



ANNUAL REPORT

MT MARIA COLLEGE

2011

INTRODUCTION

Mt Maria College is a Catholic co-educational school with 640 students currently enrolled on two campuses at Mitchelton and Enoggera. In 2011 Year 10 students were located at the Mitchelton Campus to enhance the link with the Senior Phase of Learning (Years 11 and 12). Years 8 and 9 students will remain at the Enoggera Campus for the next twelve months relocating to the Mitchelton site for the commencement of 2013.

As a Catholic co-educational school, Mt Maria College is open and accessible to all who seek its values. The College has an extensive learning support program that provides support to students who are Verified and those students who are having difficulty with their learning. Particular emphasis is placed on the development of literacy and numeracy skills during Years 8 and 9.

During 2011 extensive work has been undertaken by the College to develop an understanding of the needs of students in the Middle Years of Schooling (Years 7-9). Mrs Kath Bryant - Middle Phase Co-ordinator has led this research and the College has engaged Professor Nan Barr - QUT to work with the College to develop the project for implementation in 2013.

The College will also undertake to review the pathways currently on offer to the students in the Senior Phase of Schooling in 2012. Data from the Next Step survey will assist the college to formulate a plan to ensure all of our graduating students take the next step to a bright future.

LITERACY AND NUMERACY

In 2011 Ms Annette Murray - Literacy and Numeracy Teacher was employed to address the literacy and numeracy needs of students who were identified as having difficulty in these two disciplines. The program conducted this year has taken the dual approach of small group intervention and work within the classroom setting. One of the goals of the College is to ensure all students reach the Senior Phase of Schooling with the required literacy and numeracy skills to be able to successfully access the curriculum.

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NAPLAN RESULTS 2011

<i>Section</i>	<i>Mean</i>	<i>Whole school</i>	<i>Boys</i>	<i>Girls</i>
Grammar and Punctuation	Mt Maria College	575	572	579
	State	568	560	576
Numeracy	Mt Maria College	582	587	572
	State	575	580	570
Reading	Mt Maria College	577	576	580
	State	573	567	578
Spelling	Mt Maria College	579	575	586
	State	576	564	588
Writing	Mt Maria College	562	548	584
	State	566	545	587

The Year 9 cohort mean was above the State mean for the Grammar and Punctuation, Numeracy, Reading and Spelling. The cohort performed below the State mean in Writing.

Mrs Annette Murray will devise a program of familiarisation of the NAPLAN Test for implementation in 2012. Further support for students identified with low skills in literacy and numeracy will also be provided by our specialist staff.

YEAR 12 OUTCOMES- 2010

Senior Education Profile	117
Vet Qualifications	51
School-based	
Apprenticeships/Traineeships	18
Awarded QCE	100
Op Eligible students	75
OP 1—15	89%

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Percentage with a SAT,QCE

IBD or VET qualification **90%**

Percentage QTAC Applicants with

a Tertiary Offer **94%**

OP – Eligible students have an extensive range of subjects to choose and pursue over the two years of senior studies. The 2010 cohort performed well on the QCS Test and in their academic subjects. 89% of students received an OP between 1 and 15 thus allowing the majority of student's entry to tertiary studies in 2011. Of the 117 students who completed Year 12, 100 or 85% received the Queensland Certificate of Education. Targets have been set to improve the attainment of the certificate to 100% in the coming years.

For 2011 the College has set a target of 92% of OP-Eligible students to receive an OP between 1 and 15.

NEXT STEP SURVEY:

Data from the 2010 Next Step survey conducted in May 2011 showed the following outcomes for the 2010 graduands of Mt Maria College.

117 students graduated from the College in 2010 and 102 responded to the survey. 75.5% of young people from Mt Maria College continued in some recognised form of education and training.

University 44.1%

Vet Cert IV 13.7%

VET Cert III 2.9%

VET Cert I-II 2.9%

Apprentice 8.8%

Trainee 2.9%

It is worth noting that 24.5 % (almost a quarter) of the students who responded **did not enter** post-school education or training and were either employed - 16.7% (fulltime 8.8%, part-time 7.9%) were seeking work - 6.9% or neither studying nor in the labour force - 1%.

