



School Name Marymount College Burleigh Waters

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Principal's Foreword

Introduction

A very productive year in the life of the College is evidenced in the archived Newsletters on our website. Teaching and co-curricula programs and calendared events continued as we set foundations for whole school pedagogy and continued building the Franciscan Centre. Our purpose was to ensure another outstanding year in the life of the school for our students, re-invigorate teaching and learning and complete the master plan of facilities ready for Year 7 in 2015.

Within the story are the trials of Term 1, without 9 classrooms until Stage 1 of the Franciscan Centre was complete. How well the students and staff managed through this time. Stage 2 began with the demolition of the old library building in Term 2 and continued throughout the year. Significant progress was made with the implementation of Robert Marzano's framework for highly effective teaching and learning. All 52 teachers who taught one or more year 8 classes were involved in the programme in 2014 and all teachers will be included in 2015.

With increased enrolment, continued academic, cultural and sporting success and great staff morale we were delighted with academic results students achieved and excited about welcoming year 7 and the 16 new teachers employed for Year 7 in 2015. Newsletters and the Principal's Annual Report available on the website provide a fuller picture.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total student enrolments for this school 1060

Total Enrolment 1060 Girls 565 Boys 495

Characteristics of the student body

We have a diverse and mostly Catholic student body from families across the economic spectrum. Our students' abilities, academically, in music and drama are across the range and include the exceptional and outstanding. We expect all families to share many of our understandings about God, Gospel values and purpose as we form and educate young people as citizens and for a productive life beyond school.

Consequently our expectations around application to work, behaviour, manners and presentation are high. We work with families to establish shared understandings and positive relationships as the foundation of our partnership for the education of their son/daughter. Students are busy at school and active in sport, drama, dance, music, debating and social justice activity as they enjoy their time together at school.

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 Caringerra, Burleigh Heads, Miami, Mudgeeraba, Mudgeeraba Creek, Clover Hill and Elanora provide an important 25% of our enrolment each year.

Enrolment applications are welcome two years prior to commencement, with interviews and confirmation of enrolment processes in March, May and August each year. Marymount school tours of an evening, taken with senior students and held each term, are popular and helpful as families consider the College for their son/daughter. Enrolments are expected to grow to 1300 students in the medium term.

Our distinctive curriculum offerings

Students complete the core subjects of Religion, English, Mathematics, Science and History and choose electives in the Junior Secondary, while in Senior School, they are in control of their pathway, whether that's in Mathematics and Science, the Humanities, the Arts or VET.

Year Eight students sample electives and choose 3 for study in Years 9 and 10. Choice expands considerably after Year 10 to match the many tertiary and post school vocational education aspirations of individual students. The College has an extensive array of Senior subjects to cater for students across: the Arts, humanities and Sciences; vocational education and training; sport and practical offerings. Courses range from Senior Agriculture to Music, Dance and Drama; from Marine Studies to Philosophy and Reason and Mathematics C; from English Extension to Manufacturing and Hospitality. There is an Advanced Sport Programme, Junior Multi-Media Course and Senior Film & Television as well as School-based Apprenticeships and Traineeships. Marymount was the leading school in Australia for School Based Apprenticeships and Traineeships in 2014.

The College review of the senior curriculum in 2012 reduced the mandatory subjects senior students must study from 7 to 6. This is now reflected in Senior Outcomes with fewer OP eligible students and improved OP outcomes. Further, the number of VET qualifications reflects the reduced uptake of VET courses by OP eligible students who are choosing just 6 Authority subjects.

Extra curricula activities

A wide range of activities are offered, including Musicals (2011 - "Anything Goes", 2013 - "The Wedding Singer" and, in 2015 it will be Hairspray), 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.

The College Musical is a major biennial commitment with a Musical Camp, extensive rehearsal schedule and performances at the Gold Coast Arts Centre in May. QISSN (Qld Independent Secondary School Netball) and Confraternity (Open Rugby League) Carnivals are premier goals for students as they progress to Senior. All Schools Touch in September is also a major goal for girls and boys touch teams. Inter-school sport in the Association of Gold Coast Colleges is available each week for much of semester one and into Term 4. Recreation sports are available in later in semester two. We enjoy significant success in Oceanic District Swimming, Cross Country and Track and Field each year. Further details of extra-curricula activities are contained in Principal's Reports on the College website.

How Information and Communication Technologies are used to assist learning

All students across all year levels now have Macbook laptops increasing the variety and quality of resources accessible to students. Data projectors are in every classroom, the College assembly hall, theatre and meeting rooms. This has expanded the nature of student tasks and the way students research. Senior students claim they are more engaged because of the availability of laptops and the way teachers teach. Students are developing increased typing and on-line skills, software knowledge, and technology awareness generally.

The challenge of supervision of laptop use has increased at school and at home. Teacher professional development continues and student use of their laptop is limited by teachers who continue to teach explicitly and require students to use their notebooks and pens. When used by students, at school or at home, supervision of use is essential. The evolution of teaching and assessment to exploit the new opportunities for learning and to validly assess will continue. The continued relevance of explicit teaching and assessment, with the integration of technology as a tool to assist learning, is unquestioned, and the strategies that Marzano's Art and Science of Teaching framework require reinforce this.

All students have school email accounts and teachers are increasingly developing student habits receiving and responding via email. While on-line public folders at school continue to be the main means of sharing files, with students downloading files from these folders set up by teachers, the College will increasingly roll out MOODLE as the online learning management system for 24/7 availability and distribution of course materials and schoolwork for students in 2015/16.

