

ANNUAL REPORT



Marist Regional College

2013

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.

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Message from the Principal

Marist Regional College is a college of excellence that endeavours to ensure that every member of the College community has the opportunity to develop their gifts and abilities to their potential. We endeavour to ensure that young people learn not only the academic lessons of a school community but, more importantly, the life lessons about who they are and how they contribute to our global community. Students attending Marist Regional College come from a variety of backgrounds, faith or non-faith 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. We, at Marist, are a truly Catholic College in a contemporary world.

The College enjoys the wonderful support of our parent community who know the value of an excellent education. Student learning is always at the forefront of the community. We know that parents enrol their children at the College because they want the best education for their child. This commitment to learning and education from all members of the community means that we, as a College, are called to always strive for improvement and innovation in the provision of opportunities for excellence. We are constantly challenged to look for new ways to improve our practice in the pursuit of excellence.

Academically Marist Regional College continues to do extremely well. This is evidenced by our NAPLAN and TCE/TQA results. In addition, the College is proactive in providing a broad and ever expanding array of pathway options for students. The College continually outperforms both state and national averages for student outcomes.

One project that took up much energy in 2013 was the building of the McAuley Centre. This state of the art learning community was designed and constructed to house the Year 8 student body. The building named after the Venerable Catherine McAuley combines with the Chanel Centre to complete the Middle Years' building program. These two learning communities together ensure that the facilities that the students utilise as they start their journey at Marist Regional College are designed with their needs and learning foremost.

2013 was the last year of the principalship of Mrs Sue Chen, retiring after thirteen years in the role. Sue has served the Marist Regional College Community with energy, enthusiasm and passion. She built on the foundations of the College and saw it grow throughout her terms in leadership. The Community has been extremely privileged to have a Principal such as Sue whose dedicated service to the College Community has ensured that Marist is the educational institution of choice for those seeking excellence in educational outcomes for young people. As the incoming Principal of 2014 I am extremely pleased to be leading a dynamic and exceptional College.

The Marist Regional College Community is greatly indebted to Sue as she embarks on the next phase of her life and wish her every joy and happiness in her retirement from principalship. Sue will stay involved with the Marist Community through involvement in networks and organisations.

Adrian Drane
Principal 2014

Our Culture and Ethos

“I would like to tell you all the little cheering things that God permits to fall in our way.”

Catherine McAuley in a letter to Sr Mary de Pazzi Delaney, 1837

2013 started and ended with great sadness for our College as we celebrated the life of former student, Tegan Mevissen, came to terms with the loss of Year 12 student, Jared Ling, and mourned the passing of our teacher and colleague, John Ashwood. It was during these times, however, that the very best of our Catholic culture was seen and felt by all as we grieved together and supported one another. The care, compassion and kindness that characterises staff and student relationships shows how alive our Marist and Mercy heritage is today.

Together with Fathers Tony Kennedy and Fred Kado, Loretta Andrews, Faculty Head of Religious Education, and Natalie Ling, Youth Ministry Assistant, the newly appointed Director of Mission, Jacqueline de Jonge, has worked towards a number of goals related to deepening faith, promoting our Catholic identity and building stronger links with our parish. Activities in 2013 included:

