

# DIOCESE OF TOWNSVILLE SCHOOL REPORTING - 2018



## St Margaret Mary's College, Hyde Park

<p>The crest of St Margaret Mary's College. It features a shield with a blue background. Inside the shield is a white cross with a stylized 'P' at the top and 'I O G D' in the center. Above the shield is a banner that reads "ST MARGARET MARY'S COLLEGE". Below the shield is another banner that reads "CHRISTUS VERITAS".</p>	<b>Address</b>	1-9 Crowle Street, Hyde Park, QLD, 4812
	<b>Postal address</b>	PO Box 1806, Aitkenvale, QLD, 4814
	<b>Phone</b>	(07) 4726 4900
	<b>Fax</b>	(07) 4726 4989
	<b>Email</b>	<a href="mailto:smmc@smmc.catholic.edu.au">smmc@smmc.catholic.edu.au</a>
	<b>Webpages</b>	School Website: <a href="http://www.smmc.catholic.edu.au">www.smmc.catholic.edu.au</a> Additional information is available via the My School website: <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>
	<b>Contact Person</b>	Mrs Kathy Park (Principal)

## Principal's foreword

### Introduction

Founded as a secondary school in 1963 by the Sisters of the Good Samaritan, St Margaret Mary's College is a Catholic girls College in Hyde Park, a suburb of Townsville. Its current enrolment is 720 students.

The College is from Year 7 to 12, with a wide variety of subjects and vocational programs. The College is also noted for its extracurricular activities, its commitment to students with special needs and its variety of service opportunities for students.

Students are drawn from all parts of Townsville and surrounding areas and from all socio-economic groups. The College emphasises participation, service and the full development of young women who can contribute positively to the world.

With a range of modern facilities and equipment, encouragement for student leadership and initiative, and an openness to all who support the Catholic ethos of the College, the staff are able to provide a high quality of education for all students. Students typically complete Year 12 and go on to some form of further study.

Our young women choose across the whole educational range of courses and careers. The College strives to produce well-educated, articulate young women, able to appreciate and participate in many spheres of life.

## School Renewal, Strategic Planning and Annual School Improvement

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.

### THE CHARACTERISTICS OF EFFECTIVE CATHOLIC SCHOOLS



## Mission and Purpose

- To provide new and different opportunities to enhance the Catholic identity of our school
- Full implementation of new Religious Education Curriculum
- Promote the place of Aboriginal and Torres Strait Islander students and their communities within the SMMC community, and within its co-existence with the parish.
- Celebrate our place within the Mary MacKillop Parish and the Townsville Diocese
- Investigate and engage with Diocesan Spirituality Opportunities for Youth.
- Staff Formation in the Good Samaritan/Benedictine Spirituality
- Apply Social Action and Justice principles of empathy and solidarity through social justice programs and outreach experiences.

## Climate Conducive to Learning

- Strengthen the connections between SMMC and parents/carers
- Implement the Supportive School Environment policy.
- Investigate current theory around girls' education to inform pedagogy.

## Emphasis on Learning

- Continue to implement agreed elements of the Australian Curriculum initiative
- Focus on School Improvement in the context of the Characteristics of Effective Catholic Schools
- Analyse data, monitor group/individual performance and plan for effective pedagogy which aims to provide age appropriate curriculum achievement for Aboriginal and Torres Strait Islander students, with a specific focus on literacy and numeracy.
- Prepare for the change to senior study in 2019
- Implement elements of Visible Learning and the Art and Science of Teaching.
- Review and plan for further alternative pathways for students.
- Implement key aspects of the TCEO Indigenous Education Strategic Plan.
- Engage with the Co-Responsibility structure for TCEO.
- Enabling culture change in schools through enhancing data literacy.
- Collect and use Aboriginal and Torres Strait Islander student and community data to inform decision making, the setting of high expectations and the delivery of effective educational learning experiences.
- Consolidate new Middle Leadership Structure.
- Renew the College Board

## School Profile

**System:** Catholic Education (Diocese of Townsville)

**Coeducational or single sex:** Single Sex (girls)

**Year levels offered:** Years 7 – 12

### Total student enrolments for this school:

Total Enrolment	Girls	Boys
720	720	-

### Characteristics of the student body:

Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	720
0	134	0	125	0	130	0	125	0	82	0	124	0	720	
134		125		130		125		82		124		720		

## Curriculum offerings

### Our distinctive curriculum offerings

Religious Education subjects are a key component of the curriculum at St Margaret Mary's College. In Years 7 – 10, the RE curriculum is based on the Brisbane Guidelines for Religious Education and, in the Senior school, students are offered the choice of two Queensland Studies Authority (QSA) subjects, Religion & Ethics or Study of Religion.

