



COLLEGE ANNUAL REPORT 2020



MARYMOUNT
College





College Annual Report 2020

Introduction

This year—except for five weeks in Term 2—up to 1,330 students and 150 staff were at school each day, getting on with work, with learning and with each other. Our Staff made this possible; parents and students made it possible; and the Seniors gave all they could to make it memorable for something more than the pandemic.

Their efforts to ensure continuity of events, right throughout the year, told us that the events matter. In a way, their efforts made us more fully aware of why these things are important, amid the change and uncertainty. Their efforts for keeping things going—for business as usual—helped all of us to be more understanding, patient and thoughtful, and happy. That’s how it should be as we—followers of Jesus get on with caring for our each other. Year Coordinators and students across every Year level also enjoyed a very positive year, as a result of the leadership of the Seniors.

As well as people showing care with personal hygiene and good manners, there was also an emerging mindfulness and signs of increasing generosity in our school, in our homes and in our community. The world seemed less in a hurry, not as noisy and not so attracted to self-importance. Yet it took a toll on everyone.

We are hoping that the worst days of worry and loss of the pandemic are behind us, that we’ll enjoy Christmas and New Year celebrations, and that a vaccine will prove successful sooner, rather than later, in 2021. As the 2020 school year closes, we were delighted to be able to be planning for a Senior Awards Night in a revised format, the Senior Formal at the College on the Franciscan Lawn and for major building works in 2021 to meet

the steadily increasing enrolment demand. In 2020, enrolments increased to 1,331 students.

It has been a successful year across the school where we have helped keep each other safe. At the same time, students have continued learning and completing assessment at school and for almost all, they will be able to do what they had intended to do at school or beyond school in 2021.

School Improvement

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 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 framework and Taxonomy help planning for, and evaluation of, teaching and learning. The Taxonomy *Appendix I* 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. This is about beliefs about learning, goal setting, motivation and the capacity to monitor and self-regulate. Greatest success comes with great student-teacher relationships, teacher ‘withitness’ and feedback, and emerging student self-system thinking. These are evident with teachers and students in our classrooms each day and we

have welcomed parents and guardians at School Tours with the Principal and Senior Leadership four days each Term since 2016, though COVID-19 prevented this in 2020.

Strengthening our Catholic Identity has also been a priority over a number of years. This reflects the world we are part of, where understandings about what it is to be Catholic and what it is to be Christian—and indeed, what it is to be—are less frequently discussed, let alone understood. Within our Catholic school staff we are closely interested in these questions and our continuing formation as Catholic educators requires that we learn, share and grow commitment to the Vision and Mission of Catholic education at Marymount College.

Master Planning for steadily increasing enrolment from late 2019 has followed processes to record and establish the need for refurbishing and for developing new facilities since 2018. As a result, we will be seeking tenders for new facilities in excess of \$10 million, early next year, to be built for occupancy in 2022. See Architects impression page 3. (Appendix II)

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. An Executive summary can be found at Appendix III. OP and VET Outcomes across 2016-2019 can be found at page 4. An extract from College Reporting can be found at Appendix IV. Outcomes for 2020 will be available as school resumes in Term 1 next year.

2020 College Enrolment				Table 1			
Year level	7	8	9	10	11	12	Total
Enrolment	260	237	229	214	197	193	1331



Proposed Development 2021—See Appendix II

P&F

It was a relatively quiet year for the P&F. Perhaps the most memorable outcome they achieved was to have the Senior Formal at the College, on the Franciscan Lawns. It was a grand occasion. It came about when our proposed venue withdrew due to COVID-19 and the GC Convention Centre was unavailable. The parents proposed that the College host the formal at the College. We undertook to investigate and after Jan Delves' and Karen Harrison's subsequent proposal was considered by the College leadership Team, the outstanding result is now available to view. Year 12 2020 Formal Arrival can be accessed via the QR code on this page.

That's why the Marymount P&F is so important. The Executive, Grace McLintock – President, Fiona Hore Vice-President, Dawn Young – Secretary, Nicole Modini – Treasurer, members and attendees simply engage with the principal and members of the College Leadership Team. Our shared partnership and priority is the safety, well-being and growth of our students. Though they had fewer meetings in 2020, the P&F oversaw the management of the P&F Levy, contributed to

discussion around Master Planning and raised issues of concern and provided compliments to staff as they supported the College in 2020.

The very significant contributions of Dawn Young and Fiona Hore as attendees and executive members over many years as their children completed schooling at the College is acknowledged with appreciation.

Governance

Marymount College is a Parish School administered by Brisbane Catholic Education. We enjoy a close association with Burleigh Heads Catholic Parish, with the significant majority of our students baptised at one of our parish's five churches. Catholic children also attend from outside the Parish. Children of other faiths also attend. The College principal meets regularly with Parish Priest, Padre Morgan Batt and Marymount Primary School Principal, Brendan Creevey as we lead the College and the Primary School.

The Marymount Combined Schools Advisory Council is the Finance Committee guiding each school. Council monitors financial performance against planning and budgets.

Members include: Greg McCann – Chair, Padre Morgan Batt – Parish Priest, Grace McLintock – Parent and College P&F President, Jace Cosgrove – Parent and Primary P&F President, Neil Segerdahl and Noelle Panlilio – Parish Finance Council.

Padre Morgan and Father Jacob Kalu also take an active role supporting the College in prayer and liturgy, Senior Retreats and the Religious Life of the school throughout the year.

Brisbane Catholic Education provides administrative support and is the employer of all staff. BCE Services are provided through the BCE Service Centre at Springwood, from where Senior Leader learning and Identity, Martina Millard ensures accountability to Brisbane Catholic Education and the Archdiocese of Brisbane.

Appreciation to so many

Marymount College is a great school. It strives to be a supportive school environment and distinctly Catholic Christian. When parents hold their new born child for the first time they know the miracle of life. They know the unconditional love of mother and father—of Mary and Joseph for their baby Jesus. From each Holy Family it begins and we endeavour to support the child in Year 7 to become the kind and capable young adult of Year 12.

We are grateful that so many adults come together in our Marymount Community to make Marymount the supportive school environment it must be. We are appreciative of all who work at the school, with each other and for the children. We thank them for ensuring 2020 was a safe, happy and rewarding year for our students.

Chris Noonan
Principal



Year 12 2020 Formal Arrival video on YouTube can be accessed via this QR code



Senior School – QCE

Students, Teachers and Heads of Department worked together through 2019 and 2020 to come to terms with the new senior assessment processes and the new Senior Syllabuses. Without the benefit of IA3—the internal assessment that was cancelled due to the disruption to learning—the students and teachers worked together through a long Term 3 and the three weeks until the external exams started. They relied on best instincts completing coursework by mid-Term 3 and ‘on repeat’ as they revised and completed practice tasks covering Unit 3 and 4 work. Most were generally optimistic as they started their External Exams in November.

