



Report to the Mount Alvernia College Community – 2015

OUR COLLEGE AND ITS VALUES

This report provides parents, staff, students and the community with meaningful information about Mount Alvernia College and is prepared to comply with the requirements of Commonwealth and State governments.

Mount Alvernia College is an independent Catholic secondary girls school (Years 7-12) located in Kedron, Brisbane. Founded in 1956, our College has a warm engaging community where students are encouraged to follow their pursuits in academic, sporting, outreach or cultural activities, all whilst fostering their spiritual faith.

Operated by the Missionary Franciscan Sisters of the Immaculate Conception and governed by an Incorporated Board (Mount Alvernia College Limited). The College Board has responsibility for the governance of the College and works with the Principal to determine strategic direction. The Board monitors the College's operations but delegates responsibility for the day-to-day management of the College to the Principal. A Senior Leadership team of the College Deputy, Deputy Principal – Staff & Student Development, Deputy Principal – Mission & Community, Assistant Principal – Student Learning, Assistant Principal – Staff Learning and Business Manager assists the Principal.

As a Franciscan College, Mount Alvernia endeavours to follow, in word and action, the example of Saints Francis and Clare of Assisi and the Founder of the Missionary Franciscan Sisters of the Immaculate Conception, Elizabeth Hayes. Values that are paramount to us are: respect for the individual and having a real relationship with Christ each day.

Our vision is to develop and support young women who:

- live their faith in today's world
- commit to life-long personal and intellectual growth
- care for the earth and all of humankind
- work towards justice for all
- build community wherever life takes them

Students come to Mount Alvernia from Catholic, state public and other schools, mostly from the northern suburbs of Brisbane. While the College has a preference for Catholics in its enrolment policy, we are non-discriminatory when educational need is the issue. The 2015 enrolment average is 890 students.

Year 7 into Secondary at Mount Alvernia College

Mount Alvernia College welcomed a cohort of 155 Year 7s and 110 Year 8s into our community in 2015. During the two years prior, the Assistant Principal – Strategic Transitions led the *Year 7 into Mt A Committee* to research new structures, processes and programs to best suit the needs of Mount Alvernia College. Our priority was and continues to be the development of systems and processes to ensure each new cohort a smooth and engaging transition into our community in alignment with the continuum of learning from Year 7 to 12.



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With students coming from approximately forty-five feeder schools, our transition programs ensured that our Year 7 and 8 students and parents felt part of our community and were well prepared for secondary school. These programs continue to foster a strong sense of belonging which is crucial for social, emotional, spiritual and academic growth of our students.

Part of the restructuring saw new Middle Leadership roles for 2015 established across the entire College. Most importantly, for monitoring the continuum of learning and tracking student academic needs, three Teaching and Learning Guardian were appointed; one each for our Francis School (Year 7 and 8), Clare School (Year 9 and 10) and Elizabeth Hayes School (Year 11 and 12). Additionally, all year levels are led by a Pastoral Guardian who assists with navigating the transition of the girls into and throughout their years at Mount Alvernia College.

Processes of Orientation

2014 Orientation

Whilst in Year 6, during second semester 2014, the girls were invited to a 'Mt A for a Day' program and Orientation Day. The first days, spread over the course of a week involved a small number of girls, each shadowing a Year 7 (or 8) student for the day, then in the last week of 2014, all new students attended an Orientation Day with their entire cohort to experience Homeroom, meet their big sisters, some of their teachers and to familiarise themselves with the College. These days provided opportunity for participation in group and community activities, helping to build confidence, with 76% of the girls stating that the MT A for a Day and Orientation relieved the stress and anxiety of coming to secondary College.

The program of Orientation in 2015

- The first opportunity for involvement in the College in 2015 is the Mount Alvernia Sports Camp which was (and continues to be) a two day experience in the week prior to commencement of school. It provides a taster of sports and activities offered at the College preparing students participation in activities during their first year, and encouraging the establishment of new friendships.

First day of Secondary College

Year 7 students with their Year 11 Big Sister attended school on 29 January 2015.

Year 8 students with their Year 12 Big Sister attended school on 28 January 2015.

