School Profile

Saint Mary’s Catholic College was established as a Prep to Year Twelve co-educational College in 1990 following the amalgamation of St Mary’s Primary School and St Mary’s Secondary College. The College aims to serve the educational needs of the South Burnett with students travelling from Blackbutt in the east to the Cherbourg Indigenous Community in the north. The College belongs to the community of 137 Archdiocesan schools and operated within the jurisdiction of Brisbane Catholic Education, under the direction of the Executive Director, Mr. David Hutton.

The digital education revolution and roll out of laptops for Year Nine students continued. Technology for students in Years Prep to Six was improved with the establishment of a computer room adjoining the Primary classrooms.

The efforts of the Parents and Friends Association in supporting ICT projects, Reading and Music programs and cultural events is appreciated by the entire community.

The 2012 student population was 375.

The 2012 staff consisted of 26 Full time teachers, 5 Part time teachers, 20 Support staff, 1 Counsellor and 1 Campus Minister.

College Values

- Education of the Whole Person
- Catholic Ethos
- Respect and Beliefs
- Cooperation
- Unity
- Desire for Learning
- Respect for the Truth
- Self-Motivation
- Self-Discipline
- Benedictine Values
  - Be Safe
  - Be Respectful
  - Be Just
  - Be Responsible
  - Be Your Best
Staffing Information

Qualification of teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>17</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Grad Certificates</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
</tbody>
</table>

Professional Development

The College total expenditure for 2012 was $9,743. 100% of teaching staff participated in Professional Development in 2012.

Average Staff Attendance

Average staff attendance in 2012 was 96.9%.

Retention of Staff

Proportion of Teaching staff retained from 2012 was 92%.
Learning and Teaching

Co - Curricula

Saint Mary’s Catholic College offered students many opportunities to explore interests that suited their achievements and abilities.

These include:
- Strings Orchestra
- School Based Rock Eisteddfod
- School Concerts
- Play and Performance Evenings
- Arts Council Performances
- Private Tuition opportunities for singing and a variety of instruments
- Duke of Edinburgh Scheme
- School Equestrian Team

Australian Schools Competitions in:
- English
- Mathematics
- Financial Literacy
- Writing
- Science
- Computer Skills
- WESTPAC Maths
- RACI Titration Competition
- Indonesian Language Certificates

Prep to Year Five

The pedagogical focus for all classes in 2012 was the negotiated curriculum and more professional development opportunities were provided for all staff to allow this student focussed learning to be a part of everyday learning. Staff provided feedback for the Australian Curriculum and focussed upon Enquiry Based Learning.

A computer based reporting system showed clear links between outcomes and expected levels of achievement were made.

In program planning, access to information technology continued to improve all classes to web based information and other interactive online learning. NAPLAN continues to be an additional planning tool informing curriculum focus for Years3, 5, 7 and 9.
Key Student Outcomes

Year 3, 5, 7, 9 Literacy and Numeracy Tests

The National Assessment Program - Literacy and Numeracy (NAPLAN) tests were first implemented in May 2008 when national tests were introduced in literacy and numeracy for all students in Australia in Years 3, 5, 7 and 9.

All students in Years 3, 5, 7 and 9 in schools across Australia undertake the same tests on the same days. Students have their skills assessed in Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar), and Numeracy.

The content of NAPLAN tests is meant to be representative of the National Statements of Learning. The content is based on the new Australian Curriculum. The college has implemented all the phase One subjects and is working to include the Phase Two subjects as professional development of teachers is available. Until the national curriculum is fully implemented across all Australian States and Federal Territories, a single national test like NAPLAN will have test items not specifically related to some parts of the current Queensland curriculum.

NAPLAN information about achievements of students in Years 3, 5, 7 and 9 in some aspects of the curriculum supplements the richer and more continuous school-derived learning-data about learners in all year levels and all aspects of the curriculum. These are the focus of our school’s twice-yearly reports.

