

ANNUAL REPORT



Marist Regional College

2012

Marist Regional College is a co-educational Catholic secondary school that provides a diverse and challenging curriculum for over 800 students from Years 7-12. The College began as Marist College in 1959 and amalgamated with Stella Maris Regional Girls' College in 1972 to form Marist Regional College. We place a high value on the religious traditions of our Marist and Mercy founders, who include in their ethos respect, hospitality, justice, compassion and responsibility.

May 2013

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Message from the Principal



*What life have you if you have not life together?
There is no life that is not in community,
And no community not lived in praise of GOD.*

T.S. Eliot's words are a neat summary of our mission as a Catholic school which emphasises the role of community and our bonds of faith. Our students come from a variety of faith or non-faith backgrounds and we meet them where they are in their life experiences and gently challenge them to focus on what gives real meaning and depth to life. Some build on the faith understanding and practice given them by their parents, others search for spiritual understanding, and all seek to live by Christian values.

The commitment to student learning on the part of staff, students and parents continues to be very positive. Parents enrol their children at the College because they want the best education for those children. Most often their children seek to come to Marist Regional College (MRC) because they are aspirational. Those expectations and enthusiasm are life giving and mean that the leadership team and the College Board are constantly challenged to lead improvement to the curriculum, to the ways we teach, to the health and wellbeing of students and staff and the quality of the facilities.

Our academic achievements are evidence of meeting many of our learning goals. NAPLAN results are well above our socio-economic status (SES). Year 12 results were excellent with 33% of students who achieved university entrance, receiving a score of 90 or more and in the top 10% in Australia. Our vocational program is growing and increasing numbers of students are achieving nationally recognised certificates in vocational education. A highlight this year was the official opening of the Cradle Coast Trade Training Centre. This fantastic facility provides industry standard training for students on the North West Coast. We now host 8 VET courses and enable students to participate in 5 other courses hosted on-line or by other institutions.

One of our goals is to focus on personalising learning to meet the needs of each student. We know that good teaching is about connecting with each of the learners in our classes and using the strategies we have to engage and inspire them to achieve new skills, understandings and attitudes. Much of our professional learning is focussed on strategies to personalise learning.

One radical way the College has of personalising learning is through the development of the Year 10 boys' program. This was the first year of the program and data collected so far has been very positive. While the approach is not for all students, we can be confident that this group of boys has shown a significant development in maturity and focus.

There have been many highlights this year which include examples of the community working together: the national MSA netball carnival which brought about 200 competitors to Burnie Tasmania, the 2012 musical - the Great Australian Rock Musical a collaboration of 150 students, staff and parents; the international year of reading program which resulted in 9 nationally acclaimed authors visiting. the Science Week activities hosted by UTAS, the NEXTgen Business Team Challenge and the study tour to Japan to name some. These provided students with terrific learning opportunities and are consistent with our vision as a dynamic and innovative learning community that strives for excellence.

Susan Chen
Principal

Our Culture and Ethos

Our mission is to “engage young people fully in a broad based secondary education, enlivened by Catholic ethos and in the Marist and Mercy traditions”. The ministry team has focused on a number of goals this year which have given our community opportunities to deepen their faith and their understanding of our Marist and Mercy heritages. Together with Fathers Tony Kennedy and Fred Kado we have built closer relationships with the Burnie Wynyard Parish community and brought the Parish into the College in meaningful ways.

Lunchtime Taize prayer services were held during the Lent season and were led by Remar students.

The integration of in-class renewal activities for Years 7-10 witnessed a growth in spiritual formation for many students. Regular class liturgies were led by the Religious Education teachers, with the support of the Director of Mission. At the conclusion of their Renewal delivery, every class in Year 7-10 participated in a reconciliation service and liturgy in the chapel.

The Year 11 Renewal Day was held at the St Brigid’s Church Hall. Two guest speakers spoke about leadership. Practical activities followed and the day concluded with a Year Level liturgy, led by Father Tony and our Year 11 Remar students. The Year 12 retreat included presentations from staff members, international acclaimed guest speaker Sam Cawthorne and Father Tony Kennedy. The theme focus for Retreat was “Running the race of your Life”.

Once again in 2012 three Remar Caravels were active in the College. This co-curricular activity provides students with the opportunity to undertake personal growth, faith and leadership formation. Each Caravel met once a fortnight for their meeting to explore and respond to social justice issues. Caravels also attended a variety of local and national camps and retreats. In addition to this students participated in community service in the local area. This included: Yarandoo Aged Care, Kommunity Kids, Leukaemia Foundation Button selling, Hospice collection drive, St Vinnies winter appeal, Smith Family student to student program, assisting at the Sunday evening Youth Mass and raising money for charities.

The Year 11 Remar Caravel again travelled to Melbourne for a Solidarity Camp. This camp allows rowers to experience and explore issues of social justice that challenged them to think deeply about their beliefs and values and ultimately lead to personal growth. Places visited included: St Mary’s House of Welcome, packing hampers at the Collingwood St Vincent de Paul Community Shop, Mercy Place, stacking books at Smith Family, student to student reading and assisting with St Vincent de Paul’s Society soup van services.

Students at MRC have many opportunities to explore their faith, share in prayer and live their faith through participation in community service and social justice activities.

Student Welfare

The three themes, Respect, Resilience and Responsibility have been the focus of actively building a safe school culture and have been the ongoing theme for the year.

Our application to the Australian Government Chaplaincy/Social Welfare funding program was successful, with funding of \$20,000 available in 2013 and 2014. In the meantime, the College has employed a part-time social worker to assist the very busy counselling team.

Safe School Policy and Cyberbullying Policies are being rewritten in a student-friendly format. The Safe School student committee continues to meet and has been active in creating posters that promote a safe school environment and have presented at a whole school assembly.

The College has invested heavily throughout the year in time, energy and resources to expose the students to a variety of programs, including guest speakers, films, presentation by media and drama companies and pastoral care lessons promoting safe school behaviour.

Year 10 Parallel Program for Boys became operational this year and is aimed at stimulating student curiosity, inquiry, persistence and learning.

Investigation of contemporary approaches to improve engagement of girls in learning resulted in a pilot program in Year 7 titled S.H.E (Safe, Healthy, Empowerment) Girls' program and was conducted at lunch-time over a period of weeks.

Drug and Alcohol educator, Paul Dillion, presented an evening forum to parents in June as well as sessions with students and staff. His work is appreciated in the College and had a big impact on many students.

Both the Vision and Mission of the College were reviewed, revised and launched with the *Strategic Directions 2012 – 2016*:

MISSION

Marist Regional College is a welcoming community drawn from the North West and West Coasts of Tasmania committed to engaging young people fully in a broad based secondary education, enlivened by Catholic ethos and in the Marist and Mercy traditions.

