



Mount Alvernia  
**COLLEGE**



**2022**

# ANNUAL REPORT

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

June 2023



# Principal's Foreword

*Samantha Jensen*

At Mount Alvernia College we are committed to finding the right balance of education, cocurricular pursuits, care, and spiritual guidance so that students have the foundations to become aspiring, audacious, and authentic individuals who possess the self-confidence and resilience to become meaningful contributors to their world. Mount Alvernia College, with its leading academic, vocational, sporting, and cultural programs, gives our students a range of options to excel and achieve their best.

The availability of flexible pathways for our students respects the gifts and talents of each young person in our care. Our approach to educational wellbeing is proactive and positive, and an important feature of college life. All students are made to feel welcomed and included in all aspects of college life. Our Franciscan guiding values of courage, service, joy and respect for all creation are actively promoted in all facets of our community, and these Franciscan values provide the touchstone for an authentic Catholic education for young women in the 21st century.

In 2022, in collaboration with the College Leadership Team, College Board, Staff, Students and Parents we began to enact the course for 2022-2025 in the animation of our new Strategic Plan. This strategic work has identified 6 imperatives for our immediate attention. They comprise; A contemporary Franciscan Community, Excellent Learning and Teaching, Capable and Agile Staff, Empowering Partnerships, A Confident Future and Spirit Filled Students.

The Academic year was once again impacted by various restrictions and impediments to College operations brought about by the global pandemic and significant flooding in South-East Queensland.

Once again, we were extremely proud of the way our students, staff, and parents coped with new ways of learning, communicating and connecting. Similarly, our Class of 2022 Senior Outcomes presented results of which the students, staff and parents can be very proud.

The trending of an upward trajectory in terms of student academic achievement continued to be an exciting feature of the Mount Alvernia story in 2022.





“

The trending of an upward trajectory in terms of student academic achievement continued to be an exciting feature of the Mount Alvernia story in 2022.

”



## 2022 ATARS OVER

95 → 22%

90 → 49%

80 → 81%





## OUR COLLEGE

Instilled with the Franciscan charism of our foundress Elizabeth Hayes, the Mount Alvernia Story began with the arrival of the Missionary Franciscan Sisters in Kedron in 1930. At the invitation of the Parish Priest of Kedron, the Sisters established Saint Anthony's Primary School. Twenty-seven years later, the Sisters' dream to establish a secondary school for girls was realised and on the 1st of February 1956, Mount Alvernia College opened its doors to 10 students. It began in a room of the Convent, now Delamore Retirement Community, and was staffed by three sisters. In 1957, the first College building was opened by His Grace, James Duhig, Archbishop of Brisbane. The 'ruin' that can be seen in La Foresta today was the foundation of the first classroom.

65 years later, Mount Alvernia College is a thriving learning community of over **950 students** in Years 7-12. With over 75 teaching staff and almost 50 support staff we work in a spirit of collaboration to support our students. We currently offer a diverse suite of approximately 30 senior subjects, including VET Certificate and Diploma pathways.

We embrace and value a rich array of co-curricular options with over 15 different team and individual sports within our Catholic Secondary Schoolgirls' Sports Association (CaSSSA) competition and beyond. Our Award winning FCIP Instrumental Music Program, Outreach Programs and over 20 special interest Clubs and Leadership programs meet the needs and interests of all students.

Mount Alvernia College's key strategic imperatives for next three years are as follows:

- A Contemporary Franciscan Community
- Excellent Learning & Teaching
- Capable and Agile Staff
- Empowering Partnerships
- A Confident Future
- Spirit-filled Students

These imperatives can be explored in further detail via our [2022 - 2025 Strategic Plan](#).





# Kath Little

*Deputy Principal - Teaching & Learning*

## ENABLING EXCELLENCE

At Mount Alvernia College we value and promote engagement in learning experiences that enable all students to reach their potential. In order for students to achieve their very best academically, personally, and socially, teachers provide learning environments which work towards unleashing each individual student's potential, in the pursuit of learning and growing for the future.

The College has established and continues to develop programs, learning experiences, opportunities, processes that ensure both high challenge and high support, with an emphasis on students being improvement seeking and invested in marginal gains.



# 2022



## KEY LEARNING PRIORITIES

- The ongoing operationalisation of an encompassing and engaging Learning Management System - MyMtA, to better enable student and parent partnership and democratise equitable resourcing across classes.
- Development of a College plan for familiarisation and implementation of National Curriculum Version 9.
- Risk management of Senior outcomes through student result tracking, mentoring and growth strategies.
- Expansion of the SET planning program for Year 9 and 10 students to support discernment around futures, pathways and subject selection.
- The implementation of Teaching and Learning Frameworks to guide high impact practices of students and teachers dispositional readiness, study skills and pathway management.
- The development of the graduate profile to ensure more intentional pedagogy in support of outcomes.
- The expansion of Vocational Education, including a new partnership with Barrington's College, enabling in timetable delivery of the Diploma of Business at a reduced cost to students.
- More intentional focus on literacy and numeracy pedagogy, including intentional pedagogies to improve NAPLAN literacy and numeracy results.
- Ongoing research to inform practice in relation to numeracy and literacy instruction, and best practice use IT as a tool of engagement and learning.
- Expansion of Peer Academic Mentoring as an afterschool program, promoting student support and growth.



# CURRICULUM DELIVERY

*Francis School*  
Year 7 and 8

## Subjects and Assessment

Francis School marks an important transition from Primary to High School education. The emphasis in Francis School is to ensure students feel a sense of community and belonging, so that they can experience academic success. Francis School is about building common academic routines and processes, which improve transferability and understanding across subjects. Teachers work intentionally to support the developmental needs of the students, particularly mindful of ongoing needs for orientation.

Students in Year 7 and 8 study a range of subjects. In Year 7, the emphasis is on all students undertaking a mandatory course of study, with some adjustments made to accommodate students with particular needs.