The appointment of a dedicated Literacy Coach funded by Federal Government Low SES National Partnerships program, will continue the improvement in literacy and numeracy standards at the College.
Key Student Outcomes

Senior Studies

<table>
<thead>
<tr>
<th>OP Bands</th>
<th>QLD (%)</th>
<th>SMCC (3 Yr Av.) (%)</th>
<th>SMCC 2012 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>2.68%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>1 to 9</td>
<td>42.79%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>1 to 15</td>
<td>78.90%</td>
<td>72%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Queensland / SMCC OP Comparison

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
</tr>
<tr>
<td>1 to 9</td>
</tr>
<tr>
<td>1 to 15</td>
</tr>
</tbody>
</table>

2012 Year 12 Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queensland Certificate of Education</td>
<td>14</td>
</tr>
<tr>
<td>Students completing one or more VET qualifications</td>
<td>16</td>
</tr>
<tr>
<td>Students awarded Queensland Certificate of Education with OP eligibility or awarded a VET qualification</td>
<td>23</td>
</tr>
<tr>
<td>OP eligible students with OP 1 - 15</td>
<td>85%</td>
</tr>
<tr>
<td>QTAC applicants receiving a tertiary offer</td>
<td>100%</td>
</tr>
<tr>
<td>Year 10 into 12 Retention rate</td>
<td>58%</td>
</tr>
</tbody>
</table>

The 2012 Vocational Education Program included: School Based Traineeships, Structured Workplace Learning and VET accredited subjects offered within the College such as Business Communication and Technologies.
Learning and Teaching

Years Seven to Nine

2012 saw the College continue its tradition of offering innovative, relevant and engaging learning experiences. Students in Year Seven to Nine study core KLA’s (English, Mathematics, History & Geography, HPE, LOTE, RE and Science) and electives such as Technology, The Arts (Visual Art, Drama, Music, Dance) and Home Economics.

The middle years of schooling are a time when young people make choices that impact significantly on the rest of their lives. The curriculum in this phase of learning seeks to recognize and cater for the different stages of development these students are experiencing and prepare them for this rapidly changing society. Our educational goals for our students are for them to become successful, confident and creative learners. The curriculum is organized to provide them with the skills, knowledge and understanding they need to equip them to become active and informed citizens.

2012 continued our journey implementing and reflecting on the Australian Curriculum in English, Mathematics, Science and History. Professional development was provided by the curriculum team throughout the year to assist staff with understanding, planning for and unpacking the Australian Curriculum and Middle Schooling Practices. At Saint Mary’s, pedagogies reflect learner-centred theories of education which require learning to be: individualised and collaborative; experiential, building on prior learning; self-managed and cumulative; authentic; and directed to higher-order problem solving. The integration of ICLT into the curriculum remains a College priority and Middle Years students have embraced the use of technology to improve their learning. The introduction of new iPads occurred at the end of 2012, and have become a popular resource for students.

The College continued to encourage interaction with other schools in the local region through orientation and visitor days, allowing students to participate in a range of activities at the College.

Our College continues to offer a range of extra-curricular activities including choir, reading and writing competitions, Rock on Stage, Science Sustainability Competition, strings orchestra, Futsal, Netball etc.

In response to data from NAPLAN test results, increased attention was given to Literacy and Numeracy across the curriculum.

Committed teaching staff, along with Learning Support team (ESL, Indigenous support, STIE, guidance counsellor etc.) ensures that inclusive education remained a priority of the College throughout 2012, with students accessing a range of learning programs and off-campus activities.
Learning and Teaching

Years Ten to Twelve

Students in Years Ten to Twelve study core subjects such as Religion and Ethics, Study of Religion, Mathematics A, B and C, English and Science. Electives available to students in Year Eleven and Twelve include Chemistry, Biology, Physics, Drama, Dance, Music, Modern history, Business Communications and Technologies (Certificate II), Certificate I in Furnishing and Metal, Graphics and Health and Physical Education. Students are also encouraged to access a range of subjects offered by Brisbane School of Distance Education. Pathways for students in Years Ten to Twelve are reviewed to ensure students who are completing a traineeship or TAFE course complete the requirements for a QCE. Senior Program has been designed to allow each student to foster personal talents whilst achieving high academic results and develop skills in more practical subjects.

