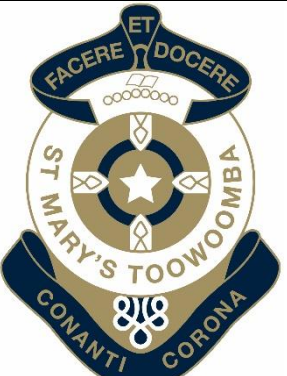




St Mary's College Toowoomba

Providing quality Catholic education for boys since 1899

St Mary's College 2014 Annual Report *A Catholic Boys' College of the Diocese of Toowoomba*

	Address	129 West Street, Toowoomba, QLD, 4350
	Phone	46 317 333
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	Email	reception@stmaryscollege.com
	Student Enrolment	784
	Website	www.stmaryscollege.com Principal – Mr. Michael Newman

Our Context

St Mary's College is a Catholic community for the education of boys from Years 5-12. It is the only College of this type in Queensland, west of the Brisbane Metropolitan area and north to Yeppoon. The College was established in 1899 as a Christian Brothers' school to educate boys. The Christian Brothers are a religious order founded in Waterford in Ireland in 1802 by Edmund Rice to educate boys as a response to social inequity. Edmund continues to call us to challenge the values of our world and make them more God-centered. Aware of God's all abiding presence in the 'everyday', we respond to this awareness in right relationships of justice, presence, compassion and liberation. This sacramental consciousness leads us to prayer and liturgy celebrating the whole of life. St Mary's College has a rich history and tradition and a loyal Old Boys network, many of whom have made significant and worthy contributions to society. The Christian Brothers administered the College for 97 years and it is upon their shoulders that we stand proudly today.

Today St Mary's College is a Catholic school administered by the Catholic Diocese of Toowoomba in the tradition of Edmund Rice. Our overall goal is to provide the boys the opportunity to achieve excellence in all areas of their holistic education: spiritual, academic, physical, social and emotional education from Years 5-12. At St Mary's College, we focus on and are specialists in boys' education, providing various relevant and modern learning experiences and extra-curricular opportunities.

Vision, Mission and Values for St Mary's College

Our Vision

To strive for excellence, so as to reach one's full potential, making a difference to our world.

Our Mission

To provide a quality holistic Catholic education in the Edmund Rice tradition, empowering our students to be **men of faith, integrity, action and excellence.**

Our Values

As stated in the *Charter of Catholic Schools in the Edmund Rice Tradition* our values are grounded in the Gospel stories of Jesus. We strive for:

Spirituality (A Gospel Spirituality)

Our community endeavours to foster in each member, the Gospel values and traditions that underpin the College heritage.

Community (An Inclusive Community)

Our community embraces diversity, through a welcoming spirit and mutual support for all, ensuring the realisation of each person's potential.

Justice and Solidarity

Our community seeks to support the marginalised by providing practical assistance through Christian service and social justice initiatives that build and promote dignity, compassion, respect and right relationships.

Excellence (A Liberating Education)

Our community strives for excellence in holistic education aiming to achieve the College motto *Conanti Corona* –“the one who strives will win the crown” by nurturing and developing students academically, physically, socially, emotionally and spiritually to ensure the realization of each member's potential.

Our Philosophy

As an educational community, St Mary's **fosters Christian living in the Catholic tradition.** The community is committed to grow a **welcoming spirit** through which all community members are encouraged and challenged to develop as **children of God.** We are people of **prayer.** We often express to God and to others our thankfulness for their goodness to us. We believe that **God loves us, each and every one of us without exception.** This is the basis of our relationship with ourselves, others and God. It is also the basis for our educational endeavours, which develop all aspects of our being.

