

School Name Mt Maria College - Petrie

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Principal's Foreword

Introduction

Mt Maria College Petrie is a Catholic Archdiocesan Co-educational Secondary College established by Brisbane Catholic Education in 1987.

Along with each student's academic, spiritual and personal development, we focus on building confidence and self esteem, personal formation and on promoting the Catholic faith. We offer a flexible curriculum to meet the educational needs of all students, whether they be university bound or looking to a career in the trades. Our priority is ensuring our students continue to thrive beyond Year 12. Emphasis is placed on students attaining many different, nationally recognised qualifications that will be helpful to them in attaining a place at university or in the workforce. We are able to offer our students individual educational plans, with unique pathways despite our small numbers - in fact this is where our strength lies. Our current enrolment is approximately 340 with class sizes of 15 - 20.

The College has a focus on continual school improvement and with a recent building program has purpose built contemporary buildings that compliment students' educational needs.

As enrolment and demand for our College increases the College is about to enter a masterplan phase that will see us have more updated facilities keeping us at the cutting edge of education.

School Profile

Mt Maria College - Petrie is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 298 Girls 62 Boys 206

Characteristics of the student body

Mt Maria Petrie is a campus that focuses on individualising education for every student. We have the ability to monitor and track every student's progress due to smaller cohorts of 80 students per year level, arranged into 4 classes of 20. The College caters for students who require a more intimate learning environment where all students are known by name. Many schools now have huge cohorts with a very large student population, which does not create a familiar learning environment.

Our enrolment has grown dramatically as we cater for students of all ability levels and pride ourselves on being able to differentiate in every classroom. Our College has about 30% of verified students. Because of our individualised pathways, we are able to cater very well for these students.

About one third of our students are university bound, one third head into trades and the remainder into work or study. The College has developed many valuable partnerships with Universities, TAFE College, Training Colleges and Industries to enhance and broaden the educational pathways for our students.

Our distinctive curriculum offerings

As a Catholic school, our curriculum is enriched by our 'Catholic identity' and Marist Charism creating a learning environment where the dignity and respect of our learners are nurtured and their strengths and talents are utilised for life long learning.

The Australian Curriculum guides our curriculum offerings in Years 7 – 10 and aims to:

- Engage the interests of students
- Involve students in real life and life-like activities
- Build on successes
- Develop skills which can be transferred across a whole range of life experiences
- Improve attitudes towards learning
- Enhancing literacy and numeracy skills
- Promoting faith learning that is life long and life giving.

Our Senior Curriculum is designed to be flexible and adaptable to meet the growing variety of educational pathways for students leading to the Queensland Certificate of Education (QCE), tertiary study, a trade or employment. We engaged in a collaborative partnership with two other BCE Colleges to provide a Senior Vocational Access Program (SVAP) in 2015, which has been designed to cater for students who would otherwise not suit current QCE pathways and who require further foundation skills development to prepare for employment or vocational training pathways.

Extra curricula activities

All students in Years 7-10 have the opportunity to take part in a Sport and Recreation each Thursday afternoon. Students are able to join an Interschool Sport team (playing against other schools in the Pine Rivers Region) for sports such as touch football, Oz tag, basketball, volleyball and netball. Alternatively, students may opt to participate in more recreational activities including fishing, arts and crafts, indoor rock climbing, ten pin bowling and indoor sports.

Students take part in Inter-house Sports Days for Swimming, Track & Field and Cross Country which are held throughout the year and may further their sporting engagement by qualifying for Pine Rivers District trials. They also attend camps, retreats, reflection days and excursions as well as many fundraising and community events which are organised by the College.

How Information and Communication Technologies are used to assist learning

With social and economic developments in the world as a backdrop, ICT is playing a role in improving education. As a College we grasp new technologies that are consistent with the science of learning and fit with our school wide pedagogy to improve education.

New technologies bring exciting possibilities that relate to real world problems. At MMCP we stay abreast with modern technologies and implement relevant items into our classroom.

We have a one to one laptop program for Years 9-12 and accessible sets of laptops and iPads for our Years 7-8. Our classrooms are equipped with interactive projectors and all required technologies to make our classes engaging, relevant and progressive.

We have a College that has an IT professional serviced help desk to assist students who may have problems. Teachers are consistently inserviced in the use of technologies and the relevance and responsible use thereof.

Parent access to information is readily available through our website, parent portal, facebook page and app for smartphones.

Social climate inclusive of pastoral care and our response to bullying

In order to respond to the ever-growing awareness of 'bullying', the College formulated a Positive Relationships Policy. The name was decided upon because the school wanted to focus on 'right' relationships rather than what not to do: 'don't... don't...' etc. It aims to teach students what is socially acceptable and responsible behaviour as well as dispelling many of the myths around how to deal with unwanted and negative interactions and exclusions.