- The introduction of the Year 12 Seminar Program as an alternative RE offering that allowed students to engage in a variety of experiences to explore a range of contemporary social, moral and ethical issues of particular relevance to young people.
- Participation in the inaugural Tasmanian Catholic Education Student Conference and the Australian Catholic Youth Festival as opportunities for students to deepen their understanding of faith in the 21st century through exposure to inspiring speakers and organisations.
- The promotion and support of a variety of charities, including the Marist Fathers, Mercy Works, Archbishop Adrian’s Samaritan Fund, Samaritan’s Purse Operation Christmas Child, Christopher Strong Education Trust, Canteen’s Bandanna Day and World Vision’s Life Changing Gifts campaign. Through volunteering and outreach we also supported The Smith Family’s Student 2 Student Reading Program, City Mission’s City Kitchen, Footprints Educational Complex, and the annual Burnie 10 Fun Run. Year 11 Remar students attending their Solidarity Camp have also supported The Smith Family, St Mary’s House of Welcome, St Vincent de Paul Society, Mercy Place Nursing Home and Ozanam House.
- The commissioning of a large cross to be installed on the eastern side of the Harcombe Centre which will be a significant and very evident display of our Catholic identity for all to see.
- The invitation of Sr. Carmel Hinkley to talk with students about the life and work of the Sisters of Mercy today at a whole College assembly and through RE classes.
- We were also pleased to welcome Father Mark Walls, Marist Father from New Zealand, to the College to continue his work with our SRC, but also our REMAR students and senior RE classes.
- The focus of the renewal program for 2013 had a distinctly Marist and Mercy flavour as students engaged in practical activities, small group discussions and reflection to explore the notion of servant leadership, specifically the day to day living of our values.
- Significant involvement in parish plans and preparations for the farewell of Fathers Tony and Fred, and the welcoming of Fr John.
- The hosting of the Combined Schools Mass for Catholic Education Week for over 400 students from six primary schools and two colleges.
- The continuation of the REMAR leadership and faith development program for students in Years 10 to 12.

Student Welfare, Professional Learning, Attendance and Retention

Expenditure and Teacher Participation in Professional Learning

In 2013, approximately \$81 700 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$28 200 was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

This year all teaching staff were involved in Professional Development on Positive Behaviour Management presented by Ian Luscombe. Ian spoke about the importance of a supportive environment where it is 'OK' to have a difference of opinions. The environment is crucial in managing stress and can assist in managing student behaviour. Ian outlined some strategies in which staff can influence the environment. These include: how we treat students, the way we treat each other and the way in which we manage the physical environment.

Other whole staff Professional Learning included:

- CPR and Defibrillation Courses
- Harassment and Discrimination Session
- Work, Health & Safety Session
- Asthma Course
- Harassment and Discrimination Session

Throughout the year staff were also involved in workshops focusing on the National Curriculum and its implementation at Marist.

The average expenditure per staff member on professional learning in 2013 was approximately \$1 100. This included registration costs, travel, accommodation, payments to presenters and teacher replacement costs.

Teacher attendance

The average number of days of attendance per teacher in 2013 was 183.9 days, which includes extended leave. If teachers on long service leave and other extended leave were removed from calculations, average attendance would be adjusted to 187.43 days out of 195 days.

Staff retention

In March 2012, 72 teachers were employed with a full time equivalent of 66.43 teachers and, by March 2013, this changed to 71 teachers with full-time equivalent of 65. This slight drop was a result of normal attrition and a slightly less student population.

In March 2012, 38 general staff were employed with a full time equivalent of 29.05. In March 2013, 41 general staff were employed with a full time equivalent of 31.14. This was a result of the movement of some administration tasks from teachers.

Teacher qualifications

Teacher Qualifications	No. of teachers
Diploma/certificate	31
Undergraduate degree	72 (inc 13 with double degrees)
Graduate Certificate/Diploma	25
Masters Degree	10
Doctorate	2

Pastoral Care

Student participation has been a predominant theme in 2013, as the Pastoral Care team has been working to extend and develop opportunities for students to have a voice in the issues that affect them at school. This year 40 students from Years 7-12 engaged in a Student Forum which discussed a range of issues relating to student participation and voice at MRC. One of the outcomes of this forum has been the development of a revised structure for student leadership and participation at the College which was implemented towards the latter part of the year.

In the past two years, students have been actively involved in the promotion of a supportive and inclusive environment through an initiative known as the Safe School Group. This year, the group, supported by the SRC, was responsible for planning a whole school event to mark the National Day of Action Against Bullying and Violence. Students, staff and parents from MRC and Stella Maris joined together to take a stand against all forms of violence by forming a human peace sign on the oval. As well, the group has been working on a poster format for our College Safe School Policy. Students from the group have spoken at whole school assemblies about a range of issues. A powerful presentation on homophobia was particularly memorable. The influence and impact of students leading their peers to challenge these behaviours cannot be underestimated.

Activities facilitated and managed by the Year Level Coordinators during Pastoral Care sessions further reinforced the messages of inclusivity and respect for diversity. In Year 7 students worked, in gender based groups and supported by Year 10 Peer Leaders, on two programs designed to foster resilience, self worth and self-esteem. Year 10 girls worked on developing assertiveness and self-confidence through the 'Rock and Water' program, while the boys explored contemporary masculinity through 'The Men We Need'.

