

SCHOOL PROFILE

School name Marymount College

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Contact person Chris Noonan - Principal

Principal's foreword

In recent years our focus has been more explicitly on teaching and learning of writing. While, anecdotally we were seeing progress, by 2017 there are clear signs of the improvement in NAPLAN and Senior Outcomes. Our attention to explicit teaching, accuracy and precision must increase as we prepare students in Years 7 to 10 for the New Senior Assessment which begins in 2019.

Much else was accomplished this year. Some major and minor capital works, have sharpened up appearances to compliment the major building and facilities redevelopment over 2009 to 2016. The co-curricular life of the College was again full, with the Arts leading with Rock of Ages; and sport leading with individual and team achievements featuring heavily in every term. Music and Dance, IT and Science, and Public Speaking and Debating were also prominent.

School Renewal plans and staff performance development processes complimented efforts in teaching and learning. They provided affirmation of, and challenges to, our efforts as individual teachers, middle leaders and senior leaders.

School facts

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

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 1221 Girls: 615 Boys: 606

Characteristics of the student body

We have a diverse and mostly Catholic student body from families across the Southern Gold Coast Community. Our students' abilities, academically, in music, drama and sport are across the range and include the exceptional and outstanding. 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. 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. With offerings in sport, drama, dance, music, debating and social justice activity 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 Caningeraba, Burleigh Heads, Miami, Mudgeeraba, Mudgeeraba Creek, Clover Hill and Elanora provide an important 25% of our enrolment each year. 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 son/daughter.

Social climate

Marymount College provides a just, caring and safe environment that promotes physical and emotional health and wellbeing. We strive to always give witness to the Gospel values of compassion, forgiveness, respect, acceptance, resilience, generosity and stewardship. The College Pastoral Program provides a framework for the development of the social, emotional and spiritual well-being of young people, animated with a distinct Marian focus. Our staff structures and professional development are designed to ensure that individuals are well known and cared for by Teachers.

A Pastoral Coordinator and Assistant Pastoral Coordinator, for each Year Level, work closely with their team of Pastoral Teachers, the Deputy Principal and Assistant Principal to provide the necessary support, both for supervision of students and follow-up when required. These Pastoral Middle Leaders have offices as 'shop fronts' to the areas where their students have their classrooms and lockers. Pastoral Teachers are responsible for year level pastoral groups of 20 to 25 students.

The College has a comprehensive Student Behaviour Support Plan, including a specific Anti-Bullying Policy. Students are happy, value their relationships with their peers and teachers and our close attention to Pastoral matters, which ensures that they feel safe and supported at school.

Curriculum - our distinctive offerings

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 our 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 Philosophy & Reason and Mathematics C; 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 Apprenticeships and Traineeships.

Curriculum - our extra curricula activities

A wide range of activities are offered including Musicals ('The Wedding Singer' 2013, 'Hairspray' 2015, 'Rock of Ages' 2017), 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 our website. QISSN (Qld Independent Secondary School Netball) and Confraternity (Open Rugby League) Carnivals are premier goals for students as they progress to Senior. All Schools Touch, Oztag and Basketball Carnivals in Term 3 are also major goals for girls and boys teams each year.

Parent, student and teacher satisfaction

Enrolment levels, support for parent nights, student performances, Science Night, Night of Living History and College fund raising, including the Fete and Art Show, as well as anecdotal feedback, appear to suggest that parent satisfaction with the College is very high. Parents, students and staff participate in surveys and in Appraisal Processes for members of Senior Administration and validation processes for School Renewal. In 2017 the Assistant Principal Religious Education received very positive feedback and endorsement by parents. Students' enthusiasm for their school and their regard for their teachers is reflected in the tone of the College. Responsible Thinking Classroom referrals affect fewer than 5% of students in Years eight through ten and fewer than 2% of students in the Senior school. Parents and College pastoral staff work well together supporting these students. Staff morale is good and staff surveys indicate staff satisfaction is high. College 'Ten Year' student reunions, held each year, attract very healthy numbers of past students. The community of parents, staff and students look forward to celebrating the College Golden Jubilee in 2018.

