


Our school at a glance

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Mission Statement

ST MARY'S COLLEGE TOOWOOMBA

Toowoomba Catholic Education challenges all to *“act justly, to love tenderly and to walk humbly with their God”*, according to the Vision of Jesus Christ and the Mission of the Church. The community at **St. Mary's College Toowoomba** is called to live out that challenge authentically.

St Mary's College as an educational community fosters Christian living in the Catholic tradition. The community is committed to developing a welcoming spirit through which all community members are encouraged and challenged to develop as children of God. The college reaches out to students from diverse backgrounds.

Through their experience of community, where social justice is fundamental, all are challenged spiritually, emotionally, intellectually, culturally and physically. In an environment where the giftedness of each individual is recognised and their achievements valued, emphasis is placed on participation and effort above achievement, sportsmanship above winning, and service rather than personal gratification.

Our aim is 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.

Proud of our heritage, we reach out to everyone, especially those who need us most, keeping alive the spirit of Blessed Edmund Rice, Founder of the Christian Brothers. Edmund continues to call us to challenge the values of our world and make them more God-centred. Aware of God's all abiding presence in the “everyday”, we respond to this awareness in right relationships of justice, love, compassion and liberation. This sacramental consciousness leads us to prayer and liturgy celebrating the whole of life.

We believe that ...

- God loves us, each and every one of us without exception.
- In Jesus, God became man to show us the depth of his love for us and the way to become the best people we can be.
- This is the basis of our relationship with ourselves, others and God.
- It is also the basis of all our educational endeavors, which develop all aspects of our being.
- We are people of prayer.
- We often express to God and to others our thankfulness for their goodness to us.
- We are called to excellence in all that we do.
- 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 education recognizes the worth, the individuality and the different needs of each person and responds positively to these.
- Our teaching is based on a search for quality in content, methods and procedures always open to improvement and seeking what is best for students.

Principal's foreword

Introduction

St Mary's College is a Catholic school for boys from year 5 to 12 and was founded in 1899. It has a long and proud tradition and history in Toowoomba where the contributions of many Old Boys to the life of the community are respected and valued. Especially important to us is the tradition and legacy of the Christian Brothers. They administered the college for 97 years and modelled a life of faith and service to generations of young men as they were formed through the education they received in partnership with parents.

It is my privilege to serve this community as Principal and to have led the school through a renewal process. The varied and flexible nature of the curriculum we offer is testament to the genuine and extremely professional work that has been done by the staff at St Mary's College to develop a curriculum that meets the needs of the boys. We have developed our own 'Learning Framework' so as to underpin all the decisions we make in framing learning and assessment tasks. This is all underpinned by what we understand of the vision of Edmund Rice, the founder of the Christian Brothers.

The College motto "*Conanti Corona*"; "*The crown goes to the one who tries*", is foundational to life at the College and so we value participation and effort above achievement, sportsmanship above winning, and service rather than personal gratification. The school vision that we have developed from this motto provides the platform for examining all of life and learning at St Mary's.

"To Support.....To Strive Together.....To Succeed"

St Mary's College is a WELCOMING COMMUNITY

We value SUPPORT – For each other in life long learning and faith, Respect for each other and our environment, Encouraging each other and Acting with justice and integrity.

We value STRIVING TOGETHER – In partnership with boys and their families, Setting goals, Working together, Contributing to community development

We value SUCCESS – in Personal growth and learning, Developing a strong work ethic, Being optimistic, Being the best person we can be.

Future outlook

Target 1: Continue to Implement and Evaluate the Literacy and Numeracy Plan programs to improve NAPLAN results in 2010. Junior Curriculum Coordinator and Heads of Department to continue implementation of strategies across departments (English, Maths, Science and Personal Development) to improve literacy and numeracy skills for Naplan tests.

Target 2. Continue to raise academic outcomes by implementing a strategic study plan program within the college in 2011.

Target 3. Improve student behaviour with the continual implementation of the Responsible Thinking Classroom and Processes.

Target 4. Continue implementing the QCAR framework in 2010 and continue development of curriculum planning with reference to the National Curriculum.

