

Marymount College, BURLEIGH WATERS

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



Contact information

School	Marymount College
Postal address	PO Box 2144, BURLEIGH MDC, QLD, 4220
Phone	(07) 5586 1000
Email	sburleigh@bne.catholic.edu.au
School website	www.marymount.qld.edu.au
Contact Person	Chris Noonan - Principal

Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance. The College Annual Report presented at our Awards Night, 30 October 2019 is available on the [College Website](#).

School progress towards goals in 2019

The College was successful across 8 of the 10 goals for 2019 and notes:

- though the overall attendance rate was 88.5%, establishing a benchmark school attendance of 90% of students attending 90% of the time is proving a significant challenge
- the mean scaling score for OP eligible students was just below the State Mean, with OP results including 92.4% of OP eligible students achieving between 1 – 15, continuing the excellent patterns of recent years
- broad master planning parameters were agreed before the end of 2019, with the finalised Master Plan and staging to be presented for approval in 2020.

Goal	Progress
SMART Goal for 2019 is that each Year 7, 8, 9 and 10 student improves their writing task analysis score and that the following targets are achieved for percentage of students reaching the benchmark score of 20 for the writing task analysis tool before the end of the school year: 90% of Year 7; 90% of Year 8; 93% of Year 9; 93% of Year 10.	Achieved
SMART goal is to improve school wide attendance to 90% of students attending 90% of the time.	Not Achieved
SMART goal is to maintain a mean scaling score for OP eligible students at the State Mean.	Not Achieved
Clarify Lead Learning roles of Senior, Middle Leaders, Academic and Pastoral Coordinators and Teachers in order to lead and manage school improvement focussing on domains 5, 6, 8 of the National School Improvement Tool.	Achieved
Teachers, Heads of Department and Academic Coordinators continue to develop MOODLE pages for the College Learning Management System, ensuring that all information is current and relevant for each subject area for the engagement of Learners in class and with homework.	Achieved
Simplify and clarify criteria and feedback to students to support their learning progressions.	Achieved
Strengthen a recontextualised faith understanding by inviting staff, students and families to explore their personal experience of faith, life and Catholic tradition in the context of the Post-Critical Belief Framework.	Achieved

Goal	Progress
Implementation of Relationships and Sexuality Education in Religion, Pastoral and Health and Physical Education Courses	Achieved
Implementation of New QCE 2019-2020.	Achieved
Implement recommendations of the 2018 Workplace Health and Safety Audit.	Achieved
Master Plan for 2019 – 2024.	In Progress

Future outlook

The explicit improvement agenda for 2020 will focus on further improvements in:

- understandings of re-contextualised Catholic and Christian faith to better support: the teaching of Religious Education; Relationships and Sexuality Education in Religion, Pastoral and Health and Physical Education Courses; and the College Vision and Mission Statements
- attendance towards the SMART Goal of 90% of students achieving attendance of 90% or more
- 95% of students achieving the Writing Analysis Task benchmark in Year 7, 8, 9 & 10
- particular capacity building to support students for the writing demands of the new senior system
- alignment of assessment, criteria and feedback to students with Marzano's and Kendall's Cognitive Taxonomy, which underpins the new senior curriculum and assessment processes, and implementing revision of year 7 to 10 assessment accordingly
- capacity for support and documentation of inclusive practices for students with disabilities and low incident support needs, to better focus support, be accountable and ensure ongoing access to funding
- Parent – College Partnerships through Parent Information Evenings for each year level
- MOODLE pages for the College Learning Management System, ensuring all information is current and relevant for each subject area for the engagement of learners in class and with homework
- focus on expert teaching teams; systematic delivery of curriculum (ACARA and new QCE); and effective pedagogical practices (Marzano-ASoT Domain Map 1)
- workplace health and safety auditing, by embedding Senior Leadership audits and heightening audit practice among Middle Leaders and Academic Coordinators, and
- implementing the Master Plan for 2020 – 2024 and obtaining approvals to begin stage one (ITD/Hospitality/Home Economics/Textiles facilities, Senior School Classrooms and Tuckshop/Cafe).

Our school at a glance

School profile

Marymount College is a Catholic Parish school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1228	600	628	13

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

We have a diverse, yet mostly Catholic student body from families in the Burleigh Heads and adjacent Communities. We believe each person is made in the image and likeness of God and that God wants us to love one another and take care of those in need. We expect all families to share many of our understandings

about God, as we educate young people in the Catholic Christian tradition for a full and productive life beyond school. We believe culture builds character, and our expectations around application to work, behaviour, manners and presentation are high. We expect families to share our understandings about 'right relationships', policy, practice and the importance of education for their son's/daughter's future.