# Year 7

## TIMETABLE STRUCTURE

|                           |  |                      |          |                     |
|---------------------------|--|----------------------|----------|---------------------|
| <b>Core Subjects</b>      | English, Humanities RE   | Mathematics          | Science  | HPE                 |
|                           | To support transition students in English, Humanities and RE have a common teacher. Students in Core Subjects are with a Common Learning Area Group. |                      |          |                     |
| <b>Term Time Subjects</b> | Design   | Drama                | Italian  | Music               |
|                           | Digital Solutions  | Economics & Business | Japanese | Visual & Media Arts |

# Year 8

## TIMETABLE STRUCTURE

In Year 8, courses reflect national curriculum content and skills objectives and student outcomes are assessed using the Standards Elaborations of the QCAA.

|   |                          |                   |                |                      |          |                     |
|---|--------------------------|-------------------|----------------|----------------------|----------|---------------------|
| <b>Core Subjects</b>                                | English, Humanities & RE | English           | RE             | Mathematics          | Science  | HPE                 |
| <b>Semester Subjects</b>                            | Curriculum Support       | Design            | STEM Extension | Drama                | Italian  | Music               |
|   |                          | Digital Solutions |                | Economics & Business | Japanese | Visual & Media Arts |
| Students Must choose Digital Solutions and 3 others |                          |                   |                |                      |          |                     |



# CURRICULUM DELIVERY

*Clare School*  
Year 9 and 10

The Middle Years mark an important transition between Junior and Senior schooling and students in Mount Alvernia's Clare School are challenged to adopt ways of working that enable successful transition.

## **Subjects and Assessment**

Students in Year 9 and 10 study 8 subjects which are intended to help them better understand their learning strengths and areas for development, helping them to make decisions about pathway choices in Senior schooling.

In Year 9, courses generally reflect national curriculum content and skills objectives and student outcomes are assessed using the Standards Elaborations of the QCAA. In Year 10, courses reflect national curriculum content and skills objectives as well as priorities for Senior School transition. Students in Year 10 are assessed in modes common to Senior programs, and judgements about student achievement are made in relation to Instrument Specific Marking Guides.





# Year 9

## TIMETABLE STRUCTURE

| Compulsory - Year Long  | Semester 1     | Semester 2     |
|---|----------------|----------------|
| English, Mathematics, Religious Education, Science, History, Physical Education | Elective 1 & 2 | Elective 3 & 4 |

## SUBJECTS BY DEPARTMENT

| Arts   | Business & Technology  | Health   | Humanities  |
|--|--|--|---|
| <ul style="list-style-type: none"><li>• Drama</li><li>• Media Visual Art</li><li>• Music</li></ul> | <ul style="list-style-type: none"><li>• Economics &amp; Business</li><li>• Design - Engineering &amp; Textiles</li><li>• Digital Solutions</li></ul> | <ul style="list-style-type: none"><li>• Physical Education</li><li>• Food Technology</li></ul> | <ul style="list-style-type: none"><li>• Geography</li><li>• Legal Studies</li></ul> |

| Languages  | Maths   | Science  | Vocational               |
|--|---|--|--------------------------|
| <ul style="list-style-type: none"><li>• English Extension</li><li>• English Support</li><li>• English</li><li>• Italian</li><li>• Japanese</li></ul> | <ul style="list-style-type: none"><li>• Maths Extension,</li><li>• Math Support</li><li>• Mathematics</li></ul> | <ul style="list-style-type: none"><li>• STEM Extension</li></ul> | Not Available for Year 9 |



# Year 10

## TIMETABLE STRUCTURE

| Compulsory - Year Long                             | Compulsory - Year Long | Compulsory - Year Long |
|--|------------------------|------------------------|
| English, Mathematics, Religious Education, Science | Elective 1 & 2         | Elective 3 & 4         |

## SUBJECTS BY DEPARTMENT

| Arts   | Business and Technology  | Health   | Humanities   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Media and Visual Art</li> <li>Music</li> </ul>  | <ul style="list-style-type: none"> <li>Economics &amp; Accounting</li> <li>Design - Engineering &amp; Textiles</li> <li>Digital Solutions</li> </ul> | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Food &amp; Nutrition</li> </ul> | <ul style="list-style-type: none"> <li>Ancient History</li> <li>Geography</li> <li>Legal Studies</li> <li>Modern History</li> </ul>  |
| Languages  | Maths  | Science  | Vocational   |
| <ul style="list-style-type: none"> <li>English Extension</li> <li>English Support</li> <li>English</li> <li>Italian</li> <li>Japanese</li> </ul> | <ul style="list-style-type: none"> <li>Maths Extension</li> <li>Maths Support</li> <li>Mathematics</li> </ul>  | <ul style="list-style-type: none"> <li>Biology/Psychology</li> <li>Chemistry /Physics</li> </ul>   | <ul style="list-style-type: none"> <li>Certificate 1 in Hospitality: SIT10216</li> <li>Certificate II in Sport and Recreation: SIS20115</li> <li>Certificate II in Workplace Skills: BSB20120</li> </ul> |





## CURRICULUM DELIVERY

*Elizabeth Hayes School*  
Year 11 & 12

Throughout 2022, much emphasis was placed on building a Graduate Profile. This is pertinent to all students at the College, but most particularly to students in the Senior phase. Staff work with intention and in partnership with students, across curriculum, pedagogy, wellbeing programs, extra-curricular and pastoral relationships to reflect our learning vision for the Mount Alvernia graduate.

Mount Alvernia Graduates are people of hope, courage, industry, persistence and curiosity. They are highly literate and numerate; they know how to learn and are committed to ongoing improvement.

As capable critical thinkers, they value accuracy, precision and feedback. They engage in respectful, robust questioning and conversation to progress their own learning. They practise their skills and routines with regularity to ensure proficiency.

They value work readiness, diversity, tolerance and global perspectives and recognise the role they will play as changemakers for a socially just and ecologically sustainable future.

Throughout 2022, much emphasis was placed on building a vision around expectation of student attainment in the new QCE system.