Students who moved into the Non-Compulsory Phase of Learning were offered courses of studies that included a wide range of subject choices and access to a sound Vocational Education Program. The program has been designed to enable students to make suitable choices from multiple pathways when they leave school.

These pathways include:
* Authority subjects which lead to university or TAFE placement
* Authority Registered subjects which lead to industry and/or TAFE placement
* A combination of the above.

Each student in Years Ten, Eleven and Twelve have been assigned a mentor who meets once each term to generally offer encouragements and advice about their work-load, progress and opportunities.

Year Ten work programs continued to prepare students to make appropriate subject choices in Years Eleven and Twelve.
Sport

Sport and physical activity is essential for the development of every human and its benefits stretch further than just physiological. Active participation in sport promotes self discipline, encourages social interaction and allows us to express ourselves in more tactile ways.

Students at Saint Mary’s are exposed to sport in a variety of formal and less structured ways. At the curriculum level students participate in approximately ninety minutes of sport weekly. There is a large degree of flexibility in the sports offered and factors such as curriculum requirements, seasonal influences and student interest dictate what is happening around our grounds.

Our big ticket items remain the three annual carnivals, Swimming, Cross Country and Athletics. House spirit has been further developed through an active SRC and Senior House Representatives. Polding took out Champion House this year by winning the Swimming and Athletics Carnivals, Quinn House won the Cross Country honour. In 2012 Saint Mary’s was a close second in the District Swimming Carnival with a gallant effort put in by all our Swimming Representatives.

Being a Prep to Twelve school means we have a full inter-school calendar as well. In 2012 some of the formal competitions we entered included:

* Primary - Netball (regional and Qld Catholic Cup), Rugby League, ARL 10-a-side, Wide Bay All Schools Touch, Summer and Winter Carnivals
* Secondary - ARL Rugby League Challenge (May and September), Netball (Regional - 13 years, 15 years and Open age, Qld Catholic Cup, QISSN and Confraternity Rugby League.

We also sent a very strong contingent of riders to a Fraser Coast Equestrian Challenge in which we were successful in placing in various categories.

Our College also had a number of outstanding individual achievements over the course of the year. Several students made various school representative teams at both the zone and regional level. On forty-three occasions students from our College were selected for South Burnett teams, some students for more than one sport. Eight students went on further to make a Wide Bay team and one student made it to the national level for school sport. These numbers are up on 2011.

The school also featured numerous lunchtime competitions with students forming Futsal and Cricket teams to compete in modified games against each other. These competitions were lively affairs that got members from all areas of the school involved and active.

Active After-school Communities program continued with organised activities each term provided to students in years one to seven. These were well attended and the students got a whole range of experiences to get involved in.
College Information

Pastoral

Benedictine schools cultivate a fundamental attentiveness to the ways in which God is present in the human mind and heart and, indeed, in all creation.

“Let all...be received as Christ” (RB 53.1)

Throughout our College we continue to foster a community where the care and wellbeing of our students, families and staff are at the fore. We strive to sustain and further improve all aspects of College life in numerous ways ranging from curriculum and behaviour management through to relationship building and life skilling. Staff members at the College integrate strategies and practices which cater to the needs of a diverse range of students with a view to assisting students and staff to realise their dignity.

Throughout 2012 our program has operated on a number of levels. A core program has run across all year levels and is coordinated by our Pastoral Care team consisting of the Primary Years Coordinator, Years 7-10 Pastoral Coordinator, Senior Years Coordinator, Campus Minister, Guidance Counsellor. STIE, Deputy Principal, Assistant to the Principal Religious Education and Principal. This team meets regularly to plan for sustained and relevant growth of Pastoral Care within our College. In addition to this, the group discuss and respond to the emerging needs of students and the College holistically.

