

# MOUNT ALVERNIA COLLEGE

Enabling excellence in girls' education



## ANNUAL REPORT 2018

**Name:** Mount Alvernia College - A Ministry of Mercy Partners  
ABN: 72092899075

**Address:** 82 Cremorne Road, Kedron, Brisbane QLD 4031

**Category:** Catholic Girls' School

**Enrolment:** 886 students (August 2018 Census)

**Year Levels Offered:** Years 7 - 12





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.

## PRINCIPAL'S FOREWORD

At Mount Alvernia we believe we offer the right balance of education, extra-curricular pursuits, pastoral care and spiritual guidance so that students have the foundations to become confident, capable and resilient people. Mount Alvernia College, with its leading academic, vocational, sporting and cultural programs, gives young women a range of options where they can excel and achieve their best. The availability of flexible pathways for our students respects the gifts and talents of each young woman. Our pastoral care is proactive and positive, and an important feature of school life. All students are made to feel welcomed and included in all aspects of College life. The Franciscan values of love, simplicity, joy and respect for all creation are actively promoted in all aspects of the school community and these Franciscan values provide the touchstone for an authentic Catholic education for young women in the 21st century.

In 2018, we continued our strategic focus on enabling excellence in all aspects of College life. Aristotle said thousands of years ago, *'Excellence is an art won by training and habituation'*; that is, we are excellent because of our right actions and behaviour. If excellence comes from training and habit, then excellence is a way of life for all of us at the college. All staff, teaching and support staff, strive for excellence each day. This year a number of staff have been recognised by professional bodies both State and National for their work as leaders and our iCentre initiative, the 'Read Like A Girl' programme, has also been recognised. In a similar vein, the college was chosen by the Australian Institute for Teaching and School Leadership, for one of only 13 case studies AITSL is showcasing to all schools in Australia; schools like ours that have developed excellent programmes that promote a schoolwide programme of Professional Learning. In 2018, our Enhancing Teacher Practice Program and performance and structure reviews of our College Leadership Team and Middle Leadership teams has allowed for feedback to inform continued reflection and refinement of structures and processes. This has resulted in new and transitional structures to enhance the effectiveness of college practices and in turn impact student learning.

Our students continue to excel in all areas of college life. Academic results are continually improving and students are consistently achieving and improving their results. With all Year 12 students in 2018 achieving their Qld Certificate of Education (QCE) and 100% of QTAC applicants receiving a tertiary offer, the success of our students is evident. Our 2018 Curriculum Team operational focus centred on a number of goals, including: ensuring scope and sequence across the curriculum; implementing strategies to embed data informed practice; and strengthening the processes of collaboration to drive team development. The success of these operational strategies has been evident in the achievements of staff and students



throughout 2018 and in the College's readiness for the new QCE in 2019. In addition, the implementation of both the continuous reporting model for learning and assessment, and the TrackOne Learning Analytics program has guided the development of a feedback culture that includes the establishment of strategies to embed data informed practice into everyday practice.

In 2018, the College has continued to develop beautiful spaces where our girls can flourish. Following on from the Sustainability and Educational Design awards received for our La Verna and Anthony Redevelopment, this year La Foresta was awarded the Excellence in Landscape Design Award and was featured in the Australia by Design Programme. La Foresta is excellent on so many levels, not the least for creating a wonderful sense of safety and security. The Rooftop Garden, completed in 2018, is another wonderful addition to the college landscape.

The Governing body and the College are committed to ongoing reflection and improvement and understand the importance of this in improving the quality of processes, practices, and teaching and learning at the college. With the continued whole school implementation of the TrackOne Learning Analytics Program, an operational focus for the College in 2019 will be on the development of a data-rich culture, where data is used to support decisions at all levels within the school (Board, School-Leaders, Teachers, Students, and Parents). The utilisation the TrackOne program to consistently and regularly use student assessment data to inform and improve policies, interventions, teaching approaches, and communication among teachers, students, and parents will be a key focus area of college improvement. This will support the ongoing strategic focus of enabling excellence and 'Raising the Bar' in all aspects of college life, with a specific focus on further enhancing the college academic culture in 2019.

Within the educational community of Queensland, Mount Alvernia College is widely recognised for providing a uniquely inclusive education for young women. Guided by our Franciscan spirit, a Mount Alvernian education takes place, not just within the learning spaces, but in the totality of educational offerings to suit each young woman. The young women of Mount Alvernia will flourish because this college is dedicated to supporting all in doing the right thing in all aspects of our daily life: in teaching and learning, pastoral care and wellbeing, in our spiritual and cultural pursuits and in the sporting arena.





