

**Mt Maria College,  
MITCHELTON**



# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Mt Maria College**

**May 2020**

# Contact information

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## Principal's foreword

The 2019 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, school funding, workforce composition and student performance.

### School progress towards its goals in 2019

Most of the College's annual goals were achieved by the end of 2019 which were in line with BCE system targets and the College's 5-year Strategic Plan. The annual goals were formed within three priority areas of Catholic Identity, Teaching and Learning and creating a Sustainable Future.

The literacy Smart goal achievements were only slightly under our targeted benchmarks for students in Year 7 (less than 2% under target) and Year 10 (less than 1% under target). The development of the Good to Great teacher program was not completed so will continue as a targeted goal in 2020.

Goal	Progress
To develop a plan to embed RSE in the HPE curriculum by the end of 2019	Achieved
By the end of 2019, create a middle school development plan	Achieved
By the end of 2019 we have achieved our Literacy SMART goal	Not Achieved
By the end of 2019 we have expanded the co-curricular programs on offer to all students (Sporting, Music, Cultural and Service-Learning areas)	Achieved
By the end of 2019, Restorative Practices will be the widely accepted approach used by staff and students to repair harm and restore relationships when conflict arises.	Achieved
By the end of 2019, we will have more staff and students involved in personal faith development programs	Achieved
By the end of 2019, develop the teaching staff's understanding of, and ability to apply the Mt Maria Pedagogical Framework to improve student learning outcomes.	Achieved
Throughout 2019, we further develop and refine our Early Career and Good to Great (G2G) teacher development programs	Not Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

- Developing teacher understanding of and embedding Catholic Perspectives across the key learning areas
- Embedding restorative practices into the pastoral approaches in the College
- Developing formation plans for students and staff which focus on spirituality and social justice experiences
- Implementing the Middle School plan
- Student literacy levels
- Implementation of the Mt Maria pedagogical framework to build teacher skills in classroom pedagogy
- Improving student attendance rates
- Building strong relationships with local feeder schools

# Our school at a glance

## School profile

Mt Maria College is a Catholic co-educational school with a Marist charism administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2019:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	999	499	500	20

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body

Mt Maria College 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 (20) 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 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 characterizes 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.

Upon graduation, the majority of students transition into tertiary study, part-time and full-time work, traineeships and apprenticeships or a combination of these.

The College has a significant number of students from Australian Defence Force families which contributes to the unique character of Mt Maria College. 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 (English, Maths, Science, HPE, and RE) such as

- Music
- Drama
- Design Technology

- Food studies
- Digital Technology
- Chinese
- Humanities
- Business

From Year 9, students 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 2019 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 Brisbane North West Technical Training Centre - where we are a governing school - in areas such as Automotive, 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.

### **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 and Microsoft Teams to share work with students so they can access materials and classwork in their own time.

Staff at Mt Maria have been involved in a Digital Skills program for several years. In this capacity building program, they undertake regular training and professional development in IT to be able to use technology effectively to enhance teaching and support student learning.

## **Social climate**

### **Overview**

The Marist Catholic ethos of Mt Maria College 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.

Staff undertake regular training in areas of classroom management, restorative practices, pedagogy and differentiation. Teachers plan detailed units of work and lessons to cater for the variety of learning styles and needs of the students in their classrooms to maximise student engagement and progress.

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 and the Positive Behaviour for Learning framework. Any breakdown of relationships is seen as a learning opportunity where the over-riding principle is to repair any harm and restore relationships.

Year level camps, retreat days and pastoral care initiatives all focus on challenging and enhancing the well-being of our students. The College has had a strong focus on wellbeing and mental health which is reflected in our well supported Wellbeing week programs. We take a proactive approach to issues of conflict and bullying, and students support the *Say No to Bullying* and *Bullying No Way* initiatives generated by student

leaders and staff. There are student information sessions on this topic as well as confidential surveys and follow up meetings with affected students and wrongdoers.

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# 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%

# '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

Families receive regular communication from teachers about student learning and specific information about their child's progress in classes and what the students are learning. Parents are also involved in subject selection processes, information sessions on student learning and general school information evenings, wellbeing presentations and parent teacher interviews. 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 high.

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. 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. These plans are distributed and discussed with teachers to ensure modifications to work and differentiation in lessons is planned and occurs to assist with student learning.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Environmental footprint indicators	
Years	Electricity kWh
2019	442067

Mt Maria has developed an Energy Reduction and Management Plan (ERaMP) which includes reducing the environmental footprint. As part of this plan the College monitors energy use through the installation of specific equipment to record electricity usage. Data gained from this is used to highlight areas and times of high use with the view to investigating and modifying electricity usage.