Our students' abilities, academically, in music, drama and sport are across the range and include the exceptional and outstanding. With offerings in sport, drama, dance, music, debating and social justice activities, students enjoy their time together as they are challenged and achieve academically.

Our major Catholic feeder schools are Marymount Primary School, St Vincent's and St Augustine's, which provide approximately 75% of our annual intake. Local State Schools including Caninera, Burleigh Heads, Miami, Mudgeeraba, Mudgeeraba Creek, Palm Beach, Clover Hill and Elanora provide an important 25% of our enrolment each year. Indigenous enrolment is representative of indigenous enrolment in these local schools. Enrolment applications are welcome two years prior to commencement. Marymount school tours during the school day, a few weeks prior to enrolment processes in March, May and August each year, are popular and helpful as families consider options for their daughters/sons.

Curriculum delivery

Approach to curriculum delivery

Students in Year 7 and 8 complete the core subjects of Religion, English, Mathematics, Science, Humanities and Health & Physical Education as they sample elective subjects. Students then choose electives for study in Years 9 and 10. In the Senior School they are more in control of their pathway, whether that's in Mathematics and Science, the Humanities, Business and Technology, the Arts or Vocational Education & Training. Choice expands considerably after Year 10 to match the many tertiary and post school vocational education aspirations of individual students.

Marymount is a leading school because of the comprehensive curriculum suite, with pathways for each learner. Courses range from Senior Physics, Chemistry and Agriculture to Music, Dance and Drama; from Marine Studies to Fashion and Specialist Mathematics; from English, Modern History and Legal Studies to Manufacturing and Hospitality. With strong Maths, Science, IT and Industrial Technology Programs the College provides well for STEM. There is an Advanced Sport Program, Junior Multi-Media Course and Senior Film & Television Program, a comprehensive Arts Program, as well as School-based VET, Apprenticeships and Traineeships.

Co-curricular activities

A wide range of activities are offered including Musicals (Hairspray 2015, Rock of Ages 2017 and Legally Blonde 2019), Drama, Dance, Eisteddfods, Performance Music (instrumental, voice, stage, concert and rock bands), Science competitions, Public Speaking, Debating, Chess, Netball, Volleyball, Basketball, Tennis, Rugby League, AFL, Soccer, Cricket and more. Inter-school sport in the Association of Gold Coast Colleges is available each week for much of Semester 1 and into Term 3. Recreation sports are available in Term 4. We enjoy significant success in Oceanic District Swimming, Cross Country and Track & Field each year.

Further details of activities are contained in College Reports on the College Website. QISSN (Queensland Independent Secondary School Netball) and Confraternity (Open Rugby League) Carnivals are premier goals for students as they progress to Senior. All Schools Touch, Ozttag and Basketball Carnivals in Term 3 are also major goals for girl's and boy's teams each year.

How information and communication technologies are used to assist learning

Students are issued MacBook Air laptop computers as they begin Year 7 and receive an upgrade as they commence Year 10, to ensure they have the latest device under full warranty as they progress through the College. As the novelty has worn off, the laptop computer has become a tool for learners, reflected in the students' ubiquitous use of Microsoft Office and Adobe software, regular use of design, film and media applications across IT, Design, Media and Arts courses.

With an IT and Coding club after school, Maker Space activities in the College Resource Centre at lunch times and extension work for senior students, there are numerous opportunities for learners to fully explore their interest in technology, in the classroom, across all subject areas and beyond.

Social climate

Overview

The Pastoral Program requires continual development in response to the needs of our students and families as their daughters and sons move through early adolescence into young adulthood. We recognise each student as an individual. Our focus is their social, emotional and spiritual development within a healthy peer culture as they make their way through school. Heads of Year and Assistant Heads of Year ensure that the programs for each year level reflect contemporary issues that arise and ensure that content and processes are considerate of the age and well-being of the students in their care.

In addition to the oversight of each Year Group by the Head of Year and the Assistant Head of Year, students' Pastoral Teachers meet and work with their Pastoral Class every day. They also deliver the Pastoral Care Program each Thursday, as they develop trust with, and between, students in their Pastoral role. Student teacher relationships are valued and help students to feel they are welcome and belong here at Marymount. Each year level is also very well supported by our excellent team of Guidance Counsellors and individual student learning is targeted by the Support Teachers Inclusive Education (STIE) team.