The College **reaches out to students from diverse backgrounds.** **Proud of our heritage,** we reach out to all, especially those who need us most, **keeping alive the spirit of Blessed Edmund Rice.** Our education recognises the **worth, the individuality** and the **different needs** of each person and responds positively to these. Through the experience of community, where **social justice is fundamental,** all are **challenged academically, physically, socially, emotionally and spiritually.** In an environment where the **giftedness of each individual is recognised** and achievement is valued, the aim for each boy is to 'live life to the full' (John 10:10) with Christ. We are called to excellence in all we do and to live out the College motto *Conanti Corona* –“the one who strives will win the crown.” This means that our aim is to encourage our boys to strive for excellence, so as to achieve their potential and ultimately their crown. The College values the **boys giving their best effort, sportsmanship above winning, and service, rather than personal gratification.**

We aim to **form character** in a compassionate, respectful, accepting and happy environment. Aware of our own worth and dignity, we hope to deepen our awareness of God's unchangeable love for us, which accepts us as we are and **forgives our weaknesses, challenging us to grow further.** Inspired by this love, we strive to develop relationships through a celebration of our lives together and a **commitment to reconciliation.**

The Holy Spirit is ever present, guiding, leading, encouraging, challenging and empowering us. Staff members share this task as they **assist students to learn and learn with them.** Our teachings are based on our understanding of the learning needs of boys, a search for quality in content, method and procedures, and **always open to improvement and seeking what is best for the students.**



Future Outlook

Our Strategic Focus:

1. Uses its collaboratively developed Mission Statement and Philosophy to guide College activities. These Statements encompass the Edmund Rice Charism, St Mary's College history and tradition and the diocesan vision and mission.
2. Operates within a boys' education framework where all programs and practices are audited with a view to continual improvement.
3. Emphasises excellence, through the realisation of potential and contribution to community, now and in the future.
4. Supports the College community proactively to embrace growth and continual improvement.
5. Empowers staff to engage with, embrace and undertake St Mary's College future directions.

Distinctive Curriculum Offerings

St Mary's College offers a broad curriculum which can be tailored to meeting the needs of each boy's education so they can successfully take their place in a modern society. The senior school curriculum offers a wide range of subjects that allow for students on completion of Year 12 to continue study at university or to continue vocational studies.

In 2014, Year 8 students studied core subjects (English, Maths, Science, Humanities and Religious Education). Elective units in Year 8 included Metal Technology, Wood Technology, Graphics, Art, Music, Drama, Japanese and Physical Education.

In Years 9 and 10 students studied a wide variety of semester units within the same learning areas as those offered in Year 8, as well as offering further specialization in the areas of Information Communication Technology and Health and Physical Education.

In the Primary school, students studied subjects from all key learning areas. In addition to their class-based subjects, students accessed the specialized areas of the Secondary school in the areas of Science, Wood Technology, Japanese and Music. All students in Year 5 and 6 also participate in the Junior Band program where every student is offered instrumental tuition.

In addition, the College offers specialized programs including:

- Guided Reading
- Individualised Learning Plans through the HUB Learning Enrichment Centre
- Learning Support programs
- ESL (English as a Second Language) unit
- Personal Development Unit in Year 9
- Careers Education
- QCS Preparation Program



Extra-Curricular Activities

Academic Excellence

Students are encouraged and challenged to undertake a range of activities that provide them with extension and encourage them to *strive for the crown*.

- English, Science and Mathematics tuition is provided by the Mathematics and English departments giving individual and Group tutoring to primary/secondary students in the library one afternoon each week.
- Public Speaking Competitions; Chess Competitions
- ICAS Competitions
- Science and Engineering Competitions
- Optiminds
- Mooting

Spirituality and Service

Student leadership is encouraged and developed across all year levels with opportunities for students to be part of the SRC, school and House assemblies.

Students from all year levels also engage in supporting community projects which helps them to develop a sense of responsibility for those less fortunate than themselves. Our Service Groups are embraced by students in Years 10 – 12 which help our students understand and value the concept of support for our community. St Mary's College has a vibrant Service Group program. The aim of these programs is to offer opportunities for as many boys to partake in service activities as possible and live a life of service.