The new processes involved include teachers in schools preparing Internal Assessments (IAs) to specifications and submitting these for endorsement by QCAA appointed ‘Endorsers’. This process is where the QCAA ensures that what is being tested is the learning prescribed by the QCAA Syllabuses. Teachers then administered these Internal Assessments on the due date and marked them using the Instrument Specific Marking Guides (ISMG) specified. These ISMGs ensure marking applies criteria for progress named in the QCAA Syllabuses. After marking student IAs Teachers waited for advice from the QCAA for which students’ IA papers to send in for checking. This checking or Confirmation process either ‘Confirmed’ the teachers marks or changed the marks. While a number of students’ marks were changed by the Confirmation processes, many more were ‘Confirmed’ as marked. These QCAA Endorsement and Confirmation processes aligned teaching of the Syllabus with appropriate and rigorous assessment and accurate marking.

The College had 29 of our staff—greater than 50%—of our senior teachers, employed by QCAA to complete these processes for other schools. We are most appreciative of these teachers’ professional commitment to this important work. It brings insight that benefits our senior teaching staff and students as we adjust to these changes in senior schooling.

Junior Secondary

2020 will be a year we won’t forget quickly. It started like any other, filled with excitement when 260 Year 7 students arrived on Day One. Their enthusiasm and energy was uplifting and joyful for all. Despite what followed with COVID-19 shutting down schools and the country, our Marymount community was able to come together and support each other and ensure our students’ education continued.

As a College we increased our investment in literacy with the program, *Write That Essay*. Year 9 students focused on the increasing writing demands of Senior secondary in mind. The program has involved teacher professional development, in-class coaching and student workshops. Students have been learning the ‘rules of thumb’ to create sentences and paragraphs with impact. Supported by an online tool students can get instant feedback on their writing. Online learning in Term 2, limited the program until coaching and workshop sessions resumed in Term 4. The program is helping students improve their writing and will continue in 2021.

The Science Technology Engineering and Maths (STEM) program has continued to grow in 2020 with a new dedicated subject in Year 9. Over the course of a semester, the Year 9 STEM students designed, built and programmed solar powered boats, culminating in boat races in the pool. Under the guidance of Mr Cousins, the students worked well in teams and were very creative with their boat designs. Next year we are offering STEM in Year 8 and by 2022 it will be offered from Year 8 to 10.

Although we were unable to hold our annual Science competition at school, a small number of our students took the opportunity to work on STEM projects—with the help of our dedicated Science teachers—and entered the Gold Coast Schools Science Competition. The students were successful in the different scientific categories and Marymount College took out the best Middle Years School for the sixth year in a row.

Code Club also managed to continue even when school was closed and activities were limited. Under the guidance of their Code Captain, Mr Cousins, students worked after hours building a Minecraft world and entering the BCE Minecraft Competition. They were among over 400 school entries. The Year 7 team took out the Best Build Award and the Year 9 team took out Best Build, Best Activity and Best Video in their age level, with their build of time travel through Australian history.

Though restricted, The Arts program continued to engage students at school, filming, acting out drama plays, creating masterpieces in the Art room and doing socially distance dancing. This is all thanks to the dedication of our teachers to keep our students engaged even with all the restrictions placed upon them.

We are proud of how well the students have adapted and coped with the challenges they have experienced. We are also grateful to all the staff for their efforts as they continue to inspire, nurture and support our students.

Katrina Nicholson

Assistant Principal Junior Curriculum

Distribution of OP Results Marymount College 2016 - 2019

Year	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25
2016	8.7%	38.1%	67.5%	100.0%	100.0%
2017	13.2%	52.6%	92.1%	100.0%	100.0%
2018	18.4%	51.8%	90.4%	99.1%	100.0%
2019	16.4%	41.8%	89.6%	100.0%	100.0%

VET Certificates Awarded Marymount College 2016 - 2019

Year	I	II	III	IV	Total
2016	40	37	30	0	107
2017	50	60	51	3	164
2018	51	64	70	1	186
2019	24	50	83	1	158



The consistency of our Teachers' judgements through the Confirmation processes was very encouraging to them and their students and augers well for anticipated Year 12 final results. These will be published in December. We anticipate continuation of the very solid achievements of our Seniors reflected in our 2019 OP results. Senior results for 2020 will be published in the new year. Our appreciation to all Teachers, Academic Coordinators, Heads of Department and secretarial staff for the successful implementation of the new system over the past two years.

Peter Shaw
Assistant Principal Senior Curriculum

Senior School - VET

Senior Vocational Education and Training Courses available to students provide access to significant Nationally Accredited Qualifications. Overseen by Jason Hamilton and the VET Office, our approach is to encourage students to aspire to an academic pathway option as they begin at the College. For those who might struggle to meet prerequisites for Year 11 general subjects and those who might prefer, we provide quality VET subject and training options. Approximately 40% of students ultimately complete the VET pathway each year and the quality of outcomes (page 4) achieved shows significant improvement over 2016-2019. This trend has continued in 2020.

Jason Hamilton
Head of Careers/VET

The Religious Life of the School

Looking over the two February Newsletters overflowing with the colour, energy, optimism and excitement which typifies the early days of the new school year, the familiar images of the vibrant life of the College leap off the pages—the first day back, new Year 7s, the Swimming Carnival, Year 12 Retreat, St Valentine's Day, Opening Liturgy, Shrove Tuesday, Ash Wednesday, Project Compassion, Year 10 Reflection Day, joy *'Finding Your True North'*, Rosies appeals launched, St Therese of Lisieux's relics



arrive in the Parish and Year 11 students participating in the Archdiocesan Youth Plenary. Familiar images of the vibrant Religious life of Marymount College which enlivens our community throughout the year, and then...**change**. News references to a pandemic growing louder, more detailed and, in no time, it was with us. Such a packed calendar was no longer our normal.

It was also in February that the Missionary Franciscan Sisters of the Immaculate Conception, our founding religious order, celebrated 90 years in Brisbane. We are grateful for our Franciscan beginning, grounded in simplicity, humility and love, with a joyful dependance on God. Mr Chris Noonan, College Captains Sophie Roiter and Harrison Dean, Marymount Primary APRE Bernadette Christiansen and I attended the very colourful, joy-filled celebration Mass at Little Flower Church, Kedron. We enjoyed morning tea with early Marymount teacher Sister Marguerite, Congregation Leader Sister Catherine White and other members of the community.

Into early March and the 'new normal' arrived, class numbers dwindled as uncertainty grew, an eerie quietness emerged, we didn't speak so loudly, keeping distances, spacing desks, avoiding touching surfaces, elbows in greetings.

