



## SCHOOL PROFILE

School name Mt Maria College

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Contact person Glenn McConville - Principal

### Principal's foreword

Mt Maria College, Mitchelton is a Catholic co-educational college for students from Year 7-12 which has historical ties to the Good Samaritan Sisters (through St Benedict's College, Wilston) and the Marist Brothers (through Marcellin College, Enoggera). Our Marist spirituality focuses on the Gospel of Jesus through our prayer life, through our daily work, and through our relationships with each other. It is our aim that those who come to Mt Maria College will experience a community that is 'alive with the Gospel, a warm and hospitable place, a learning community with purpose and breadth of vision where there is a special care for those in most need.'

Due to increased enrolment numbers the College has undertaken an extensive building program, redevelopment of our sporting facilities and an expansion of co-curricular programs for students.

Mt Maria has built a very positive name within the local community and has developed strong links with businesses, charities and local community organisations.

### School facts

Mt Maria College 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: 944 Girls: 484 Boys: 460

## Characteristics of the student body

Mt Maria students come from a range of backgrounds which contribute to the composition of a strong, vibrant and welcoming Catholic, Marist community. We are fortunate to enjoy very healthy enrolments with our major Catholic feeder schools including St Williams Grovely, St Andrew's Ferny Grove, OLA Enoggera, All Saints Albany Creek and OLD Mitchelton. Local State Schools also contribute strongly to our enrolments. Most students commence in Yr 7 and stay until they complete Yr 12 but we also get a number of students joining us throughout the year from other schools both local and interstate. We also have a significant number of students from ADF families which contributes to the unique community 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. There is a strong emphasis on encouraging students to both participate in, and give their best in, the wide range of sporting, cultural, social justice and community activities which exist at the College. We believe this gives students a holistic education which will develop and enhance them as young people of potential. There is a strong cross-school focus on promoting and developing a 'growth mindset' in our students which empowers them to be resilient and determined young people in facing the challenges that life presents to them.

## Social climate

Mt Maria is a school where student wellbeing is a core component of our role as a Marist Catholic educators. In accordance with the Gospel values that we aspire to, we educate and nurture our students in a spirit of respect, resilience, generosity and stewardship. We provide an environment which provides students with the support networks necessary for them to develop their academic potential as well as their physical and emotional wellbeing. 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.

There are genuinely positive relationships in the College which support student wellbeing. These include good relationships between the College and its parents as well as those between staff and students. The Mt Maria Pastoral Program provides a framework for the development of the social, emotional and spiritual well-being of our young people. Our House Leaders, under the guidance of the Assistant Principal Students, support, guide and mentor their young people, especially when they are facing challenges in their lives. The ability of our House Leaders to work collaboratively in a shared vision of positive pastoral care facilitates optimal pastoral processes which allow students to feel that they are both understood and listened to.

## Curriculum - our distinctive offerings

Our Middle School 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, eLearning, Chinese, Humanities, Business and others.

From Year 9, student can select subjects that are of particular interest to them.

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 2017 have been expanded to meet student demand and currently offer Certificate I, II, III and IV level courses

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

On the completion of Year 12, students often proceed with further education at a University or TAFE or continue straight to full time work or into apprenticeships or traineeships.

## **Curriculum - our extra curricula activities**

The College offers an extensive range of co-curricular activities across the sporting, cultural and service areas. Such activities include Music (instrumental, voice, and various ensembles), Science and STEM competitions, Public Speaking, Debating, Chess, Touch, Oztag, Netball, Volleyball, Basketball, Tennis, Rugby League, AFL, Soccer, Rugby 7s, Cricket and more. Inter-school sport through the SECA competition occurs in Terms 2 and 3. QISSN (Qld Independent Secondary School Netball) and Confraternity (Open Rugby League) Carnivals are premier goals for students as they progress to Senior. Many students also participate in service learning opportunities in activities such as Rosies, SVDP and Caitas fundraisers, immersion programs, and through coaching.

Our Music programs have increased both in number of ensembles and in numbers of students participating in these. This has led to exceptional performances that occur at school and at many school events outside the College.