Target 5. Implementation of the CLC – Connected Learning Community

School Profile

- Total student enrolments for St Mary's College in 2009 at Census - 602
- Year levels offered – Years 5 to 12.
- Catholic Boys' College teaching in Edmund Rice Tradition

School-based contact person for further information on the school and its policies:

Administration Officer
Mrs Deborah Klein

Curriculum offerings

Our distinctive curriculum offerings

St Mary's College offers a broad curriculum which can be tailored to meet 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.

Our teaching is based on the continual search for quality content for the teaching of boys. By continually improving our methods and procedure, we are seeking the best possible outcomes for boys.

These outcomes can be seen in the decent men we have been privileged to teach.

In 2009, year 8 students studied core subjects (English, Maths, Science, SOSE, 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 KLA's as mentioned in year 8.

Learning Support programs

ESL (English as a Second Language) unit

Personal Development Unit in year 9

Careers Education

Reading Program

QCS training

Extra curricula activities

St Mary's College has a vibrant Service Group program. The aim is to involve more students in being involved in Extra curricula activities and service groups.

These groups include :

- Pirrakanta
- ROSIES volunteer program
- Money Men
- Student Representative Council
- Year 8 students continue to be involved in resilience, self-esteem program for one term. Students are involved in many different sporting activities including Confraternity Cup, Futsal, Bill Turner Cup, Foundation Cup, Friday night Basketball and Volleyball.
- Instrumental music programs
- SOS camps offer a wonderful opportunity for boys to experience the St Mary's College supportive environment.

Our school at a glance

- English and Maths tuitions organised by the Maths and English department providing for individual and Group tutoring for secondary students in the library one afternoon each week.
- Sports coaching in targeted sports areas
- Public Speaking Competitions
- ICAS Competitions
- Science and Engineering Competitions
- Leadership Programs
- Latin classes

How computers are used to assist learning

Computers are used in

- Literacy (Writing, Reading, Spelling and Comprehension) and Numeracy (Basic Facts, Numbers, Problem Solving)
- Accounting – MYOB
- LOTE : access to Asian Script used for literacy, writing tasks and script practice and Internet research
- Geography – GIS, Gap Minder
- Physic – Data Logging
- Learning Support – Mathletics and Spellodrome
- Wiki - information transfer, revision, extension, Maths Olympiad, contact between teachers and students. Mathletics - competitions, Graphmatica - Excel for spread sheets and graphing - TI graphics Calculators connect to computer for assignments and class work
- Extension and Development - internet for research, online activities - use with mindstorms lego robotics for programming robots - Extension Wiki for assignments and contact between teacher and students.
- Human Movement Department - word processing, data entry & graphing, motion analysis - analysis of physical performance (video) - expanding to use Dartfish (motion analysis software) that allows for frame by frame view of physical performance of skills, multi-media presentations, electronic posters (proof of prints).
- Graphics : Inventor, Revit and auto CAD, Caddsmen, 2008 Solid Edge.
- Music - music appreciation (research for assignments, music history, MP3 files for listening/downloading), music composition - Sibelius software.

Computer Usage in the Primary 2009

- Used in the primary to assist in Literacy and Numeracy and Learning Support lessons.
- Used to assist in Numeracy lessons both in the class and in Learning Support Lessons.
- Used in upper Primary Literacy Grant activities.
- PowerPoint, publisher and word presentations of class work and assignments. Completing web quests for various KLAs. Presentation of information by teachers to the students
- Google Earth for mapping and spatial awareness activities
- You Tube presentations, e.g. Poverty, Population, Ancient Egypt.
- Access databases via USQ, State Library and Toowoomba Regional Council Library

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
- Learning Framework statements in each classroom
- Welcoming Community statements in each classroom
- Student Protection
- Guidance Counselling
- Career Counselling

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 and 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.

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.

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 others' 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.