As a Christian community with a common spirit, we are passionate about learning and celebrating the unique qualities and dignity of each member.

We contribute actively to our ever changing society and seek the common good. We gain strength from Catholic social teaching and our motto "Love the Truth".

VISION

As members of a dynamic and innovative learning community, united by faith and enriched by diversity, we strive for excellence and to be

- resilient, well-balanced and compassionate;
- inquiring, imaginative and creative;
- reflective, collaborative and self-directed learners;
- effective communicators;
- responsible contributors in a sustainable world; and
- lifelong learners.

Academic Achievements

Senior College Results

Our students again achieved academically above the average of both the Catholic sector and all Tasmanian schools, in results and student participation in learning. We do this even though our students have a significant disadvantage in social economic status (SES) and in remoteness indicators.

The highest university entrance ranking or Australian Tertiary Admission Rank (ATAR) at the College, 99.75, was awarded to College Dux, Madeline Marshall. Sam Hamilton and Georgia Waldhauser also achieved scores above 99, placing them in the top 1% in Australia.

The 2012 results included outstanding achievements for both Year 12 and Year 11 students. Twenty Year 12 students achieved an ATAR over 90. Six Year 11 students scored a Tertiary Entrance score of over 40 for their best 2 results and another nine Year 11 students scored over 35 for their best 2 results. Across TQA Level 3 (pre-tertiary) subjects, 36 EA (excellent achievement) results were achieved (representing 9% of pre-tertiary results, compared to 9.5% in 2011).

It is testament to the quality of teaching and learning at our College that the following results were achieved:

- 82% of students completed at least 120 TCE credit points in comparison to the 63% state-wide average. This indicates a significantly higher level of engagement of our students in learning and an indication that our students have high aspirations.
- 84% of Year 12 students achieved the Tasmanian Certificate of Education (TCE), requiring students to meet standards in everyday adult literacy, numeracy and use of information

and communication technology; and level of participation and achievement in education and training. In comparison 41% of students reached this standard state-wide. Students with a TCE at the end of Year 12 have a significant advantage when seeking work.

- 63% of students achieved university entrance (ATAR) compared to the state-wide average of 37%.
- The mean Year 12 subject score of 10.6 was also higher than the state-wide average of 8.4.
- The median Year 12 score was 10.68 compared to 8.85 state-wide.
- 53% of students achieved an ATAR of 80 or more compared to 50% in 2011 and 45% in 2010.
- 59 students undertook vocational and educational training in Bakery, Technical Productions, Hospitality, Construction, Electro technology, Community Services (Childcare), Business and Tourism. This is an increase from 39 students in 2011 and indicates increasing student choice to combine academic courses with nationally accredited VET courses.

A number of students participated in the University College Program and High Achievers' Program, partnerships with UTAS that enable Year 11 and 12 students to undertake university units that are HECs free. One student achieved a high distinction in Calculus and 1 student a distinction in Music.

The 2012 results are especially pleasing, taking into account the socio-economic and remote area status of students at MRC. According to data provided by the Tasmanian Qualifications Authority, MRC achieves better than state-wide results despite a statistically significant level of socio-economic disadvantage experienced by its students (state-wide average: 950.5; MRC average: 927.5).

Improving student learning and achievement requires the establishment of high expectation, focused teaching for all students and a commitment to continuous cycles of inquiry and action to improve achievement.

The results for NAPLAN 2012 indicate that the College has performed well in comparison to each of the categories for similar schools (Tasmanian Schools and within Australia). The scope of the National Assessment Program is increasing each year and the information that is now available is very rich in data. The ability to track a student’s progress from Year 3 through to Year 9 is now possible for students who have been schooled in the Catholic education system and this will be a valuable improvement tool.

Improvement in the Year 7 cohort achievement in *Persuasive Writing* NAPLAN test results is an example of the impact of focused teaching. Marist achieved 98% of its Year 7 cohort at or above the National Minimum Standard (NMS), compared to Tasmania (88%) and Australia (90%). This was a 5% increase from our Year 7 result in 2011. This was our highest increase for any test area, and this fantastic result is credit to our feeder schools and to the Year 7 English team.

The College continues to perform exceptionally well each year in Numeracy. We achieved 99% at or above the National Minimum Standard (NMS) compared to Tasmania (93%) and Australia (94%).

Year 7 NAPLAN Benchmark Results

In Year 7, MRC achieved a higher percentage (for students at or above the National Minimum Standard) in all testing disciplines for NAPLAN. This is the second year in a row that our results for the Year 7 cohort have scored higher than their peers from around the country when comparing the students at/or above the national minimum standard.

Reading and Spelling are the key literacy areas for focused attention in 2013, and the plan in Numeracy will be to work with the small group of students who are at or below NMS.

Table 1: Comparison between Year 7 Marist NAPLAN results and other schools 2012

Year 7	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Marist	95%	98%	95%	97%	99%
Similar school	94%	90%	90%	94%	94%
Tasmania	94%	88%	91%	94%	93%
Australia	94%	90%	93%	95%	94%

%= at or above minimum standard

Similar school based on parental education profile

Year 9 NAPLAN Benchmark Results

Our Year 9 cohort achieved results above similar schools across Tasmania and Australia in three out of the five test areas, that is in reading, grammar and punctuation, and in numeracy. In spelling students were on a par, and in writing, marginally behind by 1% when compared to the Australian percentages.

In response to the data, in 2013 we will continue to address curriculum design, explicit teaching and assessment. The focus areas across Years 9 and 10 in 2013 will continue to be on writing, and in particular persuasive writing, as well as in reading. The NAPLAN results provide additional data to assist us to target support for individual students at or below NMS in Numeracy. The Maths Faculty has commenced a trial project that will run into 2013 which we hope will provide us with an effective targeted remedial approach for underachieving students.

Table 2: Comparison between Year 9 NAPLAN results for Marist and other schools 2012

Year 9	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Marist	96%	81%	90%	93%	99%
Similar school	93%	80%	88%	90%	95%
Tasmania	90%	79%	85%	88%	92%
Australia	91%	82%	90%	90%	94%

%= at or above minimum standard

Similar school based on parental education profile

A College priority is to promote academic excellence through improved assessment and feedback processes. To this end, key teaching staff attended a range of Catholic sector network meetings that assisted with further development of units of work and assessment as we continue to work towards implementation of the Australian Curriculum. Adoption of a consistent reporting format across Catholic Schools in Tasmania has been a work in progress. Initial concerns about the impact on reporting student achievement as we adopt the AC Standards does not appear to be as significant as first anticipated, however ongoing analysis of end of year results and development of effective communication strategies to parents and families will be necessary in 2013.

