



Mt Maria College Petrie

Inspired by Marcellin Champagnat and Maximilian Kolbe

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

Provide a holistic Catholic Christian education that inspires, motivates and challenges students. Empower our students to be life-long learners, who actively contribute to the transformation of our world through example, service and leadership.

Mission

As a Catholic Christian community of educators, we are inspired by the life, teachings and spirit of Jesus Christ. With strong minds and gentle hearts, we lead by example as demonstrated by Mary the Mother of God, St Maximilian Kolbe and St Marcellin Champagnat.

Values

Presence, Simplicity, Love of Work, Family Spirit, The Way of Mary

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

2018 saw our College continue to grow and develop into a strong learning and faith filled community. High Expectations for student learning and progress, staff and Middle Leadership development and the continued formation of a strong Catholic identity across all aspects of the College were our priority.

To this end we implemented, evaluated and improved our school-wide approach to literacy with a focus on Year 7 – 9 writing. All teachers were upskilled in their understanding of the Writing Monitoring Tool through the collaborative marking of students' writing samples and supported in the implementation of our school-wide approach to explicitly teach writing across all curriculum areas. Our Teacher Advancement Program continued through 2018 and all teaching staff particularly our Early Career Teachers were provided with support and feedback on their teaching practices based on our Positive Behaviour for Learning approaches and the Effective and Expected Practices.

Our commitment to upskill and mentor our Middle Leaders to enable them to lead learning in light of the new Senior Schooling changes and our school-wide literacy improvement agenda, led us to engage the support of external consultants, Dr Stephen Brown and Pam Hall and along with internal support from the Executive Leadership team, our Middle Leaders were mentored through a project of their own choosing which related to one of their key responsibilities thus strengthening both their professional practice and leadership skills.

As a Catholic College, we continually seek to strengthen our Catholic identity. Throughout 2018 we ensured that our liturgies had a strong focus on the five Marist Characteristics. We allocated time for students to take time out of their day to reflect on aspects of their life during Marcellin Moments. Prayer spaces were evident throughout Pastoral Care (PC) classes and allocated times were given to PC classes to build positive relationships. Positive relationship with parents and carers were strengthened through House breakfasts, House masses, the Breakfast Club outreach program, Mother and Father Day breakfasts. Students' awareness of our catholic identity was strengthened through the presence of Father Chima; prayer at the end of each day, religious twilights, staff retreat programs, College and House masses, visual presence of religious symbols and our Curriculum Areas were adapted to incorporate the RSE program with a strong emphasis on Catholic social justice embedded across all KLAs.

2018 delivered incredible growth throughout all aspects of our College and as a Community we take great pride in knowing that we achieved all our annual goals and most importantly delivered on our mission to improve the learning progress of all students.

Strong Catholic identity

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| 1. By the end of 2018, we will have formed a strong Catholic identity across all aspects of the College |
| 2. Strengthen Catholic identity |

Excellent learning and teaching

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| 1. Throughout 2018 we will commit to the upskilling and mentoring of our Middle leaders to enable them to lead learning in an every-changing educational environment through the engagement of external consultants and internal support from the Executive Leadership Team |
| 2. By the end of 2018 we have contributed to the upskilling of staff and have provided ongoing mentoring support for teachers in order they become experts in their curriculum areas and thereby ensure our learners are provided with an engaging and authentic pedagogy. |
| 3. By the end of 2018 we have implemented, evaluated and improved our school-wide approach to literacy with a particular focus on our Year 7 -9 students for their learning progress. |

Building a sustainable future

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| 1. New and refurbished learning spaces |
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Future outlook

Our College community is both progressive and reflective. It builds on past learning and remains forwarding looking. We understand that through strong collaborative partnerships that listen to and respect the views of the community as a whole we can continue to remain an authentic and proactive learning environment for all our students.

The explicit improvement agenda for 2019 will focus on gaining improvements in:

- Literacy with a focus on writing in Years 7 -8.
- The development of our staff in the use of Short Cycles of Planning to enhance their understanding of student learning needs and implement strategies that will move learning forward.
- The consistent use of Review and Response processes to engage students in their learning and support learning progress
- Strengthen our focus on prayer and reflection throughout the College and all staff will have had the opportunity to be engaged with the College outreach programs
- Enhance College processes and develop ways to engage students to increase the percentage of student whose attendance is 95% or more.

