



**Mt Maria College**

**Mt Maria College,  
Mitchelton**

# **ANNUAL REPORT 2018**

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

Through positive relationships nurtured by our Catholic Marist tradition, we endeavour to foster an inclusive community in which our students will develop into independent, resilient, confident, life-long learners who will achieve their potential. We strive to imbue in our young people the virtues of empathy, justice and compassion so that they will make a positive difference to society.

### Mission

We are a faith-based community of learning clearly grounded in the message of Jesus, making Him known and loved. Our community is strengthened through authentic relationships and connectedness with one another. We live this daily in our service to others and our practice of God's justice and mercy in the way of Mary, Our Good Mother. Our Marist education is expressed in five dynamic ways. These characteristics are; Presence, Family Spirit, Love of Work, Simplicity and In the Way of Mary.

### Values

- Catholic Christian values underpinned by a Marist charism
- Community & relationships
- Inclusiveness
- Respect
- Stewardship
- Giving one's best
- Humility
- Justice Centred

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

## School progress towards its goals in 2018:

The College has worked hard to attain the listed goals for 2018.

We have teaching and non-teaching staff involved in spiritual formation programs facilitated by BCE (Catching Fire, and RE teaching accreditation), our Marist networks and from within the College itself. These have well received and teachers of RE have indicated positive learnings to share with students in classes. RP knowledge and practice are continuing to grow and a RP staff working group was formed to develop teacher knowledge in theory and classroom practice.

Our Marist Ministries have remained stable and we are now offering the Santa Teresa Solidarity Immersion each year instead of every two years. We intend to audit our programs in 2019 with the view to offer more social justice programs across the College.

A Middle Leadership position was created after a review in 2018 which focuses on teaching and learning and student wellbeing for students in Years 7-9. This position is to commence in 2019 with a view to create a middle school development plan bringing together the various aspects of pedagogy, learning and student wellbeing.

The College pedagogical framework has been developed by a core team of staff after researching effective practice and data informed evidence (e.g. Hattie, Marzano, BCE). There are key elements of the framework which now serve as a basis for professional training for teachers and collaborative working groups to enhance student learning.

We are proud of our efforts and the hard work of students and staff to reach our literacy goals in 2018. Over 90% of students in Year 7-10 have achieved our targets of meeting literacy standards for their year levels. Our Year 9 students have shown strong growth since Yr 7 on NAPLAN writing and are now higher in growth than the BCE and National average.

Along with the growth in learning and academic results, we have also achieved goals in having more students involved in music and cultural programs in 2018. We continue to have a significant increase in the numbers of students learning a musical instrument one on one and/or who have joined a music ensemble. In the cultural space more students participated in a wider range of programs on offer including Optiminds, STEM competitions, theatre sports, chess, public speaking and class clowns.

## Strong Catholic identity

1. By the end of 2018 we will have more staff involved in personal faith development programs
2. By the end of 2018, Restorative Practices (RP) will be the preferred method used by staff and students to repair harm and restore relationships when conflict arises
3. By the end of 2018, we have progressed our Marist Ministries project to cater for more students and staff for 2018/19

## Excellent learning and teaching

1. By the end of 2018, create a middle school development plan
2. By the end of 2018 the College will have appointed a Middle School Leader
3. By the end of 2018, develop the MMC pedagogical framework and staff inservicing
4. By the end of 2018 we have achieved our Literacy SMART goal

## Building a sustainable future

1. By the end of 2018 we have expanded the co-curricular programs on offer to all students - particularly in the Music and Cultural areas

### Future outlook

The explicit improvement agenda for 2019 will focus on implementing the Relationships and Sexual Education program into the HPE curriculum, developing a Middle School plan which will tie in the areas of teaching and learning, student wellbeing, and service learning specific to the needs of students in Yrs 7-9, gaining further improvements in literacy, and adding resources and explicit and effect teaching strategies in our pedagogical framework. Additionally, we expect to commence the next stages of consultation for the College Master Plan.

## 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 2018:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
2018	962	489	473	17

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### Characteristics of the student body

Mt Maria 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 contains a number of students (19) who identify as Indigenous Australians, there is a relatively small number of students from other ethnic groups, something that we hope will change with time.

We are fortunate to enjoy continuing healthy enrolments with our major Catholic feeder schools including St Williams Grovely, St Andrew's Ferny Grove, Our Lady of the Assumption Enoggera, All Saints Albany Creek 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 get a number of students joining us throughout the year from other schools, both local and interstate. The College is non-selective in its enrolment and provides for the educational needs of all students, including a significant number of students with specific challenges in their learning. The strong sense of inclusivity in the College contributes to the Marist charism of 'Family Spirit' which characterises the community. Like other schools we have many students who come from challenging family backgrounds, who find in the College community both security and belonging.

The College has a significant number of students from Australian Defence Force families which contributes to the unique character of Mt Maria. 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.

The College has high expectations of its students and there is a strong emphasis on encouraging students to give 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 understanding 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 delivery

### Approach to curriculum delivery

Our Middle School 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 KLAs such as Music, Drama, Design Technology, Digital Technology, Chinese, Humanities, Business and others.

From Year 9, students are able to select subjects that are of particular interest to them.

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 so students can demonstrate their learning.

In the Senior School, students may choose subjects according to their interest and abilities (compulsory subjects include English, Mathematics and a Religion subject).

VET courses in 2018 have been expanded to meet student demand and currently offer Certificate I, II, III and level IV courses

A number of students study at the North West Trade Training Centre in areas such as Electro Technology, Engineering, and Health.