A highlight of the year was a visit from author, speaker and advocate for women and girls, Melinda Tankard Reist who presented to all of our female students, as well as to women from the wider community, focusing on the sexualisation of girls in the media and popular culture. The audience was exposed to a range of images from popular culture and challenged to question why, as a community, we have become accepting and unquestioning of such imagery when the impact is so damaging to the confidence and self-esteem of young women. Melinda offered a range of strategies for both the students and their parents to counter the onslaught and minimise the potential harm.

Academic Achievements

Senior College Results

Our students continued to achieve mean and median ATAR results above the average of both the Catholic sector and all Tasmanian schools. The percentage of students who completed their TCE continued to be above Tasmanian Catholic and State schools. Of note, students at MRC significantly outperformed the State sector in the number of students who also did Science at TQA level 3.

The highest university entrance ranking or Australian Tertiary Admission Rank (ATAR) at the College was awarded to College Dux, William Sikora, who attained an ATAR of 99.8. Allison Burgess also achieved a score above 99 placing her and William in the top 1% in Australia.

The 2013 results included outstanding achievements for both Year 12 and Year 11 students, with fifteen Year 12 students (14.1%) achieving an ATAR over 90. The Year 11 Dux, Kirra Ryan achieved an outstanding score of 74.8 for her TQA level 3 subjects. Eleven Year 11 students scored a Tertiary Entrance score over 40 and another six Year 11 students scored over 35 points for TQA level 3 subjects. Thirty one EA (Excellent Achievement) results were achieved (representing 7.5% of pre-tertiary results).

It is testament to the motivation of students, the strong support of families and the quality of teaching and learning at our College, that the following results were achieved:

- 86% of students achieved at least 120 TCE credit points in comparison to the 74% state-wide average.
- 83% 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 62% of students reached this standard state-wide. Students with a TCE at the end of Year 12 have a significant advantage when seeking work and moving to the next stage in their life-long learning journey.
- 54% of students achieved the university entrance (ATAR) compared to the state-wide average of 45%.
- The mean Year 12 subject point score of 10.4 was also higher than the state-wide average of 9.2.
- The median Year 12 score was 10.44 compared to 9.65 state-wide.
- 32% of students achieved an ATAR of 80 or more.
- In 2013, 68 students undertook Vocational and Educational Training (VET) in Bakery, Technical Production, Hospitality, Construction, Electrotechnology, Community Services (Childcare), Business and Tourism. The upward trend in the uptake of VET courses has continued to steadily increase where students combine some VET combine some VET courses with TCE subjects.
- A number of students participated in the UTAS University College Program and High Achievers' Program that enable Year 11 and 12 students to undertake university units HECs free.

The 2013 results are especially pleasing, taking into account the socio-economic (SES) and remote area status of students at MRC (MRC average: 919.5).

NAPLAN

NAPLAN test results in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy indicate that Marist Regional College has performed extremely well in the comparison between our school and the results from all Tasmanian and Australian schools.

The percentage of Year 7 students at Marist Regional College achieving at or above the national minimum standard was higher in all testing disciplines than the percentage of students from all Tasmanian and Australian

schools. This is the third 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.

Our Year 9 cohort also achieved a higher percentage for students at or above the national minimum standard when comparing their collective results against all other Tasmanian and Australian schools. This is the first time where we have been above for all testing disciplines. Last year we fell just slightly behind in the Writing discipline, however with a strong focus in this area over the last two years, our results in this discipline have improved remarkably. The 2012 cohort had 81% of the group achieving at or above the national minimum standard, while this year's group has 90% achieving at this level. This is a fantastic achievement.

The table below indicates the comparison between Marist Regional College and other schools – both for Tasmania and also against all Australian schools. The percentages refer to the number of students who gained results at or above the National Minimum Standard.

