



Marist Regional
College

2014

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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Phone 03 6432 7600

Fax 03 6431 9146

Email office@mrc.tas.edu.au

www.mrc.tas.edu.au

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Message from the Principal

Extravagant Hospitality

Personally, 2014 has been a year of many firsts for me as Principal at the College. I have been overwhelmed by the authentic hospitality and welcome that I have received from the College community, staff, students and families. Catherine McAuley would have been extremely pleased with what she described as “extravagant hospitality” which is characteristic of the Marist Regional College Community. The core value of Hospitality is certainly a lived expression at Marist, along with the other values of Respect, Responsibility, Compassion and Justice. I am truly grateful for the opportunity to work in such a rich and enlivened Catholic Community.

While Marist Regional College has some exceptional facilities and the grounds on which it resides will arguably be one of the best positions for a school in Australia, all of this pails into insignificance when compared to the people that make this community what it is. Marist Regional College is a truly authentic Christian community, filled with people who care about each other and want each other to achieve to their potential. We as a community, strive to ensure the gifts of all are proudly grown and fostered.

It has been an extremely successful year for the College with many fantastic achievements both on an individual level and in a team, year level and indeed as an entire College in all fields of endeavour. This has been particularly pleasing in the area of academic achievement with excellent NAPLAN results across every test area and excellent results in all general assessment testing at standardized levels in the different fields of study.

The College has continued to perform strongly in cultural endeavours with a highly successful production of the Musical “BATS” and a number of smaller performances through the musical and dramatic arts. Not to be outdone, the Visual Arts domain has performed extremely well with a number of Senior College students selected for ArtRage. The College is also currently experiencing growth in the fields of digital media and animation.

It has been a highly successful year for our sporting teams, with a number of SATIS and NSATIS championships being won by the College. I am very grateful for the dedication, expertise, motivation and passion of our staff and students in each of the disciplines in which Marist Regional College competes.

On a pastoral, level much work has been occurring in the development of a holistic approach to student management and wellbeing. I am grateful to the wellbeing team for developing programs that meet the students at their point of need, regardless of where that is.

The activities, programs and endeavours that that our students have taken part in and competed in have been incredibly broad and varied. They have participated and contributed to the best of their ability in pursuit of personal excellence. As a College we could not ask for more. I and the staff at Marist Regional College are incredibly privileged to contribute to the pathways of these young people and we are extremely grateful to you, the parents, guardians and families for the trust you have placed in us here at the College in the provision of an excellent Catholic Education.

I thank the professional and dedicated staff at the College who never cease to amaze me with their dedication and passion for their professions. I have been extremely impressed with the lengths to which the staff at Marist Regional College will go to ensure that each and every child has every opportunity to achieve success. In relation to teaching and learning at the College, they are without a doubt our greatest asset.

Finally to our students, I thank you for a wonderful year of effort and endeavour. It is you who makes Marist Regional College an exceptional College in all areas.

Adrian Drane
Principal

Our Culture and Ethos

“The Lord and Master of our House and Home is a faithful Provider. Let us never desire more than enough – He will give that and a blessing.”

Catherine McAuley in a letter to Teresa Purcell, 1841

Such true words spoken by Catherine McAuley, and in 2014 the staff and students of Marist Regional College have enjoyed many blessings provided to us. Parish Priest, John Girdauskas, Gabrielle Streat, Faculty Head of Religious Education, Ayla Nutting, Youth Ministry Assistant, and the Director of Mission, Jacqueline de Jonge, have worked towards a number of goals related to deepening faith, promoting our Catholic identity and building stronger links with our parish.