St Patrick's Day was fun and a distraction. Lent moved on, unrecognisably quiet. The Holy Week Liturgy didn't happen. The few students still at school made palm crosses for distribution in the parish and staff ended the term standing in the P&F Courtyard praying a traditional Rosary. The old, familiar sound brought reassurance. In the previous days staff had worked so very hard programming for online schooling after the Easter break and lock down. Events were cancelled. We had a new way of attending Mass—via live streaming. Archdiocesan Easter Triduum ceremonies were also live streamed.

The College ANZAC service took place with restrictions. Isabella Dean played the Last Post and Reveille as Tom Browne and Corbin Zahn attended to the flags. About 15 staff

attended with Tom and Corbin. College Captains Sophie Roiter and Harrison Dean led the prayer over the PA. Pastoral morning prayer was provided online daily for over 900 students at home and those at school for five weeks from recordings made by Student Leaders.

The joy in the air was palpable as students returned to 'new normal' school as lock down ended but the rules remained; distancing, sanitising, testing... and a continuing wariness. Now there was no singing or choir, with precautions against infection. From here forward, adjust and celebrate... Mary Help of Christians, reschedule Year 11 Retreat in the 'bubble', Have a Heart Day, Marymount Day Liturgy with food baskets for St Vincent de Paul and huge paper flowers and The Magnificat... broadcast from Mary Mother of Mercy Church into classrooms, Year 8 and 9 Reflection Days, Mission Month when six students became Ambassadors for Catholic Mission and—almost like winning Olympic Gold—the Graduation Liturgy, shaped and adapted to every conceivable challenge, was relocated to its original home in the Doyle Centre when government restrictions changed at the last minute. Graduating students throughout the Archdiocese received a special 2020 medallion, brainchild of Mr Peter Shaw. Two days later, the College Formal in the marquee on the Franciscan Lawn was tantamount to a fairy tale finish!

Throughout it all, the quiet vibes of hope have been tangibly present in the life of the community. They ring through the quiet voices of Chris Noonan our Principal, all the staff and students who have kept the pace, worked so hard, looked out for each other and made everyone smile. They made things happen and just got on with it. We know how blessed we are to live in Australia and we pray for the deliverance of all those overseas who continue to endure enormous suffering... and thanks be to God, the vaccine is coming.

Dolores Maitland
Assistant Principal Religious Education



Pastoral

Marymount College provides a just, caring and safe environment that promotes physical and emotional health and well-being. As a Catholic community we strive to always give witness to the Gospel values of compassion, forgiveness, respect, acceptance, resilience, generosity and stewardship.

This approach provides a framework for the development of the social, emotional and spiritual well-being of young people, animated with a distinct Marian focus. It is overseen by the Deputy Principal and the Assistant Principal Pastoral. The Heads of Year, Assistant Heads of Year and Pastoral Teachers at each year level complete the Pastoral Team.

The Marymount College Pastoral Program creates opportunities for our young people to develop leadership skills and be involved in community activities such as; Rosies, Junior Movie Night, Have a Heart Day, Project Compassion, Marymount Day, No Way to Bullying, RUOK, Senior Quiz Nights and the competitive Student Teacher Advisory Council (STAC) Cup. During 2020 our student body was encouraged to reach out to the marginalised in our community, in particular the poor, homeless and hungry in our own community. The theme of *'Find Your True North'* encompasses the journey through high school for our students, where they are guided in the Pastoral Program and by teachers and peers, to give their own lives direction and to discover their place in the world.

Each year level is led by a Head of Year and Assistant Head of Year. The students also have Pastoral Teachers, who meet with, and work with their Pastoral Class every day. They also deliver the Pastoral Program each Thursday under the guidance of the Head of Year and Assistant Head of Year. This allows for a bond to be made and builds trust in the teacher. Student teacher relationships are valued and students feel wanted and welcome 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. 2020 has 'thrown up' the enormous challenge of COVID-19 in the Global Community. With students being asked to stay at home and change the way their lives have always been,

the role of the Pastoral Teams has been extremely important. Many students felt the anxiety of the 'New Normal' and this greatly affected some student learning. The care and compassion demonstrated by the Pastoral Teams was exceptional with significant follow up with families to try to ensure educational outcomes had the best opportunity to be met.

This team also worked diligently with both students and families to improve the attendance of our students. We continue to strive to achieve the goal of 90% of our students achieving attendance of 90% or above. The effect of this work is evident in better educational outcomes for our students and social interactions with peers. The importance of being prepared for school and ready to learn is also an area of focus. Students are made aware that they need to be at school on time and in class when the school day starts. This promotes a positive attitude to learning and a readiness to get in and do the work.

The STAC team 2020 achieved amazing results as both a voice for students and event organisers. Each year level has two representatives who are selected by their peers to lead the cohort. Every second Wednesday, these students meet with the College Vice Captains and members of the College Administration and discuss important information relevant to their individual year levels as well as the College Community. Through a team effort, there have been many successful fundraising activities, STAC Cup competitions and year level bonding activities. The leadership demonstrated by these young people was exceptional this year.

The relationships fostered between staff and students as well as peer relationships sets a strong base for our students to feel comfortable in the school environment. Our students also know where they can seek assistance in times of need. We believe our students have been created in the image and likeness of God. All Pastoral activities and processes in the College are designed to enhance learning and personal growth and support learning to assist our students to become the best version of themselves, at school and beyond school.

Geoff Browne
Deputy Principal



Performing Arts & Cultural Achievements

Music

The challenges faced by the Music Department in 2020 have been numerous but rewarding. As we began the year like so many others before, private instrumental tuition and rehearsals for the many music ensembles began taking place. It soon became apparent however, that the work of the Music Department would take a very different form for the remainder of the year. Students and staff now needed to socially distance—which was made more complex for singers and instrumentalists, as the BCE directive was that any instruments (including voice) that expressed vapour into the air needed to observe an additional 50cm distance—a total of 2m between student, with the direction of air expulsion of instruments facing away from other students. Regular cleaning and care of instruments took particular importance on a daily basis as well. Performance opportunities for students was significantly reduced this year, but students still found their lives enriched by the excellent work of our ensemble conductors and private teachers. While performances offer many valuable experiences (consolidation of learning, personal growth through public performance), it is the learning and interaction between professional and student in each lesson and rehearsal that ultimately provide the most benefits for students' lives.

We thank our wonderful existing instrumental teaching staff: Cvitan Barac (drums and percussion); Angie Camara Lubbe (piano and keyboard); Jay-Louise Clarke (brass, woodwind, Concert Band and Jazz Ensemble); Leisa Kirstein (piano and keyboard); Elodie Mayberry (strings); Andrew Mitchelson (guitar and Rock Bands); and Roslyn Owens (voice). We also welcomed Tim Goodburn on board this year as a second guitar teacher. All of these teachers have handled the challenges and changes of 2020 with incredible flexibility and professionalism, and the College is very appreciative of their willingness to meet these changes for the benefit of our students.