The Student Teacher Advisory Council continues to bring different year levels closer together. Two STAC Reps on Council from each year level ensure that students have a voice at fortnightly meetings with members of the administration and the Assistant Heads of Year. Information from these meetings is filtered back to the individual year levels. College activities, social justice events and fundraising have proven popular and instrumental in creating year level community service projects for the benefit of others. While our students report less than fulsome appreciation for formal RE classes, they are enthusiastic in their engagement with each other, and generous when invited to show practical care, concern and charity for others.

BCE Listens Survey - Parent satisfaction

Performance measure	2018
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	92.3%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	90.8%
Religious Education at this school is comprehensive and engaging	87.5%
I see school staff practising the values and beliefs of the school	88.1%
This school looks for ways to improve	87.9%
The school is well managed	87.0%
My child is making good progress at this school	86.3%
This school is a safe place for my child	94.8%
This school helps students respect the needs of others	93.3%
Teachers and staff are caring and supportive	88.7%
Teachers at this school expect my child to do their best	94.4%
Teachers and staff relate to students as individuals	87.2%
The teachers help my child to be responsible for their own learning	88.8%
My child is motivated to learn at this school	86.8%
I can talk to my child's teachers about my concerns	86.0%
This school offers me opportunities to get involved in my child's education	74.6%
My child's learning needs are being met at this school	82.1%
I am happy with my decision to send my child to this school	89.9%

BCE Listens Survey - Student satisfaction

Performance measure	2018
Percentage of students who agree [#] that:	
At my school, I can express my beliefs	70.1%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	88.4%
Religious Education at my school is interesting and engaging	48.6%
I see school staff practising the values and beliefs of my school	70.3%
My school looks for ways to improve	84.3%
Students at my school are encouraged to voice their concerns or complaints	74.1%
Teachers treat students fairly at my school	69.8%
Teachers recognise my efforts at school	75.9%
I feel safe at school	88.1%
My school helps me to respect the needs of others	91.5%
I am happy to be at my school	82.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2018
Percentage of staff who agree [#] that:	
This school helps me to develop my relationship with God	89.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.2%
Religious Education at this school is comprehensive and engaging	75.0%
I see school staff practising the values and beliefs of this school	92.0%
This school is well managed	74.3%
My concerns are taken seriously by the school	69.2%
This school is a safe place to work	90.8%
This school has an inclusive culture	92.7%
This school has a culture of striving for excellence	89.7%
All my students know I have high expectations of them	96.4%
I am proud to be a member of this school	93.3%
Overall, I am happy with my decision to work at this school	86.1%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Our first engagement with prospective parents is by opening the College for School Tours early each term throughout the year. The Principal and Senior Leadership staff accompany small groups of prospective parents on 75 - 90 minutes tour, including time in a wide range of classrooms, while students are engaged in learning. These tours are taken by parents and students, before or after enrolment, including where parents are enrolling a sibling with their eldest children already enrolled.

Students with additional learning needs are identified through the enrolment processes. A supported enrolment is essential, in these circumstances, as the parent, principal, support teacher and guidance counsellor meet 2/3 times to gather information and prepare an educational adjustment plan to inform

resourcing needs and advice to classroom teachers. This partnership and ongoing review of the adjustment plans are essential to best meet the needs of the developing adolescent student.

Parent connection is further facilitated through the Heads of Year and Pastoral Teacher Teams. Gatherings with parents include the Year 7 P&F welcome BBQ and Laptop Information Evening, Year 9 Parent Evening when adolescent concern might be rising, the Year 10 Careers' Office Program and Subject Selection processes for Year 11, and Senior Information evenings. Parent/Teacher interviews are offered in the first weeks of Term 2 and again early in Term 3. These follow the Term 1 Report and the Semester 1 Report. Parents are encouraged to contact Heads of Year, Assistant Principals for Junior or Senior Curriculum and the Deputy Principal and Principal where concern about processes and support arise.

The College Parents and Friends Association meets twice each Term. Administration of the College P&F Levy is part of the Associations' role, yet monitoring school climate, teaching and learning and providing advice to the Principal, assists College leadership and understanding of parent perspectives. The support for the Marymount Fete, the musical Legally Blonde, Science Night, the Night of Living History, Year 10 Work Experience, the many sporting teams and for our teachers and their work, continues the excellent relationship between the College and the Community.

The Marymount Combined Schools' Advisory Council includes the College and Primary Parent and Staff representatives from each school and the College and Primary P&F Presidents. Council meets twice each term. It approves the College budget, major capital expenditure and monitors financial performance throughout the year. Marymount is a Parish school and our Parish Priest, Padre Morgan Batt, is assisted by the Advisory Council and its parent representatives in his responsibilities.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' 'Encyclical Laudato Si'—Care for our Common Home. This has informed College Master Planning for responsible water use, energy reduction and management, waste reduction and conversion, native biodiversity conservation, health and wellbeing enhancement and responsible transport options. In immediate practical maintenance terms, LED lighting is gradually replacing traditional lighting across the campus. Going forward, school management and planning and building will be increasingly informed by this perspective.