Parent engagement

There are Parent Information Evenings throughout the year and two Parent/Teacher Interview afternoons/evenings. The Parents and Friends Association meets twice each term and is a source of valuable advice to the Principal. It is also a forum for parent issues around College policy and practice. Each year parents support either the Fete or Art Show, which are biennial events. In 2017 the Fete Committee, volunteer support and attendance ensured the Fete was another outstanding community event. Parents at Marymount College are asked to contribute to a P&F Levy and the P&F determine where this levy is spent for students. Marymount is a Parish school and our Parish Priest is assisted in his responsibilities by the Marymount Combined Schools Advisory Council and the parent and staff representatives. The Advisory Council is chaired by Mr Matt Kennedy, a College Parent. Membership includes the College and Primary Principals, Parent and Staff representatives from each school and the College and Primary P&F Presidents. Council approves the College budget each November and meets twice each term to review financial reports.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

A more comprehensive College Annual Report 2017 is available on the College website.

SMART Goal - All Students to improve Writing by at least 1 mark: 81% of Year 7-9 students improved by 1 and up to 15 marks by the end of Term 3.

An improvement of at least 7 marks to the mean scaling score for OP Eligible students: The mean improved by 8.08 marks.

Reinstate Teacher Performance Development Process: All teachers completed the TPD Process in 2017.

Implementation of BCE Relationships & Sexuality Education across Pastoral, Religious Education and Health & Physical Education Curriculum: Key staff attended Professional Development and Implementation was begun in 2017.

Appraisal of Middle Leadership for the period 2015-2017: Appraisal of 24 Academic Middle Leaders and 12 Pastoral Middle Leaders completed. Review of ML Structure resulted in a revised ML Structure 2018-2020.

Enhance MOODLE & College Intranet: Subject MOODLE pages slowly developing; Student Alert App developed for intranet.

Future outlook

The school is looking good from front office, through the classrooms and grounds, to the back fields. The feel is good too. Staff morale is high, students are happy and teachers and learners are working successfully towards improved student outcomes, with the focus on literacy and writing. This focus on writing compliments preparations for the New Senior Assessment which begins with Year 11 in 2017. Consequently, teaching and learning in the Middle Years and Year 10 is becoming more explicit. Summative Assessment will reduce and become more prescribed, rigorous and high stakes as the requirements of External Senior Assessment 'wash down' into Years 7 -10. At the same time the leadership and teaching staff are focussed on our Seniors who will graduate in 2018 and 2019 as they enjoy the advantages of the OP system and our efforts to ensure their success. Preparation of an Educational Brief for College Master Planning 2018-2023 will result in identification of priority facility needs, including refurbishment of older facilities and new facilities necessary for current enrolments and future growth.

STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	91.00 %
Year 3 attendance rate	%	Year 10 attendance rate	92.00 %
Year 4 attendance rate	%	Year 11 attendance rate	94.00 %
Year 5 attendance rate	%	Year 12 attendance rate	93.00 %
Year 6 attendance rate	%		

Management of non-attendance

Electronic roll marking and SMS text messaging to parents of students absent from school without explanation is part of attendance procedures. Attendance rolls are marked at the start of each day and class rolls each lesson. Letters, diary notes or telephone advice is required to explain absences. Absence, without explanation, for more than two days the Pastoral Teacher contacts the Pastoral Coordinator who contacts the parent/guardian. Absentee lists are circulated to the Pastoral Coordinator who monitors and follows up on unexplained absentee lists. The AP Pastoral and the DP monitor the absentee lists and follow up if required. Where direct contact with parents/guardians fails to address student absenteeism counselling staff may become involved. Show cause letters, requiring a meeting between Parents/Guardians, the student and Senior Administration to address non-attendance, are issued as a penultimate step towards achieving school attendance or a resolution of the students enrolment.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	557.66	544.70	592.69	580.90
Writing	525.20	513.00	561.30	551.90
Spelling	560.52	549.60	583.86	581.50
Numeracy	555.60	553.80	599.00	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	91.7 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	210
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	198
Number of students awarded one or more Vocational Educational Training (VET) qualifications	115
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	43
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	114
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	92.1 %
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	97.1 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	95.8 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
15	45	45

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
50	60	51

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	92	50
Full-time equivalents	88.3	37.7
Aboriginal and Torres Strait Islanders		

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	2
Masters	9
Post Graduate Diploma/ Certificate	39
Bachelor Degree	38
Diploma/Certificate	4

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$231,012 .

The major professional development initiatives were as follows:

Excellence in Learning and Teaching
 MOODLE
 Senior and Middle Leadership
 New QCE
 Relationships & Sexuality Education
 Student Behaviour Support
 Inclusive Education
 Accreditation to Teach in a Catholic School
 Subject Specific Program Development & Teacher Development

Average staff attendance rate The staff attendance rate was 97.75 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 96.1 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

To access our school income details, click on the My School link above. You will then be taken to the My School website with the 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

Find a school **Search website**

Go

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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.