Activities in 2014 included:

- Gathering together for prayer and thanksgiving:
 - Year level Ash Wednesday liturgies to mark the beginning of Lent and explore the Project Compassion message from John 10:10, where Jesus says: “I have come so that they may have life and have it to the full.”
 - A Commencement Mass that included the Official Opening and Blessing of the McAuley Centre as well as the induction of our 2014 College leaders and commissioning our new principal.
 - Holy Week Liturgy that included our student leaders washing the feet of others as Jesus did.
 - With students from all over the North West Coast to celebrate Catholic Education Week.
 - Celebrating the Feast of the Assumption of Mary with a whole College Mass, and then a day of festivities to celebrate all things Marist Regional College.
 - Observing the anniversaries of Jared Ling (student) and John Ashwood (teacher) with prayer services – plaques have been installed around our Memorial Garden.
 - Marking the graduation of over 100 Year 12 students with a liturgy led by Archbishop Julian Porteous.

- The promotion and support of a variety of charities, including Caritas, the Marist Fathers, Mercy Works, Archbishop Adrian’s Samaritan Fund, World Vision’s 40 Hour Famine and Movember. Through volunteering and outreach we have also supported The Smith Family’s Student 2 Student Reading Program, City Mission’s City Kitchen, Footprints Educational Complex, and Umina Park Nursing Home. Year 11 Remar students on their Solidarity Camp supported the Smith Family, St Mary’s House of Welcome, St Vincent de Paul Society and Sacred Heart School in Fitzroy. The spirit of service was also very alive in Year 7 and 8 students who undertook “Service Week” at the end of the year.

- The continuation of the REMAR leadership and faith development program for students in Years 10 to 12. A total of 25 students have been involved in REMAR, which means between them over 400 hours of community service has been undertaken and easily 45 hours spent in prayer.

- The realisation of a retreat team to oversee the refreshing of retreat programs for each year level: Year 7 “We Belong Together”, Year 8 “Accepting Diversity”, Year 9 “Keep Bouncing”, Year 10 “Living Justly”, Year 11 “Leadership at its Best” and Year 12 “Run Your Own Race.”

- And for staff, a spirituality day retreat called “Nurturing the Heart”, which included Kate Fogarty (Principal of St Joseph’s College in Echuca) as our keynote speaker and a diverse selection of workshops. Held in conjunction with the staff of Stella Maris Primary School.
- Participation in the TCEO’s Catholic Curriculum Program, which had at its purpose the envisioning of what a Catholic curriculum might look like in the midst of the Australian Curriculum.
- Staff formation activities that included representation at a variety of professional development events, participation in *Walking the Way of Mercy* – a Lenten program, and inclusion in the Marist Father’s pilgrimage.
- Visit by Kim Evans to discuss future plans of Marist Fathers for staff formation, and to meet with 2015 SRC.
- Introduction to CSYMA with presentations to Year 10 and the Leadership Team, and discussions about how to incorporate CSYMA into existing RE curriculum and structures.

Maintaining and building on the rich Mercy and Marist inspired Catholic culture continues to be a joyful endeavour undertaken by staff and students alike.

Student Welfare, Professional Learning, Attendance and Retention

Expenditure and Teacher Participation in Professional Learning

In 2014, approximately \$72,687 was spent on staff Professional Learning. This covered registration fees, travel and accommodation expenses. In addition, approximately \$21,362 was spent on relief teacher salaries to cover staff attending Professional Learning activities during the same period.

Paul Dillon once again delivered a Professional Learning opportunity to staff on the topic of Teenagers, Alcohol and Drugs and what schools can do. It is important for staff to have an understanding of this issue. One of Paul’s messages in his presentation is that of harm minimisation.

Staff participated in two Professional Learning days throughout the year. The first was on Formative Assessment and how this could be implemented into the College. The day was facilitated by Alanna Stretton and Donna Bucher from the CEO. On the second Professional Learning day we were joined by the staff of Stella Maris Catholic Primary School for a Spirituality Day. This day was facilitated by Kate Fogarty, Principal of St. Joseph’s Echuca who assisted us in exploring the role of a Catholic School in today’s society.

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 2014 was approximately \$732.95. 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 2014 was 183 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 days out of 195 days.

