



# Report to the Mount Alvernia College Community – 2016

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## **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.

The College is 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 2016 enrolment average is 903 students.

## **STRATEGIC PLAN 2017 – 2020**

In 2016 the College reviewed its Strategic Plan. After extensive consultation with the community including College Board, Parents, Staff and Students the Plan received final approval from the Board at the Board Meeting held on 19 October 2016. The Plan can be found on the College website [www.mta.qld.edu.au](http://www.mta.qld.edu.au)



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## JUBILEE YEAR

In 2016 the College celebrated its Diamond Jubilee.

Over the course of the year, many wonderful events, projects, liturgies and symbols marked the sixty years of Mount Alvernia College. Students, parents, staff, MFIC sisters, alumnae and the wider community came together in varied contexts to remember, acknowledge and celebrate.

The special events were:

- The Diamond Jubilee Opening Community Mass celebrated on 11 February by Archbishop Mark Coleridge
- The launch in March of the book, *Remarkable Women of Mount Alvernia College*
- The launch of the Missionary Franciscan Sisters Global Ministries Giving Request
- The Open Day on May 22, which included five alumnae reunions
- The Diamond Jubilee Celebration Ball in July at Victoria Park Golf Club
- The College Feast and Festival Day on September 15
- The staff pilgrimage to Rome and Assisi
- The Diamond Jubilee Mass on October 15 in Little Flower Church followed by a garden party on the roof top above La Foresta
- The launch, at Awards Night, of the celebration song, “Euphoria”.

From late 2015, a dedicated group of staff and students interviewed past principals, long-term teachers and a range of students to produce the *Memory Box* video as a long-lasting record of the unique character of Mount Alvernia College. Two special creations will carry the significance of this year into our future.

All liturgical and celebratory events will feature a beautiful wooden sculpture symbolically representing four entities: the MFIC sisters, the Friars of the Province of the Holy Spirit, Mount Alvernia College and Padua College. A knotted cord, symbolizing shared Franciscan traditions, binds the four wooden elements, which uphold a glass bowl of water that represents our Baptismal call. At each Eucharist, the Word will be proclaimed from a wooden ambo and the bread and wine consecrated at a wooden altar donated by the Parents and Friends Support Network in this Jubilee year.

## Processes of Orientation

Whilst in Year 6, 2015, the girls commencing at the College in 2016 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 student for the day, then in the last week of 2015, 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



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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.

## First day of Secondary College

Year 7 students with their Year 11 Big Sister attended school on 23 January 2016.

### Order of the Day:

- 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
- 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 camp occurring during the first term of 2016. 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

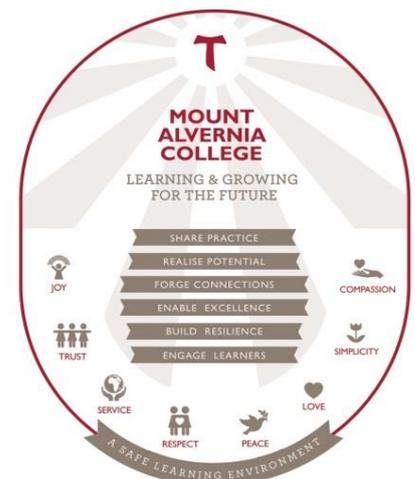
At Mount Alvernia College it is our aim to nurture a culture of learning. The focus on maintaining and strengthening the learning and teaching environment to ensure all members of the community are active learners is considered paramount to our success. We have established and continue to develop programs, learning experiences, opportunities, processes and physical spaces that ensure a safe and supportive learning environment. By intentionally learning from the past, we focus on the present and ensure that we are enabling our learners to prepare for their future, one that will require a unique skill set.

### Learning and Teaching Framework

With our Franciscan values overarching all that we do, our Learning and Teaching Framework provides the professional platform for our learning approach and how we implement it within the College.

Six core principles guide our framework. These are:

- Share practice
- Realise potential





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- Forge connections
- Enable excellence
- Build resilience
- Engage learners

Of all of these, our key intent is to engage learners as this will ensure success at every level and stage of our young women's Mount Alvernia journey.

To establish a culture of learning we are modeling our approach at Mount Alvernia on the Charles A Dana Centre recommendations:

- Encourage, expect, and require authentic collegiality among the adults in the system
- Model, encourage, and expect student participation and active engagement
- Set high expectations for all students while providing appropriate social and academic supports
- Promote a sense of belonging among students by encouraging and recognising diverse expressions of competence and expertise. 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.