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.

### Co-curricular activities

The College is continuing to offer a wide and diverse number of co-curricular activities for students. 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
- Service learning – volunteer, social justice and outreach offerings
- Cultural - Optiminds, STEM competitions, public speaking, theatresports, chess, Readers Cup, Youth of the Year, etc.

### 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 material for classes via a student portal. Email communication to parents and students is commonplace for teachers. Teachers use OneNote to share work with students so they can access materials and classwork in their own time. Teachers undertake regular training and professional development in IT to be able to use technology effectively to support student learning.

## Social climate

### Overview

The Marist Catholic ethos of Mt Maria supports an inclusive, caring environment where every student is challenged to reach their full potential. Students are encouraged to aspire to high expectations of behaviour, academic rigour and positive supportive relationships. 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. Any breakdown of relationships is seen as a learning opportunity where the over-riding principle is to repair any harm. Year level camps, retreat days and pastoral care initiatives all focus on challenging and enhancing the well-being of our students. Relationships between staff, students and parents are predicated on respect and cooperation. Students are further supported as members of a 'House'. 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 one Tutor Group for their time at the College. This structure builds on the Marist characteristic of 'Family Spirit', a defining feature of Mt Maria.

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	67.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	76.7 %
Religious Education at my school is interesting and engaging	46.2 %
I see school staff practising the values and beliefs of my school	60.7 %
My school looks for ways to improve	81.7 %
Students at my school are encouraged to voice their concerns or complaints	70.9 %
Teachers treat students fairly at my school	59.3 %
Teachers recognise my efforts at school	73.5 %
I feel safe at school	84.8 %
My school helps me to respect the needs of others	87.3 %
I am happy to be at my school	81.1 %

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2018
This school helps me to develop my relationship with God	79.3 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.7 %
Religious Education at this school is comprehensive and engaging	76.0 %
I see school staff practising the values and beliefs of this school	78.7 %
This school is well managed	73.7 %
My concerns are taken seriously by the school	66.7 %
This school is a safe place to work	87.7 %
This school has an inclusive culture	87.7 %
This school has a culture of striving for excellence	81.4 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	87.7 %
Overall, I am happy with my decision to work at this school	91.1 %

<sup>#</sup> '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

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 regularly hold social activities and fundraising events for other parents to welcome and involve them in the College.

Parents have an opportunity to attend monthly 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.

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 very high.

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.

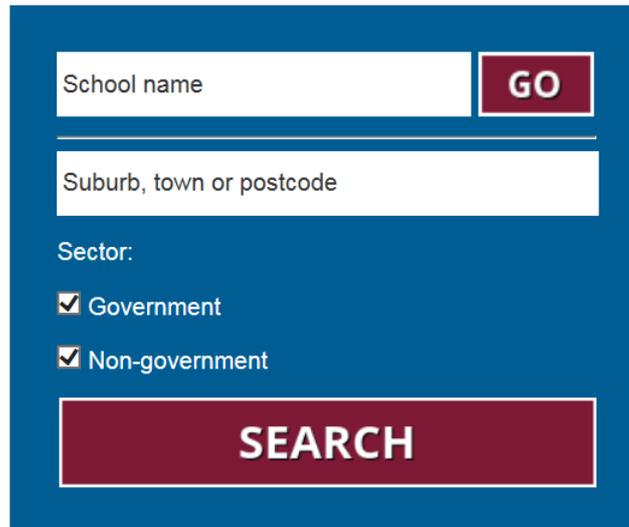
## School funding

### 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	80	53
Full-time Equivalents	74.5	39.3

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	18
Graduate Diploma etc.**	29
Bachelor degree	30
Diploma	3
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$120,416

The major professional development initiatives are as follows:

- Literacy & Numeracy development strategies
- Accreditation for teachers of RE
- Staff attendance at QCAA forums and workshops for the new Yr 11/12 QCE system (ready for 2019)
- Restorative Practice training
- IT skills development for classroom pedagogy
- VET training and qualifications
- BCE leadership programs
- Marist and Spirituality formation programs

### Staff attendance and retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.7 %

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

From the end of the previous school year, 86% of staff was retained by the school for the entire 2018.

# Performance of our students

## Student attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	87.7 %

\*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	93.0 %	88.6 %	88.1 %	87.2 %	84.1 %	85.2 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

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

Parents are asked to record student absences via telephone or through the Parent Portal. Student attendance is monitored daily in each lesson through electronic class rolls. Student absentees are managed through the eMinerva data base where daily attendances and absentees are recorded. Follow up is 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.

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

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	560.4	541.5	586.5	583.8
Writing	514.3	505.3	538.3	542.3
Spelling	547.8	545.2	571.6	583.3
Grammar & Punctuation	556.6	543.9	581.2	580.1
Numeracy	555.3	548.2	588.1	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	140
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	93
Percentage of Indigenous students receiving an Overall Position (OP)	66.67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	77
Number of students awarded an Australian Qualification Framework Certificate II or above.	76
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	138
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	26.8%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99.2%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%

As at February 2019. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	25 (26.8%)	30 (32.2%)	27 (29%)	11 (11.8%)	

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	16	70	84

As at February 2019. The above values exclude VISA students.

### Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88.7 %

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The main reason for students to leave the College before completion of Year 12 is to attend another school. In most cases we are made aware of this in advance by parents. Reasons may include a move interstate or to another location around Brisbane - usually for their 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 take on an apprenticeship, or full time work or attend TAFE have been a part of ongoing conversations between the parents and the school to find a better option for the child.