At Mount Alvernia College, all students were expected to achieve either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA). Students were closely monitored throughout their Senior schooling, to ensure that there was appropriate risk management around the QCE. To achieve a QCE students must have:

Accumulated 20 points – which can be achieved by completion of Units 1, 2, 3 and 4 to a minimum C standard  
Met minimum requirements for literacy and numeracy  
Completed 12 points as part of Set Pattern (across core courses)

Students unable to achieve QCE may be eligible for a Queensland Certificate of Individual Achievement. This will be managed in the College's Senior Education Training Plan Processes, when students are in Year 10.

## **SENIOR PATHWAYS**

Students at Mount Alvernia College are encouraged to aspire to their personal best in whichever pathway they have determined for themselves. In Senior, students 6 subjects. In some instances, students may study 5 subjects, to accommodate needs.



## PATHWAY OPTIONS

- University Direct Pathway (ATAR only – preferably with 6 General subjects)
- Flexible Pathway (ATAR + Rank – preferably with 5 General subjects + a Certificate III or Diploma Course)
- Vocational Pathway (Rank only, with a combination of General, Applied and Certificate subjects, including certificate courses through TAFE at Schools).

Students on a Flexible Pathway are advised to select a Certificate or Diploma course that can be completed as part of the College timetable, maximising attendance at school for lessons. Where students on a Flexible Pathway choose to undertake a Certificate or Diploma course off timetable through an outside provider, the course must be completed by the end of Year 11, so that students are not missing instruction in summative units.

## SUBJECT SELECTION PRINCIPLES

Students are advised to select subjects in Senior which:

- Match their demonstrated abilities (including having met pre-requisite requirements)
- Match their pathway pre-requisites (considerations around English, Science and Maths)
- Match their interests

Where students require a highly competitive ATAR consideration should also be given to scaling implications of subject selections, where student capacity across subjects is equivalent.



# Year 11 & 12

## TIMETABLE STRUCTURE

Students in Year 11 or 12 can study between 6 and 7 subjects from General, Applied, Certificate or School Based Courses. Student subject selection in the Senior Phase is closely monitored through a mentoring process a SET planning time in Year 10. Any deviation from the agreed SET plan and requests for subject changes, should be managed in consultation with the Teaching and Learning Guardian for Elizabeth Hayes School, or the Deputy Principal: Teaching and Learning.

At Mount Alvernia College, students in Year 11 and 12 must study an English course and a Religious Education Course. Students must also credential for their numeracy qualification or QCE. Options to satisfy these requirements include:

| English Requirement |                 | Religion Requirement       |  | Numeracy Requirement  |   |
|---------------------|-----------------|----------------------------|--|-----------------------|---|
| Essential English   | Applied Subject | Religion, Meaning and Life | School Based Subject - Flexible Delivery | Essential Mathematics | Applied Subject Possibility of Flexible Delivery for students wishing to credential for numeracy point only |
| English             | General Subject | Religion and Ethics        | Applied                                  | General Mathematics   | General Subject   |
| Literature          | General Subject | Study of Religion          | General Subject                          | Mathematical Methods  | General Subject   |

| Line 1            | Line 2            | Line 3            | Line 4            | Line 5                                       | Line 6   | Line 7  |
|-------------------|-------------------|-------------------|-------------------|--|--|---------|
| Elective Choice 1 | Elective Choice 2 | Elective Choice 3 | Elective Choice 4 | Elective Choice 5 Or SOR / Religion & Ethics | Study or ½ Study ½ RML (if no SOR / Religion & Ethics on Line 6) | English |

# SUBJECTS BY DEPARTMENT

Mount Alvernia College offers a range of subject choices for students in the Senior phase, to support diverse pathway interests. Subjects while offered, will only proceed on the basis of sufficient student interest. In addition to the subjects above, these include:

| Arts   | Business and Technology  | Health   | Humanities   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Drama (G)</li> <li>• Media Arts in Practice (A)</li> <li>• Music (G)</li> <li>• Visual Art (G)</li> </ul> | <ul style="list-style-type: none"> <li>• Accounting (G)</li> <li>• Business – Certificate III</li> <li>• Business – Diploma</li> <li>• Design (G)</li> <li>• Digital Solutions (G)</li> <li>• Economics (G)</li> </ul> | <ul style="list-style-type: none"> <li>• Allied Health Assistance – Certificate III</li> <li>• Fitness – Certificate III</li> <li>• Food and Nutrition (G)</li> <li>• Health Support Services – Certificate II</li> <li>• Health Services Assistance – Certificate III</li> <li>• Hospitality – Certificate III</li> <li>• Physical Education (G)</li> </ul> | <ul style="list-style-type: none"> <li>• Ancient History (G)</li> <li>• Geography (G)</li> <li>• Legal Studies (G)</li> <li>• Modern History (G)</li> <li>• Study of Religion (G)</li> </ul> |
| Languages  | Maths  | Science  | Vocational Options   |
| <ul style="list-style-type: none"> <li>• Italian (by Distance Education only)</li> <li>• Japanese</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Specialist Maths (G)</li> </ul>   | <ul style="list-style-type: none"> <li>• Biology (G)</li> <li>• Chemistry (G)</li> <li>• Physics (G)</li> <li>• Psychology (G)</li> </ul>  | <ul style="list-style-type: none"> <li>• Certificate II in Skills for Work and Vocational Pathways</li> </ul>  |



# CO-CURRICULAR ACTIVITIES



Kathryn Dendy



Richard Rogusz

Mount Alvernia's co-curricular program is an important and exciting part of college life. It is designed with the aim of further enhancing the experience of a Mount Alvernia education. It provides opportunities for all students to develop their confidence, and to grow intellectually, socially, physically and spiritually. Combined with our academic program, our co-curricular activities help ensure that all our students have a balanced approach to their education and have opportunities to reach their full potential, no matter where their individual talents lie.