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 2018: Secondary

Student enrolments for this school: 377

	Total	Girls	Boys	Indigenous
2018	377	156	221	20

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

Characteristics of the student body

Mt Maria College Petrie is a systemic co-educational secondary college within the Brisbane Catholic Archdiocese. Our Vision 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 through example, service and leadership.* As a member of the Marist Schools Australia Network, the College embeds the Marist Charism across all areas of our College community.

Our College draws from a number of suburbs in and around the Petrie area and beyond. *BCE Student Census Feeder Schools (2017)* shows that 57 % of enrolments stem from non-Catholic feeder schools and remaining enrolments come from 43% Catholic feeder schools. These numbers are indicative of previous years. Our *Enrolment 4 Year Trends* show an increase in student enrolments of 8.2% along with a steady 8 student retention rate of 88%. The diversity in our feeder schools reflects our student religious profile that shows 37.2% are Catholic, 29.8% other Christians, 1.1 % other faiths, 27% identify as having no religious beliefs and 4.9% have not stated.

Our unique character lends itself to being able to meet the educational needs of most students and is of particular interest to those who would benefit by being in a small environment. Our *End of Year Student Enrolment* was 369 and 36% of the student population were verified as having a disability. This is reflective of our beliefs that every learner can achieve success in life and learning, where diversity is valued, and shared wisdom contributes to decision-making that enriches and enlivens our world.

We strive to provide a valid pathway for our student population. 97.7% of our student population achieved their QCE and left with a Certificate II and 63.64 % of our students also graduated with a nationally accredited Certificate III or IV. Our high expectations for learning, and instilling a sense that learning is life-long is reflected by the fact that 38% of our students have now gone on to study a Diploma or Bachelor degree in 2019.

Curriculum delivery

Approach to curriculum delivery

Learning is inextricably linked with living life to the full; it is personal, relational and communal; and visible, active and interactive to construct knowledge and meaning. Mt Maria College Petrie believes that Years 7 to 10 are crucial times in the development of students and therefore delivered learning programs that were planned from the Australian Curriculum and promoted high expectations, equity and excellence.

The BCE Model of Pedagogy guided our curriculum design and delivery. It therefore focused on learners and their learning; established clear learning intentions and success criteria; activated multiple opportunities for learning; responded with feedback to move learning forward and evaluated the impact of our teaching through data.

We aimed to ensure that our learning program were engaging, authentic, built on successes, developed transferable skills, enhanced literacy and numeracy skills and promoted faith learning that is life long and life giving.

Years 7-8: A time of Transition and Consolidation

Years 7 -8 are seen as crucial years of development as students make the all-important leap from primary to secondary education and begin to consolidate literacy and numeracy skills.

Year 9: Setting the Course

Year 9 is the year in which students begin studying subjects in greater depth. They can choose elective subjects across a wide range of ACARA offerings. The focus of our curriculum in Year 9 is on wise choices and building on the progress and successes of the previous two years.

Year 10: A 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 TAFE accredited courses and other training options. As part of the SET Planning process students engage in the Harrison's Online Tool that provided further insight for Students and Parents/Carers regarding students' strengths and interests and future career aspirations.

Year 11 and 12: Looking Beyond

At the end of Year 10, students are able to choose from a variety of educational pathways leading to: the Queensland Certificate of Education (QCE), tertiary study, a trade or employment. The College also offers a limited number of places for students with specific learning/social needs to pursue the Senior Vocational Access Program a course of study that can lead to the QCE, Certificate III courses and or employment when they leave school.