Ongoing practices that support quality assessment practices at the College include:

- Staff attendance at TQA moderation, quality assurance and information sessions.
- Cyclical in-house moderation and intra- school moderation.
- Building the capacity of Faculty Heads and teaching staff in reading and interpreting TQA and NAPLAN results and data, PAT and TORC testing results, and to support data use as a basis to inform differentiation and personalised learning for students.
- Expansion of flexible timetable opportunities for students.

Student learning and achievement is characterised at the College, by the richness and breadth of experiences and opportunities available to students within and beyond the classroom. The dedication and hard work of individual students and teams, coupled with the strong support and guidance of staff, parents and carers is central to this success. Congratulations are extended to the following award winners:

- **2012 Pierre de Coubertin:** Benjamin Hill.
- **2012 ADF Long Tan Leadership & Teamwork Awards:** Jack Davison, Stafford Heres and Isabel Johnson
- **2012 Greenham Tasmania Scholarship:** Tahlia Ling
- **Hilton Sharpe Memorial Scholarship:** Nicholas Wilson

Science

A key focus for the Science Faculty, with the transition to the Australian Curriculum for Years 7 to 10, has been the continued development of units of work with the introduction of the three major Science Strands; Science Understanding, Science Inquiry Skills and Science in the Human Endeavour. Our Science teachers' have nurtured and supported student involvement in a range of forums, competitions, research projects and community engagement activities in 2012.

Student achievement and highlights in the field of Science for 2012 include:

- **National Youth Science Forum:** Allison Burgess, William Sikora, and Emily Mackrill.

The National Youth Science Forum is a unique program that enables students, on the point of entering their final year of secondary school, the opportunity to gain hands-on science experiences and to learn about study options and careers in the diverse fields of science, engineering and technology.

- **PICSE Science Investigation Awards-UTAS Cradle Coast: Lillian Stewart: 3rd Year 9 Award** for her Investigation on “ZAPPED” ; **Erin Cox: People’s Choice Award** for her investigation on School of Fish.
- **Tasmanian Science Talent Search (TSTS):** Jonty Fahey: 1st Place Prize, Intermediate Division and presented with the Rio Tinto Alcan Award (presented to the best 3 research investigations of the year). Jonty’s project was also won a BHP State finalist and his project was selected for entry in the National 2012 BHP Billiton Science Awards. Commendation Certificate, Intermediate Division: Gemma Winton; Merit Awards, Junior Division: Joel Philpott, Sam Reugebrink, Varun Kotay, Sienna King, Kurrin McGrath.
- **International Competitions and Assessments for School (Science - ICAS)**
The Science ICAS competition tests each year group in a wide variety of areas in science. This year we had 71 students from Year 7 to 12 who volunteered to compete in the Science ICAS. Of the 71 students, 24 achieved Credit Certificates, 13 Distinction Certificates, and 2 High Distinction Certificates. Special mention: Arrabella King (Year 10) and Lachlan Mason (Year 9) for achieving an outstanding result of High Distinction.

Results summary:

Year 12: Zachary Whiteley: Distinction; Alexander Licht, Credit.

Year 11: Lee Mason, Credit.

Year 10: Arabella King, High Distinction; Jacqueline Chamley, Distinction; Alice Djacic, Distinction; Hannah Gibbons, Distinction; Alex Brandsema, Credit; Nicholas Jones, Credit; William McDonagh, Credit; Laura Singleton, Credit.

Year 9: Lachlan Mason, High Distinction; Montgomery Roberts, Distinction; Nicholas Woods, Distinction; Jonty Fahey, Distinction; Glenn Macaulay, Credit; Naba Alsaffar, Credit; Noor Alsaffar, Credit; Lillian Stewart, Credit; Gemma Winton, Credit.

Year 8: Thomas Dare, Distinction; Varun Kotay, Distinction; Samuel Reugebrink, Distinction; Callam Stewart, Distinction; Georgia Whiteley, Distinction; Sebastyan Sullivan, Credit; Isabel Dolting, Credit; Hayden Kelly, Credit; Monique Licht, Credit; Kurrin McGrath, Credit; Brad Rubock, Credit.

Year 7: Callum Somerville, Distinction; Ruby Doherty, Credit; Oliver Malley, Credit; Edward Murchie, Credit; Connor Smith, Credit; Thomas Wylie, Credit.

Science enrichment activities 2012

The role of science education is central to innovation and emerging industries in Australia and globally. During 2012 students have had a range of opportunities to explore potential pathways as well as experience the fun and interesting applications of science.

- **National Science Week – Celebrating the STARS! 10 years of Young Tassie Scientists**
To celebrate National Science Week the Science Faculty teamed up with UTAS to bring five young Tasmanian scientists to the College to share their stories of challenge and discovery. Years 7, 8 and 9 students experienced inspiring interactive presentations and activities, and explored career pathways across key areas of science, engineering and technology.
- **Questacon Smart Moves Show**
Year 9 and 10 students were treated to the ‘Smart Moves’ Questacon presentation during the Canberra based organisations visit to Tasmania. Students learnt about scientific investigations, new scientific ideas and developments in technology.

- **OLOGISM Science Show**

A group of Year 11 Physical Science students attended the 'Ologism' Science Show, (coordinated by CSIRO Education with the help of UTAS Cradle Coast Campus) hosted at the Burnie Civic Centre. The presentation integrated music, and science & practical demonstrations aimed 'to switch students on to' Science through thought provoking science activities.

- **Dr Karl Kruszelnicki visits Marist Regional College**

A highlight for the Burnie community and MRC staff and students was the visit by Dr Karl Kruszelnicki in August, hosted at the College. Our Year 7, 8, 9 and some Senior College students were given a special presentation by Dr Karl before his evening performance at the College that was open to the community.

Resource development in the Faculty of Science 2012

A key focus in 2012 for the Science Faculty has been the writing and development of units of work to implement the Australian Curriculum and sourcing resources that will support and enhance innovative and engaging pedagogy. Teaching staff have undertaken a wide variety of professional learning.

- **STELR Project (Science and Technology Education Leveraging Relevance)**

The MRC Science Faculty has been the recipient of a grant through the STELR project, including \$1,000 from the Australian Academy of Technological Sciences and Engineering (ATSE), \$4,000 worth of science equipment and 1 day of professional development for 2 teachers. The aim of the STELR project is to increase interest in Science and Engineering in Australian schools so that it has a flow on effect for careers in Science and Engineering. The equipment purchased this year will enable students to perform a large variety of practical investigations in the field of renewable energy, such as production of electricity by wind, solar and water flow, and engage in thought provoking investigations that align with the new Australian Science Curriculum.

