

## SCHOOL PROFILE

School name Mt Maria College - Petrie

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### Principal's foreword

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 370 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 facts

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: 366 Girls: 133 Boys: 233

## 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.

Our College draws from a number of suburbs in and around the Petrie area and beyond. BCE Student Census Feeder Schools (2016) shows that 51% of enrolments stem from non-Catholic feeder schools and remaining enrolments come from 10 Catholic feeder schools. These numbers are indicative of previous years. Trends from Year 4 enrolment show an increase of 8.3%.

Our high expectations for learning, is reflected in our Next Steps Data:

Main Destination Data:

- 17.2% Bachelor Degree Level
- 13.8% Certificate IV or above
- 6.9% Certificate III
- 13.8% Apprenticeships
- Full time employment 10.3%
- Part time employment 31%

## Social climate

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.

The College has a number of dynamic relationships with a large number of community groups, educational institutions and employment agencies. Our priority throughout 2016 was to build positive relationships with Our Lady of the Way, Parish Priest Fr. Chima Ofar and the Petrie Parish community and to promote and welcome Catholic education for everyone. We extended this through the Religious Life of the school and our social justice outreach and interactions with the wider community.

At Mt Maria College Petrie our focus is on teaching students to build and maintain positive relationships. This year we developed our Positive Relationships Policy, which outlined 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.

## Curriculum - our distinctive offerings

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 programs are engaging, authentic, built on successes, developed transferable skills, enhanced literacy and numeracy skills and promoted faith learning that is life long and life giving.

We strive to provide a valid pathway for our students and therefore, nearly a third of our Year 11 and 12 students were enrolled in and complete Certificate II and/or Certificate III external courses. A large number of students gained apprenticeships or undertook further TAFE and RTO study after their graduation.

## Curriculum - our extra curricula activities

Mt Maria College Petrie provides a broad range of extra curricula activities that enhance student engagement and acknowledges and rewards both participation and excellence.

Our students are encouraged to represent the College at many levels including District representation, Metropolitan North representation to State Selection. Friday sporting programs allowed student to become involved in either competitive sporting options or recreational activities such as Lego robotics. Similarly, our inter-house competitions - Morgan, Nolan and Talbot - led by our Pastoral Leaders were held throughout the year for Swimming, Cross Country and Athletics along with a number of other House-led activities that were established to enhance community respect and pride such as the Tidy Classrooms.

Our extra curricular activities included: Debating, Drama, Music, Cooking for Care, Art Club, Lego Robotics, Rugby League, Touch Football, Netball, Soccer, basketball, equestrian club, College Liturgy Group.

## Parent, student and teacher satisfaction

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. In the 2016 BCE Staff Survey, where 88% of the staff completed the survey rated the following areas very high or high: student relationships, job efficacy, recognition, religious engagement and culture, support. 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 by staff members. A high percentage of parents choose our College as the "only option" for their child rather than simply "another option".

## Parent engagement

The Parents and Friends' Association (P & F) is the parent body at Mt Maria College Petrie. They work in partnership with the College Leadership team to support the provision of quality education and learning experiences for our students. The P & F has a strong Christian commitment to provide support to the school community in ways that engender in our students a sense of pride and belonging to this great school community.

Parents have immediate access to students' learning (Assessment Schedules Timetables, Teachers and Subjects), and progress (Reports) through the New Parent Portal.

Parent Teacher Interviews are held twice yearly at the College and parents are able to make these bookings online through Parent Teacher Online. Similarly, they can support their student's subject choices and future pathway choices via Subject Selection and SET Plan online. This is readily accessed by the College Website.