## OUR COLLEGE

Mount Alvernia College is an independent Catholic secondary girls' school (Years 7-12) located in Kedron, Brisbane. Founded by the Missionary Franciscan Sisters in 1956, our College is a warm and engaging community where students are encouraged to follow their pursuits in academic, sporting, outreach, and cultural activities, all whilst fostering their spiritual faith. Mount Alvernia College exists to provide a contemporary quality education for young women in the Franciscan tradition. As a Franciscan College, Mount Alvernia endeavours to follow, in word and action, the example of Saints Francis and Clare of Assisi, in living the values of love, simplicity and joy.

The College is governed under the sponsorship of Mercy Partners. The Incorporated Board (Mount Alvernia College Limited) 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 and College Leadership Team.

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 2018 enrolment average is 886 students.

In 2018 the College has participated in the regular (five year) accreditation review programme. This is established by the Non State Schools Accreditation Board (NSSAB) to ensure that the College Board demonstrates that it continues to meet its responsibilities under the Education (Accreditation of Non-State Schools) Act 2017. This review and the College Strategic Plan 2017 – 2020, guide our practices and continuous improvement processes.

Mount Alvernia College's major priorities are to:

- Maintain and develop our distinctive Franciscan tradition
- Attain personal and academic excellence among staff and students
- Strengthen community engagement and partnerships
- Enhance leadership capabilities within the college community
- Resource the College Mission





## CURRICULUM DELIVERY

### Our Approach

#### A focus on *GIRLS' EDUCATION* and *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. With a specific focus on girls' education, students are engaged through a



curriculum that encourages them to have the confidence to take risks in their learning and flourish into confident, capable and connected young women. The College has established and continues to develop programs, learning experiences, opportunities, processes and physical spaces that ensure a safe and supportive learning environment, where girls are inspired to build confidence and resilience. The learning environment, with a strong relational aspect, allows a connectedness and a collaborative environment, where students are open to challenge in their pursuit of personal excellence.





## ONE COLLEGE – Three Schools

Mount Alvernia College is a 7 to 12 Independent Catholic College, in the Franciscan tradition. Within the college we have three schools that take their inspiration from the spirituality of Francis of Assisi, Clare of Assisi and Elizabeth Hayes, whose lives and writings inform our tradition.

The learning pathway of a student at Mount Alvernia College centres on their phases of development, based on the needs of students within the three schools of the College. With the introduction of Year 7 into secondary education in Queensland in 2015, the College set up a structure of three sub-schools: Francis School (Year 7&8), Clare School (Year 9&10) and Elizabeth Hayes School (Year 11 & 12). The practices in these schools are guided and connected by our Learning and Teaching Framework.

By focussing on the specific needs of students within each of these schools, the college practices and the written educational programs are specific and targeted to the particular needs based on the age, ability, aptitude and development of the students. Each of these schools is supported by a Middle Leader, Teaching and Learning Guardian who supports the College Leadership Team in ensuring the educational programs and learning and teaching practices enhance the development and needs of all students within the particular school.



## Francis School Curriculum (Year 7 & 8)

In the Francis School (Year 7 and 8), the programs are written to ensure that students are provided the grounding of knowledge and skills in all areas to allow them to build a strong foundation for their studies. Students in Year 7 are provided with a variety of subjects that give a breadth and balance of learning in all Australian Curriculum Learning Areas. Year 8 students are invited to elect, in addition to their compulsory core subjects, six units across the other Learning Areas. To support their development and respond to their needs, the students in the Year 7 & 8 School are also introduced to the College Growth Mindset and Grit program to support them to achieve their full potential and assist them to thrive in their learning and development during this phase.





### Clare School Curriculum (Year 9 & 10)

The continuation of learning in the Clare School (Year 9 & 10) provides students with a course of study based on the Core Australian Curriculum requirements, with the additional options of electives over a range of learning areas. Allowing student choice in their program gives them an opportunity to increase the breadth and depth of their learning and to build



an increasing independence in their learning. Enrichment and advancement opportunities continue to be available to support the needs of the students. The Year 10 written educational programs continue this focus, but also transitions students and provide them with the opportunity to gain the skills needed for their future options, and make informed decisions when selecting senior schooling subjects.

### Elizabeth Hayes School Curriculum (Year 11 & 12)

The Year 11 & 12 programs allow students to further deepen their learning and specialise in individual learning pathways. All students study a subject in the English, Maths and Religious Education areas and then elect a course of study from a diverse range of options to meet their individual learning needs.

