



**St Mary's College,  
IPSWICH**

# Annual Report 2020

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



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Catholic  
Education**

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# Contact information

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<b>Contact person</b>	Judith Finan — Principal

## Principal's foreword

The 2020 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

### School progress towards its goals in 2020

As a College community we are proud of the progress on our Annual Operational Plan despite the challenges experienced during the pandemic. Our Spiritual theme for 2020 was Care for Creation, and by echoing the devotion of St Francis of Assisi, the patron Saint of animals and the environment, we expressed our love for God's creation. Our students took up the challenge of recycling and various rubbish bins were installed to encourage the appropriate disposal of waste. The College Tuckshop convenor also came on board and made sure all packaging could be recycled. Understanding each of us has a role of play in caring for our environment was clearly promoted throughout the year.

In 2020, through positive promotion and marketing of our holistic education, the College enrolment reached 650 students. A range of strategies have been used to promote the College, including greater social media presence. We are now working towards an enrolment of 700 from 2021.

Despite all the challenges of the year we had some great achievements in 2020. The Memorandum of Understanding with the University of Southern Queensland would have to be a highlight. We currently offer a Certificate III in Health Services Assistance (HLT33115) and successful students now can take up a direct entry into the Bachelor of Nursing course at USQ, subject to certain conditions. This agreement, along with our Aviation agreement through the Schools Gateway to Industry Programs, supports our students in their future aspirations by creating quality pathways with our tertiary and industry partners.

Other outstanding achievements for 2020 include:

- Sustained Silent Writing has been established as a regular weekly opportunity for writing by all students.
- Staff have embedded strategies to teach the literacy techniques of Purpose, Audience and Text Structure and Organisation to enhance student writing. In an outstanding result, 90% of our Year 8 students reached their writing target this year.
- Our goal to create reflective Prayer Spaces in each classroom has been highly successful.
- Our Relationships and Sexuality program was fully implemented and is accessible in an interactive digital format.

Our progress on our other College goals were impacted by the global pandemic, however, we are proud of how staff were able to adapt their teaching program to respond to the State Government decision regarding school closures. Our teachers effectively delivered an alternative learning program through the Microsoft Teams online platform; for many teachers this was new software. We held Live Teams events where we broadcast assemblies and meetings online. These proved to be very successful.

## Future outlook

Our explicit improvement agenda for 2021 will focus on deepening the spiritual, scriptural and theological capacity of students and staff. We see our Middle Leaders taking on key roles to deliver explicit learning and teaching agendas, such as our literacy initiatives and embedding Catholic Perspectives in the curriculum. As our student enrolment grows we will continue to focus on retention, attendance, engagement, mental health and wellbeing.

# Our school at a glance

## School profile

St Mary's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Girls only

**Year levels offered in 2020:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	648	648	0	12

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

## Characteristics of the Student Body

St Mary's College welcomes students from all cultural and faith backgrounds. In 2020, we had 17 students who identify as Aboriginal and/or Torres Strait Islander; these students and their families are supported by our Indigenous Mentor. Thirty-two students came from Defence families and receive support from our Defence Transition Mentor. We had 13 students from African countries who, along with their families, are supported by our African Mentor. St Mary's College has a school-based speech therapist who works with any students requiring speech language assistance, including those whose first language is not English. Our families typically fall into the middle and lower socio-economic bracket and are very aspirational for their children; thus, they work hard to provide a quality education for their daughter/s. As a school with a lengthy history, we have families with long connections to the College, which we value greatly. Ipswich is a regional centre, and we draw from the surrounding urban and rural areas, with some students travelling over 45 minutes to get to school. The College provides a diverse range of academic and vocational opportunities, to cater for their career aspirations. The Learning Enrichment Centre supports our students with learning needs, ensuring adjustments for learning programs and assessment supports are in place.

## Curriculum implementation

### Curriculum overview

- The College is an inclusive community catering for a broad demographic of learners.
- The College delivers a full Australian Curriculum 7 – 10, increasing vocational opportunities in Year 10.
- Pathways are prioritised through Senior with an extensive suite of ATAR/OP eligible pathway options, with comprehensive offerings of Mathematics and Sciences.
- Vocational Pathways are prioritised with 8 certificate courses in Vocational Pathways, Hospitality, Business, Aviation, Fitness and Health.
- Recently, the College has grown its Engineering offerings in Years 7 to 10 with opportunities being explored to offer a senior pathway in 11 and 12.
- Reporting on student progress occurs throughout the year with feedback to students. Official reporting to parents occurs at key junctures of the year.
- Teacher and Parent Engagement meetings occur twice a year.