The data indicates there is a need to examine closely the Vocational Education Pathway at the College. A small number of students are appearing to "float" through school with little direction or purpose.

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The Assistant Principal - Curriculum has met on two occasions with Mrs Jennifer Towler to discuss the VET Pathways currently available at the College and to review the offerings available to students. (Report attached as Appendix One).

MIDDLE YEARS OF SCHOOLING PROJECT

Over the past twelve months Middle Years Coordinator has been leading staff to examine their own practices regarding teaching and learning in the middle years. A team of interested staff has been formed and meet on a regular basis to discuss the research collated from studies undertaken across Australia and the United States.

The staff have been thoroughly briefed about the needs of young adolescent students. The staff are also aware of the Melbourne Declaration of Educational Goals for Young People document. Over the next twelve months work will continue to focus on the best pedagogical approach to engage our students in learning.

SCHOOL RENEWAL REPORT

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Components reviewed in 2011.

Priority One: Religious and Evangelising Mission

1.2 Evangelisation and Faith Formation

Priority Four: Staff Support

4.1 Professional Learning Communities

Priority Six: Information, Communication and Learning Technologies

1.3 Resourcing

Priority Seven: Resourcing Catholic Schooling

7.1 Budgeting and Finance

Priority Eight: Renewal and Quality Assurance

8.3 Monitoring and Self Review Processes

PRIORITY ONE: THE RELIGIOUS AND EVANGELISING MISSION OF SCHOOLS

Intention:

Provide ongoing formation opportunities in the three elements of evangelisation and faith formation:

1. Living the Gospel
2. Spiritual formation
3. Witness to the wider community

Expectations:

Programs are in place to support ongoing formation, evangelisation and faith formation, religious education, informed by *Religious Life of a School* syllabus, the *Staff Spiritual Framework* and the Marist approach to spirituality document *Water from the Rock*.

Resources are available and effectively utilised to enhance the religious life of the school.

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Mt Maria College provides strategic opportunities for all members of the community and encourages and invites people to discipleship and ministry.

Strategies:

1. Continue to offer professional development to staff in the areas of spirituality, formation, Religion, RE subject content, Marist charism and Catholic education, through a combination of compulsory and voluntary inservices, retreats, twilights, prayer and meditation gatherings and social occasions.
2. Promote the building of community within the staff, socially, formally.
3. Employment of a Campus Minister to coordinate Service Learning programs for students and staff that are based on the Gospel values of the dignity of human life, solidarity and justice.
4. Using the Gospel and other scriptural texts in community gatherings.
5. Artist in Residence Jan Hynes working with RE students and Art students to allow for the expression of spiritual awareness through the creative arts.
6. Evaluate the effectiveness of the ways in which Jesus Christ is presented and interpreted in the life of the school – through artwork, stories, assemblies, staff gatherings, digital and print media.
7. Promote the integration of the Marist Charism throughout College life.
8. Witness to wider community through strengthening of social justice outreach programs, involvement in the local Parish and church programs, retreats with other Catholic secondary schools eg Justice Forum, student leaders forum, Caritas just leadership days, connection with the local National Sorry Day committee, develop links with elders and leaders in the local community and inter-religious and inter faith experiences linked to the RE curriculum.
9. Imbed the acknowledgment of country in community gatherings.

The following evidence informed the internal school review of this component:

- Religious Icons and Identity sub-committee met to review, conduct survey, collate and evaluate materials related to the priority 1
- Examples of school community acknowledging and celebrating its Catholic identity
- Examples of structured occasions on which student/staff beliefs are strengthened/challenged
- Examples of formal/informal opportunities for student/staff faith formation
- Parent/student/staff survey results

Rating of Achievement for component:

1	2	3	4	5 X	6	7
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Strengths identified across Component

Living the Gospel

- Restorative Justice program
- Caritas program that encourages action, relationship, solidarity, action for justice through initiatives such as street retreats, Rosies, homeless outreach, aged care and respite centre visits, primary school visits, Santa Teresa Immersion

Witness to Wider community

- Community partnerships with Brisbane Homelessness Service Centre, St William's Parish East Timor Solidarity, Teralba Park Sorry Day Committee
- School-parish links with Father Frank celebrating Mass regularly at the College
- primary school links – service, science, drama