In 2018, Mount Alvernia College offered two (2) pathways with diverse options within each.

The University Direct Pathway was for students aiming for an Overall Position (OP) Score. These “OP Students” usually are aiming at tertiary education through university degrees and TAFE diplomas.

The Tertiary and Industry Pathway included a combination of the Authority subjects and Authority Registered subjects (which have a focus of more practical and work related competencies), plus other educational opportunities such as Vocational Education and Training (VET) Certificate courses.

Industry Bound Pathway students are aiming for direct entry into a workplace and a career path after leaving school or entry to TAFE certificate and diploma courses.





<b>SUBJECT OFFERINGS 2018</b>					
	Year 7	Year 8	Year 9	Year 10	Year 11 and 12
<b>Core Subjects</b>	Religious Education  <b>Australian Curriculum Areas</b> English History Geography Mathematics Science Health and Physical Education  Research and Technology  Personal Development	Religious Education  <b>Australian Curriculum Areas</b> English History Geography Mathematics Science Health and Physical Education  Research and Technology  Personal Development Independent Research Project (1 semester)	Religious Education  <b>Australian Curriculum Areas</b> English  History  Mathematics  Science  Health and Physical Education  Geography (1 semester)	Religious Education  <b>Australian Curriculum Areas</b> English or English Literature  Mathematics General or Mathematics Methods  Science  History (1 semester)	English or English Communication  Maths A, Maths B or Pre-Vocational Maths  Study of Religion or Religion and Ethics
<b>Electives or Immersions</b>	<b>Compulsory for one semester</b>  Design and Technology Home Economics Art Music  <b>Short Course rotation of immersions to inform future study:</b> Japanese Italian Drama Graphics Business Media Arts	<b>Students elect five creative explorations, with at least one from each of the following areas</b>  <b>The Arts</b> Drama Music Visual Art Media Arts  <b>Languages</b> Italian Japanese  <b>Technologies</b> Design and Technology Graphics Home Economics  <b>Business and IT</b> Business Studies Information Technology  <b>Invitational Units</b> Numeracy Essentials Literacy Essentials	<b>Students elect five semester-based subjects</b>  <b>The Arts</b> Art, Music, Drama, Media Arts  <b>Languages</b> Japanese, Italian  <b>Health</b> Home Economics (Food), Home Economics (Textiles), Sports Education  <b>Business and Technology</b> Information Technology, Business Studies, Design and Technology, Creative Computer Aided Drawing  <b>Other</b> Independent Research Project  <b>Invitational Units</b> Numeracy Essentials Literacy Essentials	<b>Students elect five semester-based subjects</b>  <b>The Arts</b> Drama Music Visual Art  <b>Business and Technology</b> Accounting Business Creative Design Design and Technology Information Technology Studies  <b>Health</b> Home Economics Physical Education Sport Education Hospitality  <b>Humanities</b> Geography Legal Studies Study of Society  <b>Languages</b> Italian Japanese  <b>Other</b> Independent Research Project  <b>Science</b> STEM	<b>Students elect three subjects</b>  <b>The Arts</b> Drama, Music, Visual Art, Visual Arts in Practice, Music Extension  <b>Business and Technology</b> Accounting, Business Communication and Technology, Business Management, Certificate III in Business, Information Technology Systems, Information and Communications Technology  <b>Health</b> Home Economics, Certificate III in Hospitality, Physical Education, Certificate III in Fitness, Multi-Arts Studies, Fashion  <b>Humanities</b> Ancient History, Modern History, Geography, Legal Studies, Study of Society, Social and Community Studies  <b>Languages</b> Italian, Japanese  <b>Mathematics</b> Mathematics C  <b>Science</b> Biological Science, Chemistry, Physics, Science21  <b>Other</b> Work Experience, TAFE, Partnership Programs



## USING INFORMATION AND COMMUNICATION TECHNOLOGIES TO ASSIST LEARNING

All textbooks required by students during their years at the College are supplied by College Book Hire or are accessed through an online textbook portal. This system allows for greater flexibility in the choice of texts, as well as allowing for change of texts more frequently to facilitate teaching and learning.