There are a wide variety of opportunities available across academic, service, cultural, and sporting areas. Unfortunately, as a result of the ongoing impact of COVID-19, our Service Learning Program, which is an adjunct to Outreach, was unable to take its extensive format. Students did however take their own initiatives to make connection with residents in the retirement village next door by writing and receiving letters to/from the residents and hosting an afternoon tea for the residents in June. We look forward to be able to return to offering Year 7 the chance to support the early readers' program at St Anthony's, for Year 8 to attend Molly's House and engage in activities and for Year 9 to work with the more senior members of our community by serving morning tea in the Parish Hall on a weekly basis.

It is also hoped that Year 10 will once again be able to engage in a service experience, potentially as mentors for St Anthony's students. The College signed a partnership arrangement with Rosies Friends on the Street for a school based outreach program for Year 12 students that commenced in March. Overall, these experiences provide students with an eye opening and welcome challenge that enables them to look beyond themselves.



Mount Alvernia College's Outreach and Leadership program further supports opportunities for our community to embrace Franciscan spirituality, grow leadership capacity and support those within and beyond the College gates. **Our theme for 2022 - Courage** - inspired the College community to make an extra effort engage with members of the wider community.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Anti-Bullying Task Force</li> <li>• ANZAC Day March and Services</li> <li>• Assembly of DV Care Packs for vulnerable people, Stafford Police (funded by Catholic Religious Queensland)</li> <li>• Attendance at Reconciliation Week celebrations, Scarborough</li> <li>• Attendance at Sorry Day services at Teralba Park Everton Park and Kalinga Park Clayfield</li> <li>• Caritas Australia's Project Compassion</li> <li>• Catholic Education Week Mass, Kedron Parish</li> <li>• Catholic Mission Student Ambassador, Mission Sunday</li> <li>• Catholic Mission, Mission Sunday Mass, Kedron Parish</li> <li>• Donations to West End Community Pantry</li> <li>• Encounter Youth Ministry</li> <li>• Kedron-Wavell RSL Sub-Branch School Liaison Programme</li> <li>• Krispy Kreme Donut fundraiser for Beddown</li> <li>• Letters for Delamore Retirement Community</li> </ul> | <ul style="list-style-type: none"> <li>• Liturgy Committee</li> <li>• Mt A Mob (Aboriginal &amp; Torres Strait Islander students)</li> <li>• MTA Spirit Squad</li> <li>• Outreach Committee</li> <li>• Peer Support</li> <li>• QATSIF Scholarship Recipients</li> <li>• Queensland Children's Hospital Appeal</li> <li>• Raise the Bar Leadership Program</li> <li>• Saint Vincent de Paul Winter Appeal</li> <li>• Sprout Squad (Environment Club)</li> <li>• SVDP Christmas Hampers</li> <li>• Together for Humanity Project, a partnership between Mt Alvernia, Padua College and the Islamic College of Brisbane (four student exchange events over the year)</li> <li>• Vinnies School Sleepover for Clare and Elizabeth Hayes Schools</li> <li>• Welcome Committee</li> <li>• Z Club (Zonta)</li> <li>• Zonta Pine Rivers partnership assembling birthing kits</li> </ul> |
|--|---|





# SPORTING OPPORTUNITIES

The emphasis of our sporting program is on participation, cooperation, team spirit, and having fun. Students of all abilities are involved, and there are opportunities for talented students to be selected for district, regional and state teams. COVID-19 permitting, a variety of competitive, recreational and fitness- based activities were offered in 2022.

The college teams participated in the Catholic Secondary Schoolgirls Sports Association (CaSSSA) in the following sports:

- AFL
- Athletics
- Basketball
- Cross-Country
- Football
- Hockey
- Indoor Cricket
- Netball
- Swimming
- Touch Football
- Tennis
- Volleyball

In addition, interschool teams competed in other school-based competitions in the following sports:

- Futsal
- Rugby 7s

Recreational and fitness-based activities were available to all students and included:

- Trail Running
- Bootcamp sessions



# CULTURAL OPPORTUNITIES

**We were able to deliver a variety of cultural opportunities in 2022, including:**

- Franciscan Colleges' Instrumental Programme, including the following 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 Program: Year 7 Singers, Showcase Chorale and College Choir
- Private Vocal and Instrumental Tuition
- Art Club
- Anime Club
- Welcome Committee
- Outreach Committee
- Cultural Festival
- Theatre Sports
- Drama X
- Liturgy Committee
- St Vincent De Paul (SVDP)
- Environmental Club 'Sprout Squad'
- Debating
- Delamore Outreach
- Art Workshops
- Drama X
- Spirit of Mt A Squad
- Cosplay Council
- Robotics Club
- Read with your Dad
- Z Club (ZONTA)





# OUR SOCIAL CLIMATE

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



The foundation of our pastoral programme is Home Room. 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, before first break on a Monday, Wednesday and Friday. In each Home Room group there are approximately three students from each year level with a teacher who generally stays with the group throughout their time at the college.

Within these groups, year 11 students are assigned to mentor our year 7 students. This enables our young people to have a close connection and key support person for their first two years at the college. The year 11 mentors are trained in peer mentoring in Term 4 of the previous year. All staff are guided by a recommended Home Room programme which includes daily prayer, acknowledging and responding to social justice and community support and building positive relationships within the college.

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 students to grow. Through relationships, prayer, dedication, the simple life, justice and spirit, the whole person is nourished and nurtured for good.



# 2022 RESULTS

Each year, Houses compete in the Interhouse Swimming, Cross Country and Athletics championships and for the Battle of the Houses trophy held on our College's Feast Day and Cultural Festival. Due to COVID-19 restrictions and South-East Qld Flooding, we were unable to deliver a Interhouse Cross Country Carnival.



*Swimming Carnival*



*Athletics*



*Cultural festival*







# RAISE THE BAR

*Our Leadership Program*



# RAISE THE BAR

offers all students the opportunity to develop the skills to be a good leader.

## The purpose of this program is to:

1

Establish ongoing leadership opportunities; promote a student led model of leadership and participation which encourages equity and fairness for all students.

2

Empower students in school decision making through involvement in school life.