2020 also saw our first cohort of year 12s pass through the new ATAR system, albeit with some small modification to the assessment schedule. The introduction of the new senior Music syllabus has been a wonderful opportunity to refine and refresh curriculum, and to assist in ensuring that Marymount Music students continue to receive current and relevant Music education. The process this year has been quite a success, and students have been able to display their skills and achieve at standards that reflect their musicianship.

In a year full of uncertainty and state of flux, it has been refreshing to 'get back to basics'—for students in the department, and for them to be reminded of the lifelong value of music and musical learning. The enduring importance of music has been brought to the fore this year: it is so important as a creative outlet, the maintaining of positive mental health, and a way for us all to connect with each other, even if it can't always be in person.

Paul Faughey

Music/Instrumental Music Coordinator

Dance

A highlight of 2020 was having our dance teams compete at the Starbound Competition at the end of Term 3. Our Year 7-12 students were thrilled to be back on a stage—in costume, under lights and in front of a live audience. Marymount College received the following awards:

- 1st: Senior Extension Lyrical (Yr 7-9) & Jazz (Yr 10-12)
- 2nd: Year 9 Dance & Junior Extension Funk
- 3rd: Senior Extension: Jazz & Junior Extension Contemporary
- Very Highly Commended: Year 11/12 Dance & Year 8 Dance

A week earlier, Year 7 and 9 dancers in the Senior Extension Team competed at the Evolution Competition, winning 1st place





for both Georgia Clay's Lyrical routine and Ashleigh Naismith's Jazz dance.

In Term 2, COVID-19 couldn't quash the passion for this physical art form and even during the Alternate Learning Program, students were lunging in their loungeroom, grooving in their garage and choreographing in the kitchen.

The annual Queensland Ballet Intensive in July was so valuable and enjoyable, as always. Sydney Dance Company's series of workshops for Year 10 in August were fantastic in a new online format. Year 8 Dance loved having Yasim Coronado come to teach his reggaeton and commercial salsa styles for their Cultural Dance unit. In an interesting twist, the pandemic meant we could access alumni Ashleigh Naismith and Georgia Clay as guest artists because they were unable to continue their overseas dance contracts. Ashleigh choreographed (online and live) for Year 10 Dance, Junior and Senior Extension Dance, and Georgia created a lyrical piece for a small group of Senior Extension dancers. The students loved working with them both and their routines placed extremely well at the competitions.

Shona Press
Dance Coordinator

Drama

This year, students were engaged in exciting units such as Australian Gothic theatre, Verbatim theatre, Australian Script work and Cinematic theatre. Our students were fortunate to see one theatre excursion in Term 1. All Year 10, 11 and 12 Drama students watched Brisbane's La Boite's beautiful production of *The Neighbourhood*. This exciting production was in-the-round and challenged its audience to consider 'what was their home'.

Melanie Howe
Drama Coordinator

Media Arts

In November students, friends and College staff gathered to view the high-quality productions of Year 8-12 Media students. The library was converted into a cinema and provided an intimate atmosphere for all to take in the hard work of students, who had to contend with many challenges associated with COVID-19 in order to bring their visions to life on the big screen.

We welcomed Carina Serong, last year's recipient of the Ken Lee Award for Outstanding Achievement in Media to present the awards to Media students this year. Carina provided an inspiring overview of her time as a Media student at Marymount and how her hard work and passion lead her to receiving a scholarship to Bond University, studying Film and Television. This will now become a new tradition for Media Night, bringing back the previous year recipient of the Ken Lee Award, to provide the current students with an idea of where Media Studies can lead you in the future.

This year's joint winners of the Ken Lee Award for Outstanding Achievement in Media was awarded to Year 12 students Lensa Lo Tam and Claire Peacock, in recognition for their hard work and high academic success in Film, Television and New Media.

We also recognise Year 11 student, Brylea Bartsch, selected as one of the final 18 student films for the Bond University Film & Television Awards (BUFTA). You are able to watch her fabulous music video - Easy with the QR code below.

Ms Lorena Vine
Head of Arts & Media



Year 11 media student Year 11 student, Brylea Bartsch, video 'Easy' on Vimeo can be accessed via this QR code



Public Speaking

It has been a frustrating year for Marymount's small, but dedicated, group of public speaking students. Rostrum Voice of Youth and the Plain English Speaking Award were both abandoned for 2020, whilst the Lions Youth of the Year Quest did not proceed beyond the first round of judging. This was, however, sufficient to provide further evidence of the College's dominance in this prestigious competition.

At the Burleigh Heads Lions Club, Jennaye McLintock won the Public Speaking Award; and at the Carrara Club, Nicholas Ranson was the overall winner. As such, he would have been the club's representative in the Regional Final if the competition had proceeded to the next level; a remarkable achievement for a Year 10 student competing against other students who were all at least a year older.

Planning has already commenced for the 2021 Youth of the Year Quest, and Rostrum and Plain English should soon follow suit. As a result, for our public speaking students, there will be a silver lining to the Covid-induced dark clouds of 2020.

Bill Bruce
Public Speaking Coach



Technology Achievements

Study, play or future career

We're making study 'hard fun' as learning becomes analysis, creating and coding for a game, a competition or a personal challenge. Student interest is growing as they take on STEM.

2020 has been an exciting challenge as we trialled new and advanced curriculum for Years 7-10. For example, in the coursework characters are first created then animated, before being rendered into 3D and used as characters in a game. The advanced coding language Python is used to allow the robots to find their way, using light and colour sensors to map their route. Python is also used to create repetitious drawing patterns using the Turtle drawing feature. Drones are programmed for autonomous search and rescue flight. Cyber security tasks are tackled, with many students becoming more aware of the type and quantity of personal information left unsecured within social media posts, ready for hackers to exploit. Apps are prototyped and created using mock-up programs, and then the coding language HTML used to bring the app to life. The skill of systems analysis is explored to improve programming to manipulate data to extract patterns and information.

Students challenged themselves to enter:

- National Computer Science School Competition (Python programming)
- National Computer Science Summer School (NCSS) in Melbourne and Sydney
- CyberTaipan Defence Security Competition
- Hackathons (National Missing Persons Hackathon 2020)
- PyConline Conference (Python virtual coding conference) 2020
- AustCyber Conference 2020
- Australian Cyber virtual Conference 2020

Several classes participated in visits to QUT for Rocket Science workshops, working with STEM QUT students.

Year 11 took onboard the very first CyberTaipan challenge, hosted by CSIRO, AustCyber and the US Air Force Association's CyberPatriot Team. It was a challenge to familiarise themselves with the Windows and Unix systems, before attacking vulnerabilities and shoring up the security of the system. They worked as a team, bringing onboard each of their skills to attack the problems, and ended the challenge with a great deal more knowledge than when they began. Our thanks to Daniel Cousins, their mentor for CyberTaipan, whose guidance and encouragement was certainly appreciated.