The College has adopted a Bring Your Own Technology (BYOT) program. The benefits of this system enable a student to configure their device to meet their personal likes and individual learning style, rather than working with a device that has been prescribed for them. This model personalises the curriculum and learning for students and allows them to move their learning seamlessly between home,



school and alternative wireless environments. Information technology plays an important role in College life and various technologies are seamlessly integrated into the College's teaching and learning programs to assist student learning. The College is supported by Datacom Education to assist students and parents with the purchase and on-site support required to enhance their learning. Students are given a network username, space on the network to store data and unlimited filtered Internet access, as well as a personal email address. This combined with a flexible wireless network that links all buildings and outside areas on the College campus allows students to effectively use technology to support their educational program. A



dedicated team of IT specialists support both the students and teachers in the use and management of IT to support learning. Parents are invited to information evenings prior to their daughter beginning at the College to enable effective use of technology in the educational setting. Teaching staff are provided with devices and are offered professional learning and support to ensure that the teaching programs maximise effective use of technology.

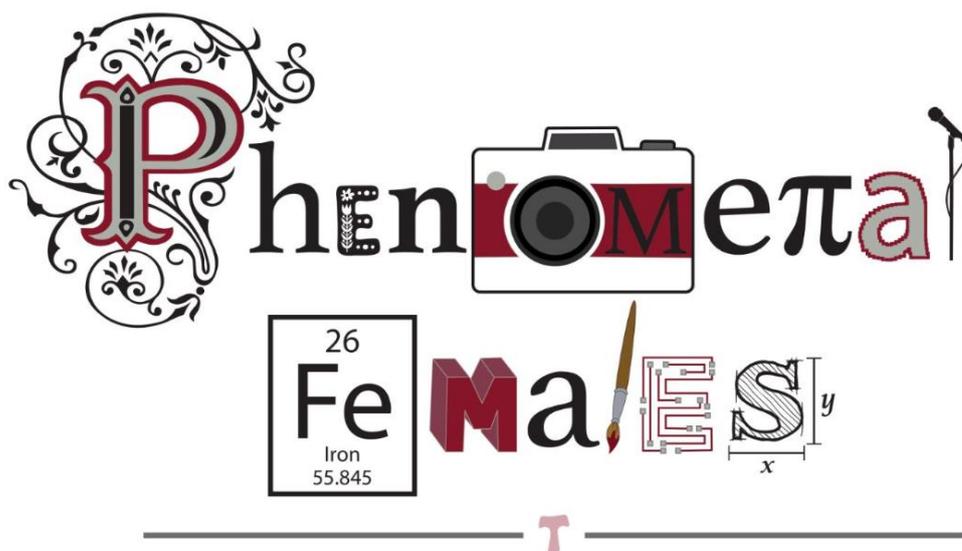
Located in the heart of the College, the Mount Alvernia iCentre is a space which offers students the opportunity to research, read literature, experiment with new media and technologies, and access professional staff for support. The iCentre seats 100 students and also provides three teaching spaces. The iCentre space is flexible and designed to meet a range of learning styles so that students may work quietly and independently, can meet to conference in groups, or undertake individual research work. Noise cancelling headphones are available to students to allow them to create their own personal learning space within this larger environment.



## CO-CURRICULAR ACTIVITIES

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 of our 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, mission and community, cultural, and sport areas.

In 2018, to celebrate and highlight the diverse opportunities and activities in the Academic Co-curricular field, this area was branded '*Phenomenal Females*', a name and logo inspired and devised by two of the College Year 11 students. The name and its logo aim to encompass the wide and varying opportunities available to students and to support and acknowledge the continued commitment to these inspiring and challenging academic opportunities. One of the 2018 initiatives was the STEM Club, a club centred on collaborative problem-solving and activities in the Science, Technology, Engineering and Maths fields. In addition, this group offered a STEM-A-Con event, *Breaking the Mould: Women in STEM* hosted in the iCentre. This event included an afternoon of working with various technologies, including 3D printing pens and code-able robots, followed by an evening where students could hear from a panel of five inspirational women who work in STEM related industries. This and many other opportunities were highlights in this area in 2018.





## Academic Opportunities

Academic co-curricular activities allow students an opportunity to participate in enrichment and enhancement activities and competitions in a wide range of learning areas and intellectual pursuits.