Individual days comprised:

- Arrival of parents and daughter, welcomed into House and Homerooms, greeted by a student representative
- Liturgy, led by the senior captains and key staff – attended by all staff and parents
- Morning tea with parents of new students



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- Homeroom time with teacher and Big Sister
- Students met with Learning Groups (CORE teachers)
- Lunch with Big Sister
- New students involved in year level activities

Other events and elements of our Orientation and Transition program include Reflection Days and a Year 7 (and 8) camp occurring during the first term of 2015. These very important opportunities allow the girls to be introduced to our Franciscan heritage and spiritual connections, to focus on themselves as young women and provide time to get to know their peers on a more personal and social basis.

The Learning and Teaching Program

The Francis School curriculum structure and learning programs are integral to the transition into secondary, with strong emphasis on development of key skills, differentiation and relationship building.

The Integrated and Interdisciplinary, inquiry based curriculum is developed around a central theme of community, supporting the building of student identity within our community. It has been structured to ensure that our girls are able to build strong relationships with their peers and their teachers, to focus on organisational and inquiry skills, and to make connections between Learning Areas whilst focusing on the content and skills of the Australian Curriculum. Our girls undertake studies of the Core Curriculum with two CORE Teachers and experience a variety of other Learning Areas through our Creative Immersions program.

Parents and Transition

At Mount Alvernia College, we place great value on involving our parents with the College community, acknowledging that the role they play in their daughters' education and of supporting her in the transition is critical. Parents were and continue to be provided occasions during Term 1 of the year to attend information evenings engaging in topics relating to Pastoral Care, Curriculum, Learning Groups, College life and to explore ways of dealing with and living with young adolescents.

Additionally, an invitation is extended to parents to visit their daughter's classroom on a number of occasions at our "Open Classroom" days, where they can experience time in their daughter's Learning Group navigating a lesson with them, as well as being able to make a connection with teachers and other parents.

DISTINCTIVE CURRICULUM OFFERINGS

ONE COLLEGE – Three Schools

As a Catholic College in the Franciscan tradition, Mt Alvernia College is a 7 to 12 College. Within the College we have three schools that take their inspiration from the spirituality of Francis of Assisi, Clare of Assisi and Elizabeth



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Hayes whose life and writings inform our tradition. We hold at the heart of all we do relationships – *relationship with God, with education, with others and with ourselves.*

Francis = Years 7 and 8

Clare = Years 9 and 10

Elizabeth Hayes = Years 11 and 12

Francis School – Years 8 and 9

Francis of Assisi (1182 – 1226) is our spiritual founder. His message is understood in his way of life. Therefore we plant our Year 7 and Year 8 students into this school and into our ‘spirituality’. This school of thought invites us to open ourselves up to mystery and promise – to opportunities and blessings we are not privy to at the outset of high school.

Clare School – Years 9 and 10

Clare of Assisi (1194 – 1253) hears the echo of her own voice in Francis’ words. Therefore our students in Year 9 and Year 10 are nourished to grow within this school. Drawing their ideals from Francis’ and Clare’s words and actions they begin to leave the ‘walls of the city’ and go deeper into their learning.

Elizabeth Hayes – Years 11 and 12

Elizabeth Hayes (1823 – 1894) hears God’s call in the Franciscan spirit and responds to the whisperings of her heart. An educationalist, journalist and missionary she is foundress of the Missionary Franciscan Sisters of the Immaculate Conception, the community of Sisters who established Mt Alvernia college. In Year 11 and Year 12 the girls thrive within the rich soil of our Franciscan traditions and are encouraged to find their calling as they begin their transition from school to adulthood.

Elizabeth Hayes School Curriculum - Subject Offerings

Mount Alvernia College offered two (2) pathways with diverse options within each:

1. Overall Position Pathway (OPP)

The Tertiary Entrance Pathway is for students aiming for an Overall Position (OP) Score.

These “OP Students” were aiming at tertiary education through university degrees and TAFE diplomas.