3

Enable a greater sense of belonging and connectedness.

4

Develop student leadership skills that encourage and promote whole school ownership and involvement in student welfare, leadership and participation.

5

Be a prerequisite for eligibility to apply for formal student leadership positions.





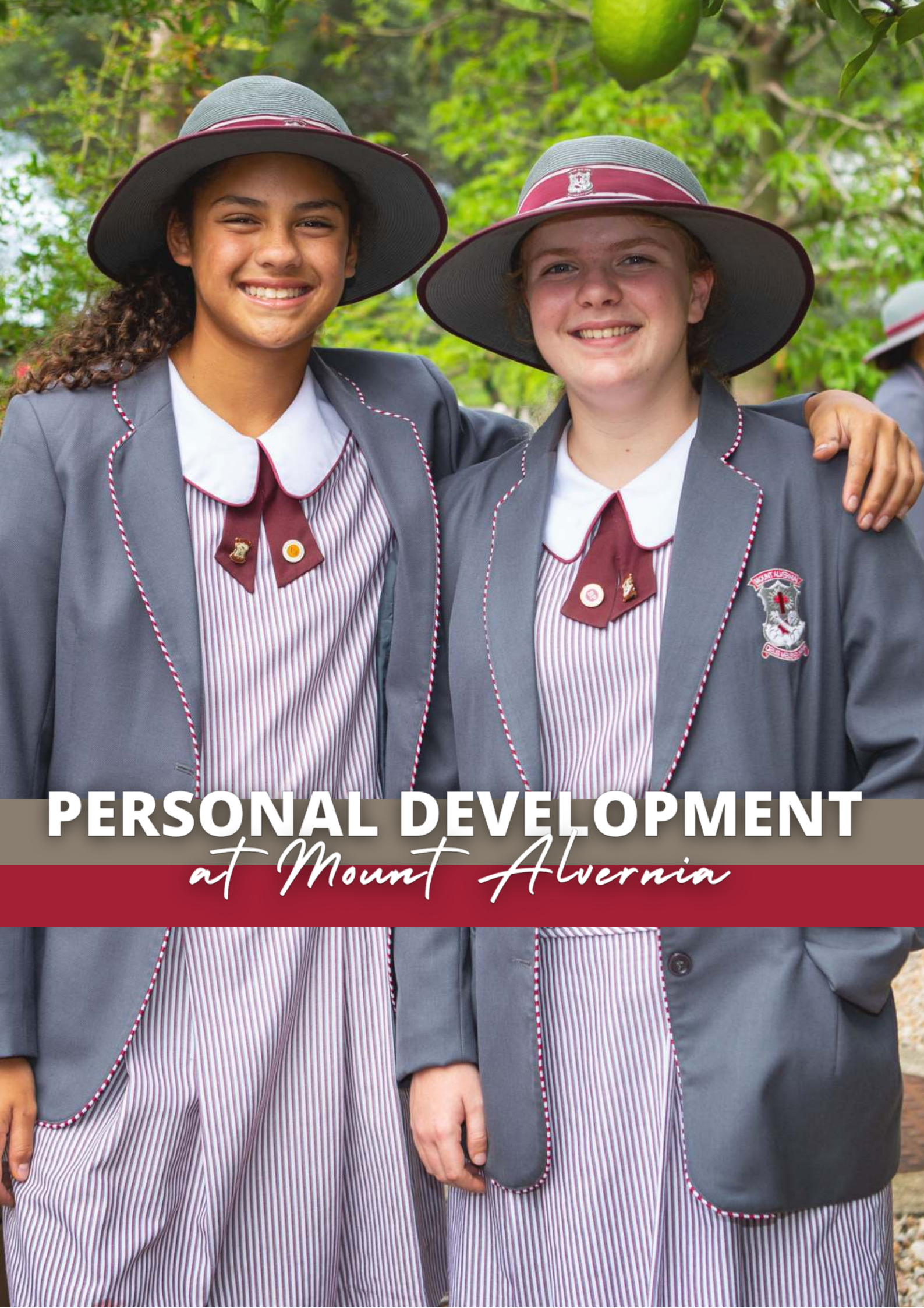
In Year 11 students are able to apply for a whole of school captaincy position. Students must be able to show that they have committed to life at the college through participating in extra curricular, attendance at school events and participating in leadership training workshops, including: leading effective meetings; public speaking workshops and conflict management.

For all student leadership positions, our young people need to submit evidence of their commitment and attend an interview with the relevant middle leader and/or a member of the college leadership team. Students are then shortlisted for the potential to present to the voting audience. Whole of school captaincy is available for the following positions: College and Vice Captain; Portfolios of Cultural, Academic, Spirit, Sport, Outreach and Liturgy; and House Captain positions.

Continuing in 2022, students in Francis and Clare Schools also had the opportunity to follow processes to be elected by their peers to leadership positions in these sub schools. The younger students were able to undertake and trial three leadership portfolios and be mentored by the relevant College Captains. The student leaders meet weekly in their relevant teams to discuss student matters and provide opportunities for all students to feel engaged and connected.

This increase in leadership opportunity has grown the number of students who are keen to become involved in developing their own leadership potential. All leadership positions formally commence in Term 4 and conclude in Term 3 of the following year. This ensures that our Year 12 Captains finalise their official leadership duties in Term 3 so that they are able to focus on the priorities of external exams and finalising assessments in Term 4.





**PERSONAL DEVELOPMENT**  
*at Mount Alvernia*



Student wellbeing is more crucial than ever before given the world in which we live and the challenges faced by our young people. Integral to student wellbeing is the development of skills, which assist students to not only be able to navigate life but to flourish, and these are taught through the Personal Development Program, which is delivered on a weekly basis to students across Years 7 to 12. This program focuses on assisting students to make wise choices, building resilience, cultivating a sense of self-belief and self-confidence, and developing the ability to self-care and achieve balance in life.