Opportunities have been provided for our students to achieve personal development in a range or areas including the building and maintenance of positive relationships, self-confidence, resilience, study skills and habits, goal setting, decision-making skills with regard to safe choices pertinent to contemporary issues of concern such as sexuality, drug use, technology use and diet. These opportunities are presented in a variety of ways ranging from teacher delivery, guest speakers and workshops to school activities and media presentations. The Pastoral Care team also provides staff, students and caregivers with support and follow up material and guidance when appropriate.

During 2013, students in Years six to twelve undertook two half days each term to focus on particular aspects of the Pastoral Care Program. This delivery model proved to be quite successful with our students and enabled staff to deliver well prepared and focused activities for their cohort.

The College camp program for 2013 made it possible for students to experience a range of activities and situations that are not possible in the everyday classroom. These camps are programmed to challenge students in a way that promotes personal growth, with camps and retreats targeting specific aspects of student development. Camp experiences include outdoor education, careers, a sleep over at the College for younger students and personal spirituality for the Senior Class.

The Pastoral Care Team have also continued to work in tandem with Leadership team members and other staff on behaviour management processes aimed at encouraging compassionate communication between staff, students and caregivers. This has been done through the development of reflective reconciliatory practices and behaviour management processes designed to recognise and encourage positive choices whilst providing dignified management of student truancy.

The College has continued to ensure a commitment to Inclusive Education as being a part of the Pastoral Care agenda. This has included the provision of educational opportunities for all students, irrespective of physical or intellectual special need, or socio-economic background. This has meant that many programs of adjustment have been developed for groups and individuals to enable them to reach their fullest potential as individuals and community members. Such programs have included individual learning programs, the development of cultural awareness, support programs for students at risk and career advice and programs.
Homerooms have been organised in such a way as to support and respond to the social development of our students with the homeroom teacher continuing to be an important caregiver to students by way of guidance and monitoring. In response to the uniqueness of our College as a Prep to Year twelve school, classes and school celebrations have been organised so as to support the development of inter-age interactions.

The Student Leadership Program provided students with opportunities to develop leadership skills in a variety of contexts such as in the running of Harmony Day and May Day activities and fundraising activities towards our sister school in the Philippines (Bacolod Kindergarten) and CARITAS. In conjunction with this opportunities have been provided to participate in Leadership and Justice Training both in school and in Brisbane with a view to developing a Justice Committee over the coming years. Our St Vincent de Paul group maintained their commitment to act as assistance at the local SVDP shop and our senior students raised funds and managed the organisation of the Valedictory Dinner.

During 2012 we also maintained our focus on the Benedictine tradition of hospitality and active listening which will continue to be at the heart of all our College interactions and communications.
Indigenous Education

"Education is the passport for the future, for tomorrow belongs to those who prepare for it today." Anon

I would like to open my report by first showing my acknowledgement to the traditional custodians of the land upon which our school is built, the Wakka Wakka people. I would like to pay my respects to the elders both past, present and future for they hold the memories, the traditions and the culture of the oldest continuing people on Earth. We acknowledge that Wakka Wakka history is now part of our interwoven tapestry of history. As we walk on Wakka Wakka Country we too are now part of the Wakka Wakka story and the journey we have before us.

So how does one begin to encapsulate the true spirit of such an amazing and productive year? This year has been a time of dynamic change and growth, pristine buildings, creative sacred gardens, dedicated staff and students, new directions and opportunities.... May I take this opportunity to express my personal thanks and appreciation to all who have helped make 2012 such an extraordinary year; the staff, students, parents, families and community, and Brisbane Catholic Education. I would like to extend my sincere thanks to the parents and the families who entrust with us your most precious asset...your child. I can genuinely say it is a privilege to work with such exceptional students and families.