Year 7	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Marist	99%	97%	96%	94%	99%
Tasmania	94%	87%	92%	88%	95%
Australia	94%	89%	94%	91%	95%

Year 9	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Marist	99%	90%	93%	92%	97%
Tasmania	92%	78%	87%	84%	88%
Australia	93%	83%	92%	88%	91%

Coloured cell = results where Marist is above State and National levels % listed in table above =number of students at or above the national minimum standard

Curriculum and Teaching

At MRC we strive to continually improve student outcomes through innovative teaching and learning practices.

To support the ongoing integration of ICT and e-Learning a number of key initiatives were commenced to lay the foundations for the roll-out of a 1:1 program. Phase 1 of the project was successfully achieved with all Year 7 students having a personal device and some initial training. To support the development of the Year 7s e-learning capacity, teaching staff required the opportunity to develop skills in how to create and manage on-line learning environments and objects. Staff undertook training in Scholaris, our new Student Learning Management System through which staff will be developing a teaching and learning virtual classroom. Successful implementation of Phase 1 of the 1:1 ICT program requires development of policy documents, administrative and ICT support services and communication strategies for staff, parents and students. The Library Manager and e-Learning Coordinator positions were redeveloped to accommodate increased staff training and the enabling of classroom integration of e-Learning and ICT. Evaluation of the trailed implementation model has informed a more rapid program of implementation for 2014. Coupled with the 1:1 device program, a concurrent implementation trial of a 'bring your own device program for Senior College students was run. This proved successful in improving access to ICT devices and enabled the decommissioning of Lab 1 and 2 stand-alone computer classrooms which shifted the focus in teaching and learning to an integrated approach with opportunities for ICT and e-Learning in every Senior College classroom.

Coupled with the roll-out of a 1:1 device program was the selection of a suitable Student Learning Management System. From a range of options Scholaris was selected by the ICT Working Party. Scholaris implementation requires considerable staff professional development in the design, development and 'population' of virtual learning classrooms. In turn this requires the establishment of overarching frameworks to support access and navigation of the portal. Training of a number of key staff was undertaken to establish a small team who will assist with the initial portal development and curriculum design framework. Additional capacity building to support implementation and, subsequently, enable classroom integration of ICT and e-Learning, included re-alignment of the Library Manager and e-Learning Coordinator positions and employment of additional IT technician staff. Additional teacher professional learning was made available through licenced access to Lind.com, access to databases such as Library Webs, Britannica and A-Z World Cultures and through a new e-book lending system. Investigation of replacing subject text with e-Books was explored and costed by some faculties.

Improvement in student outcomes requires the explicit and purposeful design, planning and evaluation of teaching and learning programs and learning experiences. This process begins with data analysis, knowledge about our students' needs and the development of appropriate teaching practices and pedagogy. A number of key activities undertaken in 2013 included:

- Staff undertook professional learning in *Catering for Diverse Learning Needs Using the Australian Curriculum*. This important PL has supported staff in understanding how to meet the diverse learning needs of students who require adjustments or modifications to ensure their entitlement to access to The Australian Curriculum at their chronological age level. Processes for consultation with parents and students, documentation requirements and processes for navigating the Australian Curriculum to determine suitable adjustments were provided to staff and implementation commenced via IEPs and ACARA adjustment proformas.
- In Senior College we continued to target the needs/goals/aspirations of our students through flexible timetabling, careful subject options analysis, targeted pathway planning and flexible work experience opportunities. All Year 10 students and families were invited to attend a Pathway Planning interview. Approximately 68% of students took up this opportunity. Our retention rate from Year 10 into Year 11 was the best on record, with 86.6% of students remaining at MRC. Retention has steadily increased over the past 4 years: 2012, 80.38%; 2011, 75.33% and 2010, 67.72%.

The *MRC 10 Plus* Certificate program was developed and implemented in 2013 to provide a structured career planning program that will carry through to students' senior years and contribute to TCE achievement.

The successful uptake of VET combined with ATAR, the high percentage of students achieving their TCE, and the high retention rate of our Year 10 students going into Year 11 is testament to the success of these approaches.