### **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. Tertiary and Industry Pathway (TAIP)**

The Tertiary and Industry 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, both at TAFE and as part of the College’s Scope of Registration. Students undertaking this pathway 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
- Certificate II in Business
- Information Technology Systems
- Information and Communications Technology
- Home Economics
- Certificate II in Hospitality
- Physical Education
- Multi-Arts Studies - Fashion
- English
- English Communication
- Italian
- Japanese
- Mathematics A
- Mathematics B
- Mathematics C
- Prevocational Mathematics
- Religious Education
- Study of Religion
- Biological Science
- Chemistry
- Physics
- Science21
- Ancient History
- Modern History
- Geography
- Legal Studies



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- Study of Society
- Social and Community Studies
- 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)



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## Year 9

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

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**

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)

## **RESEARCH AND TECHNOLOGY**

Research and Technology is a compulsory component of both the Year 7 and Year 8 curriculum, assisting students to develop the research skills necessary for success in all curriculum areas.

## **PERSONAL DEVELOPMENT**

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

## **YEAR 7**

*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

- Design and Technology
- Home Economics

The Arts

- Art
- Music

## **Other Courses**

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

- Japanese
- Italian
- Drama
- Graphics
- Business
- Information Technology



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### YEAR 8

In addition to the Core curriculum, students studied **Three (3) Creative Explorations units** each semester (**a total of 6 during the year**). All students undertook the Independent Research Project for **One Semester**, then chose **ONE** Creative Exploration subject **from each of the areas below**. They were then able to choose **ONE other** from **any** of these areas.

<b>The Arts</b>	<b>Languages other than English</b>	<b>Technologies</b>	<b>Business and Information Technology</b>
Drama	Italian	Design and Technology	Business Studies
Music	Japanese	Graphics	Information Technology
Visual Art		Home Economics	

Students were also invited to attend one of the following developmental options as required:

- Literacy and/or Numeracy Development

With further consideration of the types of skills that our students will need in this the 21<sup>st</sup> 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 & Community:**

- Outreach Committee
- Liturgy Committee
- Student Advisory Council
- Delamore Retirement Community Outreach
- Sony Foundation Children's Holiday Camp
- SVDP Sleepover
- Zonta Pine Rivers – assembling birthing kits
- SVDP Christmas Hampers
- Catholic Mission
- Brisbane Common Ground Hot Choccy & Muffin Outreach
- MICAH Projects and Brisbane Homelessness Services Collaboration
- Cancer Council of Queensland for Relay for Life
- Caritas Ks Women's Walk
- RSL Liaison Programme
- WWI Adventure Challenge - Brisbane/Woodford



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### **Cultural:**

- Franciscan Colleges' Instrumental Programme
- 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

### **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 Sports

### **Spirit:**

- MTA Spirit Squad
- Welcome Committee



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### Enrichment activities in 2016 included:

- 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 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:

- La Cucina food preparation and serving
- iCentre assistance
- Classroom involvement



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- Sport coaching and/or managing
- Parents and Friends Support Committee
- Community Functions – Mother Daughter Dinner; Father Daughter Breakfast
- Guest Speakers

## COLLEGE SITE REFURBISHMENT AND DEVELOPMENT

During 2016 the College finalized Stage One of its Building Programme with the installation of the Drinking Fountains and Sculpture in LaForesta and the refurbishment of classrooms in Clare Wing. In addition Security was improved throughout the College and further Air-conditioning installed in several classrooms.

## 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](http://www.mta.qld.edu.au) or contact the Principal, Dr Kerrie Tuite.

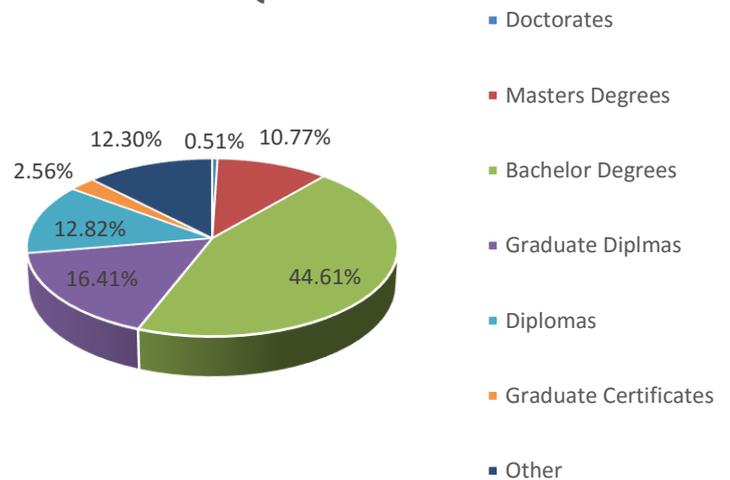
## STAFF INFORMATION

### Current Teacher Qualifications

Total number of degrees held by Teaching Staff 2016

- |                         |    |
|-------------------------|----|
| • Doctorates            | 1  |
| • Masters Degrees       | 21 |
| • Bachelor Degrees      | 87 |
| • Graduate Diplomas     | 32 |
| • Diplomas              | 25 |
| • Graduate Certificates | 5  |
| • Other                 | 24 |

