



Marymount College,
Burleigh Waters

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision – Peace Prayer

Lord, make me an instrument of your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is darkness, light; where there is sadness, joy. O Divine Master, grant that I may not so much seek to be consoled as to console; to be understood, as to understand; to be loved, as to love; for it is giving that we receive; it is in pardoning that we are pardoned; and it is dying that we are born again to eternal life.

Mission

A Catholic Educational Community committed to lifelong life-giving learning within a supportive school environment; inspired by the person and vision of Jesus and the examples of Mary and St Francis of Assisi, where Gospel values are reflected in all aspects of College life.

Values

Gospel values: peace, love, forgiveness, faith, hope, light, joy, compassion, understanding, giving
Learning values: Lifelong, life-giving learning

Principal's foreword

Introduction

The 2018 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. This year, we celebrated the College Golden Jubilee. Our College was founded by the Burleigh Heads Catholic Parish and the Missionary Franciscan Sisters of the Immaculate Conception. On 31 March 1968, with just 16 students and two staff—Sister Patricia and Lois Greg—Marymount College was officially opened and blessed by Archbishop O'Donnell. The story of those early years is retold in *My God and My All, a history of Marymount College and stories of former students* published as part of our celebrations.

School progress towards its goals in 2018

Excellence in Learning and Teaching

1. Writing continued to improve with the 80% goal for students at the benchmark achieved across year 7 - 9.
2. The target mean scaling score of 175 for OP eligible students was achieved.
3. Attendance continued to be a problem with little change to student attendance.

Building a Sustainable Future

1. Senior teachers undertook online training, attended QCAA Workshops and joined Expert Teacher Groups and planned for the introduction of new General and Applied subjects for Year 11. Calendar, assessment and timetable adjustments were also made for the New Senior Assessment implementation. Adjustments to teaching and assessment in Years 7 – 10 were emerging.
2. The Middle Leadership Team, of Heads of Department and Heads of Year, has made a significant contribution to the improvements in writing and senior outcomes. This has involved regular meetings, focussed on academic and pastoral goals, as they jointly pursue the College academic and pastoral SMART goals. At the same time the vital importance of academic and pastoral coordinators has been recognised with additional release time for role holders.
3. The quality of information available for learners on MOODLE has risen and the use and efficacy of the platform continues to improve.
4. The College School in Community Report 2018-2024 was completed and approved. A new College Architect was appointed to begin Master Planning for the period 2019-2025.

Future outlook

The explicit improvement agenda for 2019 will focus on the following goals:

Excellent Learning and Teaching Goals

1. Maintain a mean scaling score for OP eligible students of 175.
2. Each Year 7, 8, 9 and 10 student improves their writing task analysis score and: 90% of Year 7, 90% of Year 8, 93% of Year 9, 93% of Year 10 students achieve the benchmark by year's end.
3. That the school attendance rate improves towards the aspirational goal of 90% of students attending school 90% of the time.

Building a Sustainable Future Goals

1. Continue to develop MOODLE pages for the College Learning Management System, ensuring currency for each subject area to support the engagement of Learners in class and with homework.
2. Master Plan for 2019 – 2024.
3. Implementation of New QCE 2019-2020.
4. Implement recommendations of the 2018 Workplace Health and Safety Audit.
5. Focus the lead learning roles of senior, middle academic and pastoral leaders, and teachers on school improvement built on expert teaching, systematic delivery of curriculum and effective pedagogy—domains 5, 6 and 8 of the National School Improvement Tool.

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 2018: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	1225	621	604	12

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

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. 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 son/daughter.

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 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 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 and access to many School-based Apprenticeships and Traineeships.

Co-curricular activities

A wide range of activities are offered including Musicals ('Anything Goes' 2011, '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 extra-curricular activities are contained in Annual College Reports on the College website. QISSN (Qld Independent Secondary School Netball) and Confraternity (Open Rugby League) Carnivals—at the end of term 2—and All Schools Touch, Oztag and Basketball in Term 3 are major goals for many girls and boys teams each year.

How information and communication technologies are used to assist learning

The College ICT program ensures all students have access to Apple laptop computers. Students are issued a College MacBook Air as they commence Year 7 and 10. This ensures warranty and capacity requirements throughout their schooling across Year 7 - 12. Certainly, the novelty of IT has shifted as laptops have become a tool for learners. Students use Microsoft Office and Adobe software regularly, and programming, design and film and media applications across IT, Design, Media and Arts courses. With an IT 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 at Marymount.