- Development of opportunities for personalised learning opportunities for students remained a priority. Senior College students were able to access to a range of courses and modes of delivery to accommodate individual needs. For example, students were able to undertake some courses off-line, enrol in on-line VET courses, enrol in courses delivered through external providers or participate in Australian School-Based Apprenticeships. Flexible timetable options were targeted to meet the needs of the increasing number of Senior College students with special learning needs and an increased number of students identified with mental/emotional or health concerns.
- The Gifted and Talented Working Party made a number of key recommendations that will be implemented in 2014 through the newly developed role of 'Enrichment Teacher'. This role will oversee implementation of a range of initiatives that meet the needs of our gifted students including the support and development of colleague teachers' expertise in making adjustments. Working in close partnership with parents while expanding opportunities for gifted students to connect with mentors,

programs or activities that enrich and extend learning opportunities and students' specific interest and talents will be the responsibility of the 'Enrichment Teacher'.

- The Dadirri Centre catered for an increasing number of students with special learning needs and disabilities. Of the 15 funded students, 2 were of high needs requiring full-time support. NAPLAN, PAT, parent, student and teacher input, as well as other appropriate testing, continued to inform individual learning plans (ILPs). The capacity of staff to provide specialist Braille support, the necessary resourcing and adjustment for a student who is blind, continued. The processes for the development of Personal Learning Plans (PLPs) for identified Aboriginal students were strengthened. Our Aboriginal students accessed a range of activities aimed at building cultural awareness, community connection, knowledge, experience and pride in their rich heritage.

Continuous school improvement relies on focussed and effective approaches to raising literacy and numeracy levels as this increases accessibility of the curriculum for all students.

- A Literacy and Numeracy Working Party was established in 2013 to undertake review of current and past initiatives and identify research and key data so as to make recommendations about effective strategies that would address specific focused areas identified from our NAPLAN results. The key focus in 2013 was determined to be Literacy and, more specifically, Reading and Persuasive Writing. A number of key initiatives, run largely through our Library and the English Faculty over the previous 2 years and current year, have proved to have a positive impact on our NAPLAN results in both domains. All staff undertook introductory PL about the ACARA Literacy General Capability in readiness for a more detailed focus in 2014 in Phase 1 subjects.

ACARA Implementation

- Implementation of the Australian Curriculum for Phase 1 subjects culminated in our first report (Mid-Year) to the Australian Curriculum Standards in English, Mathematics, Science and History. A whole-school approach to assessment was adopted for Phase 1 KLAs Years 7-10. It was determined that we would endeavour to align our reporting as closely as possible with the TCEO systemic initiative to achieve coherence state-wide in assessment and reporting. Moderation processes were established to support shared understandings about the Standards, quality assessment tasks and to enable implementation of intra and inter-school moderation in readiness for more robust processes in 2014. These processes validate teacher judgement when assessing against the Standards. Significant change to our reporting format was undertaken which required staff PL as well as a number of communication processes to inform parents. Course development, the design of quality assessment tasks and assessment marking tools continued to be core business for the Phase 1 KLAs; work which attracted prioritised funding from the PL budget. Adjustment to the Monday staff meeting format aimed to enable dedicated faculty time to support cyclical collaborative planning opportunities.
- Key changes to Senior College TQA courses commenced with many courses coming up for accreditation over the coming 3 years and ongoing uncertainty about ACARA implementation and the implications for TQA subjects. Staff were kept informed of developments and opportunities to engage in consultative processes. The necessary adjustments to Subject Selection Guides and pathway planning advice were made and communicated through a range of forums.

Vocational Education

Vocational and trade based courses at Marist Regional College provide opportunities for students to undertake certificated courses through the Cradle Coast Trade Training Centre (CCTTC) and successful partnerships with industry and other institutions. 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. Our focus is to build 'Brighter Futures' on the North West Coast of Tasmania.