## Extra-curricular activities

**Sport:** Our sporting program is extensive offering over 10 different sports (Swimming, Touch football, soccer, tennis, AFL – to name a few). We play in 21 different sporting competitions, including SEQ Futsal, CISSSA touch football, soccer, CaSSSA hockey, netball, QISSN, QC Cup, Vicki Wilson netball, FISAF Sports Aerobics. We are part of 4 Sports Associations including CaSSSA (Catholic Secondary School Sport Association); CISSSA (Combined Ipswich secondary School Sport Association); Western Rangers and Metropolitan West. We offer Gym Club to the students 2 mornings a week all year round. We also offer swimming training and fitness (term 1); running club (terms 1-2) and athletics training (terms 2-3). In addition to these sports we are lucky enough to have qualified coaches come to the College to coach the Students. In 2020 we introduced AFL and NRL to the sporting calendar with many Students in the junior school competing in their first interschool NRL competition. Due to COVID sport in 2020 was reduced and when competitions started there were restrictions with how many teams schools were allowed to enter.

### St Mary's College Team Sport Overview 2020

FUTSAL – Year 7/8A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
FUTSAL – Year 7/8B	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
FUTSAL – Year 9/10A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
FUTSAL – Year 9/10B	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
FUTSAL – Open A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
FUTSAL – Open A	<i>SEQ Futsal Championships Preliminaries</i>	<b>3<sup>rd</sup> in Pool</b>
TOUCH FOOTBALL - Year 7/8A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
TOUCH FOOTBALL – Year 7/8B	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
TOUCH FOOTBALL – Year 9/10A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
TOUCH FOOTBALL – Open A	<i>Combined Ipswich Secondary Schools</i>	<b>Incomplete Season</b>
BASKETBALL – Year 7/8A	<i>Combined Ipswich Secondary Schools</i>	<b>RUNNERS UP</b>
VOLLEYBALL – Junior A	<i>Combined Ipswich Secondary Schools</i>	4 <sup>th</sup> Place
VOLLEYBALL – Open A	<i>Combined Ipswich Secondary Schools</i>	4 <sup>th</sup> Place
FOOTBALL – Open A	<i>Combined Ipswich Secondary Schools</i>	3 <sup>rd</sup> Place
NETBALL – Year 9A	<i>Combined Ipswich Secondary Schools</i>	<b>RUNNERS UP</b>
NETBALL – YEAR 10	<i>Combined Ipswich Secondary Schools</i>	<b>CHAMPIONS</b>
NETBALL – Open A	<i>Combined Ipswich Secondary Schools</i>	<b>RUNNERS UP</b>
HOCKEY – Open A	<i>Catholic Schoolgirls Sports</i>	3 <sup>rd</sup> Place
SPORTS AEROBICS – Secondary Schools Pre-Choreographed Senior Team	<i>FISAF National and State Championships</i>	<b>NATIONAL CHAMPIONS!</b>
SPORTS AEROBICS – Secondary Schools Intermediate Team	<i>FISAF National and State Championships</i>	<b>RUNNERS UP</b>
SPORTS AEROBICS – Secondary Schools Pre-Choreographed Junior Team	<i>FISAF National and State Championships</i>	<b>NATIONAL CHAMPIONS!</b>
SWIMMING	<i>Catholic Schoolgirls Sports</i>	<b>3<sup>rd</sup> Aggregate</b>
CROSS COUNTRY	<i>Catholic Schoolgirls Sports</i>	<b>3<sup>rd</sup> Aggregate</b>

## St Mary's College Team Sport Synopsis 2020

Number of School Teams	23 Teams
Number of Competitions	5 Competitions
Number of Sports	10 Sports
Champion Teams	2 Championships
Runners Up	4 Runner Up Positions
Student Population Participating	254 Students
Percentage of School Population Participating	38% (DUE TO COVID)

**Mission and Service:** At St Mary's College in 2020, the coronavirus pushed us to re-imagine what mission and service could look like in a changing world. While some things continued as normal – we were extremely fortunate to hold most of our retreats throughout the year – some things had to be modified, yet the program was as enriching and fulfilling as ever. Two great initiatives that have become part of our community include the live-streaming of liturgical events, so that people who can't attend in person can still participate, and the Connect group, which began on-line during lockdown but continued to thrive once we were back at school. Each week, a growing number of students come together to 'connect' over scripture, snacks and sisterhood, helping our community to grow spiritually and socially. Twenty-Two was also the year that we reinstated Mercy Day, which is an opportunity for our College to celebrate all things Mercy. The day began with a liturgy and learning about the Mercy charism and was followed by each year level participating in a service activity that connected to one of the five pillars. This service led to the creation of 150 "take-out" bags for patrons of Rosies and Emmanuel Mission, 200 sight-word poems for young learners in Cambodia and 800 Birth Kits for women in developing nations. Throughout the year, we raised vital donations for Project Compassion, the Caritas bushfire appeal and the Lebanon appeal, gathered dozens of baskets of goods for our Mercy partners at Romero and St Vincent de Paul and participated in numerous service opportunities with Rosies Outreach, DanDaLion, Edmund Rice Camps and the Vinnie's Sleepout. We continued to offer Chapel Mass each Friday once we were able to do so, with numerous students and staff participating each week, along with our participation in Parish masses. Overall, the mission, service and faith opportunities provided by the College were engaged with by many students throughout 2020 and enabled many to stay connected during a challenging year.