Our Indigenous Support Team has grown also this year as our student enrolments have also increased. In Term 4 we have been fortunate enough to have Mrs Valerie Matthews (Indigenous Chaplain) & Mr Stephen Simpson (Indigenous Support Officer) join our team. 2012 was also a time of sadness with the retirement of Auntie Daisy Carlo, our long standing Indigenous Participation Officer of 12 years. Auntie Daisy’s daily presence in the school is dearly missed; however she will thankfully remain our school honouree Elder. It was also with great sadness that we saw the passing of Mrs Beryl Gambrill, long standing well-respected, Cherbourg Elder. Auntie Beryl played a huge part in contributing to Indigenous education and health and encouraged young people to aim high and believe in themselves, no matter where their path took them. Auntie Beryl was a valued honorary member of the ACICC Board and a strong supporter of Saint Mary’s Catholic College. It would have filled Auntie Beryl’s heart with pride to see that her granddaughter Samantha Watson, received the Auntie Daisy Carlo Perpetual Deadliest Achievement Award and was voted in as Year 12 School Captain for 2013. It is with great delight that we will walk with 5 Indigenous young women as they step into their senior year as students at Saint Mary’s for 2013. Throughout the year we have endeavoured to inspire and empower our students to be lifelong learners, critical thinkers and productive members of an ever-changing society. It is our vision that our students at Saint Mary’s work together in order to gain personal fulfilment, social harmony and meaningful reconciliation. The various programs, activities, camps and success stories in 2012 are as follows:

- Bunya Dreaming Garden design and completion
- NAIDOC Regional Cluster Day Celebration
- Attended FOGS Career Expo, Toowoomba
- BCE Indigenous Graduation Liturgy, St Stephens Cathedral CBD
- Parent Forums, Cherbourg
- Cultural Camp, Barambah Environmental Education Centre
- QATSIF Scholarships(5 Students)
- ACICC Scholarships(4 Students)
- Aunty Daisy Carlo Deadliest Achievement Perpetual Award
- ANZAC Day Parades Cherbourg & Murgon
- Staff Visit to THE CHERBOURG HISTORICAL PRECINCT – Ration Shed
- Hosted Parent & Staff Evening Forum
- Attended “Up The Ladder” Performance, Qld Performing Arts Centre
- Toured Aboriginal Centre for The Performing Arts
- Attended ‘Get Ready Cherbourg “–Disaster Management Education
Saint Mary’s students are encouraged to realise and reach their full potential whilst acknowledging our country’s history and strong culture. We aspire to support each and every student in an holistic, student-centred and nurturing environment. Our team at Saint Mary’s Catholic College strive to sensitize its students to the needs of the community and instil strong values like integrity, humanity and acceptance of individual differences. Our role is aimed not only at churning out success stories but also endeavours to make our children sensitive and humane to reach out in love and service. A school cannot buy its spirit as it buys textbooks, nor can it have this spirit supplied as resource equipment. School spirit is built up within the school itself. The leadership team, staff, students, parents and family play a vital role in this process, it is through everyone’s actions, thoughts and aspirations that a school spirit emerges. We set our standards and expectations of our students high and for this I am grateful. As we rise to the challenges set before us, we continually raise the bar on the expectations we have for our students. I’m particularly proud of our fine students and their achievements and the challenges our students at times have to overcome. We have implemented various strategies and programs throughout the school year, to enable and encourage the following:

- A smooth transition to school for children in the early years
- Greater engagement of parents, family and the wider community, and greater awareness of the benefits of education
- Implement individual Learning Profiles to assist student assessment and monitoring
- High rates of student satisfaction and regular school attendance
- Implemented measures to assess individual student progress in ways that are culturally and developmentally sensitive
- Continually improved literacy and numeracy outcomes, with the invaluable assistance from our Literacy and Numeracy coach Mrs Jenny Cross
- Developed individual Pathway Plans to enable a smooth transition from school to the workforce.

I am confident that Saint Mary’s Catholic College will continue to be a guiding light and inspire the destiny of its students, while radiating kindness, compassion and offer a symbol of hope as it climbs high in its pursuit of academic excellence and fulfilment of the school motto “Realise Your Dignity”.