2. Selection Rank Pathway (SRP)

The Selection Rank Pathway included a combination of the academic Authority subjects and Authority Registered subjects (which had a focus of more practical and work related competencies), plus other educational opportunities such as Vocational Education (VET) Certificate courses, usually at TAFE. “Selection Rank pathway students” were aiming for:



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- tertiary education through either university or TAFE via a QTAC Selection Rank Score OR
- direct entry into a workplace and career path after leaving school

Subjects Offered:

- Drama
- Music
- Visual Art
- Visual Art Studies
- Accounting
- Business Communication and Technology
- Business Management
- Business
- Information Technology Systems
- Information and Communications Technology
- Home Economics
- Physical Education
- Multi-Arts Studies - Fashion
- English
- English Communication
- Italian
- Japanese
- Mathematics A
- Mathematics B
- Mathematics C
- Prevocational Mathematics
- Religious Education (Certificate III)
- Study of Religion
- Biological Science
- Chemistry
- Physics
- Science21
- Ancient History
- Modern History
- Geography
- Legal Studies
- Study of Society
- Social and Community Studies



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- Work Education
- Partnership Programs

Clare School Curriculum – Subject Offerings

Year 10

The aim in Year 10 was to provide you with the opportunity to gain the skills needed to make informed and wise decisions when selecting a course of study for Years 11 and 12.

The following three subjects were studied by all students for the entire year:

- English
- Mathematics
- Religious Education
- Science
- History (one semester as per Australian Curriculum)

Apart from these compulsory subjects, five electives were selected for study throughout the year. Students were encouraged to choose different electives each semester so that they were able to maintain a broad education at this level. Selection of Music or a Language, however, requires study over both semesters.

- Drama
- Music
- Visual Art
- Accounting
- Business
- Creative Design
- Design and Technology
- Information Technology Studies
- Home Economics
- Physical Education
- Sport
- Hospitality
- Italian
- Japanese
- Geography
- Legal Studies
- Study of Society
- Independent Research Project (Selected Students)

Year 9



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In Year 9 students choose a **Course of Study** which provided:

- a balanced education
- subject units of particular interest
- increased flexibility with choice of elective subjects
- greater opportunity for success.

The Curriculum consisted of:

- compulsory units and
- elective units chosen according to an individual's interests, needs and abilities and studied for 1 or 2 semesters.

Compulsory units, which all students study, included:

- Integrated Studies (English, History, Geography and Religious Education)
- Mathematics
- Science
- Health and Physical Education

Students studied 3 Elective units each semester. These come from the following Key Learning Areas:

- The Arts - Art, Music, Drama
- Languages other than English - Japanese, Italian
- Health and Physical Education - Home Economics (Food), Home Economics (Textiles), Sports Education
- Technology Studies – Information Technology, Business Studies, Design and Technology, Creative Computer Aided Drawing
- Independent Research Project

Some students were invited to attend one of the following developmental options:

- Numeracy
- Literacy

Francis School Curriculum – Subject offerings

In 2015, Year 7 and 8 students entered the College for their first year of secondary education. The curriculum offerings for Years 7 and 8 were similar.

With each student's needs as the focus, the curriculum was structured around our clear focus on Community and coming together from many different places. This 'big idea' with the [General Capabilities](#) (Australian Curriculum) connects all Learning Areas within the curriculum, ensuring that students are provided the grounding of knowledge and skills in all Learning Areas, building a strong foundation for studies beyond this year level.



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In Years 7 & 8, the common **FOUNDATION** course of study consists of Integrated and connected Inquiry-based units in:

CORE STUDIES

- Religious Education
- English (Australian Curriculum)
- History (Australian Curriculum)
- Geography (Australian Curriculum)
- Mathematics (Australian Curriculum)
- Science (Australian Curriculum)
- Health and Physical Education (Australian Curriculum)

PERSONAL DEVELOPMENT

Personal Development will be a compulsory component of the curriculum in Year 8.

Students experienced a wide variety of courses in The Arts, Technologies, Languages, Humanities and Social Sciences.

Students undertook the following for the duration of one semester each.

Technologies

- Wood Technology
- Home Economics

The Arts

- Art
- Music

Other Courses

Students undertook short courses which help to inform choices for future study.