Just this year, with the College's restructuring of middle management positions, the decision was made to move from a horizontal pastoral care system to a vertical one (i.e. from Year Level Student Coordinators to House Pastoral Leaders). The College has three Houses: Morgan, Nolan and Talbot. This means that a student in Morgan House, for example, will have the same Pastoral Care Teacher and Pastoral House Leader for the full six years of attendance. This promotes a stronger bond and knowledge in the aforementioned triangle: students, parents/carer and school.

Parent, student and teacher satisfaction with the school

Students are very happy at the College as evidenced by the high attendance rate. Students indicate a high degree of satisfaction with the opportunities offered to them. Teacher satisfaction is also high and is easily verified by the very high level of staff retention. The College staff are dedicated and participate fully in all functions held throughout the year. This level of commitment and participation is demonstrated by both teaching and non-teaching staff. There are a number of forums to offer perspectives. Parents and staff can access surveys as well as having a voice at the College P & F meetings. Parents have always indicated a very high level of satisfaction due to the strong level of commitment, support and compassion demonstrated constantly to all students. A high percentage of parents choose our College as the "only option" for their child rather than simply "another option". Facilities continue to be planned for to ensure that we meet the demands of modern education. Curriculum-wise, the College has high quality teaching and learning programs with an emphasis on the diverse and developmental learning needs across the College.

Parent involvement in their child's education

Forming strong partnerships with our parent community is important to us. Research shows that one of the most accurate predictors of a student's success at school is having a parent/carer take an active role in their education. We encourage this involvement through Year Level information nights, Parent Teacher interviews, SET Planning evenings, P& F meetings, sports carnivals and other family social events. As a parent, attendance at these events express an interest in students' learning and school life and provides an opportunity to meet and get to know teachers and hopefully gain a better understanding of their student's educational needs.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	37	33
Full-time equivalents	34.60	25.53
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	0
Masters	7
Post Graduate Diploma/Certificate	1
Bachelors Degree	22
Diploma/Certificate	7

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 35 000.00

The major professional development initiatives were as follows

- Positive Behaviour in Schools Training - Pastoral
- Delivering Excellence in Teaching and Learning - As a College of continuous improvement all staff are continually challenged to ensure learner engagement is active in their classes.
- Engagement into Marist Spirituality and what it means from a College context.
- Literacy and Numeracy Workshops
- Teacher Advancement Program resourcing "New to teaching" teachers to ensure all classroom practices are fulfilling learning initiatives for all students.

School Income by Funding Source

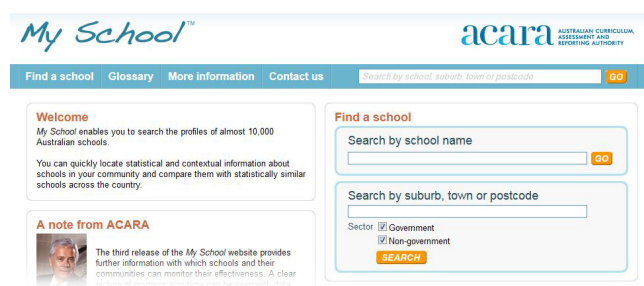
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.17 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 60.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	91.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	92.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	93.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	88.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	88.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	93.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	91.00 %
Year 6 Attendance Rate	%		

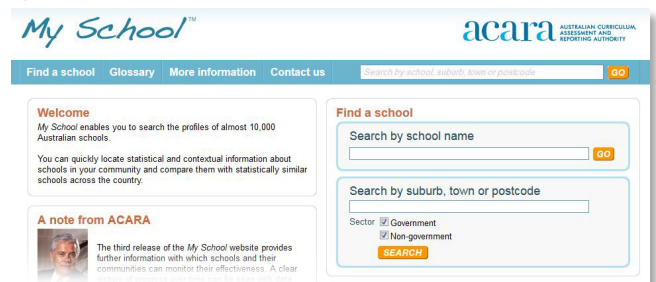
Policy and practice to manage student attendance

Accurate rolls are marked on a period by period basis through a whole-school, integrated computer system connected to BCE (Brisbane Catholic Education). Classes, as well as Pastoral Care Classes (which meet every morning with the same Pastoral Care teacher) are small – usually less than twenty students. We also operate a vertical Pastoral Care system. Consequently, the same group of students meet with the same Pastoral Care teacher every morning for their whole enrolment at the College (usually 6 years). The small classes and constant contact with the same teacher, mean that staff are more aware of students' needs and are able to maintain a positive rapport with parents and carers as well as be more aware of student absences. The College has a computerised system to track the late arrival and early departure of students. Contact with home is made early if indicated, stymieing unnecessary and chronic absenteeism.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

83.0 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	44
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	0
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	11
Number of students awarded one or more Vocational Educational Training qualifications.	43
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	41
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	%
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.	100.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
44	7	26

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.