**NAIDOC DAY 2012**

The South Burnett’s Annual combined schools Cluster NAIDOC Day celebration – a celebration of Aboriginal and Torres Strait Islander culture – was hosted by St Mary’s Catholic College in Kingaroy on the 3rd August, 2012. Students from Prep to Year 12 at the host school were joined by Year 8 pupils from Nanango, Murgon and Kingaroy State High Schools for the day of cultural activities, which was sponsored by the Stanwell Aboriginal Community Interest Consultative Committee (ACICC).

There was information and interactive activities including Torres Strait Islander history and knowledge, the History of Cherbourg, Dreaming Stories, Didgeridoo performance, Aboriginal painting, traditional dancing, boomerang and spear-throwing lessons and a traditional bush tucker-inspired morning tea, including damper with bunya nut chutney, emu mince rissoles and kangaroo pies. At lunchtime, the students shared a ground oven prepared in a traditional Kup-murri, including pork, lamb, chicken, sweet potato, potatoes and pumpkins wrapped in palm leaves. The Kupmurri team should be congratulated for their efforts … they started digging their cooking hole at 4:00am in the morning, when the temperature in Kingaroy was -4.1 degrees, the frost on the ground gave Perisher Blue a run for its money!
Bunya Dreaming Garden

A significant sacred space was designed, and created this year at Saint Mary’s Bunya Dreaming Garden. The Sacred Space Committee has worked for many years along with the students to produce a garden that signifies the importance of embedding Indigenous Perspectives for students in our school. Our garden is a permanent reminder that sparks interest, stimulates awareness and generates strong cultural awareness within our school community. The garden is located high on the hill to visually capture the view south towards the Bunya Mountains, in the centre is a contemporary Indigenous decorated cross designed by local Indigenous artist Niketa Law. The sacred space also includes a dry creek bed in the shape of ‘Karbul’ the Carpet Snake which is a Wakka Wakka totem. Two bottle trees have also been planted to represent the Wakka Wakka people and our neighbours the Gubbi Gubbi people on our eastern boundary. Timber round posts have also been incorporated in the design with carved out walking tracks. The small pebbles painted by students represent the embedded to represent the various language groups located in the Brisbane Catholic Archdiocese that once walked to the Bunya Nut Festival. The central piece of the garden is a cement circle representing a place to gather and meet. This space has been beautifully painted by the Stewart family. The painted circle tells the story of “Bunya Dreaming” and the various groups of people who once visited the Bunya Nut Festivals in years gone by, it also includes Corroboree men, local animals gathered around a dot formation symbolizing the Bunya Mountains. The Stewart family kindly donated the paints, their time and not to mention their natural artistic talents.
Parent and Community

Community partnerships are an important aspect of College life. The College values parents as the first educators of their children and is grateful for the efforts of parents and carers in sharing their time and expertise.

Parents and caregivers have offered their time and assistance in areas such as literacy support, uniform shop, tuckshop and sporting programs.

The College Board has provided meaningful consultation for both directional and practical issues affecting the College. This group of elected parents plays a vital role in master planning and the development of policy surrounding the College’s Vision Statement.

The College Parents and Friends Association continues to financially support special projects at the College. Among these were the provision of curriculum, especially music, sporting and reading resources.

Partnerships with the Parishes of St Mary’s - Kingaroy, St Joseph’s - Murgon and Our Lady Help of Christians - Nanango and their associated Mass centres, remains part of a community network which supports the College in curriculum as well as socially and economically. Regional schools and Councils throughout Nanango, Kingaroy and Murgon districts are providing support and strong networks with the College.

Various local businesses have continued to support the College Vocational Education and Careers Programs.

2012 College Priorities

- Encourage opportunities for the College to support monthly Sunday Masses
- Foster the ethos of the College through an understanding of the Good Samaritan connection
- Support students through two new roles in the College, namely the Low SES Support Teacher and the Indigenous Support Teacher
- Promote a culture of excellence through the pursuit of academic success, including the effective use of the Academic Mentor system
- Provide in-service and encourage staff to use ICT resources in the classroom
- Implementation of ACARA in Prep to Ten across Mathematics, English, Science and History
- Develop the role of VET, Sport and Academic Coordinators for Prep to Five, Years Six to Nine and Years Ten to Twelve