Social climate

Overview

Much work has gone into ensuring that the Pastoral Program is continually developed in order to meet the needs of our students and families as they progress through early adolescence into young adulthood. The Program recognises that each student needs to develop socially, emotionally and spiritually as they make their way through school life and into life beyond the school environment. Heads of Year and Assistant Heads of Year ensure that the programs for each year level reflect contemporary issues that may arise, whilst ensuring that content is age appropriate and beneficial to the well-being of the students in their care.

In addition to the Head of Year and the Assistant Head, students also have 10 Pastoral Teachers who meet and work with their Pastoral Class every day. They also deliver the Pastoral Program each Thursday. This allows for trust to develop between students and the Pastoral teacher. Student-teacher relationships are valued, and this helps the students to feel wanted and welcome here at Marymount College. 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. The Council gives each year level a voice, with two representatives from each year level who meet fortnightly with members of administration and Assistant Heads of Year. Information from these meetings is filtered back to the individual year levels, which has proven to be very successful. Many fundraising and social justice opportunities have been led by the Student Teacher Advisory Council. They have been instrumental in creating year level community service projects for the benefit of others.

Marymount College continues to be committed to promoting lifelong and life-giving learning. The Pastoral Program delivered to our students reflects the Gospel values found in the Mission and Vision Statements of Marymount College. Each student is valued and we strive to demonstrate respect for the dignity and uniqueness of the individual person, as we are all made in the image of God.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
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	
Percentage of students who agree# that:	2018
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	
Percentage of staff who agree# that:	2018
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

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.

Students with 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 meeting the needs of the developing adolescent student.

Each year parents support either the Fete or Art Show, which are biennial events. In 2017 the Art Show Committee, volunteer support and attendance ensured the Art Show 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. The Marymount Schools' Advisory Council serves as our School Board. It is chaired by Mr Matt Kennedy, a former College Parent, and membership 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 in his responsibilities by the Marymount Combined Schools Advisory Council and the parent representatives.

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 at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	98	52
Full-time Equivalents	92.6	38.5

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	9
Graduate Diploma etc.**	25
Bachelor degree	58
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 2018 were **\$274,590**

The major professional development initiatives were as follows:

- QCAA information and training programs, and BCE initiatives to support teachers in preparation for the New Senior Assessment Implementation 2019.
- Excellent Learning and Teaching initiatives to support teaching of writing years 7 to 10 and of Common Curriculum Elements (cognitions and cognitive verbs) years 11 to 12.
- Senior and Middle Leadership leading learning collaboration.
- Relationships and Sexuality Education Implementation.
- Workplace Safety Training to support implementation of WHS Audit recommendations.
- Induction of new staff, mandatory annual staff training and maintenance of VET industry currency for VET teachers of certificate courses.

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.3 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **92.0%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88.0 %

*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 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	91.2 %	87.3 %	87.2 %	85.9 %	89.6 %	86.7 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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

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

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

HoY contacts parent and identifies reason for non-attendance.

If non-attendance continues, HoY refers student and parent to counsellors. Counsellors work with student and parent. If non-attendance continues, HoY and counsellor have a meeting with student and parent. If non-attendance continues, Non-Attendance Letter sent to parent requesting meeting with assistant principal pastoral, HoY, counsellor, student and parent.

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 do arise and have a dramatic impact on their attendance rate and progress at school.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	553.7	541.5	597.0	583.8
Writing	521.5	505.3	553.9	542.3
Spelling	549.8	545.2	579.3	583.3
Grammar & Punctuation	562.2	543.9	593.7	580.1
Numeracy	554.4	548.2	600.9	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	211
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students receiving an Overall Position (OP)	109
Percentage of Indigenous students receiving an Overall Position (OP)	33
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	35
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	127
Number of students awarded an Australian Qualification Framework Certificate II or above.	135
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	206
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	90
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.	98.6
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93.9

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	21	38	44	10	1

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	51	64	71

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

Students can study a Cert I, II, III 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. 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 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. Both of these areas 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 the community.

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87.7 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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

The College has an extensive curriculum offering a rich variety of subjects and certificate courses and school-based apprenticeships across Academic and Vocational Education Pathways to meet students' needs. Retention in the senior years reflects issues with subject choice and pre-requisites, student wellbeing and individual family circumstances. Our Careers Office staff, Guidance Counsellors and the Senior Pastoral Team work closely to support the students through these demanding last years of high school.

Retention of Senior Students 2018			
Did not return 2018	Year 10	Year 11	Year 12
Distance Education			
Other School	4	3	
School Interstate		1	
VET		3	
Work		5	1
Other		1	1
Total	4	13	2
Left during 2018	Year 10	Year 11	Year 12
Distance Education	2		
Other School	5	1	
School Interstate	5		1
VET	1	1	
Work		2	
Other	1		1
Total	14	2	1