Environmental footprint indicators	
Years	Electricity kWh
2019	832994

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the My School website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	110	48
Full-time Equivalents	102.1	38.4

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate diploma etc.**	31
Bachelor degree	67
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were **\$312,017**

The major professional development initiatives are as follows:

- Relationships and Sexuality Education
- Theology and Ethics
- Compliance Training
- Implementation of Recommendations of 2018 Workplace Health & Safety Audit
- Implementation of new Senior Syllabi and Senior Assessment System
- ACARA Work Programs & MOODLE Learning Management System Development
- Writing Analysis Task & Sensational Sentences

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

Proportion of staff retained from the previous school year.

From the end of the previous school year, **92%** of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	88.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.7%

Average attendance rate per year level			
Year 7 attendance rate	91.2%	Year 10 attendance rate	86.9%
Year 8 attendance rate	88.0%	Year 11 attendance rate	88.7%
Year 9 attendance rate	87.4%	Year 12 attendance rate	88.3%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	89.1%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Description of how non-attendance is managed by the school

Attendance

Pastoral teachers mark the roll at 8:30-8:40am each day.

Students arriving late are required to record their arrival at the Student Administration Office (SAO), receive a note confirming their late arrival time and attendance have been entered.

Class Teachers mark the attendance role at the start of each lesson throughout the day.

Students departing early are required to have a parent note for the Head of Year, who signs the note and the student presents this signed note to the classroom teacher and then to SAO as they sign out.

Where no prior notice of absence has been received, SAO sends a 'sms' message to parents of each absent student by 10:30am each day.

Non-Attendance Process

The Pastoral (PC) Teacher contacts the family when a student is absent for more than 3 days.

If non-attendance continues, the PC teacher refers this to the Head of Year (HoY).

The HoY contacts parents and identifies the reason for non-attendance.

If non-attendance continues, the HoY refers the matter to the guidance counsellors. Counsellors work with students and parents. If non-attendance continues, the HoY and counsellor may meet with students and parents. If non-attendance continues, a Non-Attendance Letter is sent to parents requesting a meeting with the Assistant Principal Pastoral, the HoY, Guidance Counsellor, student and parent/s.

The PC Teachers and HoY regularly review attendance of their year level and identify students with high non-attendance for follow up.

Notification of extended absence

The College invites early notification of periods of intended extended absence.

Acknowledgement of this notification of absence is sent to the parent/guardian. Students and parents should aim to maintain excellent attendance (>94%) because personal or family illness, or other circumstances, may arise with a dramatic impact on the student's attendance rate and progress at school.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	560.7	546.0	588.5	580.4
Writing	519.2	513.2	563.8	548.9
Spelling	552.6	545.6	587.5	582.3
Grammar and punctuation	553.0	541.7	576.8	573.2
Numeracy	575.9	554.1	592.7	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	147
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	146
Number of students receiving an Overall Position (OP)	67
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	91
Number of students awarded a VET Certificate II or above.	78
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	34
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	92.4
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 received a tertiary offer.	93.5

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	11	18	32	7	0

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	24	50	83

As at March 2019. The above values exclude VISA students.

Students can study a Certificate I, II, III, IV or Diploma as a part of our Year 11/12 subsidised embedded VET program. They are trained at school, within the school timetable, by our staff under the umbrella of external

registered training organisations (RTOs). Examples include: Cert I in Construction (TAFE), Cert II in Engineering Pathways (TAFE), Cert II in Electro-technology (TAFE), Cert II Sport and Recreation, Cert III Fitness (TAFE), Cert III Early Education and Child Care (TAFE and Amazing Education), Cert III Hospitality (TAFE), Cert III Business (Prestige Service Training), Cert III Dance (Aust Teachers of Dance). In addition to the embedded program students may choose, in Years 10-12, to study a qualification at an external RTO during school/personal time. They might also choose to take up a School Based Apprenticeship or Traineeship (SATs) both of which attract very healthy numbers. Students who enrol in a VET program are challenged to develop character, workplace skills and good citizenship at school, in their placements and in the community.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

Of the forty students who left the College in Years 10, 11 and prior to completing Year 12 in 2019, the majority (31) moved to a local high school (27) or training College (4). Nineteen of these students identified the school or training College they moved to. Four students confirmed they were moving interstate, to Sydney (2) and Canberra (2). One student left school following persistent non-attendance. Three students started apprenticeships and one student moved to Distance Education.