- Horizons STEM Programme
- Australian Brain Bee Challenge
- The Big Science Competition
- Chemistry Competition
- Women in Engineering Conference
- Brisbane Science Festival
- Thinking Science Program
- Mathematics Team Challenge
- Australian Geography Competition
- Exceptional Learners: Introduction to Future Problem-Solvers
- Strategies for Success Group
- Voices on the Coast
- Read Like A Girl Events and Student Ambassadors
- Year 8 Readers Cup
- Year 7 Readers and Writer's Network
- Year 7 Reader's Cup
- Conrad Challenge
- Mt A and Padua Junior and Senior Book Clubs
- Futures Expo
- Try a Trade Day



- College Art Show
- Salaka Drumming
- International Arts Education Week
- Working with professionals in choreography, drama, lighting and sounds as part of the College Musical
- State Honours Ensemble Program at the Qld Conservatorium of Music
- Composer in residence for Music Extension students
- Creative Generation Excellence in Visual Art Awards and Metropolitan Exhibition
- QAGOMA Gallery excursions
- Flying Arts and IMA Art Enquirer Program
- Musica Viva in Schools Program
- Artiz Flying Arts Programs
- Minister's Scholarship for Year 11 students
- Live theatre viewings
- Masterclasses and Workshops with theatre and drama professionals
- It Takes a Spark Conference
- Photography Club
- Masterclasses in IT
- Maker Space Incursion
- Sydney Art Trip
- Young Archies Awards
- Videos for Change Competition
- Fuel Girl Shaped Flames – Designer Life Workshop





## Mission and Community Opportunities

Mount Alvernia College Mission and Community offers a wide variety of Outreach programs through which our community can embrace Franciscan spirituality and support those within and beyond the College gates.

In 2018, one highlight was ‘Food Faith and Friends’, a student-initiated youth group drawing on the Alpha Youth Series, which involved interactive afternoon gatherings that explored life, faith and meaning.



- Liturgy Committee
- Outreach Committee
- Student Advisory Council
- Food Friends and Faith Youth Group
- Delamore Retirement Community Outreach
- Prep Outreach with St Anthony’s School for Francis School
- Samaritans Outreach for Clare School
- Sony Foundation Children’s Holiday Camp for Elizabeth Hayes School
- Vinnies School Sleepover for Clare and Elizabeth Hayes Schools
- SVDP Christmas Hampers
- Mercy Community Connect with ‘Small act...Big Impact’ Program - Holy Rosary Laundry Services
- Solomon Islands Education Partnership



- Z Club (Zonta)
- Environment Club
- Zonta Pine Rivers Partnership – assembling birthing kits and Z Club
- Caritas Ks Women’s Walk
- RSL Liaison Programme
- WWI Adventure Challenge - Brisbane/Woodford
- MTA Spirit Squad
- Welcome Committee





## Sporting Opportunities

Sport plays an important part in the life of a Mount Alvernian. 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. A variety of competitive, recreational and fitness-based activities were offered in 2018. Highlights for the year included the Open Soccer Team claiming their 6th consecutive title as CaSSSA Champions and the Track team placing 4th at CaSSSA, with an outstanding participation rate and application to training.



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:

- Triathlon
- Cheersport
- Futsal
- Rugby 7s



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

- Trail Running
- Bootcamp sessions
- Pilates
- Boxing
- Zumba





## Cultural Opportunities

Mount Alvernia has an extensive choral and instrumental music program and, in addition in 2018, a variety of other cultural co-curricular opportunities were available to students. The 2018 Mount Alvernia/Padua College Musical, 'The Wiz', was one highlight of the cultural year. In addition the Instrumental Program (FCIP) and College Choirs continued their success at the Annual Qld Catholic Colleges Music Festival with nine gold and five silver awards presented to the various groups. The annual Cultural Festival held at the end of Term 3 also continued in 2018 as a highlight of the cultural life at the College.



- 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 : Middle School Voices, Performance Chorale, Senior Voices, Showcase Chorale
- Private Vocal and Piano Tuition
- Queensland Colleges Music Festival
- Brisbane Sings



- Cultural Festival
- Mt A/Padua College Musical
- Theatre Sports
- Art Club



- Anime Club
- Harmony Day
- iCentre Unplugged
- Lunchtime performances
- Sound and lighting crew
- Queensland Symphony Orchestra Visit
- Masterclasses and workshops in the classroom with professional practising artists
- Art X extension activities in Visual Art making
- Italian Pilgrimage
- Japan Trip





## 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 which is 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 before first break on a Monday, Wednesday and Friday. In each Home Room group there are approximately 3 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.

The 'Raise the Bar' Leadership Program, initiated in 2018, offers all students the opportunity to develop the skills to be a good leader. The purpose of this program is to: establish ongoing leadership opportunities; promote a student led model of leadership and participation which encourages equity and fairness for all students; empower students in school decision making through involvement in school life; enable a greater sense of belonging and connectedness; develop student leadership skills that encourage and promote whole school ownership and involvement in student welfare, leadership and participation; be a prerequisite to being eligible for formal student leadership positions.