Teacher qualifications

Teacher Qualifications	No. of teachers
Diploma/certificate	40 (includes VET certs)
Undergraduate degree	80 (including 10 with double degrees)
Graduate Certificate/Diploma	24
Masters Degree	11
Doctorate	2

Pastoral Care

In 2014 we were fortunate enough to have Paul Dillon deliver presentations to our Years 10 – 12 students on Teenagers, Alcohol and Drugs. Paul is an outstanding speaker who has worked extensively in the area of drug education for the past 25 years. He is highly sought after as a presenter, both nationally and internationally, and regularly provides drug information sessions for young people and their parents. Paul's message is that of harm minimisation and how we can look out for each other.

Throughout the year, each year level has been developing ideas on how to help those less fortunate within the local community and further abroad. Some of these initiatives have been developed out of a concern or need that has been discussed in class. An example of this is where the Parallel Boys Program helped fundraise for drought relief after they saw a program about how farmers are being affected by droughts around the country. Another initiative was the Year 7 Class Captains organising a fundraiser to raise money for 'Street Swags' to provide a homeless person with a street swag.

We have also been continuing the work commenced over the past two years, looking at how to provide a safe and welcoming environment. Students in Years 7 -10 had the opportunity to attend sessions throughout the year on bullying. One entitled 'Verbal Combat' looked at how what we say and do can cause harm to others and that we need to be mindful of this. The other 'Cyber Bully' explores the issue of cyber bullying among young people.

Activities facilitated and managed by the Year Level Co-ordinators during Pastoral Care sessions further reinforced messages of inclusivity and respect for diversity. Years 7 and 8 students worked in gender based groups, supported by Year 10 Peer Leaders, on two programs designed to foster resilience, self-worth and self-esteem. Year 9 students have focussed on study skills. Year 10 students have worked on Careers education throughout the year as well as other sessions on resilience, motivation, self-esteem, goal setting and relationships. Year 10 students also participated in the 'Love Bites' program, addressing violence and sexual assault in our communities. Senior College students have concentrated on study skills, making good choices and party safe.

Academic Achievements

Student Learning and Achievement

Formative assessment

In 2014, we launched our second focus area in our School Improvement Plan, Formative Assessment with a professional learning (PL) day for all teaching staff. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and students' learning while it is happening. In addition to this, a number of staff continue to undertake more detailed professional learning through the TCEO to ensure they can act as 'lead teachers' to support colleague teachers with improving formative assessment practices, such as adjustments to instructional techniques, assessment approaches and academic support. As a consequence of this professional learning we have focussed for example on making learning intentions explicit to students and in curriculum planning documents. Moving the timing of our internal examinations in 2014, to earlier in the year, has also been trialled with the aim to improve the quality of feedback to students, and to ensure staff have the opportunity to reteach where required, as well as analyse results and determine what adjustments to teaching and learning programs for the following year may be required.

Moderation

Faculties have consolidated processes to support moderation practices, starting with the development of documenting an annual action plan. All teaching staff have been involved in intra-school moderation and representatives have attended inter-school moderation via TCEO led Network meetings in the Phase One ACARA subjects. Teachers of Senior College subjects have actively attended TQA Moderation, and continue to develop networks with colleague teachers where they may be the only teacher delivering a subject to ensure validation processes are undertaken.

Ongoing improvement to assessment tools

A priority for our professional learning funds has been to support faculties in improving assessment tools such as Rubrics. Rubrics make explicit what students are required to demonstrate to achieve the Standard, but also indicate the quality required for the range of elements under assessment.

Continue to develop our commitment to an inclusive culture that values all students, addresses their needs and ensures educational equity.

Supporting students to achieve the TCE

A detailed analysis of Senior College results indicated that there would be a number of students at risk of not achieving their TCE. In response to this Senior College subject teachers and the Senior College year level co-ordinators were provided with data of at risk students so they could proactively monitor their progress. Three TCE test dates for Year 12 students at risk of not completing TCE (Literacy, ICT & Numeracy Tests) have been offered and most students who have completed catch-up tests have achieved a pass. Many of these students have a low level of literacy and numeracy, or specific learning needs.