The College has a strong focus on The Arts with the Visual Art, Music, Drama and Dance strands offered at all year levels. The Australian Curriculum is implemented for English, Mathematics, Science, History and Geography, Health and Physical Education, Languages (Italian, Japanese and Chinese) in Years 7 - 10. Other Learning Areas studied by students in the Junior school include Business and Technology (including Design & Technology, Digital Technologies, Media Studies and Food Technology.) In the Senior school, St. Margaret Mary's College caters for a diversity of student pathways by offering a range of Authority and Authority-registered subjects and Certificates in Business and Hospitality, Christian Ministry and Theology and Fitness. Senior students are also able to attain other VET Certificates through attendance at TAFE or other providers, or their participation in School-based Traineeships and Apprenticeships. Special extension programs for Senior students include English Extension and Music Extension.

### Extra curricula activities

#### Youth Ministry

- St Vincent de Paul – Teen Vinnies
- Young Christian Students
- Campus Ministry Group
- Young Diplomats
- Environment Group
- Year Level Community Social Action
- Z Club

#### Music

- Bella Voce Choir
- Guitar Ensemble
- Strings Ensemble
- Instrumental Music

#### Performing Arts

- Awards Night Dance Troupe
- Eisteford
- Festival of One Act Plays
- Combined Colleges Musical with Ignatius Park College and St Patrick's College
- Maggies' Festival of Performing Arts
- Mulkadee

## Sport

- Participation in Interschool sports: Hockey, Netball, Water polo, Touch Football, Soccer, Volleyball, Basketball, Rowing, Equestrian
- 3K Big V Club
- Sports - Vicki Wilson and QISSN Netball, Champion Schools Basketball, NQ and All Schools Touch

## Cultural

- Debating
- Public Speaking: Lions Youth of the Year, Rostrum,
- The Arts Exhibitions
- Indigenous cultural events (Reconciliation Week, NAIDOC, Constitutional Convention)

## How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are integrated into all classrooms and teaching programs at St Margaret Mary's College.

## Social climate

The Social Climate of St Margaret Mary's College is one alive with the College Mission Statement –

*Saint Margaret Mary's College is a Catholic learning community where young women are educated, inspired and inspirited. True to the story of the Good Samaritan, we are people of hope, who live compassionately and justly.*

To that end, we ensure that:

Prayer, Meditation and Liturgies are woven into the school routines

The school has a Campus Ministry Team working with all students and available for staff in-service and retreats; student retreats and social outreach for students and staff

There are two qualified student counsellors available to students and staff

Pastoral Middle Leaders for each year level to administer an inclusive, well organized and effective pastoral care program based on the domains of Positive Psychology

A robust Learning Enrichment program

Regular Homework Program and scheduled Tutorials after school

## Strategies/programs used to respond to bullying include:

Positive Education permeates our daily life at SMMC, leading to positive relationships – each year level spends time considering our call to be a welcoming, accepting community

There is a systematic anti- bullying program that includes several channels for making complaints; observing anti-bullying week; requiring all students to sit down and write if they have any bullying concerns; counselling for all involved in bullying incidents; reparation and reconciliation work

The Sorelle Program – a peer mentoring support between senior students and year 8 students

Anti-bullying week, with annual update of the policy and procedures

Education on cyber-bullying

## Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

Performance measure	Result 2018
Percentage of parents satisfied with their child/ren's progress at this school	90.5%
Percentage of Year 7 – Year 12 satisfied that the school provides educational programs that enable them to learn	89%
Percentage of Year 7 – Year 12 students satisfied with their educational progress at this school	83.7%
Percentage of teachers satisfied thus at this school provides educational programs that enable students to learn	100%
Percentage of teachers satisfied with the educational progress of students at this school	98.6%

## Involving parents in their child's education

- Weekly newsletters are issued to keep parents informed of current and up-coming events, with Term Bulletins for each year level
- All staff/parents are encouraged to keep in contact through the use of student diaries
- Publishing of material via the school extranet: Newsletters, excursion forms, student timetables, assessment calendars, course outlines, assignment task and criteria sheets, lesson resources
- Parents are encouraged to attend the Subject Selection Information evenings and SET Plan interviews for Year 10s
- Parent-Teacher interviews in Terms 2 and 3
- Parents consulted in the School Renewal process
- Parents assist with placements for Years 11-12 Work Experience (voluntary- during school holiday time) and for Year 10 (compulsory- last week Term Two)
- Parent Nights for each Year Level with a specific focus for each level, including a social element
- Parents and Friends Association
- Partners for Progress dinner forums
- College Board
- Parental involvement in sporting teams
- Parents involved in School Finance Committee

## Reducing the school's environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools.

Reducing energy use by progressively replacing old air conditioners

Focusing attention on turning off appliances and lights to reduce energy consumption.