Mrs Kylie Mathers
Head of Technologies

BCE Minecraft Competition

One of our main focuses in Term 2 and 3 was the 2020 BCE Minecraft Competition. Code Club members formed their own teams and worked on their entries with teachers providing mentor support. Students were required to complete a build, an activity and a presentation video. This was an eye-opening experience for both student and mentor alike and took serious effort to create such incredible worlds under tight deadlines. These students are to be commended for the way they juggled school commitments to give so much time and effort to their entries.

Our Year 9 entry, 'Team Withers', included Halle Wible, William Nguyen, Jappy Tantengco, Lucyana Gabriel and Douglas Cowan. Their Minecraft world focused on an activity that incorporated a time machine and Australian history. Our Year 7 entry 'Team Endermen' included Ben Marr, Lochlann Ardouin, Jamie Malloy and Cooper List. Their entry focused on ancient Greek mythology where the player has to collect specific items to satisfy the gods! Endermen was awarded Best Build for Year 7, and Withers was awarded Best Build, Best Activity and Best Video for Year 9.

Chris Sikora
Code Club Coordinator





Sporting Achievements

Marymount College Swimming Carnival

House Points

1 ST	Patanga	1891.5
2 ND	Bulimah	1448.0
3 RD	Katandra	1323.0
4 TH	Allambee	1212.5

On Friday 31 January, we held our College Swimming carnival at Palm Beach Aquatic Centre.

The day was a huge success at the new venue with many students participating and earning points for their houses. The venue also allowed those not swimming to be involved in various novelty games while waiting for the events. There were seven records broken.

Age Champions

AGE	
12 Yr Girls	Anabelle Aulert
12 Yr Boys	Rafey Tasker-Lawrence
13 Yr Girls	Luka Leonardi
13 Yr Boys	Dane Fraser
14 Yr Girls	Millar Brosnan-Ball
14 Yr Boys	Kai Allen & Cooper Lynch
15 Yr Girls	Ava Lorch
15 Yr Boys	Taj Nolan
16 Yr Girls	Charli Greedy
16 Yr Boys	Lewis Treggiden
Open Girls	Ashleigh Allred
Open Boys	Corbin Zahn

Records Broken

EVENT	OLD RECORD	secs	NEW RECORD	secs
12yr Girls 50m Butterfly	L. Leonardi 2019	37.75	Anabelle Aulert	36.85
12yr Boys 50m Breaststroke	L. Treggiden 2016	42.15	Rafey Tasker-Lawrence	41.69
14yr Girls 50m Freestyle	J. Neilsen 2005	28.40	Millar Brosnan-Ball	28.34
16yr Boys 50m Freestyle	B. Short 2005	26.00	Lewis Treggiden	24.22
16yr Boys 50m Backstroke	M. Levings 2010	31.10	Lewis Treggiden	29.08
Open Boys 50m Freestyle	B. Short 2006	25.40	Corbin Zahn	24.88
Girls 6x50m All Age Relay	Katandra 2018	3.12.38	Patanga	3.10.84

Oceanic District Swimming

In February, 36 students represented the College at the Oceanic Swimming Carnival.

The Students, once again this year swam really well and achieved some great results. The College was successful in winning the trophies for the Champion Male High School, the Champion Female High School as well as the Overall Champion High School team. 25 students were selected to represent Oceanic District at the South Coast Regional Carnival.

Millar Brosnan-Ball, Kai Allen, Lewis Treggiden and Ashleigh Allred had fantastic results culminating in being awarded age champions.

South Coast Regional Swim Carnival

In March, we had over 20 swimmers compete at the South Coast Regional Swimming Championships. Congratulations to the following swimmers who placed in their events:

- Kai Allen—1st 50m Butterfly, 2nd 100m Freestyle, 200m IM, 400m IM, 3rd 50m Breaststroke, 100m Butterfly, 200m Freestyle

- Ashleigh Allred—2nd 200m Freestyle, 3rd 100m Freestyle, 400m Freestyle
- Millar Brosnan-Ball—2nd 100m Freestyle, 3rd 50m Butterfly
- Charli Greedy—1st 200m Freestyle, 100m Butterfly, 200m Butterfly, 2nd 400m Freestyle, 3rd 50m Breaststroke
- Poppy Lea—3rd 200m Breaststroke
- Cooper Lynch—2nd 100m Butterfly, 200m Butterfly, 3rd 200m IM, 100m Freestyle
- Tara Newton—2nd 200m Freestyle, 3rd 100m Freestyle, 400m Freestyle
- Emily Noyes—1st 100m Butterfly, 2nd 200m Butterfly, 3rd 50m Butterfly
- Rafey Tasker-Lawrence—1st 100m Butterfly, 2nd 50m Breaststroke, 100m Breaststroke, 200m IM, 200m Breaststroke, 3rd 50m Butterfly
- Lewis Treggiden—1st 50m Freestyle (record), 100m Freestyle, 100m Backstroke, 200m Backstroke, 2nd 50m Backstroke
- Corbin Zahn—3rd 50m Butterfly

Marymount College Track and Field Carnival

House Points

1 ST	Bulimah	1658
2 ND	Katandra	1325
3 RD	Patanga	1302
4 TH	Allambee	1205

After delays due to COVID-19 and rain, we finally were able to hold our Track & Field carnival on Tuesday 13 October at the College. It was a great day with many students competing to earn points for their house in not only the traditional track & field events, but also in novelty events like egg & spoon races and quoits.

Across the carnival we had 8 records broken. Congratulations to our record breakers on your fantastic performances on the day – special mention to Molly Sewell and Caitlin Lythgo who both broke records that had stood since the 1980’s!

There was no Oceanic or South Coast Cross Country this year due to COVID-19.

Records Broken

EVENT	OLD RECORD	NEW RECORD
13yr Girls 1500m	M Dick 2010	5:20.58 Pascale Foster 5:15.97
13yr Girls 800m	C Banner 2012	2:33.91 Pascale Foster 2:31.00
15yr Girls 1500m	L Ripley 2003	5:06.70 Molly Sewell 4:48.00
15yr Girls 800m	M Dalton 1983	2:29.90 Molly Sewell 2:23.36
Open Girls 800m	M Dick 2014	2:36.50 Shae Rooney 2:32.89
Open Girls 400m	T Eastaughffe 1984	1:05.20 Caitlin Lythgo 1:01.89
15yr Girls Shot Put	G Freese 2014	9.65m Livvy Devonport 10.21m
12yr Boys High Jump	N Williams 2015 L Treggiden 2016 T Cervenak 2017	1.30m Noah Davis 1.36m

Marymount College Cross Country

House Points

1 ST	Katandra	135
2 ND	Bulimah	124
3 RD	Patanga	98
4 TH	Allambee	93

On Thursday 20 August we held our College Cross Country to determine our age champions and champion house for 2020.