- Problem Solving
- Japanese
- Italian
- Drama
- Graphics
- Literacy/Numeracy Development – by invitation
- Science Extension
- Independent Research Project



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With further consideration of the types of skills that our students will need in this the 21st century, a strong focus on the skills of communication, collaboration, creativity and critical thinking was central. Research and Technology is a school developed course of study undertaken by all students that provides a grounding in digital citizenship, use of technologies, study techniques, use of the iCentre and other communication and collaborative skills.

COCURRICULAR ACTIVITIES

Participation in Co-curricular activity is encouraged and there are extensive options available including:

Mission & Outreach

- Outreach Committee
- Liturgy Committee
- Student Advisory Council
- Delamore Retirement Community Outreach
- Sony Foundation Children's Holiday Camp
- SVDP Sleepover
- BHSC - Family Motel Packs & Children's Fun Packs
- Zonta Sandgate – assembling birthing kits
- SVDP Christmas Hampers
- Student2Student Reading
- Catholic Mission
- Brisbane Common Ground Hot Choccy & Muffin Outreach
- MICAH Projects and Brisbane Homelessness Services Collaboration
- Cancer Council of Queensland for Relay for Life
- Orange Sky Laundry – in negotiation to serve on the van



Cultural:

- Franciscan Colleges' Instrumental Programme



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- Music Ensembles – Bands: Intermediate Concert Band, Intermediate Big Band, Wind Ensemble, Senior Concert Band, FCIP Rock Band,
- **Strings:** Intermediate Strings, Senior Strings, Chamber Strings, Symphony Orchestra
- **Chorale:** Middle School Voices, Performance Chorale, Senior Voices, Showcase Chorale,
- Cultural Festival
- Bi-annual School Musical

Sport:

- AFL
- Basketball
- Football
- Hockey
- Indoor Cricket
- Touch Football
- Tennis
- Volleyball
- Swimming
- Athletics
- Cross Country
- Triathlon
- Cheersport
- Futsal

Academic:

- Debating
- Public Speaking
- Youth Parliament
- Days of Excellence
- Tournament of Minds
- Theatre Sport

Spirit:

- MTA Spirit Squad
- Welcome Committee

Enrichment activities in 2015 include:



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- Horizons STEM Programme
- Voices on the Coast Writers Festival
- Australian Brain Bee Challenge
- The Big Science Competition
- Chemistry Competition
- Mathematics Team Challenge
- Australian Mathematics Competition
- OptiMinds
- ICAS Mathematics, Science, Chemistry, English and Australian Geography

THE SOCIAL CLIMATE OF THE COLLEGE

Members of the Mount Alvernia Community are allocated to one of six houses. Each house is named after a significant place in the life of Saint Francis or Elizabeth Hayes, founder of the Missionary Franciscan Sisters of the Immaculate Conception, under whose auspices the College was established.

These six houses are:

- Belle Prairie
- Greccio
- Perugia
- Rieti
- Spoleto
- Villa Spada



At the heart of daily College life is Home Room – the foundation of our pastoral programme. It is a place of joy, respect, compassion and love.

There are 54 Home Room groups within the six Houses. Home Room is held three times a week, normally after lunch on a Monday, Wednesday and Friday. In each Home Room group there are around 4 students from each year level with a teacher who generally stays with the group through the students' time at the College. Within these groups, older students are assigned to mentor younger ones. All staff are guided by a recommended Home Room programme.

Our vision is that all members of the Mount Alvernia College community feel safe, appreciated and nurtured. The Home Room is the place where this vision becomes reality and helps our girls to grow. Through relationships, prayer, dedication, and the simple life, the whole person is nourished and nurtured for good in Home Room.



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The intention of the Home Room programme is to build positive relationships in the Franciscan spirit as it weaves the building blocks of relationships, prayer, dedication and the simple life together so that all members grow within the Franciscan way.

The personal development programme is structured so that there is a specific theme for each year level. It aims to deal with topical issues related to age and stage of development.