These programs include:

- Pirrakanta
- ROSIES volunteer program
- House nursing home visits
- ERA for Change
- Just Leadership

Sporting Opportunities

Boys at St Mary's College are provided with numerous opportunities to participate in a wide range of sporting activities and competitions. The College has a vibrant sporting presence with boys excelling in sports including Rugby League, Soccer, Basketball, Touch, Athletics and Swimming. Boys participate in both the local Toowoomba competition, the Brisbane competitions and in state-wide competition. A number of students are members of representative sides for the Darling Downs Region and many staff coach these teams. Students are also provided with the opportunity to participate in House Competitions in athletics, swimming and cross-country. The College offers specialised streams of Athletic Development and Rugby League within the Physical Education Learning Area.

Some of the competitions and sporting opportunities St Mary's College participates in include:

- Bill Turner Cup U/15 soccer
- SSI Open Soccer
- AFL Gala Days
- Golden Glove Softball
- Confraternity Carnival - Rugby League
- Friday Night Basketball
- McDonalds Cup Basketball
- TSSSA competitions in Touch, Cricket, Basketball, Futsal, Swimming, Rugby League, Soccer Volleyball, Hockey, Softball, Cross Country and Athletics
- Broncos U/13, U/14 U/15 and Open Age Rugby League
- UHL sports in U/14 and Open Soccer



Culture

All students are provided with opportunities to engage with students with diverse cultural backgrounds through involvement in our mentor pastoral system. Some students are hosts for our international study tour visitors from Japan. Some examples of cultural opportunities for students include:

- Sydney-Canberra excursion.
- Japanese Immersion Excursions
- Leadership Programs
- Debating
- Eisteddfod
- Speaking Choirs
- Instrumental music programs

Social Climate

The welcoming, inclusive and nurturing nature of St Mary's College is a definitive feature of this community. Our commitment to such a **social climate** is reflected in our Vision and Mission Statement. The following **social and pastoral programs** are in operation:

- House Pastoral System
- Mentor System
- The Responsible Thinking Process and Responsible Thinking Classroom
- Student Protection
- Guidance Counselling
- Career Counselling
- Year level camps and activities
- Social interactions with girls' schools.

Our four Houses are the foundation for our pastoral system. Waterford, Purcell, Bowdler and McGoldrick Houses have all developed their own identity and spirit. Each of our four Houses comprises approximately 160 students from Year 5 to Year 12. Belonging to a House provides all staff, students and their families with the opportunity to form positive and lasting relationships with students across all year levels.

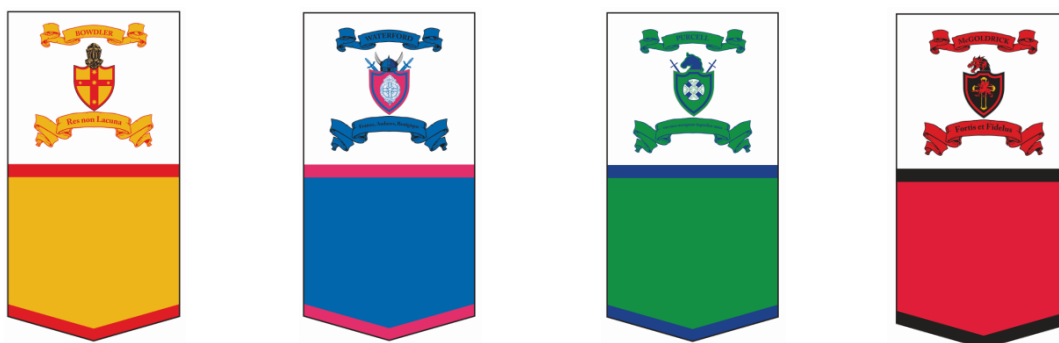
Together with this familiarity and continuity, the House system is meant to make possible greater participation by the boys' in House and inter-House activities. Being active, contributing, cooperating - all can build in boys a growing sense of belonging and ownership. Likewise, the necessity for leadership, increasing as it does as the boys move into higher year groups, should result in more boys assuming ever widening responsibilities and practising that leadership.