**Cultural:** The Cultural Program at the College is extensive, offering a wide range of debating, dance, instrumental, choral, drama, media and design opportunities. Despite the challenges of 2020, students in the Cultural Program managed to make the most of the activities on offer. This was also a year of firsts for the SMC Cultural Program. The Open Dance Troupe entered their first virtual online dance eisteddfod; the Phoenix Online Dance Challenge. This was the first year that we had senior dance student mentors taking our Showcase, Introductory and Year 7 Tap Ensembles. 2020 saw the first ever Year 7 Tap Ensemble and lastly, the Showchoir had their repertoire professionally recorded at Studio 188 in Ipswich for the first time.

The Journalism and Media (JAM) Team also had a particularly successful year. They created a College Magazine for the Australian Teachers of Media's Front Page Competition and were placed in the top four in Australia for their entry *The Mercy Minute*. The creation of this magazine is now a bi-annual production. The JAM Team also facilitated various creative writing, videography and photography competitions throughout the year which really showcased the diverse talents of students at the College. Students in the JAM Team also wrote a book in a day and kept all our students informed throughout our period of online learning with tutorials on 'studying at home' tips and tricks. They also wrote articles and took photos for the College's newsletter, Facebook page and local newspapers.

In 2020, the Music Tuition Program had the largest enrolment numbers yet as students continued to take advantage of the Funded Music Tuition Program. This program offers students in years 7 - 9 funded instrumental lessons for those who want to learn a band or orchestral instrument. The program is jointly funded by the school and the P&F Association and we are very grateful to be able to offer this great opportunity to our junior students.

COVID19 also did not stop our Debating Teams from building skills to add to their 'debating toolkit'. In term three, the College ran an intraschool debating competition, with teams competing against each other to present arguments around various topical issues, such as; the use of emotional support animals in schools and whether Australia's response to COVID-19 has been effective. The teams also regularly debated 'virtually' during our learning from home time.

In summary, students at the College were able to find new ways to participate in the Cultural Programs of dance, choir, journalism, debating, etc, with many programs thriving in the challenging context of 2020.

### How information and communication technologies are used to assist learning

The College embraces Information and Communication Technologies to assist learning. The primary tool is the use of Microsoft collaborative tools, particularly Teams and OneNote to manage learning. The College has a one to one laptop program, so all students have access to their learning at school and home. The assessment submission tool 'Turnitin' is used as a support for teachers and students across Years 8 – 10 to support students with writing integrity. The College uses Maths Pathway as a resource across the curriculum to deliver the Mathematics Curriculum in Years 7 - 9. Teachers are provided with professional development opportunities to increase their digital literacy, to ensure that there is an ongoing growth in digital capacity. We also offer STEM aligned subjects through 7 – 10, those being Engineering Principles and Systems and Design in Year 11, that make use of 3D printers and a laser cutter. In Digital Technologies the students are involved in robotics and coding.