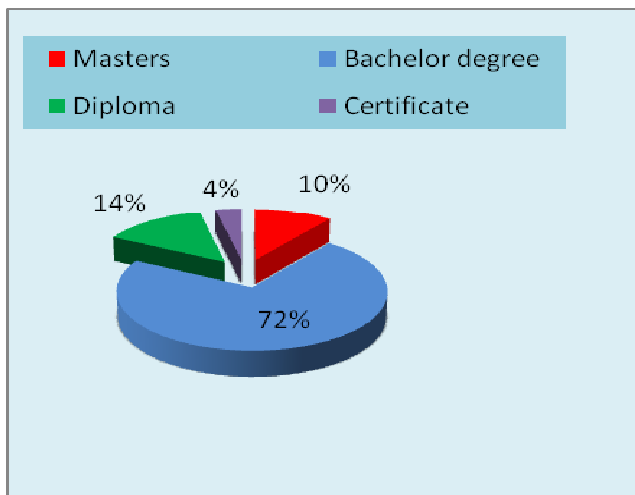
Involving parents in their son's education.

- 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.
- 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 10 parents are encouraged to attend an interview with their son's Head of House to review their behaviour and applications before enrolling in year 11.
- 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.
- Father and Son camps are offered at the college.
- SOS camps are available for students and their parents which are organised by the College Counsellor.
- 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 view the College activities is held each year.
- GRANDPARENTS day
- Mother's Day and Father's Day breakfasts
- P&F meets every month providing fellowship and general school support
- Update of College website www.stmaryscollege.com
- College Board meets each month and focuses on policy development, review and strategic planning.
- Finance Committee meet each term
- Parent and volunteer program

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	6
Bachelor degree	42
Diploma	8
Certificate	2



Workforce Composition	Total Teaching Staff	Total Non-teaching Staff	Indigenous Staff
Headcounts	51	26	0
Full-time equivalents	48.9	20.8	0

Provided by Toowoomba Catholic Education Office

TEACHING STAFF – ST MARY’S COLLEGE 2009

Mr G Dorman	B App Sc, B Ed St, BA, Dip Rel Ed, JP (Qual)
Mrs K-A Fellenberg	B App Sc, Dip Ed, M Ed
Mr J Nolan	Grad Dip (Arts), B App Sc, Dip Ed
Mr M Montafia	B Sc, Dip Ed, Dip RE
Mr G Manthey	Dip T, B Ed
Mr S Coren	B.Teach, B.Ed
Mrs S Parle	B Bus, Dip Ed, M Ed (Behaviour Management)
Mr D Ford	B Arts, B Ed (Secondary)
Mr A Fellenberg	BA, Dip Ed
Mr P McGahan	B Ed
Miss P Alroe	BA, Dip Ed
Mr B Willocks	B.Ed
Mrs S Eagleson	BA, B Ed
Mr J Emerton	M Ed Leadership, G D RE Dip Teach
Mrs C Gillespie	Dip App Sc (FT), PG Dip T
Mr G Keen	Cert T
Mr M Brown	B Sci App – Human Movement Studies
Mr K Harmes	HNC (Chem), T Cert, MRACI, C Chem
Mr A Rix	Dip T, B Ed
Mr P Pinzone	Grad Dip Ed, B. Eng
Mr S Shaw	M Ed, M A, Grad Theol, Cert T
Mrs R Topp	BA, Dip Ed, PG Dip Asian Studies, JP (Qual)
Mr P Canning	Dip T, B Ed
Mr S Albion	B.Ed
Mr D Anderson	B.Ed, Cert RE
Mrs S Babineau-Braye	B.A./B.Teach
Mrs S Callaghan	B.Ed
Mrs L Cavanagh	B.Social, B.Ed, M.Ed (Sp Ed)
Mrs M Champney	B Ed, B Mus
Mrs R Chantler	Dip T, B Ed
Mr J Condon	B.Ed, B.Theatre Arts
Mr P Coverdale	B Com, Dip Ed
Mr P Cutler	Dip T, B Ed, Trade Quals.
Mr B Donoghue	B Ed
Mr J Dunne	Dip T
Ms C Firkins	B.Ed, Dip IT, B. Vis Art
Mr T Flanagan	B Ed, Dip T, Cert IV Workplace Training & Assessment
Mrs J Hanney	Dip T
Mr W Jacklin	Dip T, B Ed St, Trade Quals.
Ms L James	B Mus, Dip Ed, Dip Instr Mus T
Mr G Just	BA, Dip Ed
Mr A Keighran	B Bus, LLB (hons), Grad Dip L & T