The topics explored at each year level are relevant to students' age and stage of development. They are sequential in nature and the delivery modes are various, including guest speakers and facilitators. The program is well-informed with resources and content being drawn from various sources including reputable websites and evidence-based programs. Data is collected from students, staff and parents/carers regularly as to what our young people (and their parents/carers) want and need to learn about, and how we can best deliver it. This means the Program is fluid and responsive to the ever-changing needs of our young people.

### **The following topics were explored in 2022:**

#### **Year 7**

- Building an Understanding of the Habits of Success
- Character Strengths
- Love Bites (Friends)
- Online Safety (#GameOn)

#### **Year 8**

- Building an Understanding of Learning and How to Succeed in Exams
- Character Strengths
- Love Bites (Bullying and Gender)
- Online Safety (#GameOn)

#### **Year 9**

- Learning How to Learn
- Interdependence – A Strengths-Based Approach
- Love Bites (Love and Control)
- Online Safety (“Tagged”)

#### **Year 10**

- Embrace Program (Body Image)
- Careers Education
- Love Bites (Sex and Relationships)
- Lead the Way (Ambassador Program, formerly the Big Sister Program)

#### **Year 11**

- Independence and Managing Self
- Relationships and Consent
- Keeping Safe
- Lifeskills

#### **Year 12**

- Empowerment
- Healthy Relationships
- Lifeskills
- The Real World

In addition to the explicit Personal Development Program, students are supported by their Homeroom Teachers and Pastoral Guardians, in addition to the College Counsellors. Furthermore, important processes for ensuring student wellbeing and safety are outlined in the Student Planner, including the process for dealing with incidents of bullying and the Student Behaviour Code.

A young student with dark hair, wearing a school uniform consisting of a white collared shirt, a red tie, and a purple and white striped short-sleeved shirt, is smiling and looking down at a laboratory setup. The setup includes a dark glass bottle with a yellow cap and a white pipette with a black stopper. The background shows a white wall with some educational posters. A dark red horizontal bar is overlaid across the middle of the image, containing the text.

**SATISFACTION REVIEWS**  
**PARENTS, TEACHERS & 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 news from our Principal through the College Newsletter and to connect and share through the Parents and Friends Support Network. Additionally, as a means of improving our teaching and learning processes at the College, parents and student surveys are disseminated during the year to garner information and perspectives from the community.

The annual “Tell Them From Me” survey for students provided results pertaining to social, emotional and intellectual engagement. Pleasingly, the 2022 survey results showed decreases in feelings of both anxiety and depression amongst students, as well as increase in self-esteem. There continues to be a lot of work done in the area of mental health and wellbeing by our Wellbeing Team in particular, as well as a focus on cultivating student self-belief and self-confidence.

In 2022, some additional categories were added to the survey, which means there is only one data point available, but it was also very pleasing to see that 81% of students reported they feel generally healthy and 73% reported they have life satisfaction. The 2022 survey also pointed to increases in the participation in sport, feeling safe at school and positive relationships.

There was an increase in how much the students value school outcomes as well as increase in academic outcomes in English and Maths. The survey did point to the need to keep working on improving homework behaviours for students, as well as student interest and motivation. Student effort is also another focus area for the future. The students’ aspirations to attend university remained static.

The annual “Tell Them From Me” survey for parents provides feedback on whether the school is able to foster positive relationships with parents through effective communication, support students’ learning needs and positive behaviour, and promote a safe and inclusive environment.



The data from the 2022 survey indicated for the most part parents feel welcome and informed about what is happening at school. 47% of parents indicated they had talked with teachers two or three times in the last year, and 58% of parents indicated they had attended meetings at school two or three times in the last year. Most parents reported that their child is clear about expectations for school behaviour although the data suggests there is a need for an improvement in terms of the timeliness for dealing with behavioural issues.

Further, most parents agreed that their child feels safe at school and a large percentage of parents reported that there is never or hardly ever any bullying at Mount Alvernia, of any type.

In the 2022 survey, we also asked parents about which topics they would most like to see explored in the weekly Personal Development lessons delivered to students. Top of the list for parents were education around sex, drugs, relationships and online safety.

Teachers also had the opportunity in 2022 to give feedback in the Focus for Learning survey provided by "Tell Them From Me". The data showed that teachers widely agree there is a strong learning culture at the school, that data informs our practice and that we are an inclusive school. The areas for school improvement as per the data provided by teachers included technology and parent involvement. It was also indicated by teachers that there aren't enough observations of their classroom practice by leadership.

More broadly, staff of Mount Alvernia are able to address their concerns via the Staff Consultative Committee, which includes members of the teaching and support staff, in addition to members of the Leadership Team. The College Leadership Team also operate an open door policy enabling staff concerns to be heard.





# **TEACHING QUALIFICATIONS AND PROFESSIONAL LEARNING**





## CURRENT TEACHER QUALIFICATIONS

The Mount Alvernia College staff are highly capable professionals who are passionate about improving educational outcomes for all students. Teaching staff at Mount Alvernia College are committed to working collaboratively in pursuit of the best educational outcomes for the students in their care.

Qualification at the highest level of attainment for teachers and school leaders in 2022 is:

- Doctorates - 2
- Masters Degrees - 28
- Graduate Diplomas/Certificates - 17
- Bachelor Degrees - 32

Total Number of Teaching Staff: 11 males, 68 females, 0 indigenous.  
FTE = 78.2

Teacher Retention Rate: 80%

Staff Attendance Rate: 92.44%

In 2022, we commended our recipients of the Mount Alvernia Bonaventure Exceptional Practitioner Award: Pastoral Guardian, Mrs Jeni Barlow and English and Religious Education teacher, Mrs Paula Egan. In addition, Mrs Tamara Richardson was awarded the Australian Council of health and Physical Education and Recreation Excellence in teaching Award and Ms Caroline Mclean was certified as a AITSL Highly Accomplished Teacher.

## PROFESSIONAL LEARNING

Mount Alvernia College provides a comprehensive professional learning program for staff as well as supporting access to external professional learning activities. 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 external learning, pertinent to their disciplines and individual professional growth needs and aspirations.