The College has installed geothermal air conditioning to new buildings and has installed ground loops to retrofit older buildings using the geothermal system. Independent industry monitoring has revealed a reduction in electricity usage of up to 60% compared with traditional air conditioning.

Additionally, in an effort to reduce electricity use, the College has installed LED lights in place of fluorescent lights, installed timers on air conditioning switches to ensure A/C systems do not run unnecessarily, fans and lights are routinely switched off at the end of each day, windows are often opened instead of using fans or A/C, fridges are turned off during school holidays and refrigerated water coolers are tuned off during winter.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	82	56
Full-time Equivalents	78.3	40.0

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	22
Graduate diploma etc.**	25
Bachelor degree	28
Diploma	5
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 2019 were \$ 82, 891.

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
- Restorative Practice training
- IT skills development for classroom pedagogy
- VET training and qualifications
- BCE leadership programs
- Marist and Spirituality formation programs

The proportion of the teaching staff involved in professional development activities during 2019 was 100 %.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

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

From the end of the previous school year, **95%** of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	88.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.7%

Average attendance rate per year level			
Year 7 attendance rate	91.6%	Year 10 attendance rate	89.3%
Year 8 attendance rate	89.8%	Year 11 attendance rate	87.2%
Year 9 attendance rate	87.7%	Year 12 attendance rate	82.9%

\*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

## Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	94.2%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Teachers record each student's attendance regularly throughout the day. Student attendance is monitored daily in morning tutor group and 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. Parents are asked to record student absences via telephone or through the Parent Portal.

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.

Messages about the importance of school attendance occurs through school newsletters, the parent portal and facebook page, newsletters, parents' information events, assemblies, House and year level meetings and via posters located around the 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	549.0	546.0	597.9	580.4
Writing	500.3	513.2	539.8	548.9
Spelling	538.0	545.6	583.8	582.3
Grammar and punctuation	541.3	541.7	589.3	573.2
Numeracy	556.2	554.1	594.4	592.0



## Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	120
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113
Number of students receiving an Overall Position (OP)	66
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	73
Number of students awarded a VET Certificate II or above.	70
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	92.4%
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.	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	96%

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

### Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	11 (16.7%)	20 (30.3)	30 (45.5%)	5 (7.6%)	0

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

### Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	35	57	80

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

### Mt Maria students studied a wide range of certificate courses throughout 2019 – both on campus and at external RTO's. Some of these courses included:

#### On site at Mt Maria:

- Certificate I Construction
- Certificate II Skills for Work and Vocational Pathways
- Certificate II/III Hospitality
- Certificate II/III Sport and Recreation
- Certificate III Fitness
- Certificate III Information Digital Media and Technology
- Certificate III Business
- Certificate IV Business
- Certificate IV Crime and Justice

#### At external RTO's:

- Certificate II Electrotechnology (Career Start)
- Certificate II Automotive Vocational Preparation (Light Vehicle)
- Certificate II Health Support Services
- Certificate II Rural Operations
- Certificate II in Animal studies

Certificate II in Automotive Vocational Preparation (Motorcycles)  
Certificate II Plumbing  
Certificate III Early Childhood Education and Care  
Certificate II/III Applied Fashion Design and Technology  
Certificate III Design Fundamentals (Photo Imaging)  
Certificate III Screen and Media  
Certificate II Automotive Electrical Technology (Heavy Vehicles)  
Certificate II Music Industry (Music Performance)  
Certificate III Visual Arts

### **Qualifications undertaken as school-based trainees/apprentices:**

Certificate III Automotive Electrical  
Certificate III Carpentry  
Certificate III Early Childhood Education and Care  
Certificate III Electrotechnology  
Certificate II Warehousing  
Certificate III Retail Operations  
Certificate III Hospitality  
Certificate III Business  
Certificate III Health Services Assistant  
Certificate III Allied Health Assistant

## **Student destinations**

### **Post-school destination information**

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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.

Students who may leave the College before completing Year 12 generally go to another school. Parents have indicated that the main reasons include moving 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 undertake an apprenticeship, or full-time work or attend TAFE, will have been having regular conversations with school staff to assist with supporting the transition. Where possible, College staff assist parents and their children with the change from school to one of these options.