Our staff profile

Mr R Lim	B Sc, Dip Ed
Mr R Logan	Dip T, B Ed
Mr P Lovett	Dip T
Mr D Macdonnell	Dip Creat Arts (Music), Dip Ed
Mrs K Manthey	Dip T, B Ed
Mr J Martens	Cert T
Mrs S McCarthy	Dip T, Cert T
Mr R Neilan	Dip Ed
Mrs M Nunn	B Arts, Dip Ed
Ms S Pilkington	BA, BE, B. Social Work
Mrs C Smith	Grad Dip Sp Ed, Dip T
Mr N Spence	B App Sc, G Dip T, Cert III (Theology)
Mr A Street	BA,G Dip Ed
Mr J Sullivan	BA, Dip Ed
Mr B Walsh	B Eng, Mast Com, Grad Dip Ed, Grad Dip Man, Cert IV W & Ass
Mrs L Wood	B. Mus., B. Ed., A. Mus A. Dip

Teacher Aides

Mrs C Bignall	Teacher Aide Cert IV
Mr P Castles	Trade Qual (Saddlery)
Mrs M Dunn	Cert III (Education Support)
Mrs C Knox	Cert III (Education Support)
Mrs L McErlean	

Number of Indigenous Staff for 2009 – 1 (on leave 2009)

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$20,920.

The major professional development initiatives are as follows:

- Pastoral workshops
- Conferences, subject specific courses and workshops
- Syllabus, curriculum, assessment and reporting review
- School policy development
- Electronic Whiteboard and Software training

Average staff attendance

The staff attendance rate was 98% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2008 school year, 88.89% of staff were retained by the school for the entire 2009 school year

Student attendance

The average attendance rate as a percentage for semester 1 in 2009 was worked out by the following (an average absentee report for semester 1 2009 was used to calculate this attendance percentage)

Year Level	Average Absentee Rate % for Semester 1
5	3.59
6	4.21
7	4.18
8	5.33
9	4.86
10	5.37
11	6.64
12	4.98

There are:

619 students enrolled at the college in Semester 1 2009, **107 school days** in the semester : **2815 students total absences** in Semester 1 2009

Possible school days attended by all students is:

$$107 \times 619 = 66233$$

Number of school days attended by all students would be then:

$$66233 - 2815 = 63418$$

Average attendance by all students as a percentage would be:

$$63418/66233 \times 100 = 95.749\% \text{ or } \underline{95.75\%}$$

A 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 (3pm). 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.

Performance of our students

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	459	524	579
	Average score for Queensland	478	533	570
	Average score for Australia	493.9	541.1	580.5
	For the school the percentage of students at or above the national minimum standard.	2009	89 %	88%
Writing	Average score for the school	460	494	553
	Average score for Queensland	466	525	558
	Average score for Australia	484.7	532.4	568.9
	For the school the percentage of students at or above the national minimum standard.	2009	100%	92%
Spelling	Average score for the school	449	519	566
	Average score for Queensland	466	533	569
	Average score for Australia	487.2	540.0	576.3
	For the school the percentage of students at or above the national minimum standard.	2009	86%	88%
Grammar and Punctuation	Average score for the school	467	524	590
	Average score for Queensland	486	534	569
	Average score for Australia	499.7	539.5	573.5
	For the school the percentage of students at or above the national minimum standard.	2009	93%	94 %
Numeracy	Average score for the school	473	541	596
	Average score for Queensland	470	539	579
	Average score for Australia	486.8	543.6	589.1
	For the school the percentage of students at or above the national minimum standard.	2009	93%	100%

Performance of our students

NAPLAN COMPARISON - YEAR 9 - 2008 AND 2009

Year 9 Test Results (2008)			
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	564	578	89.7
Writing	540	569.4	77.8
Spelling	545	576.9	81.2
Grammar and Punctuation	564	569.1	90.6
Numeracy	584	582.2	97.4

Year 9 Test Results (2009)			
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	579	580.5	94
Writing	553	568.9	83
Spelling	566	576.3	94
Grammar and Punctuation	590	573.5	94
Numeracy	596	589.1	98

COMPARISON NAPLAN RESULTS YEAR 5 AND 7 – 2008 AND 2009

Year 5 Test Results (2008)			
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	453	484.4	84.4
Writing	459	486.5	93.8
Spelling	451	483.8	87.5
Grammar and Punctuation	455	496.2	84.4
Numeracy	466	475.9	93.8