Normally we have all students run a course in the afternoon in their houses to earn more points to the champion house. However, with COVID-19 meaning we have restrictions in place we only had the serious runners complete their course in the morning.

There was no South Coast Cross Country this year due to COVID-19.

Age Champions

AGE	STUDENT	PTS
12 Yr Girls	Summer Carroll	80
12 Yr Boys	Luke Ross	72
13 Yr Girls	Pascale Foster	104
13 Yr Boys	Max Robilliard	61
14 Yr Girls	Seren Seaton	34
14 Yr Boys	Mason Field	82
15 Yr Girls	Molly Sewell	117
15 Yr Boys	Noah Baggerson-Myers	46
16 Yr Girls	Mya Mitchell	84
16 Yr Boys	Henry Mellick	94
Open Girls	Jade Vicelich	86
Open Boys	Brayden Field	82



Age Champions

AGE	STUDENT
12 Yr Girls	Eadie Sangston
12 Yr Boys	Sterling Syphers
13 Yr Girls	Pascale Foster
13 Yr Boys	Dillon Howell
14 Yr Girls	Indiana Locke
14 Yr Boys	Rory Randall
15 Yr Girls	Molly Sewell
15 Yr Boys	Thomas Cervenak
16 Yr Girls	Amy Bertacco
16 Yr Boys	Ky Howell
Open Girls	Shae Rooney
Open Boys	Ben Inglis



Intraschool Sport

House Points

1 ST	Bulimah
2 ND	Allambee
3 RD	Patanga
4 TH	Katandra

Term 2 Sport was cancelled due to COVID-19.

In Term 3 students in Years 7–9 were involved in intraschool sports on a Thursday afternoon.

They competed in their Pastoral Groups in a variety of different sports to find the Champion Pastoral Group for their year level and the Overall Champion House.

Pastoral Group Champions:

	1 ST	2 ND	3 RD
Yr 7 Boys	7AA	7PI	7BD
Yr 7 Girls	7BD	7AB	7PI
Yr 8 Boys	8KG	8BD	8PJ
Yr 8 Girls	8AB	8KG	8BD
Yr 9 Boys	= 9BE & 9BD		9KG
Yr 9 Girls	9BD	9BE	9AB

Outstanding Individual Sporting Achievements

School Sport Queensland Representatives

NAME	SPORT
Camryn Mathison	Hockey

QLD Representatives Non School Sport

NAME	SPORT
Pascalie Foster	Cross Country
Andrew Jones	Golf
Henry Mellick	Rugby 7's
Molly Sewell	Cross Country
Zachary Wren	Rugby 7's

National Representatives

NAME	SPORT
Ashleigh Allred	Swimming (NZ)

All Schools Basketball



This year Marymount College was represented in Basketball by an Open Boys and a Junior Boys side. The Open boys, having played previously, were ready to improve on the previous year's tournament results. The Junior boys were representing the College for the first time in a new competition put on by Basketball Queensland that replicated the open tournament. Both sides were playing in Division 3 of the CBSQ Championship tournament.

Having trained with Mr Ward leading into the tournament, 'a spanner was thrown into the works' when Mr Ward was not able to travel with the team to Brisbane because of state border issues. Fortunately, College IT Support Officer, Mr Ryan Callaghan, was able to step into the coaching role at the last minute to mentor the boys through the tournament.

Senior boys finished the tournament in 6th place, and Junior Boys 7th place in their division.

As we were exiting the stadium—in a COVID-safe way—the main official of the tournament approached Mr Callaghan to pass on to the boys that *"your school was the most courteous and respectful team and that they should be proud of that"*. All in all, an outstanding tournament and season for the Marymount Basketball Boys. All the boys represented the College wonderfully and they were a pleasure to coach and an ease to look after.

Nigel Ward
Basketball Coach

All Schools Touch

Marymount participated in the annual Queensland All Schools Touch Championships held at Whites Hill. This year, the College was represented by three teams: The 15 Girls, Open Girls and Open Boys.

All three teams acquitted themselves with pride, exhibiting the characteristics we aim to instill in all of our students: commitment, determination, positivity and a sense of fair play. From the way the students were attired, to their attitude and conduct both on and off the field, we are extremely proud of all of the students who represented our College at this huge tournament.

Each team had some very impressive results, but as always, schools are placed in pools and much of the likelihood of progressing beyond the pool stage depends on who else is in your group. This year, all three teams found themselves with tough opposition and were unsuccessful in moving beyond the pool stage. In no way does that diminish the performance of our teams or our players.

Matt Carroll
Open Girls Coach



Netball

A senior netball squad started training to go to QISSN early this year but unfortunately—due to COVID-19—both the Catholic Cup and QISSN competitions were cancelled for 2020. With restrictions easing at the end of Term 2, the girls were able to continue both their training and Tuesday night elite competition in Division 1 at Carrara.

The senior team played 6 games across the first two days—winning 3 out of the 6. These 3 wins enabled us to come 4th in our pool which meant we made it through to the first round of the finals.

The girls played some of the best netball of their lives but unfortunately with 20 seconds to go, John Paul College Team shot a final goal to allow them to win by 1 goal. The girls might not have made the top 8 but came away 9th out of 32 schools.

This year the award for player's player went to Holly Vowles. Holly played some extraordinary netball and is a deserving winner. The coach's award went to Montanna Dare. We also award a student with a spirit award for showing a great attitude across the three days. This year we could not split it between two players—Keely Swaddling and Bailey Miles. Both girls are great ambassadors for Marymount—and great netballers. Finally, a big thank you must go to Captain Halle Geyer. Halle has also played in the senior team since Year 9 and has matured into a fantastic netball player. She led the girls at Vicki Wilson with maturity and passion.

The junior team coached by Kym Heritage played 7 games across two days. They started brilliantly, winning their first game by 19 goals. The next three games were very tough and physical, with Marymount losing all three. However, the girls fought back to win the next three games—giving them 4th spot in their pool and taking them through to the finals. On the Monday the girls travelled to Brisbane to play against the very well-oiled Helensvale State High. The girls stayed within 7 goals in the first half. However, despite fighting until the last siren, the girls lost to Helensvale by 24 goals. This was an amazing effort as Helensvale eventually came second out of 32 teams. The junior girls finished 15th overall.

We look forward to Catholic Cup, QISSN and Vicki Wilson in 2021.

Nicky Browne
Netball Coordinator

Rugby League

Marymount Rugby League wasn't quite the same this year...with the absence of the annual Confraternity Shield Competition for the open boys there wasn't the same drive. It was doubly disappointing as we had intended to nominate a girls team in the inaugural Confraternity Shield Female Competition. We can't wait for next year.

Regardless, our open boys—after 10 months of training—finally got to play in an abbreviated version of the Gold Coast Titans Cup, where they finished third. The future looks bright for the 1st XIII of 2021 if the commitment and attention to detail of our Year 9-11 boys holds.