## Social climate

### Overview

St Mary's College has a strong belief that students whose wellbeing and pastoral care needs are catered for will learn better and achieve greater outcomes. We ensure we have a supportive Student Behaviour Management Policy including specific strategies for dealing with bullying. We aim for an inclusive school environment where everyone is welcome and accepted. Our teachers differentiate the curriculum to suit the various learning needs of our students. Our students are allocated to vertical pastoral care groups and they meet with Pastoral Teacher every day who monitors their wellbeing. A broader pastoral team including the Guidance Counsellors, Pastoral Leaders, Careers Adviser, Indigenous Mentor, African Community Mentor, Defence Mentor and Campus Minister, works to monitor emerging issues and to provide programs to support students. These processes and positions are in place to work in partnership with parents and the community to provide students with a holistic, Catholic education.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	85%	93%
School staff demonstrate the school's Catholic Christian values	83%	93%
Teachers at this school have high expectations for my child	88%	93%
Staff at this school care about my child	86%	90%
I can talk to my child's teachers about my concerns	85%	90%
Teachers at this school encourage me to take an active role in my child's education	80%	85%
My child feels safe at this school	84%	89%
The facilities at this school support my child's educational needs	NA	92%
This school looks for ways to improve	80%	90%
I am happy my child is at this school	79%	87%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	62%	66%
I enjoy learning at my school	78%	71%
Teachers expect me to work to the best of my ability in all my learning	81%	94%
Feedback from my teacher helps me learn	94%	85%
Teachers treat students fairly at my school	66%	66%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75%	51%
I feel safe at school	83%	70%
I am happy to be at my school	74%	63%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	96%	90%
School staff demonstrate this school's Catholic Christian values	92%	95%
This school acts on staff feedback	88%	78%
This school looks for ways to improve	86%	89%
I am recognised for my efforts at work	72%	79%
In general, students at this school respect staff members	90%	85%
This school makes student protection everyone's responsibility	100%	99%
I enjoy working at this school	100%	97%

### Family and community engagement

St Mary's College actively works to engage with parents around student learning and student needs. We provide ongoing feedback, regular reporting and opportunities for parent meetings to inform parents and caregivers about their child's learning progress and achievements. Student who have specific learning needs, such as those who have a Verification and Individual Learning Plan have regular contact with our Support Teachers Inclusive Education and/or our Guidance Counsellors. Parents are encouraged to email or phone regarding any concerns they have about their child's learning. We have an active Parent and Friends Association and a highly supportive College Board.

## Environmental footprint

### Reducing the school's environmental footprint

This is the second year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. The College continued its waste recycling and container recycling programs in 2020 with students engaging in recycling practices and competitive House challenges to see who could recycle the most containers. The funds raised from the container deposit scheme were donated to Caritas Australia.

The College was also delivered the results of the 2019 Energy Reduction and Management Plan (ERaMP). This was based on the study undertaken in 2019 which involved consultation with the school leadership team; site audits of buildings, landscape, and energy plant; followed by detailed quantitative analysis of air-conditioning systems, lighting, energy efficiency and solar. The ERaMP identified ten key actions which included steering group formation, adaptation of a *Laudato Si'* approach to College masterplanning, professional development of staff, reinvigorating the natural landscape, modification of the built environment, solar generation, LED lighting replacement, energy tracking and monitoring and air conditioning efficiency. During 2020, the College made a start on the recommendations and so far has made inroads in establishing the *Laudato Si'* Committee, professionally developing staff in *Laudato Si'* practices, maintained set points for air conditioning systems, analysed energy usage in order to minimize waste and replaced defunct lighting with LED

models. The College will continue to implement the recommendations with the Laudato Si' approach at the forefront of its masterplan.

Environmental footprint indicators	
Years	Electricity kWh
2019	422257
2020	418018

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	59	40
Full-time Equivalents	55.9	31.3

\*Teaching staff includes School Leaders



## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	17
Graduate diploma etc.**	9
Bachelor degree	30
Diploma	1
Certificate	2

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2020 were \$21,556. This reduction is almost half of what was spent in 2019 due to the impacts of COVID on events during the year.

The major professional development initiatives are as follows:

- Spirituality and Catholic ethos
- Curriculum moderation
- Student wellbeing
- Sport and physical education
- First aid

The proportion of the teaching staff involved in professional development activities during 2020 was **100%**.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2020.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	88.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	81.4%

Average attendance rate per year level			
Year 7 attendance rate	90.3%	Year 10 attendance rate	88.6%
Year 8 attendance rate	89.2%	Year 11 attendance rate	89.5%
Year 9 attendance rate	88.9%	Year 12 attendance rate	84.7%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2020) student cohort	91.9%

### Description of how non-attendance is managed by the school

The College recognises the relationship between attendance and learning. Accordingly, the College works with families in support of student attendance. Rolls are marked at the start of each lesson of the school day. Unexplained student absence is reported to the parent/caregiver via SMS. Phone calls are made for absences more than three days. In response to significant absenteeism, the College contacts parents via mail, requesting a meeting to address the concern.

To improve attendance, the College monitors individual attendance and encourages positive behaviours. Pastoral Care teachers encourage and congratulate students with improved and high attendance. Consistently high attendance is acknowledged with a certificate each term.

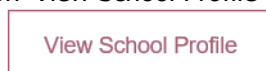
### NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

#### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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



2. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2020
Number of students receiving a Senior Statement	88
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	72
Number of students awarded a VET Certificate II or above.	83
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Number of students receiving an ATAR	41
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97

As at March 2020. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Student retention to Year 12 is high. Only a small minority leave to attend TAFE or to seek employment.