### Qualifications



**Total Number of Teaching Staff: 14 males, 65 females, FTE =74.6**

**Teacher Retention Rate: 92%**

**Staff Attendance Rate: 96.5%**

## 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 2016, the Enhancing Teacher Practice Framework was designed and implemented to support teachers' professional growth and included a number of stages including; identification, goal setting, development, evaluation



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and reflection. The purpose of this practice was to promote and extend the professional growth of all teachers in the school. To support this a variety of professional learning opportunities were offered.

Staff-Led Learning Courses offered in 2016 included:

- Supporting Appropriate Behaviour Through Franciscan Justice – Annette Butterworth
- Curriculum Mapping – Debra Evans and Michael McDonald
- Moodle Courses – Bill Fisher
- The Power of Learning Goals Success Criteria and Feedback – Anita Goldie
- Unlocking Barriers to Access: Tools and Strategies to Encourage Communication – Alison Hutchinson and Sarah Roscoe
- Thinking Science – Jenny Gollan
- Highly Effective Feedback Strategies – Peter Mondolo
- Care for our common Home – Alison Stone and Sr Pauline Robinson
- Illuminations and Reflections – A Retreat – Alison Stone and Grace Harwood
- Concepts and Practices for a Digital Age – Helen Stower
- Young Adult Book Club – Helen Stower

Other whole school staff learning opportunities included:

- Staff Learning Conference – Connecting the Dots. The keynote speaker was Dr Judith Locke. Staff had the opportunity to learn from each other and share practice over these two days.
- Formation Days – Labyrinth Formation and induction ‘Walking the Sacred Labyrinth’ and ‘60 Years of Shared History of Mount Alvernia and Padua Colleges as we continue to educate in the true spirit of Francis, Clare and Elizabeth Hayes.’
- QELi Middle Leadership Program – Dr Lyn Bishop
- Mentor Training and Development – Intuyu consulting (Dr Adrian Bertolini)
- Educator Impact Trial
- Thrive: Growth Mindset – Unleashing Personal Potential (Luke McKenna)
- Franciscan Pilgrimage to Assisi and Rome

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
- Alliance of Girls Schools Conference
- PASCO Science Training
- Generation Next: Mental Health and Wellbeing of Young People



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- Global Symposium on Girls' Education
- EduTech International Congress and Expo

A total of \$177,834 was invested in all staff Professional Learning in 2016.

### **Other Staff Engagement:**

**Staff members on QSA District Panel:** Business (1), ITS (1), Drama (2), Visual Art (2), Biology (1), Mathematics (1), Japanese (1), Music (1)

**Staff members on QSA State Panels:** Study of Society (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., and Member of QCAA Senior Schooling Steering Committee.

Assistant Principal, Debra Evans is currently President of Adolescent Success and is on the organizing committee for the Adolescent Success Conference

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.

Program Leader Information Services and iCentre, Helen Stower presented at The School of Distance Education in Longreach and also presented a lecture for the QUT Masters of Education (Teacher-Librarian) course in the Learning Hubs elements of their course.

Learning Area Advisor – The Arts, Lorella Masci is a member of the Queensland Art Teachers Association QATA and managed their Twitter Feed. She is also the leader of the Brisbane local group of AFS Intercultural Exchange Programs Australia.

Amanda Holley is President of Queensland Kodaly Choir Association and a member of the Kodaly Music Education Institute of Australia's National Conference Committee. Amanda also presented a Paper at Kodaly Music Education Institute of Australia's National Conference and presented at Kodaly Music Education Institute of Australia QLD Nuts & Bolts Workshop.

Kylie Butler is a social/emotional verifier for the Religious Institute Equity Network.

### **STUDENT INFORMATION:**

#### **Student Attendance:**



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Year Level	% Attendance
7	98.9
8	98.7
9	97.8
10	97.4
11	97.3
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.

### NAPLAN RESULTS

In 2016 168 Year 7 students and 93 Year 9 students completed NAPLAN.