Throughout Term 3 our Year 7-10 boys and girls, with the help of some Year 11 assistant coaches, got back into training as soon as they were allowed. Marymount fielded teams in the Gold Coast Titans 9-a-side and Term 4 boys and girls competitions.

Jason Hamilton
Rugby League Coordinator



Appendix I The New Taxonomy (Marzano & Kendall 2007)

The adults are not in control

Whether a parent, principal, premier or prime minister, you are not in control, as the pandemic continues. Unsettling? Yes—and we’re the adults! We have students at school, in class and at home, online. Some are present and getting through their work. Others are struggling. Others are finding it difficult. Those finding it difficult may say they are ‘confused’, that ‘there is too much’ or simply cry or be angry. Like the adults, they are not in control either. We all need understanding.

We’re all learning about ‘executive function’. It’s hard to define because it looks different in an infant, a child, an adolescent and an adult.

Executive function is the self-regulation and mental processes that enable us to plan, focus attention, remember and juggle multiple tasks.

The main executive function skills are:

- Emotional Control
- Impulse Control
- Working Memory
- Initiation
- Planning and Prioritising
- Shift
- Organisation
- Self-monitoring

Executive function is the level of astute, practical commonsense and initiative a person has, to do the things they need to do. Some have more capacity than others. Some

with the same capacity as others, will use a different mix of executive function skills.

A person’s executive function capacity will enable them to do more or less. It can be developed. Suddenly being challenged to do more work alone can help this. On the other hand, it can break people. Some students will need to be at school because they are not ready yet, for the demands of online learning. We are not recruiting for more children at school. School is open for the children of essential workers and for vulnerable children. That’s part of the sensible plan our leaders have put in place as we live through the pandemic.

Level of Difficulty	Process	Verbs, Phrases, Definitions Useful for SLOs
6. Self-System Thinking	Examining Importance	analyze importance of knowledge to self
	Examining Efficacy	examine own beliefs to improve integration of knowledge
	Examining Emotions	identify emotional responses associated with knowledge
5. Metacognition	Examining Motivation	examine motivations to learn and improve
	Specifying Goals	set specific learning goals and develop a plan for accomplishing the goals
	Process Monitoring	self-monitor the process of achieving a goal
	Monitoring Clarity	determine how well they understand knowledge
	Monitoring Accuracy	determine the accuracy of understanding and defend judgments
4. Knowledge Utilization	Investigating	investigate; research; take a position on; distinguish features; explain; think through implications; report results. The student generates and tests hypotheses
	Experimenting	experiment; generate; test; theorize; predict . The student designs new methods of collecting data
	Problem-Solving	solve; recognize obstacles; adapt; develop novel strategies to reach goals under difficult conditions
	Decision-Making	decide; select among similar alternatives; establish criteria; defend choices
3. Analysis	Specifying	predict; judge; deduce; argue for cause or predictions
	Generalizing	establish conclusions; elaborate about inferences; state a principle, generalization or rule; trace chronological development; infer new generalizations from known knowledge
	Analyzing	identify errors or problems; identify issues or misunderstandings; assess; critique; diagnose; evaluate; edit; revise, identify and explain logical or factual errors in knowledge
	Classifying	classify; organize; sort; identify a broader category; identify different types; identify super ordinate and subordinate categories of information
	Matching	categorize; compare & contrast; differentiate; discriminate; distinguish; sort; create an analogy or metaphor
2. Comprehension	Symbolizing	symbolize; depict; represent; illustrate; draw; show; use models; diagram chart depict critical aspects of knowledge in a pictorial or symbolic form
	Integrating	describe how or why; describe the key parts of; describe the effects; describe the relationship between; explain ways in which; paraphrase; summarize; discern essential from nonessential elements
1. Retrieval	Executing	use; demonstrate; show; make; complete; draft. perform procedures without significant errors
	Recalling	exemplify; name; list; label; state; describe; who; what; where; when produce information on demand
	Recognizing	recognize (from a list); select from (a list); identify (from a list); determine if the following statements are true. determine whether provided information is accurate, inaccurate or unknown

Adapted from: http://www.kidsrsu.org/images/uploads/Marzano_New_Taxonomy_Chart_with_verbs_3.16.121.pdf

Appendix II Plan of Back Oval



Legend

- ① Proposed load drop off lane and widening roundabout
- ② Proposed drop off slip lane
- ③ Proposed loading dock
- ④ Proposed 1 storey addition to existing building
- ⑤ Proposed 3 storey building
- ⑥ Existing martial arts
- ⑦ Proposed canopy roof
- ⑧ Existing building
- ⑨ New roofed outdoor areas
- ⑩ 4 x Newly roofed playing courts

Note: The works include:

The major building ⑤

New shelters north of the MacKillop Buildings ⑨

Four new covered multi-purpose courts ⑩

Appendix III Summary of 2020 External School Review

Executive Summary

Marymount College is affirmed for:

- A whole school focus and the considerable effort by Pastoral Care teachers and Heads of Year to foster student engagement through monitoring and acting upon student absences in a timely manner.
- The Student Alert system which provides effective and timely information about student learning needs and medical information.
- Tier 2 interventions in literacy and numeracy which provide short-term targeted programs for students with special needs.
- The school-wide priority given to the use of PAT-R and PAT-M assessment tools to measure the reading comprehension and numeracy capacity of students in order to inform teaching and learning within these essential skill areas.
- The process to ensure consistency in NCCD data capture and the approach used to upload into Engage the review and response adjustments made by teachers.
- The professional goal setting process for staff.
- The well designed and implemented staff induction processes.
- The support and professionalism of staff during the implementation and delivery of Alternative Education Provisions which was appreciated by parents.
- The growing whole school and teacher engagement with data to inform planning and teaching practice.
- The opportunities for student voice through feedback to teachers provided at the end of units of work.
- LLT "walkthroughs" of classrooms to monitor consistency of practice and provide feedback to teachers.

Marymount College is commended on:

- The focussed attention to and significant progress in recent years in outcomes for senior students.
- The Student Teacher Advisory Council as a vehicle for enabling student voice.
- The drive to improve consistency of practice in curriculum planning and teaching and learning.
- The work of Heads of Department and Subject Coordinators in developing more consistent approach Curriculum Planning.
- The respectful, caring relationships that are encouraged and evident between staff, students and families.
- The extensive co-curricular program offered to students at the College.
- Strong, effective and mutually beneficial partnerships which have been developed with tertiary institutions, such as Griffith University and the University of Southern Queensland.