Spiritual Formation

- Staff formation in spirituality through opportunities for retreat, twilights, shared prayer, shared meals, support, sense of caring community, inservices at school, BCE and with Marists – induction to teaching in a Marist school, sharing our call I and II, mentoring, Marist Brothers and province staff visiting school regularly, presence of brothers community .
- Growth and spiritual development is provided through daily prayer; pastoral care program; year level Masses; chapel prayer before and after school for staff and students; through dialogue and engagement of RE class content; in small group discussions with students preparing for and reflecting on social justice outreach programs. Daily silence and stillness encourages 'being present' to themselves before God.

Development needed across Component

- More consistent approach to stillness and silence
- Embedding Marist Charism and philosophy with College Board and all school policies and procedures
- Exploring the opportunities for Catching Fire Staff with Spirit program

PRIORITY TWO: STUDENT LEARNING OUTCOMES

Intentions:

Strengthen the continuity of learning and teaching approaches to enhance the engagement of all students across the early, middle and senior phases of learning.

Implement quality pedagogy that is underpinned by contemporary research.

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Expectations:

Use data and evidence-based processes to inform learning and teaching.

Student and school data is used to support improvements in learning and teaching.

Teaching practices actively engage students in their learning.

Improvement in pedagogical practices is at the forefront of teacher professional learning programs.

Strategies:

1. Establish a co-ordinator of QCS Preparation at the College.
2. Unpack the QCS data and NAPLAN data and discuss the outcomes with the Academic Co-ordinators.
3. Formulate our response to the data.
4. Develop a Vision for Learning at the College.

The following evidence informed the internal school review of this component:

- Academic Co-ordinators meetings - review of data.
- Workshops with Mrs Marie Previte and Graham Akers to review the NAPLAN and QCS data.

Rating of Achievement for component:

1	2	3	4 X	5	6	7
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Strengths identified across Component

1. Mrs Sian Burke was appointed the QCS Preparation Co-ordinator at the College. A team of senior staff was established to workshop the QCS papers with the OP eligible students. Greater understanding of the QCS process was evident among teaching staff.
2. The appointment of the Literacy and Numeracy Specialist Teacher allowed the College to further unpack the NAPLAN results and to provide support to students who demonstrated a low level of skills in literacy and numeracy.

Development needed across Component

1. Develop a Vision for Learning at the College.
2. Formulate a detailed response to the data and evidence provided through NAPLAN. and QCS to drive the development of teaching and learning at the College.

PRIORITY THREE: STUDENT SUPPORT

Intentions:

Develop whole of school responses to student protection, personal and social development, and behaviour support requirements.

Expectations:

Behaviour support programs address the contemporary needs of students, the changing contexts of family and community life and Brisbane Catholic Education policy and guidelines.

Strategies:

1. Develop Whole of School Behaviour Management Policy and Procedures.
2. Engage with the Marist Youth Centre to inservice staff in Restorative Practices.
3. Research implications for moving to a vertical house system.

Achievements:

In 2011 the College engaged the Marist Ministries Team to deliver a Restorative Justice Workshop for staff on Friday April 15 2011. Following the workshop the College engaged Brooke Daniels from BCE to assist with the implementation of a Whole of School Behaviour Management plan.

Work is continuing with the staff.

PRIORITY FOUR: STAFF SUPPORT

Intentions:

Implement a coordinated strategic approach to professional learning.

Develop the skills and capacities of teachers, leaders and support staff to enhance their professional growth.

Expectations:

Professional learning opportunities for staff are collaboratively planned, regularly evaluated and aligned to the school strategic renewal plan.

Staff professional learning is strongly linked to the improvement of student learning outcomes.

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Processes are integrated for individual performance management of staff including selection, induction, professional learning and review of staff.

Strategies:

2. Establish Professional Development Committee – chaired by Deputy Principal.
3. Link the Professional Development programs directly to the College Strategic Plan.
4. Liaise with Mr Stephen Dunne to develop the Staff Development and Support program.
5. Investigate the Web approach for staff development and goal setting adopted by Southern Cross College.
6. Establish goal setting for all teachers as per the QCT requirements.