The proportion of teaching staff involved in 2022 was 100% and a total of **\$71,370 (\$912 per teacher)** was invested in all staff Professional Learning in 2022.



Mount Alvernia staff are highly committed to their professional practice, evident through the engagement of all staff in professional learning opportunities throughout 2022. As expert educators, our staff are participants and presenters in a variety of programs and conferences within and beyond the college gates. The exceptional commitment of staff as QCAA endorsers, confirmers and external markers also highlights their drive and dedication in supporting students to achieve academic excellence.

The College places importance on bespoke programs that support staff at all career stages. The 2022 Mount Alvernia Professional Learning Programs include the:

- Staff Induction Program which aims to introduce new staff to the ways of working and learning at Mount Alvernia and support new employees with their responsibilities for their role.
- Early Career Teachers' Mentoring Program ensures that beginning teachers are supported in all aspects of development in their formative years in the teaching profession, with a focus on Professional Identity, Professional Practice and Wellbeing.
- Teaching with Impact Program of Professional Learning with its aim to continue to strengthen the professional practice among staff by creating a culture of collective efficacy and professional dialogue around staff effectiveness, feedback and targets for improvement.
- Leading From the Middle Growth and Mentoring Program to support leadership strength development for current Middle Leaders at the College.

In addition to the dedicated and targeted professional learning programs, a variety of whole-staff professional learning opportunities were offered in 2022.

### **Highlights of this staff learning included:**

- Using Learning Analytics: Interpreting Data and Subject Results
- Effective Coaching Conversations
- The role of the Homeroom Teacher in Educational Wellbeing
- PIVOT Teacher Reflection – My Insight and Goals
- The Practices of High Impact Mentors
- High Impact Strategies for Student Improvement
- Formation – The Dialogue School and Embrace
- Dynamic Safety Awareness taring
- Child Protection Training

Staff also accessed discipline and individual specific professional learning.

### **Highlights of this staff learning included:**

- QCAA Confirmation and Endorser Training Events, Year 7-10 Curriculum Reviews, and Unpacking the Senior Subject Reports, HOD Webinars,
- Subject Area Conferences – HPE, Legal Studies, English, Drama, Art, Economics and Business, Science, Library, Careers and VET, Languages
- QCEC Student and Staff Wellbeing Conference
- QCEC NCCD Training and Moderation
- Creating Future Libraries
- DATTA Conference Design & Technology
- NAPLAN Marker Training
- UQ, QUT, GU, ACU, USQ Guidance Officer Conference
- QCEC/QELI Middle Leader Development
- Beginning Teacher Workshops and Networks
- LawSense: School Law for Non-State Schools
- RI/PJP Inclusive Education Workshops







# KEY STUDENT OUTCOMES

**Student Attendance, NAPLAN Results,  
Year 12 Outcomes**





## STUDENT ATTENDANCE: 90.75

| <b>Year Level</b> | <b>% Attendance</b> |
|-------------------|---------------------|
| <b>7</b>          | <b>92.7</b>         |
| <b>8</b>          | <b>91.3</b>         |
| <b>9</b>          | <b>90.9</b>         |
| <b>10</b>         | <b>89.8</b>         |
| <b>11</b>         | <b>90.5</b>         |
| <b>12</b>         | <b>89.3</b>         |

If a student is absent, we ask parents to phone the College using the special absence recording system number, the College App, or email our student absence email, before 9.00am.

An SMS message will be sent to a student's parent/caregiver if the student is absent from school without notification. Other expectations regarding attendance are clearly outlined in the college Student Planner.

The apparent retention rate for Year 12, 2022 was 94%.

This information is drawn from the August Commonwealth School Census conducted each year.

Mount Alvernia College rates are above State and National retention rate averages.

## NAPLAN RESULTS

The tables below show the NAPLAN results as aggregate raw scores for each domain, for each year level, as well as percentage difference from the state mean.

In relation to our Year 7 2022 cohort, these results represent the College's strongest performance for a Year 7 intake. In relation to our Year 9 2022 cohort, these results show growth across each domain, including an increasing distance from the state mean.



# HISTORICAL NAPLAN DATA BY YEAR LEVEL, DOMAIN AND SCORE

## Year 7 Historical Means

|          | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Writing  | 535  | 547  | 543  | 544  | 554  | 563  |
| Reading  | 560  | 574  | 569  | 559  | 574  | 574  |
| Spelling | 567  | 574  | 568  | 560  | 570  | 572  |
| G and P  | 568  | 579  | 582  | 565  | 584  | 579  |
| Numeracy | 557  | 569  | 563  | 560  | 573  | 582  |

## Year 9 Historical Means

|          | 2016 | 2017 | 2018 | 2019 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| Writing  | 571  | 591  | 577  | 592  | 588  | 607  |
| Reading  | 593  | 602  | 602  | 610  | 594  | 614  |
| Spelling | 606  | 598  | 602  | 607  | 597  | 601  |
| G and P  | 597  | 618  | 612  | 613  | 598  | 622  |
| Numeracy | 597  | 596  | 603  | 605  | 596  | 620  |

## Distance from State Mean Year 7 and 9, per Domain

Distance of 2022 data from State Mean 2021 (state did not release mean for 2022)

|                     | G and P | Spelling | Writing | Reading | Numeracy |
|---------------------|---------|----------|---------|---------|----------|
| % Difference Year 7 | 8.1%    | 4.7%     | 9.2%    | 6.09%   | 6.7%     |
| % Difference Year 9 | 10%     | 8%       | 13%     | 10%     | 10%      |