Performance of our students

Year 7 Test Results (2008)

	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	532	536.5	98.1
Writing	524	533.7	92.3
Spelling	524	538.7	94.2
Grammar and Punctuation	514	529	92.3
Numeracy	568	545	100

Year 5 Test Results (2009)

	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	459	493.9	89
Writing	460	484.7	100
Spelling	449	487.2	86
Grammar and Punctuation	467	499.7	93
Numeracy	473	486.8	93

Year 7 Test Results (2009)

	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	Percentage of Students at or above the National Benchmark
Reading	524	541.1	88
Writing	494	532.4	92
Spelling	519	540	88
Grammar and Punctuation	524	539.5	94
Numeracy	541	543.6	100

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

The information is drawn from the August Commonwealth School Census

Year 10		Year 12		Years 10-12 Apparent Retention Rate (%)
Year	Enrolled	Year	Enrolled	
2004	128	2006	93	72.7%
2005	105	2007	76	72.4%
2006	133	2008	106	79.7%
2007	108	2009	60	55.6%

For information only, the retention rates for Queensland and Australia are as follows :

QLD	%	Australia	%
2004	78.6	2006	76.2
2005	78.6	2007	75.6
2006	77.5	2008	75.6
2007	78.6	2009	76.6

St Mary's College Toowoomba

Senior Statement	VET Qualifications	SAT	QCIA	QCE	OP	Not receiving OP, QCE, QCIA, IBD or VET	% with an OP 1-15 or IBD	% with a SAT, QCE, IBD or VET	% QTAC applicants with a tertiary offer
59	21	16	0	52	31	4	71%	92%	91%
	VET Cert. I	VET Cert. II	VET Cert. III & IV		OP1-5	OP6-10	OP11-15	OP16-20	OP21-25
	14	4	2		5	3	14	7	2

Outcomes for our Year 12 cohort of 2009

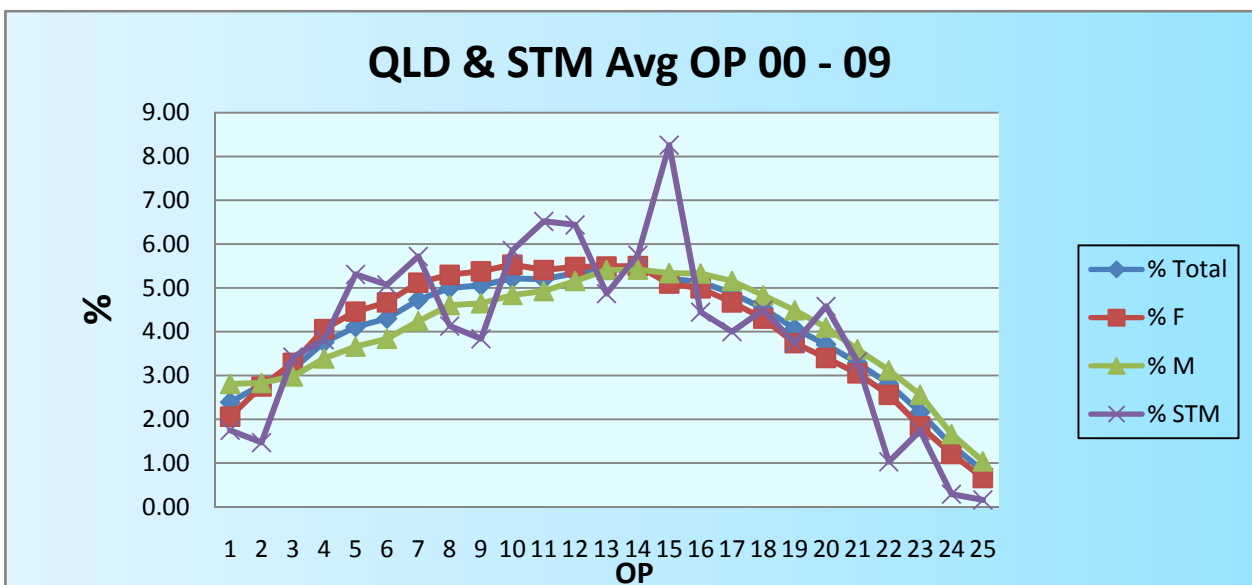
Number of students awarded a Senior Statement	59
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	52
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	21
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	16
Number of students receiving an Overall Position (OP).	31
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	71
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.	92
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	91