2013 saw the standard of the CCTTC Bakery facilities, fully endorsed by industry as the bakery apprentices along the North West Coast of Tasmania moved into the CCTTC on a day release program rather than travelling to Hobart. The Bakery Association Australia (BAA) accepted entries from our Certificate II Bakery students into the Annual Bakery competition, and the President of the BAA, Tony Smith, came to Tasmania and the CCTTC Open Day to judge entries in our own Bakery Competition. In partnership with local Industry and with support from Brett Williams, Apprenticeship Advisor for TL3, the CCTTC formalised an agreement endorsing Australian School Based Apprenticeships (ASBA), whereby three of our final year bakery students started ASBAs and will become full time apprentices on December 20th 2014. Two other students will start apprenticeships in 2014. The final student of that cohort is waiting to confirm a position. In 2013, also in conjunction with TL3, the centre ran a Work Inspirations program where 12 Year 10 students from other schools in the area participated in a 3 day workshop looking at career pathways within the Bakery industry. Consequently, in 2014 two students from Leighlands Christian School will be enrolled into Bakery and a further five into Hospitality, highlighting our successful collaboration with other schools.

In 2013, TasTAFE returned with their Kick Start Program for the long term unemployed.

In 2013 Certificate II in Construction students completed the building of a small relocatable home. The VET Business Studies students organised the auctioning of the building which was done by Matt Grice, a past VET Business Student, for Harcourts. It was sold just after the auction. In 2014 19 students will participate in the Construction course, an increase in numbers of 11.

Certificate II in Hospitality will continue. In 2013 five Year 12 students completed a full Certificate II while three started a Certificate III in Hospitality. 2014 will see the introduction of Food and Beverage Service and an increase in numbers to 19 students. In 2013, 14 students enrolled in Certificate II in Business and Tourism. In 2014 there is an increase of eight students. Certificate II and III in Community Services will continue, as will Certificate I and II in ElectroComms/Electrotechnology where we have had a 100% success rate in students completing full certificates. In 2014 Certificate II in Automotive will be running through the TasTAFE system as will Certificate III in Applied Fashion and Technology.

Other tailored programs in 2013 have included Senior College students participating in Certificate III in Hairdressing with one Year 10 student doing an ASBA; Certificate II in Horticulture undertaken, through Outside the Square Solutions; Certificate III in Technical Production using the Music department's sound technology studio; on line Certificate II in Library Studies and Animal Studies and a student doing a Certificate III in Fitness as part of an ASBA. All Senior College VET Students attained their Senior First Aid Certificate. This year over 80 students participated in the Responsible Service of Alcohol and Barista Program that we run as an extra curricula course. All 24 students in the Parallel Boys' Program also successfully completed their RSA.

In Years 9 and 10 students participated in an introductory program in Hospitality and Bakery. All students attained a minimum of 2 units of competency in an associated certificate, with some attaining as many as 4 units.

In 2013 we listed 50 students undertaking Australian School Based Apprenticeships ranging in Retail, (Certificate II & III) Hospitality and Business.

Other highlights for our vocational students include:

- TQA State VET Outstanding Student Nominees Bonnie Smith and Danielle Hyland won awards for Hospitality and Tourism. Our 2013 TQA State VET Outstanding Student Nominees were Isaac Troughton and Kaylah Walters for Bakery and Business respectively.
- Try a Trade: The Bakery students had a stand with Banjo's Bakery.
- Melbourne Food Experience: The 2013 Hospitality and Bakery students, together with a couple of Business students, went on an excursion to Melbourne to do a tour of the Melbourne CBD visiting a wide range of restaurants and other specialist food establishments including the Melbourne Cheese Room, Maxims, Philippa's Bakery, Ganache a meal at Ombra Salumi Bar and Spring Street Grocery and Gelato Store.

Cradle Coast Trade Training Functions for 2013 included;

- Senior College Evening of Excellence
- Year 7 Parent Teacher Evening
- Cradle Coast Trade Training Centre Open Day
- Raising money for Teagan Tea Cake – cupcake fund raiser and Feast Day cup cakes
- SC Cultural Lunch
- Opening of the Arts Festival
- Subject Selection Evening
- REMAR Camps
- Afternoon tea for Aboriginal Community
- Dinner for Burnie Cycling Club (100 guests)
- Dinner for Burnie Food and Wine Club
- Principals' Lunch
- Lunch for the Legacy Ladies
- Lunch for Tas Leaders Program
- Catering for SATIS and NSATIS events throughout the year
- Boys' Football dinner (105 guests)
- Dinner for Knights of the Southern Cross
- Workshops for Swoop and Acquired Brain Injury Association
- A wedding
- Cocktail party for Marist Fathers
- Parish Sunday Morning tea
- Lunch for the Archbishop

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

820 students were enrolled in April 2013, of which 225 students were participating in the Senior Secondary program.