# 2022 LEARNING DATA – SENIOR

## Grade Distribution for General and Applied Subjects – 3 Year Historical Comparison

| Letter Grades General Subjects | General Subjects Grades 2022 | General Subjects Grades 2021 | General Subject Grades 2020 | Letter Grades Applied Subjects | Applied Subject Grades 2022 | Applied Subject Grades 2021 | Applied Subject Grades 2020 |
|--------------------------------|------------------------------|------------------------------|-----------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| A                              | 41%                          | 35.6%                        | 31.7%                       | A                              | 18.4%                       | 21.2%                       | 19%                         |
| B                              | 51.4%                        | 54.8%                        | 47%                         | B                              | 58.8%                       | 50.2%                       | 44%                         |
| C                              | 7.55%                        | 9.6%                         | 21%                         | C                              | 22.8%                       | 28.1%                       | 37%                         |
| D                              | .05%                         | 0%                           | .3%                         | D                              | 0                           | .5%                         | 0%                          |
| E                              |                              | 0%                           | 0%                          | E                              |                             | 0%                          | 0%                          |

**ATAR MEDIAN 2022: 89.6**

## ATAR Bands – 3 Year Historical Comparison

| ATAR Bands     | ATAR Bands 2022 | ATAR Bands 2021 | ATAR Bands 2020 |
|----------------|-----------------|-----------------|-----------------|
| ATARs above 98 | <b>7%</b>       | 3%              | 2.5%            |
| ATARs above 95 | <b>22%</b>      | 13%             | 17.5%           |
| ATARs above 90 | <b>49%</b>      | 33%             | 39%             |
| ATARs above 80 | <b>81%</b>      | 65%             | 60%             |
| ATARs above 70 | <b>99%</b>      | 89%             | 82.5%           |



## ATAR to OP Historical Comparison

| ATAR to OP Comparison                    | Mount Alvernia 2022 | Mount Alvernia 2021 | Mount Alvernia 2020 | Mount Alvernia 2019 |
|--|---------------------|---------------------|---------------------|---------------------|
| ATARs above 98.80 (OP 1 Equivalent)      | 5%                  | 0                   | 2.5                 | 0%                  |
| ATARs 99.95 – 91.50 (OP 1-5 Equivalent)  | 40.5%               | 30%                 | 29%                 | 15.5%               |
| ATARs 99.95 – 65.50 (OP 1-15 Equivalent) | 100%                | 100%                | 93%                 | 84%                 |

## Year 12 Students with ASQA Qualifications

Diplomas – 34

Certificate IVs – 7

Certificate IIIs – 110

Certificate IIs – 36

## FUNDING

Mount Alvernia College's income is sourced from Commonwealth and State grants and private income. More information is available via the [My School website](#).

# POST-SCHOOL DESTINATIONS

This is a summary of the post-school destinations of students from Mount Alvernia College (Kedron) who completed Year 12 and gained a Senior Statement in 2022. The results are from the Year 12 Completers Survey, which is conducted approximately six months after students completed Year 12.

For more information about the survey visit the Next Step website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2023.

## 71.4% response rate

**95 out of 133 Year 12 completers** from this school responded to the 2023 survey. Results may not be representative of all Year 12 completers at this school.

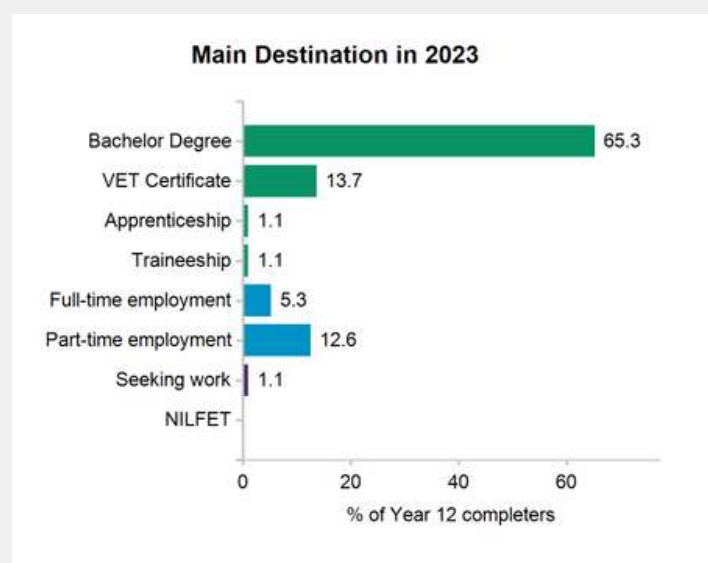
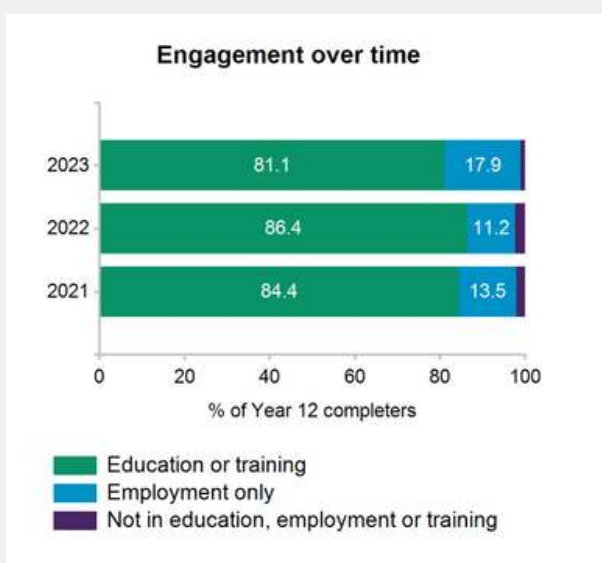
## Post-school destinations

In 2023, 98.9% of Year 12 completers from Mount Alvernia College (Kedron) were engaged in education, training or employment in the year after they completed school.

Of the 95 respondents, 81.1% continued in education and training. The most common study destination was bachelor degree.

A further 17.9% transitioned directly into paid employment only.

All Year 12 completers were assigned to a main destination. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.







Mount Alvernia  
**COLLEGE**

## **CONTACT**

82 Cremorne Road  
Kedron Queensland 4031

Phone: (07) 3357 6000

Fax: (07) 3857 2231

Email: [mta@mta.qld.edu.au](mailto:mta@mta.qld.edu.au)

Website: [www.mta.qld.edu.au](http://www.mta.qld.edu.au)