- **Flexibooks and e-learning capacity**

The Faculty of Science have taken the lead in 2012 in moving towards generating customised electronic science work and text books (e-books). The aim is to reduce costs of teaching and learning support materials and to commence the development of resources in readiness for 1:1 electronic devices, and our new learning management system which will enable students to access materials and work on-line from home.

Mathematics

In 2012 the Mathematic Faculty implemented the Year 9 Australian Curriculum (AC) and focused on preparing for implementation in 2013 of the Year 10 AC program. To ensure our students will be able to access the new 10A Mathematics course, that provides a specialist maths pathway, a new Year 9 'Maths Plus' course was trialled, as an elective course, with outstanding success.

Student achievement and highlights in the field of Mathematic for 2012

- **Australian Mathematics Competition:** In August 112 participants sat the 35th annual Australian Mathematics Competition. The results included 35 Proficiency Awards, 46 Credit Awards, 14 Distinction Awards, 2 High Distinction Awards and 2 Prize Winners. High Distinctions: Alice Djakic (Year 10) and Maddison Ralston (Year 9). Prize Winners: Lachlan Mason and James Anderson (Year 9).

Distinction Awards: Danielle Anstis; Brent Langham, Hayden Medwin, Nicholas Wood, Jacob Hanson, Jonty Fahey, Gordon Liang, Paige Norris, Callam Stewart, Jack Fowler, Sophie Elphinstone, Oliver Kershaw, Oliver Malley.

- **Mathematics Relay Competition:** 12 students participated in the 2012 Mathematic Relay Completion with 2 teams entered in the Junior Division. Students were placed 2nd and 3rd
- **MAT Problem Solving Competition:** 25 students participated in 2012, with the Year 9 Maths PLUS students entering the Intermediate Section.

Resource development in the Faculty of Mathematics 2012

The development of e-learning capacity continued in Mathematics with the integration of ClassPAD calculators into the Years 9, 10 and Senior College curriculum. The use of an electronic resource package that aligns with 2012 text books for interactive simulations, worksheets and Unit Tests has also been implemented.

English

The key focus for the English Faculty in 2012 has been the writing and development of the Australian Curriculum for Year 9 and 10. Thanks to the inexhaustible energies of the library staff, our students have had the privilege of learning from nine published Australian authors and illustrators over the year. Their input has inspired students to move beyond being consumers of ideas and content to being creators of high quality content as well. Students have produced blogs, films, poems, songs, wikis, narratives, essays, storyboards and digital presentations, just to name a few. A selection of these from each year group is distributed throughout the 2012 *Kalori*.

Library and Resource Centre

- **Celebrating the Australian National Year of Reading 2012**

The library staff embraced this opportunity to strongly promote reading for enjoyment throughout the year using a number of different initiatives with the aim to encouraged students at the College, and from the broader North West school community along the Coast of Tasmania to read for fun and in doing so to improve their literacy levels.

Our most exciting plan for 2012 was inviting nine authors and illustrators to share their experiences, writings and passion for books with students and staff. We were able to achieve our aim of bringing these award-winning authors to the College because of the fabulous support of local businesses, the MRC Parents and Friends, the Burnie City Council and the Marist Remar students, who organised a fundraiser quiz night for us.

Our final list of distinguished guests were Matthew Reilly , David Miller , Catherine Jinks , Paul Collins , Catherine Bateson , Archimede (Archie) Fusillo, Marc McBride, David Metzenthén and James Moloney.

Each visiting speaker took workshops and presented talks to both College students and those from other schools, discussing their work, the reasons they write and the way they write, paint or sculpt. The influence of the program was evidenced in library borrowings, the work produced in class following each session, and in the popularity of opportunities for students to meet specific authors.

- **Privileged Readers Group (PRG)**

To encourage reading for fun we also created a new group for students who were interested in sharing their love of books and reading, called the Privileged Readers Group (PRG). Each of the 20 or so students - ranging in age from Year 7 to Senior College - who joined this group received a number of privileges including unlimited borrowing of fiction books, which many of

them appreciated fully. We held meetings irregularly and at our final gathering for the year, students expressed overwhelmingly that they wished to continue this group in 2013.

Humanities

The Humanities Faculty has provided a range of opportunities for students to engage in activities and competitions, some new to College students this year. These include the Australian History Competition, the National Geographic Australian Geography Competition, Defence 2020, The Frank MacDonald Memorial Prize.

Student achievement and highlights in the field of the Humanities for 2012

- **National Geography competition:** High Distinctions: Samuel Aitken, Erin Cox and Angus Thomson (Intermediate section); Diew House, Nick Wilson and Harrison Jaffray (Senior level). Distinctions: James Anderson and Kurrin McGrath (Intermediate level); Georgia Cottnam (Senior level).
- **National Geographic Channel Australian Geography Competition:** High Distinction (Intermediate level): Erin Cox
- **National History Competition:** Student successes were similar in the History Competition achieving results that were well above the national average; Lewis Revell and William McDonagh in Year 10 received the highest result of a Distinction; Georgia Cottnam, Hannah Gibbons and Jack Davison received Credits. In the Year 8 section Austin Roberts achieved a Distinction and Catherine Kerr a Credit.
- **NEXTgen Business Team Challenge:** Six Year 10 Business Studies students participated in the NEXTgen Business Team Challenge, facilitated by illuminateSDF and sponsored by UTAS and the Australian Maritime College. The week-long challenge was held partly at the UTAS Cradle Coast Campus and partly at the College and students were mentored by industry experts. The students in our team included Madison Brown, Shania Broomhall, Jayme Beaton, Emma Clark, Teneille Wilson and Ashton White. Ten prizes were awarded of which MRC students won four, including Best Business.

Humanities additional activities 2012

- **Defence 2020 Youth Challenge:** Year 9 and 10 students participated in the *Defence 2020 Youth Challenge* in Hobart, exploring issues and careers within the Australian Defence Force. Students met members of the ADF, heard their stories, and engaged with them in workshops throughout this fun-filled activity day. At the end of the day, students presented a role play representing how the ADF members would respond in their various roles, to a specific scenario.
- **Humanities students support ANZAC day, Remembrance Day services and Legacy:** Year 9 Humanities students volunteered to sell merchandise to raise funds for Legacy Week: \$565.00 was raised.

Year 10 students Jacqueline Smedley and Paige Dodd represented the College at the Remembrance Day service on Sunday 11th November. Jacqueline Smedley, winner of the Frank MacDonald Memorial Prize in 2011, was active in continuing promotional activities in relation to the Frank MacDonald Memorial Prize within the school and the community.

- **Senior College Geography Trip to New Zealand:** The 2012 Senior College Geography class undertook a trip to New Zealand in August. Students had the opportunity to investigate plate tectonics, volcanoes, and coastal geography, providing valuable field experience.

