

COMMONWEALTH REPORTING REQUIREMENTS FOR THE 2006 SCHOOL YEAR

The Commonwealth requires schools to report to their school communities annually, a range of school performance information. There are 13 mandatory items of performance information. The first reporting is to occur by 30 June 2007 on information relating to the 2006 school year.

The school performance information is under three categories: -

- Professional engagement
- Key Student Outcomes
- Satisfaction

PROFESSIONAL ENGAGEMENT

Staff Attendance

The average attendance rate

92.6 %

Staff retention

The proportion of teaching staff retained from the previous year

78%

Teacher Qualifications

Teacher qualifications (NB a teacher may have more than one qualification)

Bachelor of education
Bachelor of Science
Batchelor of Electronic Commerce
Bachelor of Commerce
Bachelor of Arts
Master of Arts
Bachelor of Learning management
Master of Music
Master of Education
Bachelor of Secondary Education
Diploma of Education
Graduate Diploma
Diploma of Applied Chemistry
Diploma of Applied Science
Graduate certificate in Religious Education
Graduate certificate in Ministry
Diploma of Teaching
Diploma of School Management
Cert 4 in Training and Workplace Assessment

Expenditure and teacher participation in professional learning

Number of teachers participating in professional learning activities and description of activities in plain language

In 2006, 21 teachers undertook professional learning covering QSA courses, duty of care, ICT, Fire fighting procedures and handling of equipment.

Average expenditure per teacher on professional learning at the school level.

\$355

KEY STUDENT OUTCOMES**Student Attendance**

The average attendance rate (percentage)

93.6%

Proportion of year 9 students meeting national benchmarks in literacy and numeracy

The percentage of students in year 9 achieving the national literacy and numeracy benchmarks for their year.

As national benchmarks for Year 9 and the associated testing arrangements are not finalised, schools cannot report on this data. It is expected that Year 9 testing will be implemented from 2007.

Change in benchmark results from the previous year

The percentage point change in students achieving national benchmarks.

As national benchmarks for year 9 students have not been determined, we are unable to report on this outcome. (see above)

Value Added

Schools are to present information in plain language on their value added in the most appropriate way according to each schools circumstance.

Mount St Bernard College undertake expeditions for years 8 and 10 at present as part of the curriculum to build cohesion among the year 8s who are meeting each other, in most cases, for the first time. In year 10 the expedition is more demanding and develops individual strengths and leadership attributes in an unfamiliar environment.

We have a strong pastoral care program where most staff knows the student and their strengths and weaknesses addressed in a caring environment.

A strong evening tutorial program and formalised study times after school is offered to assist educational outcomes.

Study of religion is a contemporary and important course for some students who wish to gain a better understanding of events happening in an ever changing world.

Average standardized assessment results for year 9 and 10 students

The medium score of year 9 and year 10 students doing standardized assessments where available.

Not available

Senior Secondary Outcomes

Academic achievement including median year 12 results and academic and non - academic pathways.

This aspect is reported on our website at www.msb.qld.edu.au, see admin tag and then proceed to state reporting.

Proportion of year 9 students retained to year 12 or equivalent

Schools are to report student retention in plain language in the most appropriate way according to each school's circumstances.

Approx 90 % of year 9 students proceed to year 12. Those leaving are generally because of parents leaving the area or in some cases, the students finding it difficult to abide by the college's behaviour policy.

Post school destinations

Schools are to report their post school destinations in plain language in the most appropriate way according to each schools circumstance.

Students from MSB have excelled in a wide variety of careers including medicine, science, international finance, military, law enforcement and the trades.

These careers have required attendance at university, TAFE and the general workforce.

SATISFACTION**Parent, student and teacher satisfaction**

A description in plain language of parent, student and teacher satisfaction with the school.

A survey of satisfaction level of parents of students was undertaken in 2007 however in relation to the 2006 year, positive feedback from parents of students regarding our behaviour management policy, insistence of college dress standards and a caring environment was received. The growth in enrolments following the implementation of a sterner attitude to discipline is evidence of a level of satisfaction from the wider community and of word of mouth advertising.