## SCHOOL ACHIEVEMENTS

### Achievements - progress towards goals

2016 was a year that saw incredible growth and development in our small community. We set a number of annual goals relating to our four priorities areas: Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationship and Strategic Resourcing. These achievements include:

- Achieving Full accreditation of our Religious Education program through the Brisbane Archdiocesan Validation Process
- Review and evaluation of our Years 7 – 10 Junior Learning Programs
- Rewriting of Curriculum programs
- Implementation of the Visible Learning Strategies – Learning Intentions and Success criteria, Using data to evaluate student learning progress on a biyearly basis
- Implementation of the High Yield strategies to move student learning forward – Creation of our Literacy Data Wall for student writing improvement, Conducting Learning Walks and Talks and regularly engaging in Review and Response meetings to focus on student’s learning needs and developing strategies that will assist in supporting further learning progress
- Implementation of the Ten Essentials and teacher profiling to support the ongoing development of teacher practices
- Implementation of the Positive Behaviour for Learning (PB4L).

### Future outlook

Mt Maria College Petrie is a strong close nit community. The future aspiration and learning progress of our students along with their spiritual and faith formation is extremely important to us and is always taken very seriously. 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.

Our future outlook includes:

- Increasing enrolments.
- Increase in teaching staff who have specialist skills to offer our community e.g. Maths, Science, Technology (STEM).
- Investment in staff professional develop that continues to enhance the skills of our current staff through a more focused and intentional professional learning program that is directly related to the College’s Goals.
- Continue to review of our curriculum offering at both the Junior and Senior years.
- Continually look towards ATAR and the new senior schooling processes and make decisions that will enable our students and staff to make a smooth transition to this new course of study.

## STUDENT OUTCOMES

Whole school attendance rate	89.00 %
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Prep attendance rate	%	Year 7 attendance rate	93.00 %
Year 1 attendance rate	%	Year 8 attendance rate	90.00 %
Year 2 attendance rate	%	Year 9 attendance rate	90.00 %
Year 3 attendance rate	%	Year 10 attendance rate	90.00 %
Year 4 attendance rate	%	Year 11 attendance rate	90.00 %
Year 5 attendance rate	%	Year 12 attendance rate	90.00 %
Year 6 attendance rate	%		

### Management of non-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.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	486.35	541.00	534.94	580.60
Writing	444.60	514.70	477.43	548.40
Spelling	485.79	542.90	518.94	580.30
Grammar & punctuation	489.50	540.20	511.57	570.30
Numeracy	487.78	549.50	531.41	588.80

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

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	86.0	%
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### Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	40
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	40
Number of students awarded one or more Vocational Educational Training (VET) qualifications	39
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	0.0 %
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 applicants receiving a tertiary offer	0.0 %

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
0	0	0

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
6	37	20

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	38	39
Full-time equivalents	37.20	28.46
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	8
Post Graduate Diploma/ Certificate	7
Bachelor Degree	21
Diploma/Certificate	2

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 40 000

The major professional development initiatives were as follows

- Positive Behaviour for Learning
- Teacher Advancement Program to develop essential skills and pedagogy
- Excellence in Teaching and Learning

**Average staff attendance rate** The staff attendance rate was 97.44 % in 2016.

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

From the end of the 2015 school year, 96.17 % of staff were retained by the school for the 2016 year.

## SCHOOL INCOME

### 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/>

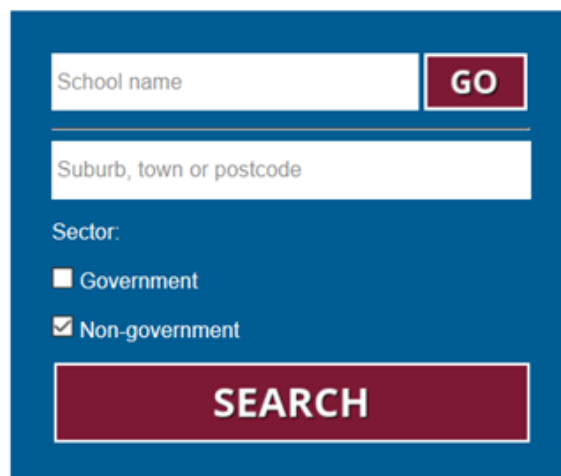
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.