



**Marymount College,
BURLEIGH WATERS**

Annual Report 2020

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



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Contact information

School	Marymount College
Postal address	PO Box 2144, BURLEIGH MDC, QLD, 4220
Phone	(07) 5586 1000
Email	sburleigh@bne.catholic.edu.au
Web pages	Information about the school can be at www.marymount.qld.edu.au Additional information about Brisbane Catholic Education school is located on the Brisbane Catholic Education website.
Contact person	Chris Noonan — Principal

Principal's foreword

The 2020 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 Report 2020 to the community, prepared for the Annual Awards Night, is available on the [College Website](#).

School progress towards its goals in 2020

The 2020 Annual Action Plan continued our focus on implementation of the New QCE and on Excellent Learning and Teaching. The New QCE involves new syllabuses and systems of internal and external assessment for seniors taking an academic path. Excellence in Teaching and Learning is for all students and focuses attention on how we teach, what we teach, how we evaluate learning and how we respond to learners' needs.

The foundation for our approach to teaching and learning has been Marzano's Art & Science of Teaching Framework—the how— and Marzano's and Kendall's Taxonomy of Learning—the what. The Taxonomy provides the classification of learning in terms of simple to complex: Retrieval, Comprehension, Analysis, Knowledge Utilisation and Self-system Thinking. 'Self-system' thinking is the highest level and is about learner beliefs about learning, goal setting, motivation and their capacity to monitor and self-regulate. Greatest success comes with great student-teacher relationships, teacher 'withitness', feedback, and emerging student self-system thinking. These are evident with teachers in our classrooms each day and we have welcomed parents and guardians on School Tours with the Principal and Senior Leadership each Term, since 2016, though COVID prevented this in 2020.

Strengthening our Catholic Identity has also been a priority over a number of years. This Ongoing reflection about what it is to be Catholic, what it is to be Christian and indeed, what it is to be, are frequently discussed. We are closely interested in these questions and our continuing formation as Catholic educators requires that we learn, share and grow our commitment to the Vision and Mission of high-quality Catholic education.

Master Planning for steadily increasing enrolment from late 2019 has followed processes to record and establish the need for refurbishing and developing new facilities since 2018. As a result, we will seek tenders for new facilities in excess of \$10 million, early next year, to be built for occupancy in 2022.

The five-year External School Review in 2020 considered the College's performance in terms of compliance with Educational Legislation requirements for school Accreditation and Archdiocesan Accreditation as a Catholic School. The College was subsequently recommended for continuing Accreditation. The External Review included a review of processes of ongoing improvement and considered the College's performance in terms of efforts for improvement and student outcomes. A summary of findings is available in the College Annual Report 2020 available on the College Website.

Future outlook

Preliminary planning for 2021 includes:

- Meeting system requirements for the teaching and learning of Religious Education
- Formation of staff and their appreciation of the College Catholic Identity and their role
- Aligning the Art and Science of Teaching with BCE's Model of Pedagogy.
- Clarifying whole school plan for Curriculum delivery.
- Embedding explicit teaching of literacy and numeracy into learning areas.
- Embedding school-wide, engaging and differentiated, pedagogies that impact positively on the learning, progress, achievement, and wellbeing of each student.
- Completion of Stage 1 of the Master Plan as we prepare for steady enrolment growth.

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 2020: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	1331	690	641	14

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 Caningeraba, 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 implementation

Curriculum overview

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.

Extra-curricular activities

A wide range of activities are offered including Musicals (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 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, Oztag 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.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	92%	95%
School staff demonstrate the school's Catholic Christian values	88%	94%
Teachers at this school have high expectations for my child	94%	93%
Staff at this school care about my child	89%	94%
I can talk to my child's teachers about my concerns	86%	85%
Teachers at this school encourage me to take an active role in my child's education	75%	80%
My child feels safe at this school	95%	95%
The facilities at this school support my child's educational needs	NA	97%
This school looks for ways to improve	88%	91%
I am happy my child is at this school	90%	93%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	65%	69%
I enjoy learning at my school	89%	84%
Teachers expect me to work to the best of my ability in all my learning	86%	95%
Feedback from my teacher helps me learn	96%	91%
Teachers treat students fairly at my school	70%	78%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74%	51%
I feel safe at school	88%	84%
I am happy to be at my school	82%	80%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	90%	85%
School staff demonstrate this school's Catholic Christian values	92%	90%
This school acts on staff feedback	69%	64%
This school looks for ways to improve	90%	90%
I am recognised for my efforts at work	66%	75%
In general, students at this school respect staff members	83%	92%
This school makes student protection everyone's responsibility	97%	98%
I enjoy working at this school	86%	97%

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

Responsible energy usage supports the school’s efforts responding to Pope Francis’ ‘Encyclical Laudato Si’—Care for our Common Home. This 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 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
2020	785,580

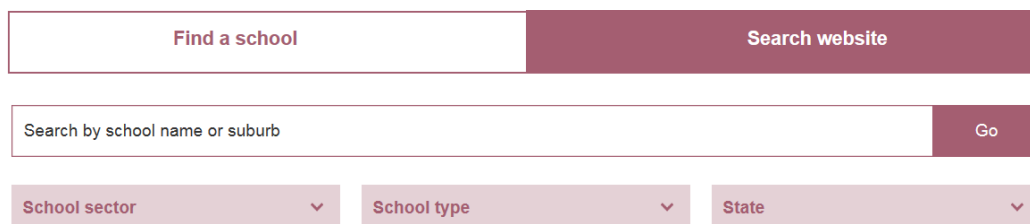
School funding

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 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.



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



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



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	113	51
Full-time Equivalents	103.7	40.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Graduate diploma etc.**	32
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

The major professional development initiatives were as follows:

- Staff Formation – My Story, Our Story, The Story
- Core Compliance Training including WH&S, Student Protection Training, Code of Conduct, First Aid and CPR
- Collaboration and Implementation of new QCAA Syllabuses

- QCAA Confirmer, Assessor, Marker Training
- Write that Essay
- Differentiation of Teaching and Learning
- Online Learning Professional Standards
- Microsoft Teams Software Training
- Staff Wellbeing

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, **96.0%** of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	88.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.4%

Average attendance rate per year level			
Year 7 attendance rate	90.2%	Year 10 attendance rate	86.9%
Year 8 attendance rate	87.7%	Year 11 attendance rate	88.0%
Year 9 attendance rate	87.0%	Year 12 attendance rate	88.7%

*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.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2020) student cohort	93.3%%

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

The screenshot shows a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is located to the right of the 'State' dropdown.

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

The screenshot shows a rectangular button with the text 'View School Profile' in a dark font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted with a dark background and white text, and has a small downward arrow next to it.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2020	21	60	58

Description	2020
Number of students receiving a Senior Statement	193
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	182
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	90
Number of students awarded a VET Certificate II or above.	118
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	No longer available
Number of students receiving an ATAR	114
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	No longer available

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 (Australian 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 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

Early leavers information

Of the 22 students who left the College in Years 10, 11 and prior to completing Year 12 in 2021. The majority of students moved to a local high school or training College (8) or to TAFE (3). Two students confirmed they were moving to Brisbane to attend school. Two students moved to Distance Education or Home Schooling. Two students commenced their apprenticeships and one commenced part-time work. The destinations of four are not known.