2013 Enrolments after March Census

	Total	Girls	Boys
Year 7	132	67	65
Year 8	136	72	64
Year 9	161	94	67
Year 10	164	83	81
Year 11	128	65	63
Year 12	97	55	42

Student Attendance

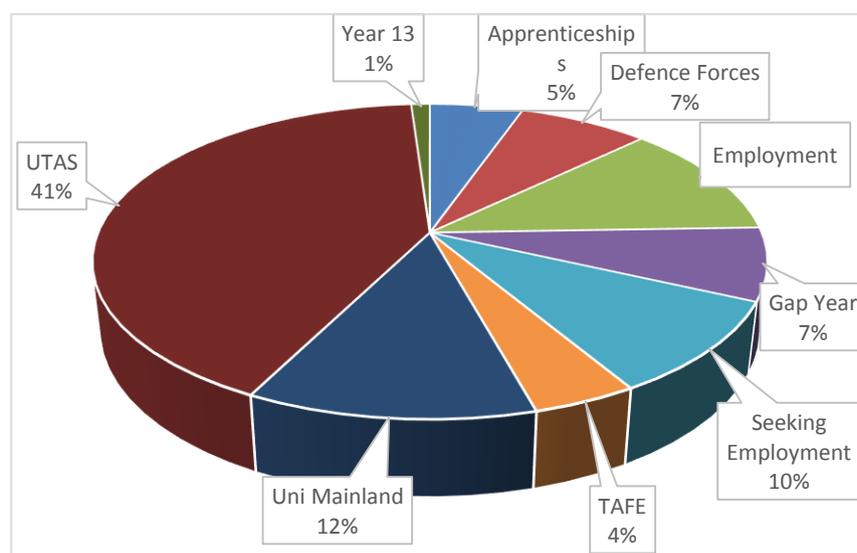
Student attendance is monitored by Home Class teachers and automatic mobile phone text messages are sent to parents each morning requesting a response for an unexplained absence. Average attendance for all students was 82.11%. Average attendance for indigenous students was 83.33%.

Average attendance for each year level were:

Year 7	89.55%
Year 8	86.30%
Year 9	83.31%
Year 10	78.09%
Year 11	79.30%
Year 12	73.01%