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. In addition, in 2018 whole school focus areas included the Raise the Bar Leadership Course and the Domestic and Family Violence and Sexual Assault prevention program, Love Bites. These programs were tailored and targeted to the particular needs and level of each year group. Year level PD themes for 2018 were:

- 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



To further support the student welfare processes, the College “Process for Dealing with Incidents of Bullying” is available in the Student Planner and on the school website. It details the Student Behaviour Code and the process and consequences for dealing with incidents of bullying. Both documents include definitions of bullying, including cyber bullying. Students can also access the school’s portal for reporting Non-Franciscan Behaviours if they would prefer to remain anonymous when reporting their concerns. The Parent Information Directory also outlines student processes. Two qualified school counsellors are available to provide personal counselling for students and their parents. The counsellors work closely with Home Room teachers and Pastoral Guardians to help all students feel comfortable and safe at school and able to access all the educational and social opportunities the school provides.

### **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 the Principal’s Blog, respond to questions within the school Newsletter and share concerns through the Parents and Friends Support Network.

Additionally, as a means of improving our teaching and learning processes at the college, parent, teachers and student surveys are disseminated at the end of the year to garner information and perspective around these areas. As part of the Enhancing Teacher Practice at the College, feedback is gathered from students in regard to teaching and learning practices and strategies.

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



Staff of Mount Alvernia are able to address their Workplace Health and Safety and other 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
- Sport coaching and/or managing
- Parents and Friends Support Committee
- Pastoral Care Parents
- Community Functions – Mother Daughter Dinner; Father Daughter Breakfast
- Guest Speakers



We value our parent involvement and our volunteers.

They play a significant role at our college and are integral to providing a healthy, safe and enjoyable environment for our students and in creating and positive and collaborative relationship between school and home.





## COLLEGE SITE REFURBISHMENT AND DEVELOPMENT

In 2018 work commenced on the rooftop terrace outside the science rooms. This area was a spacious meeting and gathering place for the college community but also required additional lighting and shade. In Term 3 work commenced on the area to provide an area of solid shade to provide much needed cover and also a trellised area where the garden could thrive. The terrace has potential to be a much sought after events and meeting area in the College.

In 2018, the addition of an indoor gym was also completed to support the College Certificate in Fitness Curriculum offering and the overall college HPE and sport programme.



The College award winning buildings and grounds continue to interest the wider community with the College featuring on a recent television episode of Australia by Design: Landscapes. In October 2018, the College also participated in Brisbane Open House with many visitors attracted to the innovative design of the buildings and gardens.

## ENVIRONMENTAL FOOTPRINT

Solar Panels installed during 2017 and 2018 on the rooftops of Anthony and LaVerna buildings as a sustainability initiative have proved to be of significant financial assistance to the College in reducing energy cost throughout the year. The solar data monitoring system collects and displays a range of data which is available to staff and students at the College for educational purposes. The College's commitment to maintaining the integrity of the environment continues with plans in 2019 to provide heating to the College swimming pool with the installation of further solar panels as an energy saving initiative.

## 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.

**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

Qualification at the highest level of attainment for teachers and school leaders.

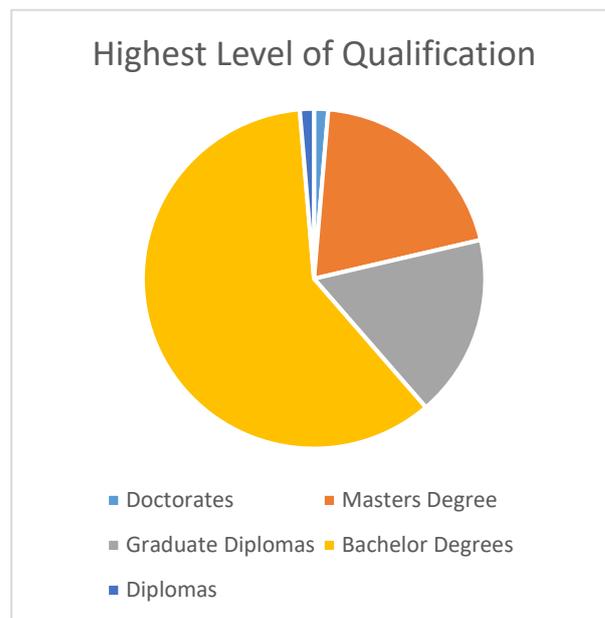
▪ Doctorates	1
▪ Masters Degrees	15
▪ Graduate Diplomas/Certs	13
▪ Bachelor Degrees	45
▪ Diplomas	1

**Total Number of Teaching Staff:** 11 males, 64

females, 0 indigenous FTE =70.1

**Teacher Retention Rate:** 89%

**Staff Attendance Rate:** 96.12%



### 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. The proportion of teaching staff involved in 2018 was 100%. A total of \$141,608 was invested in all staff Professional Learning in 2018.