Year 7	Grammar & Punctuation	Spelling	Reading	Writing	Numeracy
School Mean	568	567	560	535	557
State Mean	562	540	549	502	546
National Mean	540	543	541	515	550
% of students at or above National Minimum Standard	99%	99%	99%	99%	100%
Year 9	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
School Mean	597	606	593	571	597
State Mean	569	574	576	534	582
National Mean	569	580	581	549	589
% of students at or above National Minimum Standard	96%	97%	97%	95%	100%

### RETENTION RATE

Year 10		Year 12		Year 10 - 12
Year	Enrolled	Year	Enrolled	Apparent Retention Rate
2010	175	2012	165	94%
2011	136	2013	136	100%
2012	164	2014	156	95%
2013	151	2015	141	93%
2014	174	2016	155	89%

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 2016



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Number of students awarded a Senior Education Profile	155
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	140
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more vocational Education and Training (VET) qualifications	70
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students who received an Overall Position (OP)	98
Percentage of OP/IBD students who received an OP 1-15 or an IBD	85.7%
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	92.9%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	98.1%

### STUDENT DESTINATION DATA 2016

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 2016, 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 2017, 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 2017 at [www.education.qld.gov.au/nextstep](http://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 2016. 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 (%)
129	155	83.2



# Report to the Mount Alvernia College Community – 2016

## 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](http://www.education.qld.gov.au/nextstep).

## Summary of findings

In 2017, 80.6% of young people who completed Year 12 at Mount Alvernia College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (51.9%). The combined VET study destinations accounted for 28.7% of respondents, including 22.5% in campus-based VET programs, with 15.5% of Year 12 completers entering programs at Certificate IV level or higher.

6.2% commenced employment-based training, either as an apprentice (1.6%) or trainee (4.7%).

In addition to the above study destinations, a further 5.4% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

19.4% did not enter post-school education or training, and were either employed (15.5%), seeking work (3.1%) or not in the labour force, education or training (0.8%).

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

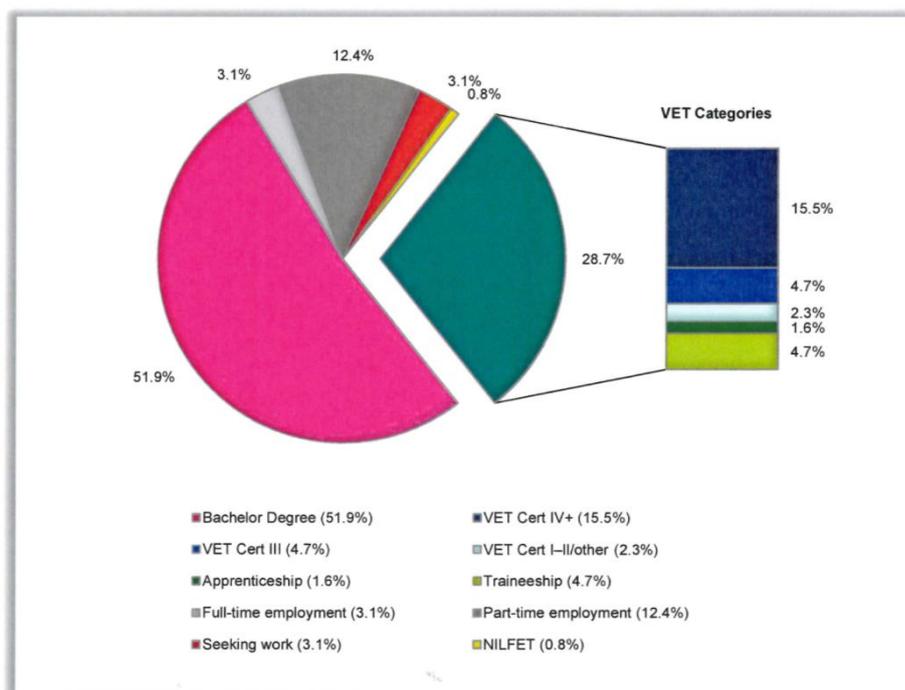


Figure 1 illustrates the main destinations of Year 12 completers from Mount Alvernia College.



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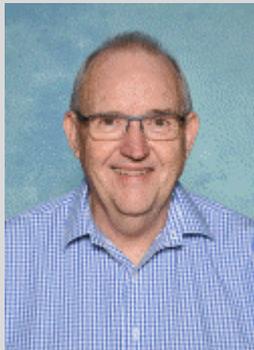
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## **2016 College Leadership Team**



**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*