- The support and acknowledgment given to Aboriginal and Torres Strait Islander students through the MOB program.
- The strong sense of belonging and pride in the College, evident in interactions with staff, students and parents.
- The steady enrolment growth over several years and high rates of retention.
- The structured Pastoral Care program and pastoral support of students by staff through demonstration of a genuine interest in their wellbeing and success.
- The success in achieving 100% attainment of a QCE or QCIA for all Year 12 students.
- A whole school focus on the improvement of writing.
- The strategic targeting of resources to meet student needs, especially the support given to learning programs.
- The extensive range of Vocational Educational and Training (VET) programs offered at the College.
- The high levels of student engagement, built on strong staff-student relationships.
- The strategic approach to master planning to cater for the future needs of the College.

It is recommended that Marymount College:

- Engages in a renewal process of its Catholic Identity and Religious Education program inclusive of:
 - Reviewing the Religious Education program to ensure adherence to the Archdiocesan Religious Education curriculum, including meeting indicative hours requirements;
 - Building the capacity of staff to deliver the RE curriculum, including through adherence to accreditation requirements;
 - Providing formation for all staff in the Marian charism and the story of the founding Congregation, the Missionary Franciscan Sisters of the Immaculate Conception;
 - Participation in the Dialogue School project to support recontextualisation of the whole school Catholic Identity and religious life of the school; and
 - Embedding Catholic perspectives across the curriculum.
- Develops an aspirational and future focussed Vision, Mission & Values statement which reflects the Marymount story and contemporary BCE Catholic school identity.
- Secures accountability by reviewing leadership structures, roles and titles within the College. Establishes clear role descriptions and duty statements and develops protocols for consultation and communication to ensure clarity and consistent messaging. Consider the adoption of collaboratively developed ways of working for school leaders.
- Uses the Mission, Vision and Values Statements to develop a systematic

approach to curriculum delivery across the College. Develop coherent frameworks to support curriculum delivery and ensure alignment between planning, pedagogy, assessment and reporting through:

- Refinement of the extensive range of documentation which currently exists to clearly articulate and embed a shared Vision for Learning which informs curriculum delivery;
- Further engaging school leaders in collaborative capacity building strategies to strengthen consistent teaching and learning expectations;
- Embedding a shared language and practice of evidence-based pedagogy;
- Ongoing professional learning aligned to strategic priorities;
- Building individual and collective accountability for student outcomes through collaborative development of non-negotiable learning and teaching and wellbeing practices.
- Develops a shared understanding and practice of differentiation to ensure that teachers use differentiated strategies as a means of ensuring every student is engaged, challenged and learning successfully. Use the levels of teaching response to inform planning and make adjustments for all students to access the curriculum.
- Reviews streaming arrangements for Year 9 and 10 students to ensure future pathways are not constrained by a lack of opportunity to access the full breadth of the curriculum.
- Uses the impetus of social restrictions through the COVID-19 19 period to develop innovative ways of continuing professional conversations, building a professional learning culture and enhancing regular, effective communication.
- Develops a strategic approach to the analysis and use of data to inform and monitor progress in the College improvement agenda. Continue to build staff capacity to regularly monitor, analyse and interpret the data for next steps in learning and teaching.
- Undertakes an analysis of the effectiveness of the Responsible Thinking Process as a means of improving student engagement and learning outcomes.

Appendix IV Annual School Reporting 2019 (Extract)

Staff Profile

Composition	Teaching Staff	Non-Teaching Staff
Headcounts	110	48
Full-time equivalents	102.1	38.4

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	1
Masters	7
Post Graduate	31
Bachelors Degree	67
Diploma/Certificate	4

Average Staff Attendance Rate: 96.3% Expenditure on and teacher participation in Professional Learning: \$312,017

NAPLAN Year 7 & 9 2019

2019 NAPLAN Average Scores - Year 7 and 9				
Year	7		9	
Task	College	Australia	College	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 & Punctuation	553.0	541.7	576.8	573.2
Numeracy	575.9	554.1	592.7	592.0

Proportion of staff retained from the previous school year:

From the end of the 2019 school year, 92% of staff were retained by the school for the 2020 year.

Key Student Outcomes:

Whole School Attendance Rate: 88.0%

Outcomes for our Year 12 cohort of 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 (incl. SAT)	91
Number of students who are 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 receiving an offer	93.5

Overall Position Bands

OP 1-5	OP 6-10	OP 11-15
11	18	32

Vocational Educational Training qualification (VET)

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

Next Step 2020 Post-School Destinations Marymount College



This is a summary of the post-school destinations of students from Marymount College who completed Year 12 and gained a Senior Statement in 2019. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from November 2020.



53.1% response rate

78 out of 147 Year 12 completers from this school responded to the 2020 survey.
Due to the low response rate, care should be taken interpreting these results.

Post-school destinations



In 2020, 88.5% of Year 12 completers from Marymount College were engaged in education, training or employment in the year after they completed school.



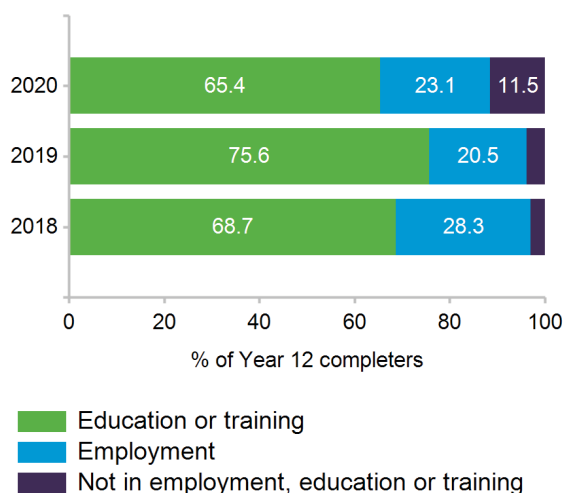
Of the 78 respondents, 65.4% continued in some recognised form of education and training. The most common study destination was bachelor degree.



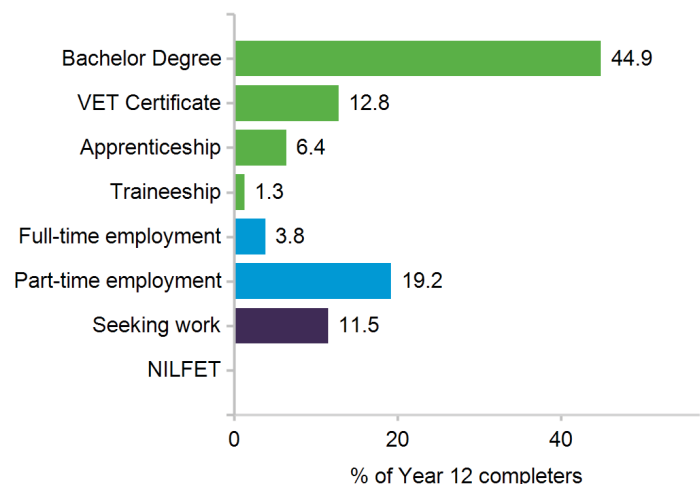
A further 23.1% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2020



Queensland
Government



MARYMOUNT
College

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