LOTE & Cultural Enrichment

Student achievement and highlights in LOTE for 2012

- **Language Perfect Participation:** students answered 210,000 questions on *Language Perfect* this Year. Students have access to this online program free of charge at school and at home to hone their language skills.
- **JATNET Senior Speech Competition:** Congratulations to Veronica Steiert who gained an honourable mention in the JATNET Senior Speech Competition, and to Connor Parke who gained third place.
- **Year 10 Speech Competition:** Joel Keene, achieved an honourable mention.
- **College Language Program:** Five students completed the College Language Program for French. This program allows students to complete first year of university level free of cost if they attain a CA or better in their pre-tertiary subject.

LOTE enrichment activities 2012

- **Study Tour to Japan:** This year 15 Year 10, 11, and 12 Japanese students participated in the 3-week study tour of Japan, returning with enhanced language skills and a deeper understanding of Japanese culture. This year marks the eighth year of our successful exchange and sister school relationship with Kochi Minami High School in Kochi.
- **French Exchange**
Five exchange students from our sister school in France, Institution Sainte Marie at La Seyne sur Mer, completed very successful one month homestays and participation in Marist school life in July.

LOTE Faculty development

MRC has an ongoing commitment to developing student engagement with the wider world and our LOTE Faculty endeavours to foster inter-cultural understanding through experiential integrated teaching and learning programs. Development of Asian literacy is an essential element of the cross-cultural curriculum perspectives and capabilities. Immersion language experience underpins exchange activities and enhances language acquisition.

- **The Australia Indonesia BRIDGE Project:** Through partnership with the Asia Education Foundation MRC hosted two Indonesian teachers from MTsN Pamulang, Indonesia in 2011. Two MRC staff undertook this return exchange in January 2012.

The Arts

The Music, Drama and Art subjects that fall under The Arts have continued to provide students with a breadth and depth of curriculum opportunities that caters to individual interests and fosters the development of students' cultural, artistic, academic and creative talent.

Student achievement and highlights for 2012

- **UTAS Foundation Practical Study:** Monique Watts successfully completed the UTAS and TQA accredited course in Music FCP113 Foundation Practical Study at Distinction level.
- **'The Great Australian Rock Musical':** Our bi-annual musical production involved over 150 students on stage, making/painting sets, ushering, costume design and sewing, catering, sound, lighting and back stage crew.
- **City of Burnie Eisteddfod:** The College had over 180 students participating in the Music and Drama Eisteddfod. Our performers were a credit to the College. We gained outstanding results across all year groups particularly in monologues, duologues, vocal groups and Senior Concert Band.
- **Music Performances 2012:** Students involved in a range of music programs performed throughout the year at a wide range of events including: Year 10 Performances for Year 6 students; VET Trade Centre Opening and Blessing; Rock Bands for the Swimming Carnival; Commissioning Mass, Feast Day Mass, Ash Wednesday, Graduation Mass; AMSA Netball Carnival Mass.

Additional performances and events in The Arts 2012:

- MRC Battle of the Bands
- Youth Drug and Alcohol Awareness Forum in Smithton: Performance by our Senior Rock Band 'After Sunset'
- Tulip Festival Battle of School Bands in Wynyard's Gutteridge Gardens Rock Band Section: 1st Place 'After Sunset' 2nd Place Year 8 Rock Band and 3rd Place 'Off the Rock' Maddon Kapene and Lara Weber
- Year 10 Dinner: 'After Sunset'
- Tasmanian Rock Challenge finalists 'Escape from Ocean Avenue'
- Feast Day Talent Quest
- Southern Cross Homes 40th Birthday Celebration at Yaraandoo: 10 items by our senior Vocal Ensemble plus Jennifer Cable and Jacqueline Smedley with piano duets
- Morning Melodies: Items for 'Burnie Shines' at the Burnie Arts and Function Centre
- VET Trade Centre lunch-time entertainment sessions
- Saturday Music Soloists at Bruce's Café in Wynyard: Amy Pegg, Ishka Heart, April Saltmarsh and Jye Seymour
- Year 9 Concert for Year 7
- Year 8 Music students' Performance
- Year 7 Christmas Concert
- Senior College Art students showcase- *Juxtapose*
- Senior College Mid-Year Production for Drama: *Eyes to the Floor*
- Senior College drama end of year performance: *Opening a Fuzzwollops Frame of Mind*
- Bell Shakespeare performance: *Mid-Summer Madness*
- *Bamboo Theatre*
- *Namatjira: Play about the life of Albert Namatjira*
- *Year 8 Drama performance to Stella Maris students*

Music curriculum expands into VET: 2012 has seen the launch of the VET Course, Certificate III in Technical Production run in our state of the art recording studio.

Health and Physical Education

- 7-10 PE common units consisting of Athletics, winter and summer sports have been excellent to prepare our students for Aquatics, Cross Country, Fitness Testing, Dance, the three main inter-and intra-school carnivals.
- The Year 10 elective program has offered students the choice of activities within the community such as: Tennis, Golf, Boxing, Gymnastics and Lawn Bowls. This exposure has created a link between the College and the community and exposed students to some possible lifetime pursuits.
- The popularity of Sport Science in Year 9 and 10 has continued with two large Year 9 and two large Year 10 classes. This has had a flow-on effect into Senior College.
- Year 10 Sports Leaders who are Sport Science students have successfully trained as community coaches and have been involved in a variety of activities. These have included: assistance at the NSATIS Athletics Carnival, Primary School Sports Expos and lunchtime activity program for Year 7.
- Year 10 Outdoor Education has been popular with two classes running. Two very successful camps were conducted in Term 3.

Work Experience 2012

Work experience this year was held from Monday 3rd September till the 7th September 2012 the last week of Term two with all Year 10 students. The week enabled students to gain first-hand knowledge about different careers and career opportunities.

Prior to commencing the week, students undertook a comprehensive 3-day Career and Health and Wellbeing Expo. The Expo included guest speaker Ms Karlie Reeves from the Burnie City Council, Youth Development Officer. During the Expo week students undertook a series of tasks including a completed resume, a letter of application, a personal statement, an on-line OHS safety induction preparation session, and a visit to the University of Tasmania (UTAS)Cradle Campus and further guest speakers from the University. The 3-day intensive pathway training was a successful new development at Marist Regional College.

During the work experience week students were expected to work the hours required in that particular industry and for some students that meant commencing before 6am to start on time in the hospitality industry. A diary of activities and a personal journal were completed by each student and at the end of the week the employer completed an evaluation form on the student which was then posted back to the Career Centre for individual counselling and follow up.