The following evidence informed the internal school review of this component:

- Staff Meetings, Professional Development Committee Meetings.

Rating of Achievement for component:

1	2	3 X	4	5	6	7
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Strengths identified across Component:

1. The Professional Development Committee was established and chaired by the Deputy Principal.
2. Meeting held with Stephen Dunne - BCE to start formalising the development of professional goals with all staff.
3. Professional Development Program is closely linked to the College Annual Plan.

Development needed across Component:

1. Establish goal setting and professional development plans for all staff.
2. Further work with Mr Stephen Dunne - BCE on professional goals.
3. Regular meetings for the Professional Development Committee.

PRIORITY FIVE: PARTNERSHIPS AND RELATIONSHIPS

Intentions

Effectively partner with, and engage, our parent communities in school renewal and policy development.

Expectations:

School pastoral boards, or other approved models for engaging parents in policy development and school renewal processes, are well established.

Strategies:

Formation of College Board with the assistance of Mr George Kendall – BCE.

Achievements:

College Board established and in place.

PRIORITY SIX: INFORMATION, COMMUNICATION AND LEARNING TECHNOLOGIES

Intentions

Enhance the IC and LT competence of staff.

IC and LT competence standards that support the integration of IC and LT with learning and teaching are being utilised.

Expectations:

School technology plans that include access to hardware, software, training and support for staff and students are implemented .

Strategies:

1. Roll out of laptops for all Year 9 students.
2. In-service staff through employment of Mr Greg Egan - ICTLEARN to develop staff knowledge of a laptop classroom and Moodle.
3. Continue with ICT Committee and meet monthly during school year.
4. Review the ICT Plan for the College.

The following evidence informed the internal school review of this component:

- Agenda items at the ICT Committee monthly meetings

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Rating of Achievement for component:

1	2	3	4	5 X	6	7
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Strengths identified across Component:

1. Staff members have been engaged in the development of ICT at the College.
2. Year 9 Laptop Program is in place.
3. The procedures for the implementation of the Laptop Program have been reviewed and refined for future.
4. Professional Development in ICT has been supported by all staff in 2011.

Development needed across Component:

1. In 2012 develop the Technology Plan for the College for next three years.
2. Refine procedures for the roll out of laptops.
3. Provide In-service opportunities for staff in use of Interactive Whiteboards.
4. Develop the concept of "IT Kids".

PRIORITY SEVEN: RESOURCING CATHOLIC SCHOOLING

Intentions

Enhance our capacity to be good stewards of financial assets and resources.

A communication and marketing plan is developed that increases the awareness of the purposes, benefits and value of Catholic education.

Expectations:

Asset management and resourcing provides for appropriately equipped school buildings and well maintained facilities.

Strategies:

1. Completion of Stage One of the building program by end of 2011.
2. Engagement of staff with the architects to develop plans for Stage Two.
3. Review the budget processes.

The following evidence informed the internal school review of this component:

- Site meetings, site minutes, Board meetings

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Rating of Achievement for component:

1	2	3	4	5	6 X	7
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Strengths identified across Component:

1. Staff have engaged with the architects to explore how classroom design will impact on the pedagogical approach adopted in the classrooms.
2. Stage One will be ready on time and within budget.

Development needed across Component:

1. Budget processes in the College need a total overhaul.

PRIORITY EIGHT: RENEWAL AND QUALITY ASSURANCE

Intentions

Effectively implement school renewal, validation and compliance processes.

Expectations

Collaboratively developed strategic renewal plans for every school are in operation.

Strategies:

1. Complete the sparrow process on time and accurately.
2. Monthly meetings will be used to update sparrow work.
3. Establish teams of staff to review the priorities for 2011.

The following evidence informed the internal school review of this component:

- Sparrow work, staff feedback groups, staff meetings

Rating of Achievement for component:

1	2	3 x	4	5	6	7
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Strengths identified across Component:

1. Staff engagement has been strong in a number of groups including RE, IT and staff meetings.

Development needed across Component:

1. College Leadership Team members need to find the time to complete the process effectively and efficiently.