House Activities

Under the direction of the Heads of House and mentor teachers, students are encouraged to become involved in all aspects of College life. Belonging to a House now provides many avenues for students to interact on a social level to support each other, to learn from each other's strengths and weaknesses, to develop leadership skills and to actively serve the College and wider community.

Organised activities range from House liturgies and prayer, House assemblies, challenges, barbeques and break-up events; all of which aim to support a sense of belonging and brotherhood.



Mentor Groups

Mentor groups are at the heart of our pastoral system. To ensure students' individual needs are met, each House is divided into mentor groups comprising of approximately 20 students. Students remain in the same group with their mentor teacher throughout their schooling at St Mary's, offering continued support and guidance throughout their journey. The relationships within each group are unique yet all groups exemplify a familiar quality where our older students also mentor the younger boys in their group.

Bullying Policy

In response to bullying issues, the school community supports the school policy on bullying. This policy is found on the school's website. Incidents of bullying are addressed through the behaviour management policy and procedure. Student to Student Bullying – Process is conducted only by members of College Leadership Team (CLT), Head of House (HOH) or Counsellor. Paperwork is kept centrally in the Assistant Principal – Student Welfare office and HOH is made aware at every stage.

At any stage students can have a support person.

Process –

1. *Complainant approaches member of CLT, HOH or Counsellor*
2. *Discuss Bullying, Concern form completed*
3. *Investigation by CLT, HOH/ Counsellor*
4. *Interview by CLT, HOH/ Counsellor*

Option 1 – Available for complainant

A) no further action – misunderstanding

B) no further action – instructed to (note: 'Warn' bully)

C) Face to Face interview – alleged and complainant – warning official

D) Face to Face interview – formal complaint

E) Lodge external complaint



OUTCOMES

The School will deal seriously with those who retaliate against a person for reporting bullying. Consequences of bullying will include counselling and consultation with home and may result in suspensions and forfeiting the right to remain at the school if it is not addressed.

Parental Involvement – Involving Parents in their son’s education

- Ongoing email and telephone contact with parents to discuss student progress.
- Curriculum Information Evenings for Subjects selections – Year 8 students going into Year 9 and Year 10 students going into Year 11.
- The College communicates with parents via SMS messaging for a number of purposes including non-submission of assessment tasks, absence and RTC referrals.
- Parents are encouraged to access student Task Sheets and Assessment dates, as well as student-specific reports via the secure Parent Portal section of the website.
- All Year 10 parents are encouraged to attend the SET planning interviews with their son’s Careers teacher and a Head of Department in Term 3.
- All Year 12 Parents are encouraged to attend OP interviews with a member of the College Leadership Team to discuss progress, ranking and performance.
- All parents of students from Years 5 – 12 are encouraged to attend Parent-Teacher Interviews twice yearly.
- All students in Years 5-10 receive 4 report cards a year.
- Parents and students are able to access advice from the College Counsellor or advice from students’ mentor teachers, classroom teachers, Head of House or Head of Departments.
- Parents are encouraged via newsletters and letters home to contact the relevant Senior member of staff about Curriculum issues (Assistant Principal - Curriculum) or Pastoral issues (Assistant Principal – Student Welfare)
- Open Day for parents to tour the College and view the learning opportunities offered.
- Grandparents Day
- Mother’s Day and Father’s Day breakfasts
- P&F Association meets every month providing fellowship and general school support.
- College Board meets each month and focuses on policy development, review and strategic planning.
- Finance Committee meet each term
- Parent and volunteer program

Staff Composition

Workforce Composition	Total Teaching Staff	Total Non-teaching Staff	Indigenous Staff
Headcounts	57	32	1
Full-time equivalents	54.3	26.1	0.02



Teacher Qualifications

<i>Qualification</i>	Number of Teaching Staff
Doctoral / Post Doctoral	1
Masters	11
Bachelor Degree	38
Diploma	6
Certificate	3