E-Learning

E-learning continued to be a central focus of our school improvement processes in 2012, led and supported by our E-Learning Coordinator, Ms Susan Bell. Sue developed an on-line booking process to facilitate the uptake of e-learning, where teaching staff are able to access training and support. This might include booking a one-on-one or group Twilight Training session, requesting in-class support, requesting the E-Learning Coordinator to run in-class session for students, or assistance with setting up a blog, starting an e-book or identifying suitable on-line resources. This flexible approach to staff

development has gained much traction during 2012 and mirrors the capabilities we are intending to foster.

Twilight sessions offered during 2012 have included workshops on: iBlogs, Wikis, Photostory, MovieMaker, Photoshop (Beginners), ePortfolios, introduction to Microsoft Word, and Sharepoint. A number of staff attended either individually or in a small group and it was great to see the practical skills applied to their classroom teaching practice. Blogs were also created by students in various classes and some of these can be viewed on the Facebook Marist link. Many teachers used Moviemaker for their classes, in addition the RE classes used Tumblr to engage students in microblogging exercises. The Business studies students developed skills in InDesign and created the brochure for our College musical. This was a great opportunity for them to learn about marketing and also how to construct a professional theatre book.

Middle Years of Learning

The strategic goals set at the beginning of the year drove the Middle Years program at Marist in 2012, where the focus is on motivating and engaging students in deep learning. This is achieved through a careful and deliberate approach to the teaching and learning program as well as through the flexible, community-orientated learning environment.

In 2012 the goal was set to increase parental involvement in the day to day business of the core subjects through regular email communication. The Year 8 teaching team has worked to ensure that a fortnightly email with a brief summary and update of the happenings in English, SOSE, Science, Maths and RE has been sent to parents. This has been a great success with parents being able to engage their children in discussions about their learning.

Another of our goals has been the planning and implementation of shared lessons, a teaching strategy considered to be central to the philosophy of a middle schooling approach. There has been much success in this area. Interdisciplinary conceptual lenses have helped to make links between units of core subjects explicit, which has in turn meant deeper engagement and learning on the part of students. For example in Term 3 the Year 7 teaching team held an afternoon of activities related to the water cycle, a concept covered in SOSE and Science. Students participated in English writing activities, Science experiments and SOSE demonstrations. Also, in Term 2 the annual Year 7 Rome Day and Year 8 Medieval Day were curriculum highlights as students showcased their learning in these SOSE units. To further advance this goal the focus in the last half of the year has been on creating authentic assessment opportunities and scaffolding the assessment planning process. This focus came about as a result of our participation in the work samples collection project of ACARA, which allowed us access to expertise and resources related to assessment.

In 2012 we have continued to implement aspects of the National Curriculum, and teachers have undergone professional learning to build their understanding of using rubrics to assess to the standards. The goal of establishing explicit learning targets by using rubrics will continue to be a focus in 2013 as we begin to report to the National Curriculum.

The ongoing learning of teachers is understood to be crucial to improving teacher quality and therefore improving student outcomes, and in the Middle Years this has meant learning about and using a range of pedagogical strategies in our practice. As well as attending workshops, conferences, seminars and courses related to personal goals, the Middle Years team has worked collaboratively to build a shared understanding of the pedagogical underpinnings of a Middle Schooling approach and of the needs of Middle Years' students. With the announcement that in 2013 all Year 7 students will receive personal learning devices, the Middle Years team has sought a best practice approach to professional learning to ensure we are ready for this significant change in teaching and learning.

Our work in 2012 has happened within the context of establishing and maintaining a safe and nurturing learning environment. This is because the pastoral care needs of Middle Years' students are so intertwined with their learning. Pastoral care highlights in 2012 have included Year 7 Camp, Super 8s team building day, the introduction of a Year 7 Pastoral Health program, and the S.H.E (Safe, Healthy, Empowerment) Girls' program.

2012 has been a year where students have more than survived the "Middle Years", they have thrived in a quality learning environment characterised by the setting of high expectations, engagement in higher order thinking, maintaining strong social support, and the building of connections. It is with a great sense of anticipation that we look to 2013 to build on these achievements.

Vocational Education and Training

Vocational and trade based courses at the College continue to provide opportunities for students to undertake certificated courses through the Cradle Coast Trade Training Centre (CCTTC) and successful partnerships with other institutions and industry partnerships. Flexibility in the delivery of our VET courses ensures capacity for students to undertake academic courses alongside vocational training. This is an integral part of our curriculum and is growing with student and community interest. Vocational programs at Marist ensure students acquire substantive skills for employment and prepare them for a pathway of lifelong learning.

A highlight of 2012 was the official opening of the CCTTC. This fantastic facility provides industry standard training for all students in our region. This year the Polytechnic used the facility to run a 16 week Kick Start Program for the long term unemployed. In 2013 the Skills Institute will use the Bakery to run a day release program for all the Bakery Apprentices on the North West Coast. Also in 2013 we will be welcoming 7 young people from another school one day a week to participate in a Certificate II in Hospitality.

In 2012 Senior College students participated in Certificate I in Construction, which has involved the building of a small relocatable home that will be completed in 2013 and then auctioned. This will help facilitate the introduction of Certificate II in Construction in 2013 as students move through the training packages. Certificate II Hospitality (including Responsible Service of Alcohol, Coffee making Barista units) will continue. In 2012, all 5 year 12 students completed a full certificate. Certificate II in Business and Tourism will continue as will Certificate II and III in Community Services and Certificate I and II in Electro-Communications. There was a 98% completion rate for the Electro Comms students in 2012. All Senior College VET Students attained their Senior First Aid Certificate. In years 9 /10 students have participated in an Introductory program in Hospitality and Bakery; all students attaining at minimum of 1 unit in an associated certificate, some as many as 4 units.

Other tailored programs have included students participating in Certificate III in Hairdressing at St Brendan-Shaw College; Horticulture at the Polytechnic; Automotive in Smithton; Certificate III Technical Production using the music faculty's sound technology studio; online Certificate II in Library Studies and Animal Studies

In 2012 32 students undertook Australian School Based Apprenticeships including qualifications in Certificate II & III Retail, Hospitality and Business.

Other highlights for vocational students include:

- **TQA State VET Outstanding Student Awardees:** Bonnie Smith and Danielle Hyland
- **Circular Head Trade Training Centre / Arnolds Autocare Pty Ltd Achievement in Automotive Award for 2012:** Matthew Moore
- **Vocational Achievement:** All 7 Certificate II Bakery Assistance students entered the Whirlpool Cake decorating completion and Meaghan Courtney came 3rd overall
- **Try a Trade:** The Bakery students shared a stand with Banjo's Bakery.

