

**Mt Maria College - Petrie,
PETRIE**

Annual Report 2019

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



Contact information

School	Mt Maria College – Petrie
Postal address	PO Box 130, PETRIE, QLD, 4502
Phone	(07) 3285 5500
Email	spetrie@bne.catholic.edu.au
School website	www.mmcp.qld.edu.au
Contact Person	Wayne Chapman – Principal

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

During 2019 Mt Maria College continue to grow and develop as a contemporary learning institution, achieving all of its goals in terms of developing a strong Catholic identity, enhancing excellent learning and teaching and in terms of building a sustainable future.

Our focus upon student literacy learning has seen us attain all of our goals for the 2019 year. All students reached our literacy target goals assisted by our intense involvement in the Accelerate Literacy program showing significant growth in this as well as NAPLAN achievement.

Our focus upon building a sustainable future was centred upon improving student attendance. This goal was attained via significant college process development to track and intervene in situations of student non-attendance.

As a Catholic College, we continually seek to strengthen our Catholic identity. Our Marist outreach programs were strengthened by involvement from every House Group in the *The Breakfast Club* program in 2019. We implemented significant Professional Learning for staff throughout the year including many staff members attending conference opportunities at the Marist Spirituality Centre in Mittagong.

2019 delivered impressive growth throughout all aspects of our College and as a Community we take great pride in knowing that we achieved all of our annual goals and most importantly delivered on our mission to improve the learning progress of all students.

Goal	Progress
By the end of 2019, we will have strengthened 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.	Achieved
By the end of 2019, 75% of Years 7 and 8 students will have scored 12 or better in the Writing Monitoring Tool and 35% of these students will be in the 'target zone'.	Achieved
By the end of 2019, all students across Years 7-12 will have accessed and engaged with the RSE curriculum through the Pastoral Care Program.	Achieved
By the end of 2019, college processes will be enhanced to increase the percentage of students reaching the target attendance zone.	Achieved

Future outlook

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

- Literacy
- Student attendance
- Processes regarding differentiation for learning and recording of adjustments
- Enhancing Catholic Identity

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 2019: Secondary - Years 7 to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	409	164	245	26

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

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 (2018) 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 95.5%. The diversity in our feeder schools reflects our student religious profile that shows 38.5% are Catholic, 29.1% other Christians, 0.9 % other faiths, 25.3% identify as having no religious beliefs and 6.2% have not stated. 5 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 409 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

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
- 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.

Family and community engagement

The College has a number of dynamic relationships with a large number of community groups. Our priority throughout 2019 was to build positive relationships with Our Lady of the Way, Parish priest Fr Geo Francis 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.

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. During 2019 the College commenced engagement in the ERAMP (Energy Reduction and Management Plan) process to live out Laudato Si.

Environmental footprint indicators	
Years	Electricity kWh
2019	189260

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	53	47
Full-time Equivalents	86.5	34.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate diploma etc.**	9
Bachelor degree	35
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 2019 were \$40,992.

The major professional development initiatives are as follows:

- Literacy Education
- Adjusting learning to individualise instruction
- Enhancement of our Marist Catholic Identity

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	95.1%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95.5% 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	83.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	79.6%

Average attendance rate per year level			
Year 7 attendance rate	87.1%	Year 10 attendance rate	81.6%
Year 8 attendance rate	85.4%	Year 11 attendance rate	81.3%
Year 9 attendance rate	81.9%	Year 12 attendance rate	82.4%

*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	97.1%

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

- 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	515.7	546.0	537.8	580.4

	Year 7		Year 9	
Writing	458.4	513.2	462.0	548.9
Spelling	492.4	545.6	522.5	582.3
Grammar and punctuation	488.3	541.7	494.9	573.2
Numeracy	504.5	554.1	548.7	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	33
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.	32
Number of students receiving an Overall Position (OP)	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	33
Number of students awarded a VET Certificate II or above.	25
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6
Number of students awarded an International Baccalaureate Diploma (IBD).	N/A
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	N/A
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	100%

As at March 2020. 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	27	15	25

As at March 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

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.

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.