Performance of our students

QCS Results for 2009: Percentage of students receiving A-E grades for the QCS test 2009

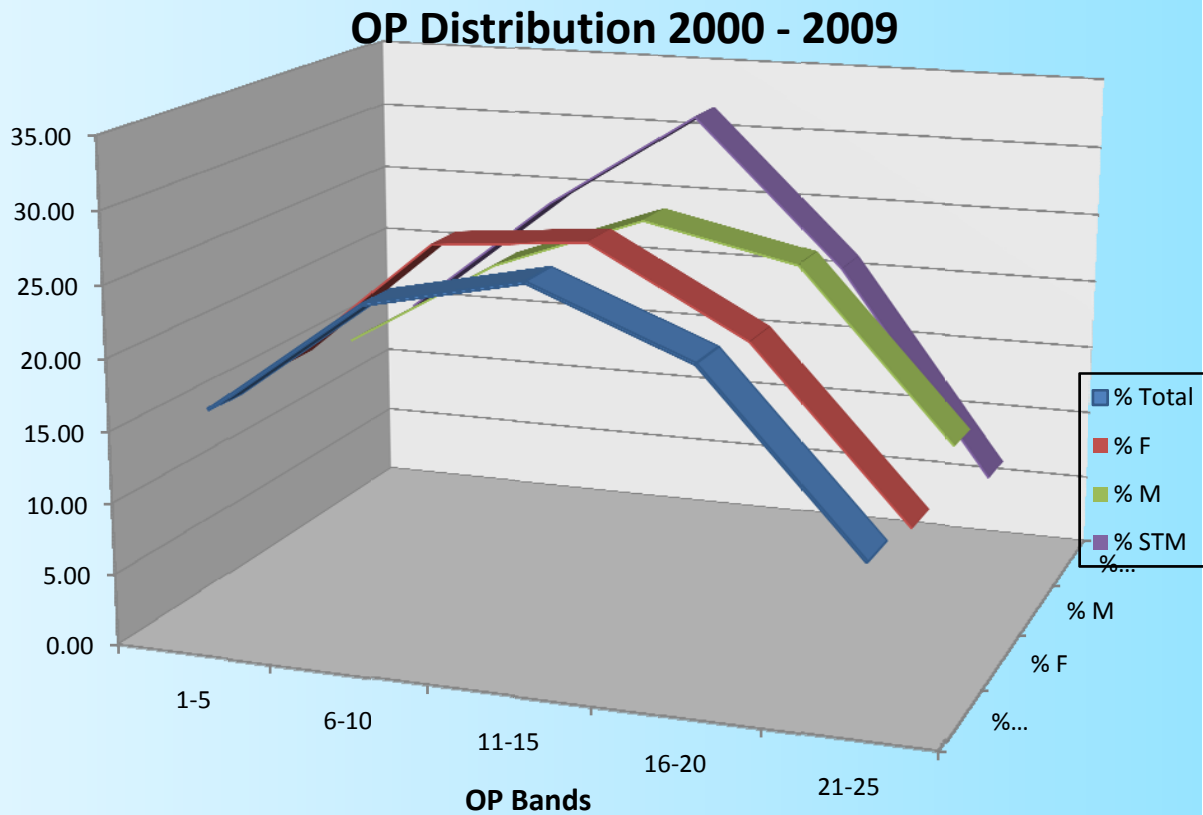
A-E grades QCS test 2009	A		B		C		D		E	
31 students sat for the QCS test	7	23%	6	19%	14	45%	4	13%	0	0%

Average OP results 2000 – 2009. Comparing Queensland Results with St Mary's College.



Performance of our students

OP distribution 2000 – 2009



Post-school destination information - 2009

YEAR 12 2009 STUDENT DESTINATIONS St Mary's College Toowoomba



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2009, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 12 May 2010, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website 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 attending St Mary's College Toowoomba in 2009.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
53	59	89.8

Performance of our students

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents 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 2010, 62.3 per cent of young people who completed their Year 12 at St Mary's College Toowoomba in 2009 continued in some recognised form of education and training in the year after they left school.