Cradle Coast Trade Training Functions 2012:

- Senior College Evening of Excellence
- Year 7 Parent Teacher Evening
- Cradle Coast Trade Training Centre official opening
- Catering for the AMSA Netball Carnival which included providing afternoon tea for Sunday arrival / Officials drinks and Tapas evening; morning tea / lunch/ afternoon tea) for all 60 Officials and 180 students for 3 days and the Officials' dinner which was a 3 course meal
- Raising money through the Teagan Tea Cake – cupcake fund raiser (students made over 2000 cupcakes)
- Multicap Ball
- Business Breakfast for Worksafe Tasmania
- Catering for the Year 10 'Love Bites program' – morning tea and Lunch for 3 consecutive days for all year 10 students and presenters
- Tapas and Drinks for Life Long Learning TL3
- Rostrum Dinner
- Board Meeting Brunch
- Multicap OHS workshop (morning tea / lunch/ afternoon tea)
- Football Boys dinner (105 guests)
- Regular monthly Book keeping workshops
- Catering for NSATIS Athletics Carnival in Penguin
- Tapas and Drinks for P&F association
- Dinner for 120 Stella Maris Year 6 leavers and staff.

Professional Learning, Attendance and Retention

Expenditure and teacher participation in Professional Learning

In 2012, approximately \$73,000 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$25,700 was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

This year, whole staff Professional Learning activities were offered as a series of twilight sessions, held after school hours. Staff members have also been encouraged to engage in online PL activities.

The focus of our midyear Professional Learning Day was again on the National Curriculum. Alanna Stretton, from the TCEO, presented updates on the National Curriculum and then worked on differentiation and Assessment Rubrics. Staff also had the chance to participate in e-learning workshops or further explore the implementation of the National Curriculum. Whole staff Activities:

- CPR/Defibrillator Training
- Teenagers, Alcohol and Drugs Workshops held by Paul Dillon
- Dyslexia Workshop
- Strategic Directions Workshop
- Introduction to Harmonisation Laws and General Safety
- Supporting students with Diverse Needs

Other professional learning activities have included: Faculty based workshops focusing on National Curriculum implementation; REMAR In-services for Helms; Bronze Medallion Requalification; Behaviour Management Workshops; Embedding Formative Assessment in Teacher Learning Communities; Girls in Education; Hawker Brownlow Seminar – Teaching and Learning Conference and TATE State English Conference.

The average expenditure per teacher on professional learning in 2012 was \$1,500.00. This includes registration costs, travel, accommodation, payments to presenters and teacher replacement costs.

Teacher attendance

The average number of days of attendance per teacher in 2012 was 181.2 days, though this includes extended leave. If teachers on long service leave and other extended leave were removed from calculations, average attendance would be adjusted to 184.68 days out of 195 days.

Staff retention

In March 2011, 76 teachers were employed with a full time equivalent of 68.3 teachers and by March 2012 this changed to 72 teachers with full-time equivalent of 66.43.

In March 2011, 29 general staff were employed with a full time equivalent of 24.9. In March 2012, 38 general staff were employed with a full time equivalent of 29.05.

In November 2012, 73 teachers were employed with a full-time equivalent of 67.15 and 40 general staff were employed with a full-time equivalent of 30.38.

Teacher qualifications

Teacher Qualifications	No. of teachers
Diploma/certificate	29
Undergraduate degree	72 (inc 13 with double degrees)
Graduate Certificate/Diploma	25
Masters Degree	10
Doctorate	2

Student Enrolment patterns, Attendance, Retention Rates and Post-School Destinations

835 students were enrolled on March census day 2012, of which 206 students were participating in the senior secondary program. This compares to 868 students in 2011 including 220 students in senior secondary studies.

	2010	2011	2012
Year 7	158	167	135
Year 8	164	160	167
Year 9	161	167	166
Year 10	154	154	161
Year 11	129	107	113
Year 12	80	113	93
TOTALS	846	868	835

Student Attendance

Student attendance is monitored by home class teachers and automatic mobile phone text messages are sent to parents each morning requesting a response for an unexplained absence. Average attendance for all students was 97.95%. Average attendance for indigenous students was 95%.

Retention Years 9-12

Tracking of the 2009 Year 9 cohort reveals the following data:

Destinations of students who did not complete Year 12:

Other schools (inc. intrastate and interstate)	60
Apprenticeships/Traineeships	12
Employment	13
Seeking employment	4
TOTAL	89

Post-school destinations of Year 12 graduates 2012:

Apprenticeships/Traineeships/further education	7
University (inc Armed Forces officer training)	44
"Gap" Year (Uni planned for 2013)	14
Employment	19
Seeking full-time employment (February 2013)	7
Unknown	2
Total Year 12 graduates	93 (includes students who enrolled after Year 9)

Policies

Tasmanian Catholic Education Commission policies are available at:

<http://www.catholic.tas.edu.au/publications/policies>

College policies are available on our website:

http://www.mrc.tas.edu.au/our_college/policies

and are reviewed no less than every 3 years.

They include, but are not limited to the following:

Attendance Requirements & Absences Procedure

Synopsis: Regular attendance at school is crucial for effective learning. Any general pattern of unexplained absence will be noted and the College will contact the student's parents/caregivers, who will be asked to provide an explanation for the absence.

Date of introduction: 2007

Next review: 2013

The full policy is available on the College website www.mrc.tas.edu.au

Authenticity & Academic Integrity Policy

Synopsis: This policy has been formulated to provide a coherent understanding and consistent practice with respect to determining and crediting scholarship, and setting the highest standards of honesty and integrity in the work students submit for assessment at Marist Regional College

Date of introduction: 2012

Next review: 2014

The full policy is available on the College website www.mrc.tas.edu.au

Code of Conduct (TCEC)

Synopsis: The Code contains a set of ethical principles setting the standards of conduct that staff are expected to reach in their interaction with students, colleagues, staff and members of the wider community in order to a) provide a safe, secure environment for staff and students at the College, and b) inform staff of their moral and legal obligations.

Date of introduction: 2006

Next review: TBA

The full policy is available on the Tasmanian Catholic Education Office website:

<http://www.catholic.tas.edu.au>

Enrolment

Synopsis: The policy and procedures by which a student is enrolled at the College. It includes the procedure to apply for enrolment, enrolment priorities and special consideration for those less fortunate.

Date of introduction: 2004

Next review: 2015

The full policy is available on the College website www.mrc.tas.edu.au

Grievance Procedure

Synopsis: This procedure provides anyone associated with the College community with a process for the timely and fair resolution of any concern in a transparent manner.

Date of introduction: 2005

Next review: 2014

The full policy is available on the College website www.mrc.tas.edu.au

Health and Safety Policy

Synopsis: It is the policy of Marist Regional College to ensure, as far as practicable, that all employees, students and visitors are safe from injury and risks to health at work

Date of introduction: 1996

Next review: 2013

The full policy is available on the College website www.mrc.tas.edu.au

Inclusion Policy

Synopsis: MRC welcomes application for admission from families of students with disabilities. Terms or conditions of acceptance of an application for admission are on the same basis as a prospective student without a disability.