Aboriginal and Torres Strait Islander Cross Curricular Priority

We selected as a cross-curriculum focus for ACARA subjects, Aboriginal and Torres Strait Islander Perspectives. Key highlights were the incorporation of Tasmanian Aboriginal Perspectives in our Religious Education programs and our Artist in residence.

Curriculum and Teaching

Linking learning to the world beyond the classroom

Students at MRC are provided with a broad range of learning opportunities and examples of these for 2014 include:

- Year 11 students enrolled in our Year 11 Religion course *Belief, Values & Identity* worked with St Vincent de Paul and Red Cross through their *Y-Challenge Project*. Students ran a “Can-Drive” as part of our Feast Day, with several thousand dollars’ worth of non-perishable items donated from our College community. In the evening of our Feast Day, 19 of our staff and students simulated homelessness through sleeping overnight in the Harcombe Centre on cardboard and shared a very simple meal, raising awareness as well as funds and sharing compassion and solidarity.
- Our LOTE students had the opportunity to practice their language skills when in August we welcomed a group of staff and 9 students from our sister school in France, L’Institution Sainte Marie. In September, 12 students from Years 10-12 visited Japan for a three week study tour.
- Students are offered the opportunity to volunteer to compete on the national stage through a number of competitions including:
 - The Geography Competition, where one of our students achieved the top results in Tasmania and placed in the top 1% in Australia. The student has received a medal from the Royal Geographical Society of Queensland and was also invited to attend the Geography *Big Week Out*, a six day training camp in September. A further two students were awarded *High Distinctions* in the senior category and were awarded *Distinctions* in the junior category.
 - The Australian History Competition, where four Year 8 students were awarded *High Distinction* and two *Distinction* awards. In Year 10, three students achieved *High Distinction* and two *Distinction* awards.
 - Thirty-two students entered The Science and Engineering Challenge, and one of the Science students will have the opportunity to get a hands-on experience of careers in the fields of science, engineering and technology and have the opportunity to live on campus as a University student through the National Science Youth Forum program.
 - We had a large group of students participate in the *UTAS Science Investigation Awards* again in 2014, with students taking prizes for the *Environmental Award*, *Best Agricultural Investigation* and *Honourable Mention*.
 - Seventy students from Years 7-12 volunteered to compete in the International Competitions and Assessment for Schools (Science-ICAS). MRC students were awarded 7 *Distinction* certificates, 21 *Credit* certificates, 15 *Merit Certificates* and 27 *Participation Certificates*.
 - The Design and Wood students entered projects in the North West Woodcraft Guild exhibition, held in Ulverstone, with one of our students awarded second place in the Year 9/10 section.

- Eighty-one students participated in the 36th Annual Australian Mathematics Competition. This year's results included 12 Distinctions, 38 Credits and 23 Proficiency Awards.
- Four students represented the Year 10 Science Plus class in the *Cows Create Careers* camembert cheese competition in Devonport.
- Two of our Humanities students raised \$240 for Legacy Week.
- Economics students attended the *Leadership in Regional Economies* forum facilitated by Dr Kim Houghton, Director of Economic Solutions and Adjunct Professor at the University of Canberra.
- Our Senior College Legal Studies students attended a presentation by the 2014 *Senior Australian of the Year*, Mr Fred Chaney on the topic of Constitutional Recognition of Aboriginal and Torres Strait Islander peoples. The students also travelled to Hobart to attend *Lawfest* where they heard from a range of speakers including Tasmania's Attorney-General, Vanessa Goodwin, Chief Magistrate Michael Hill, humanitarian lawyer and Adjunct Professor, Tim McCormack and Michael Mansel from the Tasmanian Aboriginal Corporation.
- The number of opportunities for extending student development in expression and public speaking included debating, *Verbal Combat* and public speaking.
- Musical talents were rewarded in 2014 with MRC students taking the Regional Champions award for the High School Off-the Rock division in the TAS Rock Challenge and the Regional Champions of the College Rock division, with both groups going through to the State finals.