The Enhancing Teacher Practice Framework supported teachers’ professional growth and included a number of stages including; identification, goal setting, development, evaluation 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 2018 included:

- An Authentic Perspective on the Horizon – Mrs Sacha Carney
- Getting More out of 365 – Mr Bill Fisher
- Girls & Spatial Intelligence – Mr Michael McDonald
- Stories That Matter – Mrs Helen Stower & Mrs Margaret Donaghue
- Bookchat Breakfast – Mrs Helen Stower, Ms Krystal Gagen-Spriggs & Mrs Margaret Donaghue
- Educating Millenials – Ms Caroline McLean
- Flipped Learning – Ms Krystal Gagen-Spriggs





Other whole school staff learning opportunities included:

- **The 'Staff Learning Conference'** – New Horizons. The keynote speakers were Claire Madden and Simon Mahaffy. Staff had the opportunity to learn from each other and share practice over these three days.
- **Formation Days** – Lighting Our Path, Igniting Our Mission, Who Do You Say That I Am.
- **Learning & Leading Program** – for aspiring Middle Leaders was an opportunity for teachers to develop leadership skills through mentoring, shadowing and a workshop series with Dr Adrian Bertolini



In addition to the whole school learning, staff accessed discipline specific professional learning, including local, national and international opportunities. Highlights included:

- Queensland Curriculum and Assessment Authority (QCAA) subject based workshops and leaders' conferences in preparation for the new QCE in 2019.
- Alliance of Girls' Schools Australasia Fearless Girls, Strong Women: 2018 Educators Conference
- Alliance of Girls' Schools Australasia/Bond University Yarning Up Program
- Australian Council for Educational Leaders National Conference: Evidence and Experience
- Improving Mental Health and Wellbeing in Schools Conference
- Brisbane Catholic Education: Leuven Theological Intensive
- Adolescent Success Conference and Finland Study Tour
- Generation Next: Mental Health and Wellbeing of Young People
- State and National Association Conferences in Music, Physical Education, Business, Libraries, Home Economics, Art, English, Japanese and Drama

A number of staff also presented at conferences throughout the year, highlighting some of the College programs and areas of expertise:

- Deputy Principals, Mr Daniel Crump and Ms Annette Butterworth presented on the Learning and Leading Program for Aspiring Middle Leaders (developed at the College) at the Australian Heads of Independent Schools Conference in Hobart.
- Digital technologies teacher, Mrs Linda Clark presented a workshop at the 'It Takes a Spark' – STEAM and Entrepreneurship Conference for girls and teachers of girls hosted by the College.
- Visual Arts teacher, Mrs Rhiannon Markwell presented at the Queensland Art Teachers Association (QATA) Conference. Her topic was Community Connections.
- Arts Learning Area Team Members, Ms Lorella Masci, Mrs Rhiannon Markwell and Mrs Karen Farrow began the College Action Research Project on Social and Emotional Wellbeing through the Arts after attending the Adolescent Success Workshop in Singapore in 2018.



### Other Staff Engagement:

In 2018, College Principal, Dr. Kerrie Tuite was made a Fellow of the Australian Council for Educational Leadership and was awarded the Excellence in Leadership Award from Catholic Secondary Principals Australia.

In addition, Dr Tuite is an Executive Member of the Catholic Principals Association Queensland, the Association of Catholic Secondary Schools Queensland, and the Religious Institute/ Public Juridic Persons Education Committee; a Company Director of the Catholic Professional Standards Limited, and the Catholic Secondary Schools Sports Association; a Director of the Queensland Catholic Education Commission; a Committee member of the Senior Secondary Reference Group Brisbane Catholic Education, and the QCAA Steering Committee QCE 2020; and a member of the Association Heads of Independent Schools.



Deputy Principal – Staff Development, Daniel Crump, is on the organising committee of the It Takes a Spark – STEAM and Entrepreneurship Conference for girls and teachers of girls and in 2018, Mr Crump lectured in Arts Education in Brisbane, Western Australia and Malaysia.

