate	87.6%	Year 10 attendance rate	85.6%
Year 8 attendance rate	87.2%	Year 11 attendance rate	87.7%
Year 9 attendance rate	85.6%	Year 12 attendance rate	90.2%

*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	93.3%

Description of how non-attendance is managed by the school

- Rolls are marked at morning Pastoral Care
- Rolls are then marked at the beginning of each lesson.
- Parents of students who are absent from school, who have not notified the college, receive a text message during period one indicating that their child is not at school.
- If a student is absent from a class but is present at school, staff will call CONNECT. The CONNECT teacher will then check The Learning Centre, the office and school grounds for the student.
- Parents are notified if their child cannot be found on the school grounds.
- The Pastoral Secretary sends data to Pastoral Care Teachers, Pastoral Leaders and Guidance Counsellor's every Friday from previous week. Data includes information regarding both attendance and lateness. Pastoral Care teachers can make contact with parents if they observe a pattern of absenteeism.
- Pastoral Care Teachers contact home for information on any absences / lateness by Wednesday
- Pastoral Care Teachers, by the end of the week, contact the Pastoral Secretary and Pastoral Leader with outcome
- The Leader of Student Wellbeing takes data to the Student Engagement Team Meetings to monitor and review strategies.
- When students are absent two days in a week, a school officer emails each Pastoral Leader and the School Counsellor the student names and the reasons for the absenteeism.
- Pastoral Leaders will check the students from their House.

- Pastoral Care teachers will be emailed by the Pastoral Leader regarding any absenteeism that needs further action. Pastoral Care teachers will then call parents or carers. PC teacher will report back to the Pastoral Leader after contact is made.
- If no contact can be made the PL will notify the Deputy Principal and School Counsellor to make further investigations.
- If absenteeism continues – stakeholders meeting is called with parent/ carers, the Deputy Principal, the Pastoral leader, Case manager and Pastoral Care teacher.
- A Pastoral Leader initiates Step 2 if a student is identified as having cumulative attendance below 80%. This involves a notification sent home and a meeting arranged which involves the completion of a Return to School Plan.
- Pastoral Leader / Leader of Student Wellbeing initiates Step 3 if student's attendance does not improve or declines further. A second notification is sent home and the Return to School Plan is reviewed and amended after additional meeting and support.
- Pastoral Leader / Leader of Student Wellbeing initiates Step 4 if student's attendance does not improve / declines further. A third notification is sent to parents and Police and follow up is arranged.

Strategies used to increase attendance:

- Recognition at assemblies 95% to 100% recognised with attendance certificates
- Special lunchtime rewards for students with 90% and above attendance.

NAPLAN

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

How to access our NAPLAN results

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.

Search by school name or suburb	School sector ▾	School type ▾	State ▾	🔍

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.

School profile	NAPLAN ▾	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	57
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50
Number of students awarded a Queensland Certificate of Individual Achievement.	3
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).	48
Number of students awarded a VET Certificate II or above.	48
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	16
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.

Early leavers information

One student departed in the college in Year 11 to pursue employment in the construction industry and another two students left in Year 12 to complete alternative learning pathways to their future career. All year 10 students completed their learning and moved into the Senior phase of learning the following year.