Date of introduction: 2009

Next review: 2013

The full policy is available on the College website www.mrc.tas.edu.au

Safe School Policy

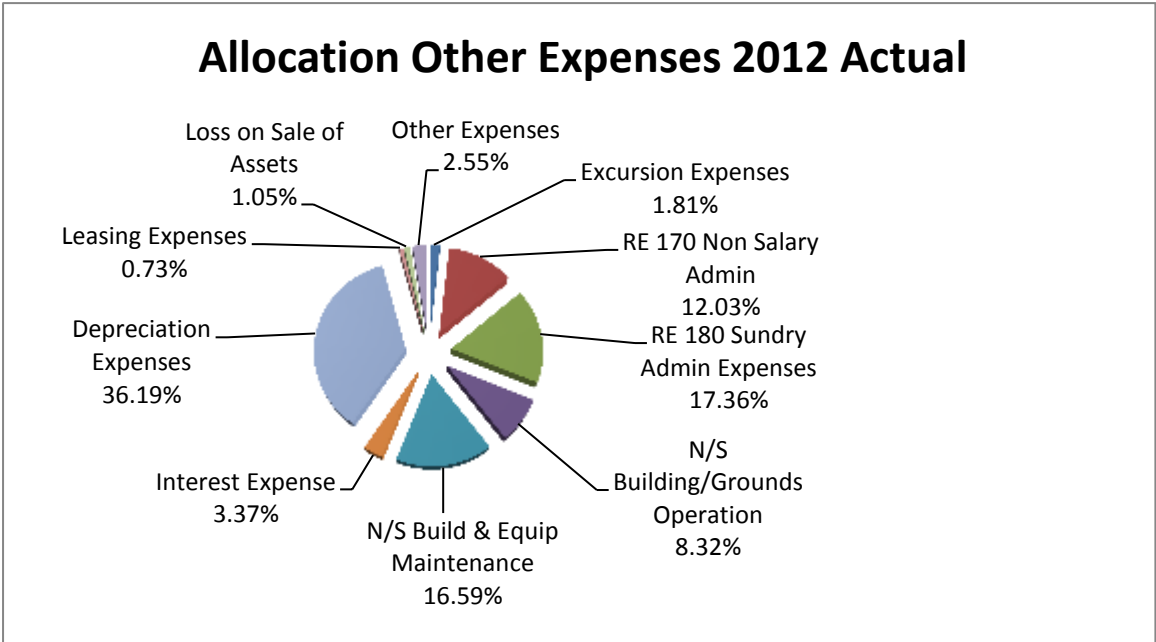
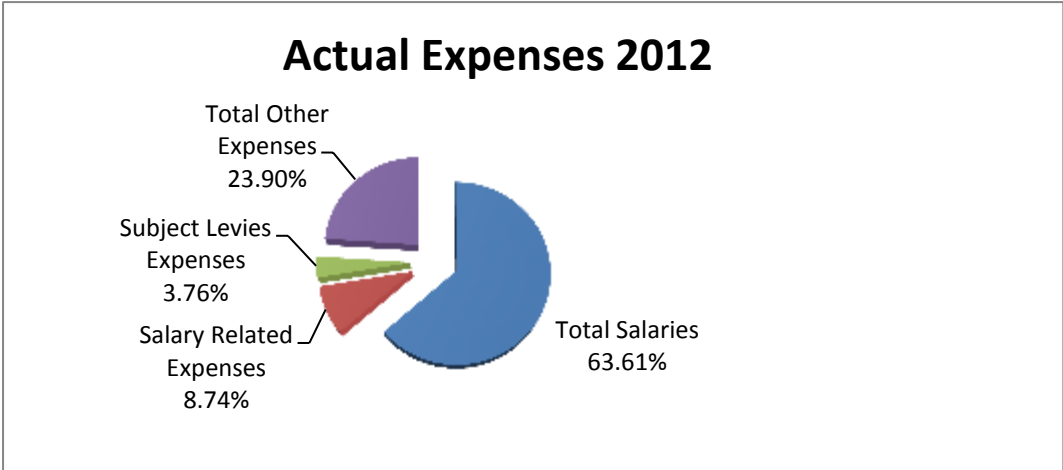
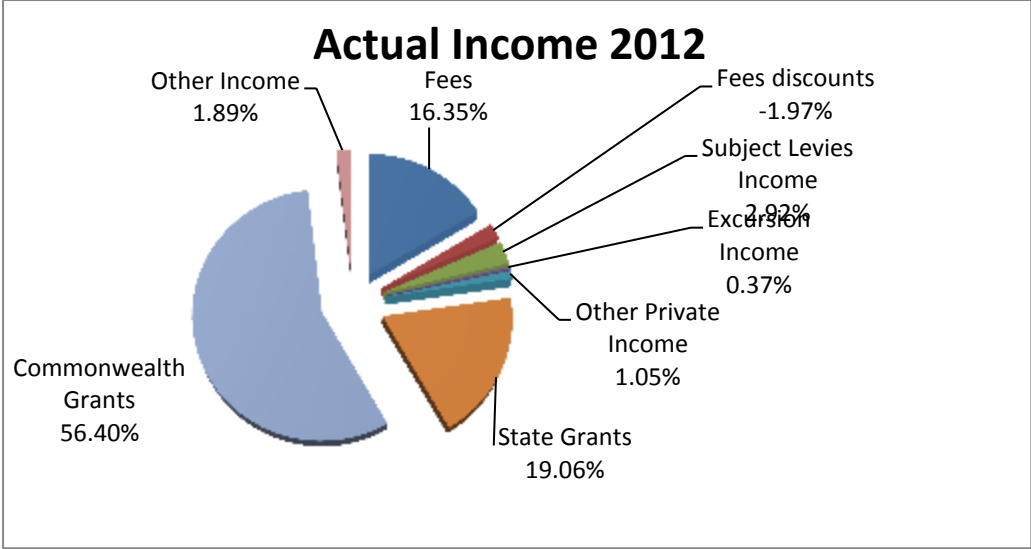
Synopsis: The College strives to provide a Catholic education based upon Gospel values. Care, compassion and respect are central to our relationships.

Date of introduction: 2007

Next review: 2014

The full policy is available on the College website: www.mrc.tas.edu.au

Financial Information



The Marist Regional College Annual Report has been prepared in accordance with the Australian Government's *Schools Assistance Act 2008*, *Administrative Guidelines: Commonwealth Programs for Non-Government Schools* and includes performance measures described therein.