Students studied subjects from the following areas over the two years:

Certificate III Christian Ministry and Theology
English (Authority subject) or English Communication
Mathematics B, A or Prevocational Mathematics
Certificate II Skills for Work and Vocational Placement
Biology
Chemistry
Agricultural Practices
Film Television and New Media
Business Studies
Hospitality Practices
Information & Communication Technology
Industrial Technology Skills
Music in Practices
Visual Arts in Practice
Recreation Studies
Work Experience/Placement or School Based Traineeship or Apprenticeships
TAFE Course – Certificate II – IV based on availability and suitability

Co-curricular activities

- Marcellin Champagnat Day celebrations
- Coin line PC challenge
- Canteen bandanna Day – tug a war
- House Masses
- House welcome breakfasts
- Mothers / Father's Day breakfasts
- Opening Mass
- Evening of Excellence - Awards
- Years 7 to 10 camps
- GARMA festival – Northern Territory
- Swimming / cross country / athletics carnivals
- District / regional /state - sport
- SRC – student representative committee
- Senior buddies to year 7 students
- National day of Action against anti Bullying and Violence.
- RUOK Dy
- College choir
- College band
- Anzac Day school service
- Anzac Day march at Kallangur

- Lunch time clubs – dungeon and dragons, Mario Karts
- Lunch time touch football competitions
- Whole school Picnic Day - end of year celebration
- Year 12 school Formal
- St Vinnies sleep out
- Redcliffe Breakfast club – Thursday afternoons

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

Central to our existence is the 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.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	95.3 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	97.5 %
Religious Education at this school is comprehensive and engaging	97.5 %
I see school staff practising the values and beliefs of the school	95.3 %
This school looks for ways to improve	95.2 %
The school is well managed	95.5 %
My child is making good progress at this school	84.1 %
This school is a safe place for my child	97.6 %
This school helps students respect the needs of others	88.1 %
Teachers and staff are caring and supportive	97.6 %
Teachers at this school expect my child to do their best	95.7 %
Teachers and staff relate to students as individuals	95.5 %
The teachers help my child to be responsible for their own learning	95.7 %
My child is motivated to learn at this school	89.4 %
I can talk to my child's teachers about my concerns	93.5 %
This school offers me opportunities to get involved in my child's education	88.9 %
My child's learning needs are being met at this school	84.8 %
I am happy with my decision to send my child to this school	93.0 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	69.3 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	79.7 %
Religious Education at my school is interesting and engaging	66.4 %
I see school staff practising the values and beliefs of my school	74.9 %
My school looks for ways to improve	78.3 %
Students at my school are encouraged to voice their concerns or complaints	71.5 %
Teachers treat students fairly at my school	72.3 %
Teachers recognise my efforts at school	73.3 %
I feel safe at school	79.3 %
My school helps me to respect the needs of others	83.0 %
I am happy to be at my school	78.1 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	94.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	97.0 %
I see school staff practising the values and beliefs of this school	94.9 %
This school is well managed	77.1 %
My concerns are taken seriously by the school	69.4 %
This school is a safe place to work	81.1 %
This school has an inclusive culture	94.6 %
This school has a culture of striving for excellence	83.8 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	89.7 %
Overall, I am happy with my decision to work at this school	94.4 %

[#] '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 has a number of dynamic relationships with a large number of community groups. Our priority throughout 2018 was to build positive relationships with Our Lady of the Way, Parish Priest Fr. Geoffrey Agu, and the Petrie Parish community and to promote and welcome Catholic education for everyone. We extended this through the Religious Life of the School, our social justice outreach programs and interactions with the wider community. This has been particularly evident with our ongoing support of the Breakfast Club in Redcliffe, which staff and students support every Thursday.

Parents and caregivers continue to be an important part of our community. The college is supported by the very active Parents and Friends Association. The P&F meet once a month with the College Leadership Team and feedback through these meetings indicate that there is a high level of parent satisfaction with the college.

A college newsletter is distributed to parent's fortnightly with general information about the college. Specific details regarding academic and co-curricular programs can be obtained via the college's website and parent portal. Parent / teacher interviews occur in terms two and four. Parents are also invited to attend information evenings throughout the year.

Parents are welcome to attend the Opening College Mass, Full School Liturgy's, Champagnat Day Mass, Awards Evenings, sporting carnivals and all other significant events at the college. We also host welcome BBQ's for parents and students at the start of the year for each house group. Mother's Day and Father's Day Breakfast are also very well attended by parents.