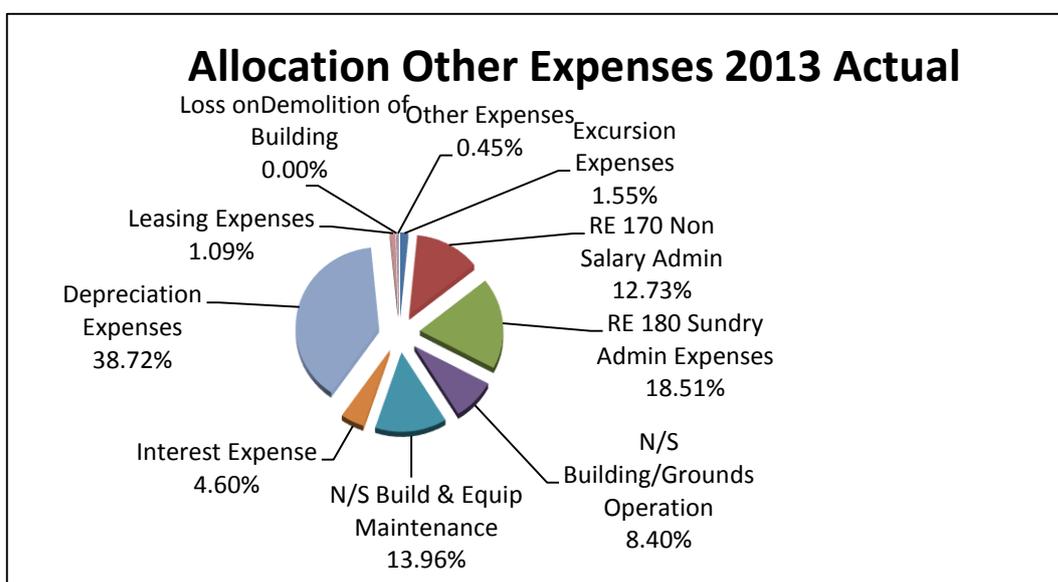
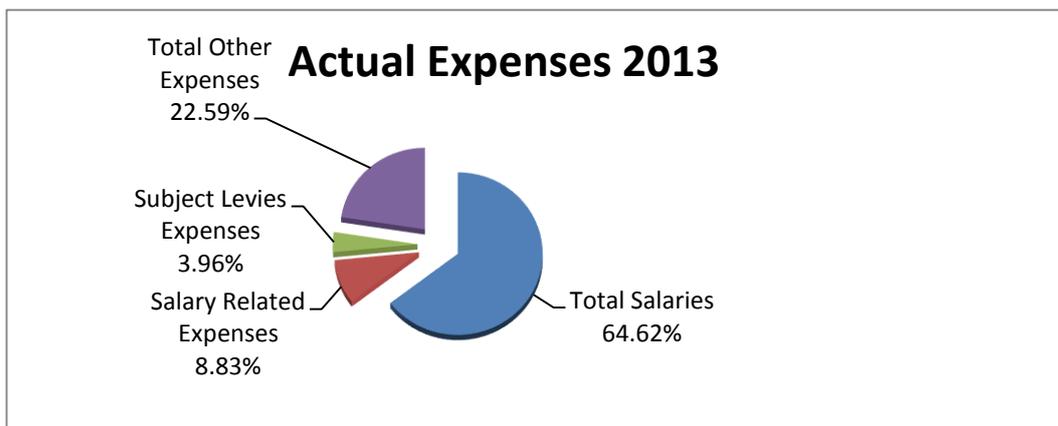
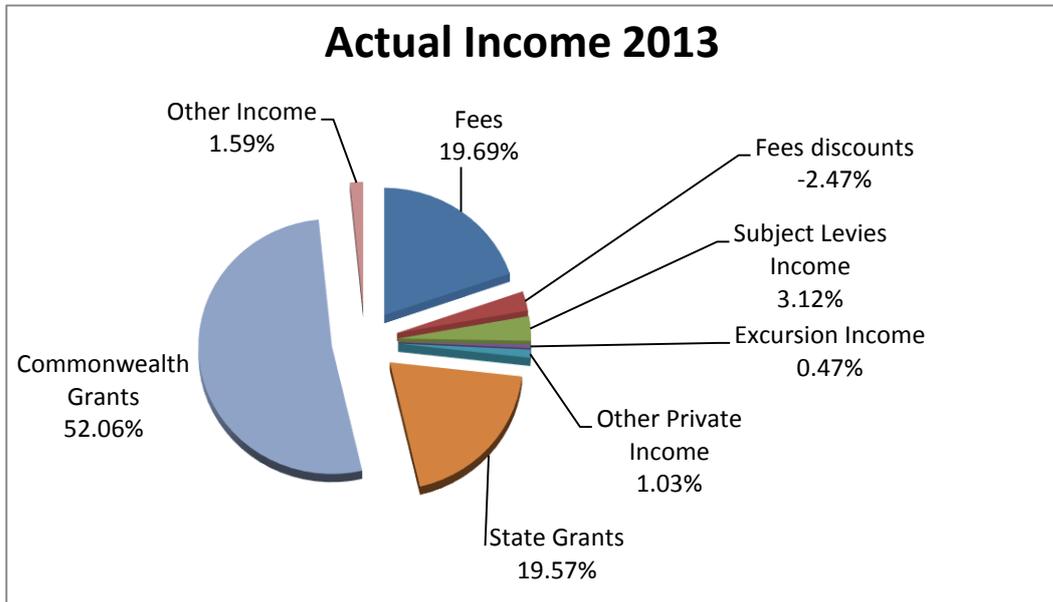
Post School Destinations

The following graph depicts the post school destinations for the 2013 College graduates. 58% of students have taken on further study in a recognised institution, with a further 7% taking a Gap Year before embarking on further study.



Financial Information

The following are the graphical representations of the financial information of the College for the 2013 Academic year.



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: 2014

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: TBA

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

Policies

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: TBA

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

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.