Year 7: Connecting to Story

Year 8: Understanding My Identity

Year 9: Self in Relationship with Others

Year 10: Beyond Self

Year 11: Finding the Balance

Year 12: Leading into the Future

The School's Process for Dealing with Incidents of Bullying is available in the Student Planner and on the school website. Students can also access the school's portal for reporting Non-Franciscan Behaviours if they would prefer to remain anonymous when reporting their concerns.

SATISFACTION REVIEWS – PARENT, TEACHER & STUDENTS:

All community members are welcome to provide feedback to the school so that we can continually consider the best ways to make our school a safe and inclusive learning community. Parents are able to access the Principal's Blog, respond to questions within the school Newsletter and share concerns through the Parents and Friends Support Committee.

Students of the College are represented at each year level by two students who meet as part of the Student Advisory Committee to discuss both initiatives and concerns. Additionally, the year 12 College Captains meet with the principal weekly so that behavioural trends can be monitored and initiatives considered.

Staff of Mount Alvernia are able to address their concerns via the school Consultative Committee which includes members of the teaching and support staff in addition to the principal and business manager. The College Leadership Team also operate an open door policy enabling staff to feel welcomed and heard.

STRATEGIES FOR PARENTAL INVOLVEMENT

Mount Alvernia invites parents to be involved in the community in a number of ways. At the commencement of each school year, through our active Parents and Friends Support Committee and as part of the Transition into Secondary School Program for new parents, they are encouraged to sign up for the following:

- Sport coaching and/or managing.
- La Cucina food preparation and serving



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- iCentre assistance
- Classroom involvement
- Parents and Friends Support Committee
- Community Functions – Mother Daughter Dinner; Father Daughter Breakfast
- Guest Speakers

COLLEGE SITE REFURBISHMENT AND DEVELOPMENT

As 2015 concluded we saw the vision from the 2010 Strategic Plan come to life with a series of new and refurbished building in a campus of interrelated gardens providing an atmosphere for our students to gather in learn in a peaceful but inspirational setting.

This year saw the following:

- Removal of demountable classrooms and converting temporary Home Economic classrooms and Science Laboratories to General Learning Areas.
- Temporary office accommodation and Staff Work areas were converted back to rooms for which they were originally intended.
- Completion of the newly built office areas and classroom areas in Anthony Block
- Completion of 6 new Science laboratories.
- Completion of the new Home Economics facility including 3 new kitchens.
- Completion of La Cucina, our student and staff canteen.
- Completion of La Foresta gardens.



FUNDING

Mount Alvernia College income is sourced from Commonwealth and State grants and private income. More information is available via the My School website.

CONTACT: For any additional information regarding the College and its policies please go to the College website www.mta.qld.edu.au or contact the Principal, Dr Kerrie Tuite.



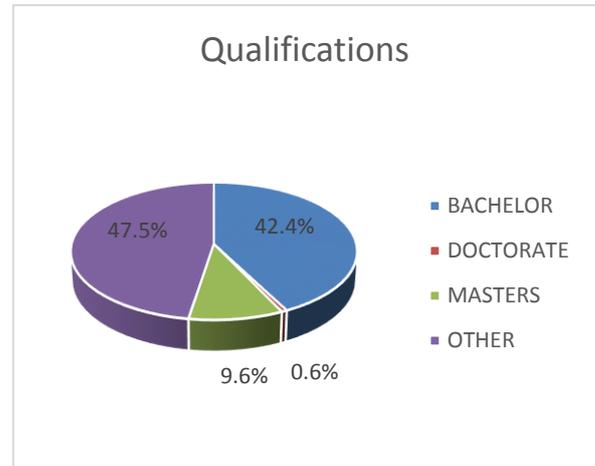
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STAFF INFORMATION

Current Teacher Qualifications

Total number of degrees held by Teaching Staff 2015

- Doctorates 1
- Masters Degrees 17
- Bachelor Degrees 86
- Graduate Diplomas 28
- Diplomas 24
- Graduate Certificates 5
- Other 27



Total Number of Teaching Staff: 14 males, 62 females, FTE =71

Teacher Retention Rate: 86.3%

Staff Attendance Rate: 96.7%

PROFESSIONAL LEARNING

Mount Alvernia College is committed to enhancing teacher practice through professional learning. All staff are involved in whole school professional learning along with the ability to access learning pertinent to their disciplines.