Professional Development

2014 School Budget Allocation	\$82,343.00
2014 National Partnerships Literacy and Numeracy (Years 5-7)	\$26,400.00

The major professional development initiatives are as follows:

- Data interrogation techniques
- NAPLAN and QCS
- Boys' literacy education
- Pastoral workshops
- Australian National Curriculum implementation
- Literacy Coaching:
 1. Explicit reading strategies
 2. The skills of the teaching of reading
 3. In class coaching and mentoring on reading strategies and the skills of the teaching of reading
- Conferences, subject specific courses and workshops
- Syllabus, curriculum, assessment and reporting review
- School policy development
- Electronic Whiteboard and Software training
- ICT in-servicing
- 1:1 laptop in-servicing

Average Staff Attendance

During 2014 staff average attendance was 96.6%

Staff Retention

For 2014 the retention rate for staff was 96.2%

Average Student Attendance Rate

The average student attendance rate for 2014 was 92.8%

Student Attendance for Each Year Level

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96.52%	95.10%	93.95%	93.19%	92.03%	91.10%	90.12%	89.15%



Description of How Non-Attendance is managed by the School

At St Mary's College, mentor teachers mark rolls at the beginning of the school day (8.30am) and again at the end of the school day (3.00pm). Students who are identified as being away are marked absent and the College contacts each family to notify them that their son is not at school. During the school day, individual teachers mark rolls lesson by lesson. Mentor teachers also follow up with students for notes explaining absences. Students at risk are identified by mentor teachers and Heads of House (Pastoral position) are notified. The Heads of House and Assistant Principal - Student Welfare and College Counsellor work with students and families. Continual absenteeism is addressed by the Principal of the College. A letter is sent to the student and family requesting an interview and show cause for continued enrolment.

National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 5 Test Results (2014)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	514	500.6	496.1	98%
Writing	463	468.3	457.3	91%
Spelling	471	497.6	489.5	96%
Grammar and Punctuation	510	503.8	500.2	96%
Numeracy	514	487.6	481.7	98%
Year 7 Test Results (2014)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	541	546.1	541.6	97%
Writing	499	511.6	505.4	95%
Spelling	521	545.1	536.6	92%
Grammar and Punctuation	527	543.1	540.6	93%
Numeracy	535	545.9	543.6	97%
Year 9 Test Results (2014)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	561	580.4	571.6	88%
Writing	526	550.3	543.8	78%
Spelling	545	582.0	575.6	80%
Grammar and Punctuation	554	573.5	567.4	87%
Numeracy	578	587.8	579.8	94%



Year 10-12 Apparent Retention Rates

Year 10		Year 12		Years 10-12 Apparent Retention Rate (%)
Year	Enrolled	Year	Enrolled	
2007	108	2009	60	55.6%
2008	106	2010	80	75.5%
2009	119	2011	96	80.67
2010	86	2012	74	86%
2011	118	2013	93	78.8%
2012	115	2014	97	84.03%

Year 12 Outcomes for 2014

Number of students awarded a Senior Statement	93
Number of students awarded a Queensland Certificate of Education	87
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded one or more VET qualifications	43
Number of students who are completing or completed a School-based Apprenticeship or Traineeship	14
Number of students who received an Overall Position (OP)	47
Percentage of OP/IBD students who received an OP 1-15	80.95%
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students who received a Senior Statement only	1
Percentage of students who are completing or completed a School-based Apprenticeship or Traineeship or were awarded one or more of the following: QCE, IBD, VET qualification	97%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	98%

Parent Satisfaction

The College has undertaken a comprehensive survey of parent satisfaction as part of the Five Year Review process. The following levels of satisfaction can be reported:

- 96% reported that their child was actively engaged in his learning at school.
- 93% reported they were pleased with the subject choices offered.
- 97% felt their son's individual needs are met by the teaching and learning pathways offered.
- 97.4% felt the College is a safe and secure environment for their son.
- 92% were pleased with the behaviour management standards at the College.