Deputy Principal – Student Development, Ms Annette Butterworth is the Secretary of the Association of Catholic Secondary Schools Queensland.

Assistant Principal, Debra Evans is the President of the Middle School Association, Adolescent Success.



Program Leader Information Services and iCentre, Mrs Helen Stower was awarded the 2018 Teacher Librarian of the Year Award by the Queensland School Library Association and the iCentre initiative 'Read Like a Girl' Program was also recognised. She is a member of the QUT Masters of Education (Teacher Librarian) Course Reference Group Advisory Board and has lectured, presented and published for numerous Library associations in 2018.

Learning Area Advisor – The Arts, Ms Lorella Masci had her artwork, *Detritus* recognised as winner in the 2018 QIEU Excellence in Art Design Awards (Open Section). In addition, she is leader of the Brisbane local group of AFS Intercultural Exchange Programs Australia.



College staff are involved in a variety of Professional Networks. In addition to the College Principal and Leadership Team being part of Religious Institute Schools' Leadership Networks, Francis School Pastoral Guardians, Mrs Jeni Barlow and Mr Mick Butterworth, have run a highly successful Pastoral and Adolescent Leadership Support Network, and Leader of Strategic Improvement, Mrs Kerry Jell and Teaching and Learning Guardian, Ms Anita Goldie have been part of the Religious Institute Schools' Teaching and Learning Network. A number of teachers have also been involved in QCAA District Panels in Business, ITS, Drama, Visual Art, Biology, Mathematics, Japanese, Italian and Legal Studies.



## KEY STUDENT OUTCOMES

**Student Attendance:** 94.03%

Year Level	% Attendance
7	95.6
8	94.6
9	92.8
10	94.4
11	93.8
12	93.0

If a student is absent, we ask parents to phone the College using the special absence recording system number, the College app, or the facility on the College website, before 9.00am. A note, properly dated and signed by a parent, must be presented on the student's return to school to explain any absence. 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, 2018 was 95%. This information is drawn from the August Commonwealth School Census conducted each year and is based on 2018 Year 12 student numbers as a percentage of those who were in Year 10 two years previously. (Year 12, 2018 158, Year 10, 2016: 166). Mount Alvernia College rates are above State and National retention rate averages.





## NAPLAN RESULTS

In 2018, students at Mount Alvernia completed the NAPLAN testing in the online format.

<b>Year 7</b>	<b>Grammar and Punctuation</b>	<b>Spelling</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
School Mean	582	568	569	543	563
State Mean	542	541	537	493	541
National Mean	543	545	541	505	548
% of students at or above National Minimum Standard	99%	99%	100%	100%	99%
<b>Year 9</b>	<b>Grammar and Punctuation</b>	<b>Spelling</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
School Mean	612	602	602	577	603
State Mean	579	580	577	527	588
National Mean	580	583	583	542	595
% of students at or above National Minimum Standard	99%	100%	100%	91%	99%

### Student Gain

Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at the same school. At Mount Alvernia in 2018, student gain was evident in all areas of NAPLAN testing and the college continues to reflect on and enhance the teaching and learning capabilities of the school.

### QUEENSLAND STUDIES AUTHORITY – YEAR 12 OUTCOMES 2018

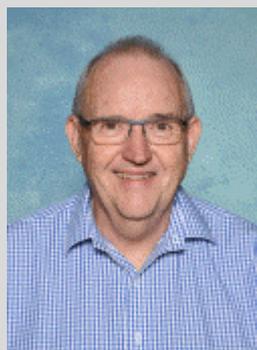
Number of students awarded a Senior Education Profile	158
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	158
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	56
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students who received an Overall Position (OP)	108
Percentage of OP/IBD students who received an OP 1-15 or an IBD	90%
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	100%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100%
Overall Position Bands: 1-5 (15%) 6-10 (35%) 11-15 (40%) 16-20 (10%) 21-21 (0%)	
Vocational Education Training Qualifications: Cert II: 19 Cert III or above: 101	



# 2018 College Leadership Team



**Dr Kerrie Tuite**  
*College Principal*



**Mr Michael McDonald**  
*College Deputy*



**Mrs Paulette Corkery**  
*Business Manager*



**Ms Annette Butterworth**  
*Deputy Principal – Student Development*



**Mr Daniel Crump**  
*Deputy Principal – Staff Development*



**Mrs Debra Evans**  
*Assistant Principal – Student Learning*



**Ms Denise Shaw**  
*Assistant Principal – RE and Liturgy*



## CONTACT US

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