In 2015, whole school professional learning opportunities included:

- Practical Resilience and Staff Wellbeing - Queensland Education Leadership Institute (QELi)
- QELi Middle Leadership Program – led by Dr Lyn Bishop
- Managing Unreasonable Behaviour – Paxis Consulting (Ross McSwan)
- Mentor Training and Development – Intuyu Consulting (Dr Adrian Bertolini)
- Peer to Peer Mentoring Program. Through this program teachers are required to develop and monitor their own Individual Professional Learning Plan (IPLP) mapped to the Australian National Standards for Teachers (AITSL).
- Staff Learning Conference – *Top Up Your Toolkit*. Keynote speakers were Sr Catherine White mfc and Carmel Dunne. Staff had the opportunity to learn from each other and share practice over these two days, along with a Team Beat Drumming Workshop.

In addition to the whole school learning offered, staff accessed discipline specific professional learning. Highlights included:

- Queensland Curriculum and Assessment Authority (QCAA) workshops and conferences
- Adolescent Success Conference
- Franciscan Schools Australia Conference
- EduTECH
- Marzano High Reliability Schools Conference
- Danielson Framework Conference

A total of \$169,818 was invested in all staff Professional Learning in 2016.



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Other Staff Engagement:

Staff members on QSA District Panel: Study of Society (1)

Staff members on QSA State Panels: Ancient History – Chair (1), Business Management (1), ITS (1), Drama (1), Visual Art (1), Biology (1), Mathematics A (1), Japanese (1)

College Principal, Kerrie Tuite is currently the RI/PJP Representative on the Queensland Catholic Education Commission, President of A.C.S.S.Q., Chair of the Horizons College of Learning & Enrichment, Vice President of Worklinks Inc. Executive Director – CASPAQ, Member of QCAA Senior Schooling Steering Committee, and Representative on the CRAQld Education Committee.

Assistant Principal Debra Evans is currently President of Adolescent Success. Deputy Principal Alison Stone is on the Organizing Committee of ASREAP.

Assistant Principal Daniel Crump is on the organising committee of the Alliance of Girls' Schools Australasia Conference.

STUDENT INFORMATION:

Student Attendance:

Year Level	% Attendance
7	93.6
8	94.2
9	89.8
10	89.8
11	87.3
12	87.7

If a student is absent, we ask parents to phone the College using the special absence recording system number before 9.00am. A note, properly dated and signed by a parent must be presenting on the student's return to school to explain any absence. An SMS message will be sent to a student's parent/guardian if they are absent from school without notification. SMS messages are sent from 10.15am.

Other expectations regarding attendance are clearly outlined in the College Student Planner.



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NAPLAN RESULTS

In 2015 147 Year 7 students and 157 Year 9 students completed NAPLAN.

Year 7	Grammar & Punctuation	Spelling	Reading	Writing	Numeracy
School Mean	569	562	562	557	550
State Mean	538	544	543	505	539
National Mean	541	547	546	511	543
% of students at or above National Minimum Standard	99%	97%	100%	99%	100%
Year 9	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
School Mean	594	607	601	581	586
State Mean	566	580	572	537	585
National Mean	568	583	580	547	592
% of students at or above National Minimum Standard	99%	98%	99%	95%	99%

RETENTION RATE

Year 10		Year 12		Year 10 - 12
Year	Enrolled	Year	Enrolled	Apparent Retention Rate
2009	115	2011	105	91%
2010	172	2012	165	96%
2011	137	2013	136	99%
2012	161	2014	156	97%
2013	151	2015	142	94%

This information is drawn from the August Commonwealth School Census conducted each year. Mount Alvernia College rates are well above National retention rate averages.