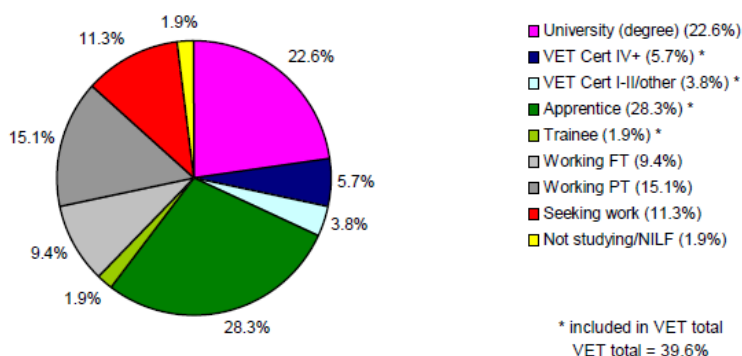
The most common study destination was apprenticeships (28.3 per cent). The combined VET study destinations accounted for 39.6 per cent of respondents, including 9.4 per cent in campus-based VET programs, with 5.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

22.6 per cent entered degree-level programs at university, while, in addition to apprentices, a further 1.9 per cent of respondents commenced employment-based training as trainees.

In addition to the above study destinations, a further 9.4 per cent of respondents from this school deferred a tertiary offer in 2010 (deferrers are shown in Figure 1 in their current destination).

37.7 per cent did not enter post-school education or training, and were either employed (24.5 per cent), seeking work (11.3 per cent) or neither studying nor in the labour force (1.9 per cent).

Figure 1 Main destinations of Year 12 completers



Year 11 Outcomes 2009

The results for the Year 8 to 10 Academic Performance Report 2009 are:

YEARS 11 ACADEMIC PERFORMANCE 2009

Categories	Year 11 results
Percentage of students with three or more C's or better	97.6%
Percentage of students with four or more C's or better	94.1%
Percentage of students with a C or better in English	98.3%
Percentage of students with a C or better in Mathematics B	91.3%
Percentage of students with a C or better in Mathematics A	89.6%

Performance of our students

Year 8 – 10 Outcomes 2009

The results for the Year 8 to 10 Academic Performance Report 2009 are:

YEARS 8 TO 10 ACADEMIC PERFORMANCE 2009

Categories	Year 8	Year 9	Year 10
Percentage of students with four or more Cs or better	94.8%	96.3%	96.5%
Percentage of students with a C or better in English	97.4%	97.3%	89.9%
Percentage of students with a C or better in Maths	80.5%	85.9%	85.7%

VOCATIONAL EDUCATION AND TRAINING - Year 12 2009

School-based apprenticeships and traineeships for 2009 – 28 Year 12 students

The courses that these students were involved in :

Certificate I	Certificate II	Certificate III and IV
14	4	2

Value added

All students are provided with opportunities to engage with students with diverse cultural backgrounds through being involved in our mentor pastoral system.

Some students are hosts for our international study tour visitors from Japan.

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. Strong support for activities is evident in activities such as funding raising for a past student working in Kenya. Our Service Groups are embraced by students in years 10 – 12 which helps our students understand and value the concept of support for our community.

Student leadership is encouraged and developed across all year levels with opportunities for students to be part of the SRC and school and house assemblies. Senior students are also encouraged to be involved in a specific service group including Pirrakanta, Money Men and Spirit committees.

The College is a member of the following:

- Australian Curriculum Studies
- Australian Society of Archivists Incorporation
- Australian Association for Religious Education
- Qld Association for gifted and Talented Children
- MYSA membership
- Qld Association of Mathematics Teachers
- ACSA Australian Curriculum Studies Association
- QDU Debating Union
- ACSSQ Association of Catholic Secondary Schools of Queensland

Performance of our students

- TCPSSC Toowoomba Catholic Primary Schools Sports
- ACEL Australian Council for Educational Leadership

Parent, student and teacher satisfaction with the school

The College conducted a survey with the graduating year 12 form in 2009.

Many staff and students have been associated with the College for many years including current senior secondary students who have been enrolled with the College since Year 5.

The College plans to conduct a formal Satisfaction Survey during 2010.