## **Parent, student and teacher satisfaction**

Parent attendance at information evenings, student performances, sporting and cultural activities, College fund raising events working bees, and social gatherings, strong enrolment numbers, as well as anecdotal feedback, would suggest that parent satisfaction with the College is very high. Parents participate in surveys and subsequent panel validation in the Appraisal Process for members of Senior Administration. Students' involvement across many area of College life, enthusiasm for the school their general respect for their teachers is reflected in the tone and community feel of the College. Students are inclusive and welcome many students who come from different backgrounds and with various levels of need. Staff morale is very positive and they regularly volunteer to lead, coach, mentor and assist across all facets of school activities.

## **Parent 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. 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. The Board is made up of parents, a staff member, and a representative of Marist Schools Australia. The Board have been integral in helping provide advice and assisting with school based policies.

## SCHOOL ACHIEVEMENTS

### Achievements against 2017 annual plan

Throughout 2017, we have worked on our Key Projects within our priority areas to achieve our annual goals.

Our BCE ELT writing targets were achieved which saw improvements in student writing and more students reading due to the Books at Mt Maria program (B@MM) which was extended to include Yr 9 students in 2017.

Increased explicitness in teaching writing was a focus area which saw improved learning outcomes. The introduction of Restorative Practices through the pastoral care programs has helped to build community and allowed for better processes when dealing with conflict.

Music and cultural programs have expanded with more music ensembles, increased student numbers learning musical instruments, the introduction of Arts Week and more opportunities for students to participate in cultural activities.

In 2017, the new undercover Multi Purpose Court and Performing Arts buildings were completed. The Br Terrence Heinrich building was demolished and a new landscaping project was planned for the Enoggera Place area to commence in early 2018.

### Future outlook

As the college expands due to increased student enrolments we plan to submit a new BGA application in 2018 to build more classrooms and speciality rooms for Middle School students.

The focus on developing a Mt Maria pedagogical framework to improve and align teaching and deepen student learning along with using the ELT strategies to improve literacy outcomes will continue. We will continue to use the Write That Essay and Eagle and Wolf strategies to improve writing and reading comprehension.

The impending senior schooling challenges as we move towards the ATAR in 2019 will mean much professional development is needed for teachers.

We will continue to expand our Music and Cultural co-curricular activities to students to cater for the range of talents and gift our students clearly have.

## STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	%	Year 7 attendance rate	95.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	94.00 %
Year 3 attendance rate	%	Year 10 attendance rate	91.00 %
Year 4 attendance rate	%	Year 11 attendance rate	92.00 %
Year 5 attendance rate	%	Year 12 attendance rate	92.00 %
Year 6 attendance rate	%		

### Management of non-attendance

Parents are able to record student absences via telephone or through the Parent Portal. Student attendance is monitored daily 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.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	558.80	544.70	590.08	580.90
Writing	520.53	513.00	559.24	551.90
Spelling	549.67	549.60	575.12	581.50
Numeracy	555.81	553.80	592.41	592.00

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

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	%
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### Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	149
Number of students awarded a Queensland Certificate Individual Achievement	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	146
Number of students awarded one or more Vocational Educational Training (VET) qualifications	101
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	22
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	77
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	84.4 %
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	99.3 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	99.0 %

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
13	28	24

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
23	57	108

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 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	76	54
Full-time equivalents	71.60	36.64
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	18
Post Graduate Diploma/ Certificate	27
Bachelor Degree	28
Diploma/Certificate	3

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 94137 .

The major professional development initiatives were as follows:

Literacy development programs - BCE, QCAA and commercial programs (Write That Essay); RE formation programs; VET Training Qualifications Currency; QCAA Panel & New Senior Assessment; Beginning teacher program; Pastoral Care programs (Restorative Practices)

**Average staff attendance rate** The staff attendance rate was 96.80 % in 2017.

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

From the end of the 2016 school year, 81.3 % of staff were retained by the school for the 2017 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

**Find a school** **Search website**

Go

<b>School sector</b> ^	<b>School type</b> ^	<b>State</b> ^
All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>
Government <input type="checkbox"/>	Primary <input type="checkbox"/>	NSW <input type="checkbox"/>
Non-government <input type="checkbox"/>	Secondary <input type="checkbox"/>	Vic <input type="checkbox"/>
	Combined <input type="checkbox"/>	Qld <input type="checkbox"/>
	Special <input type="checkbox"/>	SA <input type="checkbox"/>
		WA <input type="checkbox"/>
		Tas <input type="checkbox"/>
		NT <input type="checkbox"/>
		ACT <input type="checkbox"/>

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.