Social climate inclusive of pastoral care and our response to bullying

At Marymount College our staff and structures are designed to ensure that individuals are well known by their Pastoral Teacher and Pastoral Coordinator for the Year Level. An Assistant Pastoral Coordinator for each Year level provides the additional necessary support, both for supervision of students and follow up when required. These Middle Leaders have offices as shop fronts to the areas where their students have their classrooms and lockers. They are assisted by Pastoral teachers who are responsible for pastoral groups of 20 to 25 students.

Students are supported and challenged at school. The Pastoral Coordinators and Assistant Pastoral Coordinators work closely with Pastoral Teachers and with the Deputy Principal and Assistant Principal Administration. The College has a comprehensive Student Behaviour Support Plan, including a specific Anti-Bullying Policy. Students are happy at school and value their relationships with their peers and teachers. Close attention to Pastoral matters ensures that students feel safe and supported at school.

Parent, student and teacher satisfaction with the school

Enrolment levels, support for parent nights, student performances, Science Night, Night of Living History and College fund raising including the Art Show and Fete, as well as anecdotal feedback, appear to suggest that parent satisfaction with the College is very high. Students enthusiasm for their school and their regard for their teachers is reflected in the tone of the College.

Responsible Thinking Classroom referrals affect fewer than 5% of students in Years eight through ten and fewer than 2% of students in the Senior school. Parents and College pastoral staff work well together supporting these students.

Staff morale is good and staff surveys indicate staff satisfaction is high.

College 'Ten Year' student reunions, held each year, attract very healthy numbers of past students.

Parent involvement in their child's education

Marymount College is owned by the Catholic Parish of Burleigh Heads. Our Parish Priest, Fr Ken Howell, takes a close interest in the life of the school. He is assisted in his responsibilities by the Marymount Combined Schools Advisory Council and the Parish Finance Council. The Advisory Council is chaired by Mr Matt Kennedy. Membership includes, Parish representatives, the Primary and College Principals, Staff representatives from each school and the Primary and College P&F Presidents. Council meets bi-monthly and approves the College Budget each November. Parents at Marymount College are asked to contribute to a P&F levy and to support either the Art Show or the Fete which are biennial events. In 2014 the Art Show Committee, volunteer support and attendance ensured the Art Show was a community and financial success. The P&F meets twice each term and is a source of valuable advice to the Principal. It is also a forum for raising parent issues such as the supervision of student laptop use. A College Finance Committee which includes parents, the Principal and College Business Manager provides longer term strategic advice to the Principal, the P&F and the Advisory Council.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	77	42
Full-time equivalents	73.4	32.6
Indigenous	0	

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	0
Masters	10.8
Post Graduate Diploma/Certificate	32.4
Bachelors Degree	52.7
Diploma/Certificate	4.1

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was \$ 320,632

The major professional development initiatives were as follows

The significant increase in expenditure was for the implementation of the Art & Science of Teaching across Year 8, with 52 staff directly inducted and responsible for implementing Marzano's highly effective strategies. This initiative will involve ongoing implementation and consolidation across all year levels in 2015 and 2016. Further consolidation of the National Curriculum and the revised RE Curriculum, renewal of Senior Secondary Programmes, enhancement to VET Programmes and exploration of MOODLE as the preferred learning management system were other significant areas for PD support. PD to support teachers for both QLD College of Teacher Registration and for Accreditation to Teach in a Catholic School or Accreditation to Teach RE in a Catholic School was also provided.

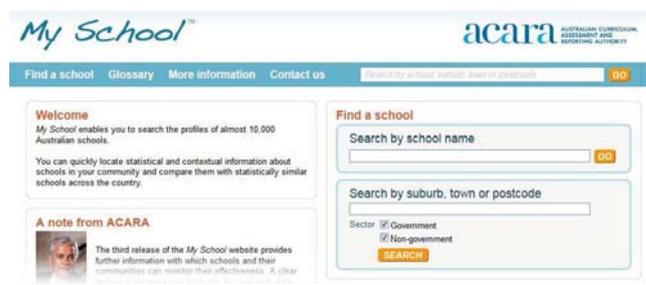
School Income by Funding Source

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

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 97.84 % in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 95.9 % of staff were retained by the school for the 2014 year.

Key Student Outcomes

Whole School Attendance Rate	92	%
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Prep Attendance Rate	N/A		Year 7 Attendance Rate	%
Year 1 Attendance Rate	%		Year 8 Attendance Rate	93 %
Year 2 Attendance Rate	%		Year 9 Attendance Rate	92 %
Year 3 Attendance Rate	%		Year 10 Attendance Rate	91 %
Year 4 Attendance Rate	%		Year 11 Attendance Rate	93 %
Year 5 Attendance Rate	%		Year 12 Attendance Rate	92 %
Year 6 Attendance Rate	%			

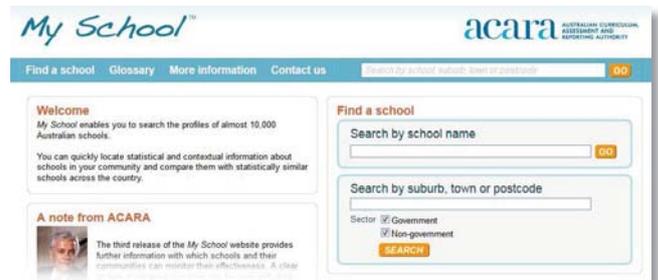
Policy and practice to manage student attendance

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

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2012) student cohort.	92.2 %
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Outcomes for our Year 12 cohort of 2014

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	201
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	115
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	54
Number of students awarded one or more Vocational Educational Training qualifications.	112
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	174
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	78 %
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.	93 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	95 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
17	34	39	23	2

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
58	35	38

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.