Documenting and publicising continuing sustainability initiatives.

Student leadership in Environment and student activities (Clean-up Australia Day, Earth Hour)

## School Finances

For school income broken down by funding source: please refer to [My School – School Finances](#)



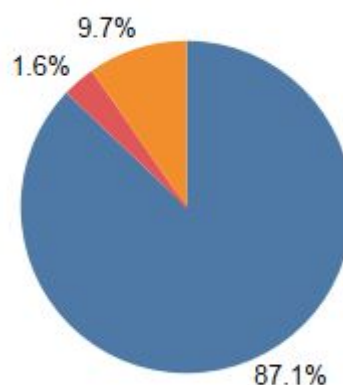
## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	62	39	4
Full-time equivalents	57.26	25.58	2.79

## Qualifications of all teachers

Qualifications	Number of Teachers and School leaders	Percentage of teachers and school leaders
Doctorate	1	1.6%
Masters	6	9.7%
Bachelor Degree	54	87.1%
Diploma	1	1.6%
Total	62	100%

**Qualifications of Teachers**



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$64,405.

The major professional development initiatives for 2018 are as follows:

2018 Year of Cummino: Through the Lens of Community  
Secondary Teachers PD - New QCE - TSV  
TCEO Staff Compliance PD 2018  
Middle Leadership Feedback  
Conversational Intelligence  
Student Protection Training Townsville  
Theology of the Human Person  
Lenten Programs 2018  
Learning Area Panels  
Leading with Integrity for Excellence (LWIE)  
VET Network Meeting and CYPFS  
Autism Spectrum Disorder Inservice - Secondary Teachers  
Beginning Teacher Conference  
TCEO Induction - 2018  
Leading with Integrity for Excellence LWIE  
TCEO VET Teacher Industry Panels  
APRE Conference  
Who do you say I am? The Christ Story in the Cosmic Context  
Australian Curriculum - HPE  
Collaborating for Success  
7 Habits of Highly Effective People  
Conversational Intelligence - Senior Leaders  
Network of Indigenous Education Support Workers (NIEW Day)  
Reflective Practice Day  
Speech Language Impairment Inservice

The involvement of the teaching staff in professional development activities during 2018 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 89% in 2018.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90.3% of staff was retained by the school for the entire 2018 school year.

# Key student outcomes

## Attendance

### Student attendance - 2018

The average attendance rate for the whole school as a percentage in 2018 was 90%.

### Student attendance for each year level

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.4%	86.4%	90.1%	89.1%	90.9%	91.4%

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

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A letter or phone call is made to the parent/guardians of those students who are regularly absent from school. If necessary meetings are scheduled with parents and students with major concerns.

## Achievement – Years 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9.

NAPLAN results are also available from [My School](#) website

### Year 7

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	542.8	541.5	99%
Writing	506	505.3	93%
Spelling	564.4	545.2	98%
Grammar and Punctuation	555.3	543.9	100%
Numeracy	547.5	548.2	100%

### Year 9

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	601.2	583.8	99%
Writing	553	542.3	89%
Spelling	595.3	583.3	98%
Grammar and Punctuation	597.1	580.1	100%
Numeracy	594.3	595.6	98%

## Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%

Outcomes for our Year 12 cohort of 2018	
Number of students receiving a Senior Statement.	124
Number of students awarded a Queensland Certificate Individual Achievement.	-
Number of students receiving an Overall Position (OP).	98
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	12
Number of students awarded one or more Vocational Educational Training qualifications.	47
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	45
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	124
Number of students awarded an International Baccalaureate Diploma (IBD).	-
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	83%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
17	31	33	17	0

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
-	21	24

Certificate I courses include:

- Hospitality

Certificate III courses include:

- Animal Studies
- Business
- Business Administration
- Christian Ministry and Theology
- Early Childhood Education and Care
- Education Support
- Fitness
- Hospitality

Certificate II courses include:

- Animal Studies
- Business
- Health Support Services
- Hospitality
- Kitchen Operations
- Public Safety (Aquatic Rescue)
- Retail Cosmetics
- Retail Services
- Salon Assistant
- Skills for Work and Vocational Pathways
- Sport and Recreation
- Tourism

## Post-school destination information

Post-school destinations information for Year 12 completers is to be included after release by 30 September, 2019.