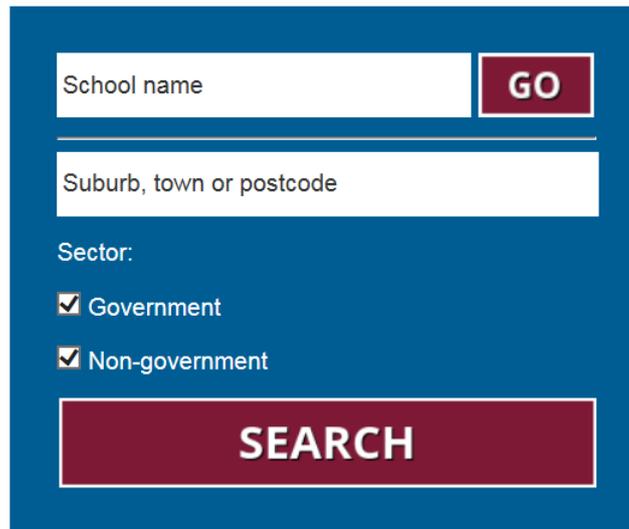
School funding

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



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	43	43
Full-time Equivalents	40.9	33.0

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	9
Bachelor degree	25
Diploma	1
Certificate	0

*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 **\$62,500**

The major professional development initiatives are as follows:

- Teacher Pedagogical Practice – Teacher Advancement Program (TAP) Teachers supported to reflect on their practice through a Mentor/Coaching relationship to develop their pedagogical practice
- Collaborative Approaches to Teaching of Writing
- Leading Effective and Expected Practices
- Preparing Teachers and Middle Leaders for the New QCE and ATAR system
- Developing our Middle Leaders to lead in times of educational change
- Understanding Student Learning Data
- Strengthening Catholic Identity, Staff spirituality and Marist Formation

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.7 %

Proportion of staff retained from the previous school year.

From the end of the previous school year 96% 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).	82.3 %

*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	87.5 %	82.4 %	82.0 %	79.0 %	82.1 %	81.1 %

*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

- Rolls are marked at morning PC
- Rolls are then marked at the beginning of each lesson.
- Students that are absent from school and there is no notification from the parents, parents receive a text message during period 1 notifying parent that their child is not at school.
- If a student is absent from a class but is present at school, they will call CONNECT. The CONNECT teacher will then check, TLC, office and school grounds for the student.
- Parents are notified if their child cannot be found in the school grounds.
- Students that are absent 2 days in a week - School officer on a Friday afternoon emails each Pastoral Leader and the School Counsellor the students and the reason for the absenteeism. Students that are absent and parents have notified the school are included on this list.
- Pastoral leaders will check the students from their House. If they are aware of the absenteeism eg. Holiday, illness, they will take no further action. However, will follow up over the next week.
- Pastoral Care teachers will be emailed by the PL on any absenteeism that needs further action. PC teacher will then call parents / carer. PC teacher will report back to the PL after contact is made.
- If the PC teacher cannot make contact the PL will then try to make contact.
- If no contact can be made the PL will notify the DP and school counsellor to make further investigations.
- If absenteeism continues – stakeholders meeting is called with parent / carer, Deputy Principal, Pastoral leader, Case manager and PC teacher.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	490.4	541.5	525.7	583.8
Writing	442.9	505.3	467.4	542.3
Spelling	503.5	545.2	512.0	583.3
Grammar & Punctuation	496.0	543.9	535.4	580.1
Numeracy	501.0	548.2	545.7	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS

Description	2018
Number of students receiving a Senior Statement	43
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	NA
Percentage of Indigenous students receiving an Overall Position (OP)	NA
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	44
Number of students awarded an Australian Qualification Framework Certificate II or above.	44
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	43
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10 0
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	NA
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.	10 0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	38

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	NA	NA	NA	NA	NA

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	14	43	28

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

Students participated and successfully completed a broad range of VET qualification as part of the TAFE in Schools Program. These qualifications were in line with their SETP and possible future career aspirations. These VET qualifications included:

- Information Technology
- Community Services
- Sport and Recreation
- Horticulture
- Construction
- Electrotechnology

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.	75.0 %

* 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.

As a community we understand the importance of students completing their senior education. Our data is showing strong improvement in Continuity between Years 10 and 12. When families approach us indicating they are considering leaving our community we endeavour to support their transition to other educational options or traineeships. Therefore, a majority of students leaving in these years are moving to TAFE, other secondary colleges incorporating Trade Training Centres, or Distance Education options. A few students have moved interstate to complete their senior studies.