QUEENSLAND STUDIES AUTHORITY – YEAR 12 OUTCOMES 2015

Number of students awarded a Senior Education Profile	141
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	132
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more vocational Education and Training (VET) qualifications	54
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students who received an Overall Position (OP)	97
Percentage of OP/IBD students who received an OP 1-15 or an IBD	76.1%
Percentage of Year 12 students who are completing or completed a SAT or were awarded on or more of the following: QCE, IBD, VET qualification	94.3%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	96.7%



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STUDENT DESTINATION DATA 2015

The following information is a summary of results of the annual *Next Step* survey for Mount Alvernia College. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, 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 2016 at www.education.qld.gov.au/nextstep.

Response rate for Mount Alvernia College:

Table 1 below reports the response rate for Mount Alvernia College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Mount Alvernia College in 2015. 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, Mount Alvernia College 2016

Number of respondents	Number of students who completed Year 12	Response Rate (%)
113	141	80.1

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 2016, 77.0% of young people who completed Year 12 at Mount Alvernia College in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (55.8%). The combined VET study destinations accounted for 21.2% of respondents, including 18.6% in campus-based VET programs, with 15.0% of Year 12 completers entering programs at Certificate IV level or higher.

2.7% commenced employment-based training, either as an apprentice (1.8%) or trainee (0.9%).

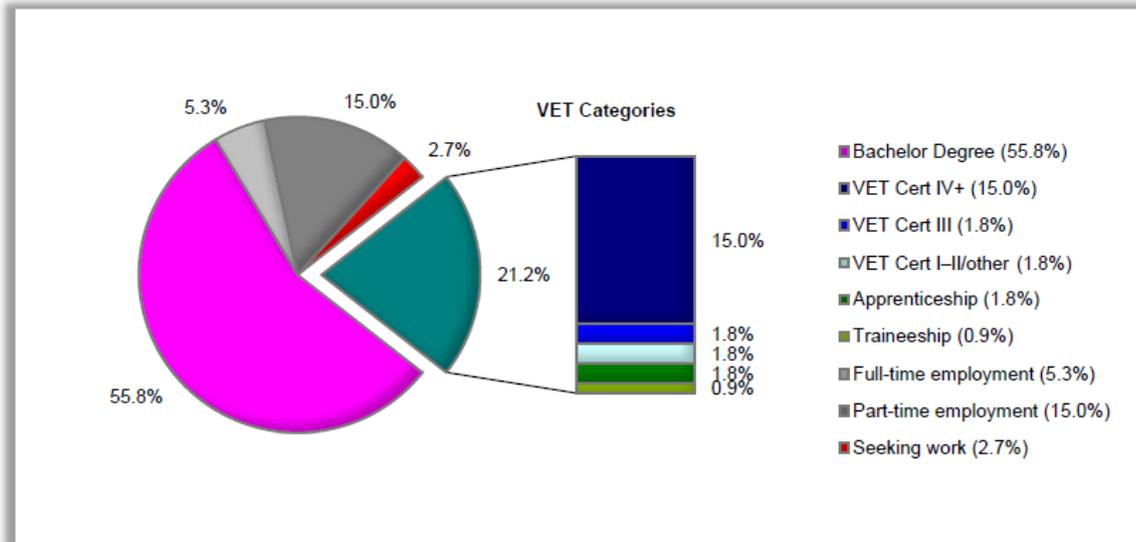


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In addition to the above study destinations, a further 6.2% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

23.0% did not enter post-school education or training, and were either employed (20.4%) or seeking work (2.7%).

Figure 1: Main destination of Year 12 completers, Mount Alvernia College 2016



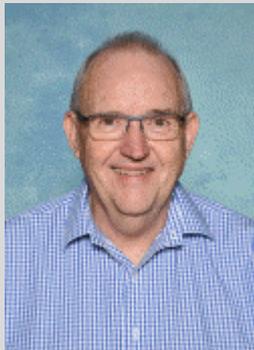
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2015 College Leadership Team



Dr Kerrie Tuite
College Principal



Mr Michael McDonald
College Deputy



Mrs Paulette Corkery
Business Manager



Mrs Alison Stone
Deputy Principal – Mission & Community



Ms Annette Butterworth
Deputy Principal – Staff & Students



Mrs Debra Evans
Assistant Principal – Student Learning



Mr Daniel Crump
Assistant Principal – Staff Learning