NEXT STEP 2015 DESTINATIONS OF 2014 YEAR 12s St Mary's College - Toowoomba



Introduction

This page presents a summary of results of the annual *Next Step* survey for St Mary's College - Toowoomba. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 at www.education.qld.gov.au/nextstep.

Response rate for St Mary's College - Toowoomba

Table 1 below reports the response rate for St Mary's College - Toowoomba. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended St Mary's College - Toowoomba in 2014.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, St Mary's College - Toowoomba 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
74	93	79.6

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2015, 68.9 per cent of young people who completed Year 12 at St Mary's College - Toowoomba in 2014 continued in some recognised form of education and training in the year after they left school.

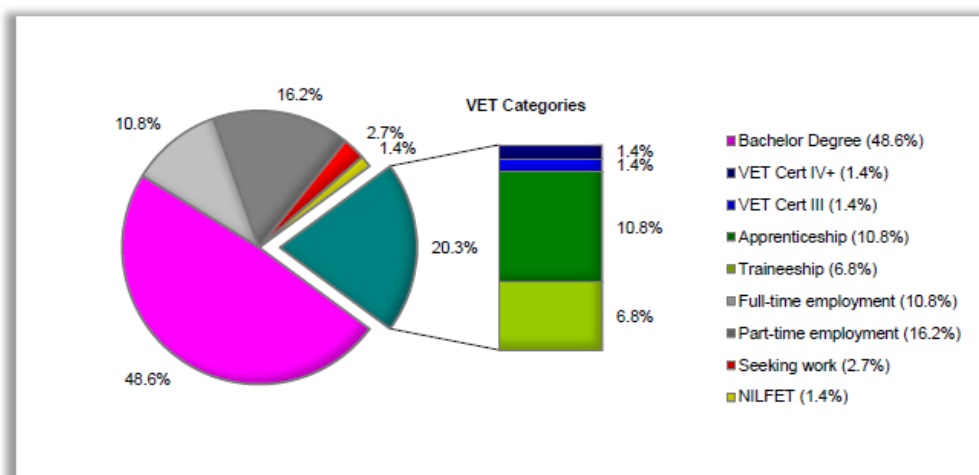
The most common study destination was Bachelor Degree (48.6 per cent). The combined VET study destinations accounted for 20.3 per cent of respondents, including 2.7 per cent in campus-based VET programs, with 1.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

16.6 per cent commenced employment-based training, either as an apprentice (10.8 per cent) or trainee (6.8 per cent).

In addition to the above study destinations, a further 4.1 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

31.1 per cent did not enter post-school education or training, and were either employed (27.0 per cent), seeking work (2.7 per cent) or not in the labour force, education or training (1.4 per cent).

Figure 1: Main destination of Year 12 completers, St Mary's College - Toowoomba 2015



School Renewal and Improvement

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. In 2014, all staff identified three areas of student achievement where they were targeting improvement. This included in their own practice and in student achievement. Staff met regularly with the Director of School Improvement to discuss these goals and set targets.

Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on four Domain areas: Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing. Each of these Domains has elements (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary.

Along with all other schools in the Toowoomba Diocese, St Marys has been undergoing a systematic review and renewal process using the templates and processes in the EiCE framework. In 2014, the College reviewed the 5 components: Social Justice and Action, Pastoral Care and Student Wellbeing, Cultural Diversity, Compliance and Accountability, and ICT Resources. All staff were involved in the reflection process and data were drawn from many sources including: perceptions of staff, parents and students, outcomes data including NAPLAN and QCS and OP data as well as destination data for our students.

As a result of the process it was determined that in 2015, the College would make a concerted effort to more outwardly recognise and celebrate our cultural diversity. We would also begin the roll out of a comprehensive College Learning Management System and continue to refine our data collection strategies and targets in line with strategic directions and improvements as they occur.

For further information on the College and its policies, you can contact the following people:

Principal:	Mr Michael Newman
Deputy Principal:	Mr Kort Goodman
Assistant to the Principal (Curriculum):	Ms Jessica Davidson

A hardcopy of this report is available by request from the Principal