Implement the Australian Curriculum

Our Strategic focus in teaching and learning 2014 was on consolidating implementation of the Australian Curriculum in the Phase One subjects, English, Maths, Science and History (and Phase 2 Geography), while commencing the planning for implementation in 2015 for the new Australian Curriculum in Health and Physical Recreation (HPE) and the refreshed Religious Education curriculum. To this end, our teaching staff have undertaken a range of professional development activities including faculty led planning, involving the development and writing of unit outlines, assessment tasks and rubrics. The Religious Education Faculty have commenced unpacking the revised RE assessment strands of "Knowledge", "Inquiry" and "Discernment" and through a process of 'backward' design are redeveloping and refreshing our Year 7-10 RE Curriculum.

Faculty Heads have attended a number of Network meetings where they have been able to access current information and updates about ACARA developments and engage with colleague teachers from across Tasmania. Of particular interest to the College has been developments in the Technology Learning Area and in particular the new Information and Technology curriculum. The Technology staff have attended a number of forums to ensure they are able to provide advice on necessary changes and exciting opportunities for our future teaching and learning programs.

Raise literacy and numeracy levels to increase the accessibility of the curriculum for all students

The results for NAPLAN for 2014 indicate that Marist Regional College has once again performed extremely well in the two year levels that are required to complete the tests, being Year 7 and 9. The school's achievements are strong when comparing our results with both Tasmanian and Australian schools.

In Year 7, students at Marist Regional College achieved a higher percentage (for students at or above the national minimum standard) in **all** testing disciplines than the percentage of students from all Tasmanian and Australian schools. This is the fourth 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. These results continue on from the excellent results from the previous cohort and for two years running we have been above the results in all testing disciplines in Year 9. Our results range from 5-10% above the results for Tasmanian schools. The strong focus in the Writing discipline over the last two years, has meant that we are now achieving much better results in this area and our students are achieving better than the results of Tasmanian and Australian schools. Marist has 89% of our students at or above the national minimum standard while Tasmanian schools has 79% and Australian schools are at 82%.

2014 Comparison between Year 7 Marist and other schools

Year 7	Reading	Writing	Spelling	Grammar Punctuation and	Numeracy
Marist	99%	90%	95%	97%	99%
Tasmania	95%	87%	90%	91%	95%
Australia	95%	89%	93%	93%	95%

2014 Comparison between Year 9 Marist and other schools

Year 9	Reading	Writing	Spelling	Grammar Punctuation and	Numeracy
Marist	96%	89%	94%	93%	99%
Tasmania	90%	79%	86%	87%	94%
Australia	92%	82%	90%	90%	94%

Coloured cell

= results where MRC is above State and National levels

% listed in the table above = number of students at or above minimum standard

Key highlights of our 2014 NAPLAN Results

- For reading, Marist Regional College matches the national achievement with 22% of our students in the top two bands (Band 9 and 10).
- In 2014 there was a marked improvement from 2013 results in Writing where students recorded results 'above' the national mean scores in nine out of 10 criterion and are equal for paragraphing.
- Our result of 94% in Spelling at or above NMS compares favourably with the Australian result of 90% and well above the Tasmanian result of 86%.
- Our strong results in numeracy have continued with 99% of our students at or above NMS. This compares with both a Tasmanian and Australian result of 94%.

The Literacy General Capabilities, and more specifically reading and persuasive writing have continued to be a core and ongoing area of focus. A number of strategies have been actioned across learning areas to ensure continuous school improvement through focussed approaches aimed at increasing accessibility of the curriculum for all students. Expansion of the mobile library to Year 8 students; the introduction of debating; the growth in the Privileged Readers group along with initiatives such as a consistent marking scheme in the English Faculty are examples of the many activities that all contribute to incremental improvements. Planning for a focussed literacy research program has commenced in readiness for implementation in 2015.

NAPLAN 2014

Moving towards 21st Century Learning

The integration of ICT and e-Learning has continued to be a key focus in 2014, with the introduction of 1:1 devices for Year 10 students and consolidation of the processes for the Year 7 1:1 program. A number of staff have trialled and evaluated the Student Learning Management System (SLMS) and we have benefited from learning about what potential this may bring as well as more effectively identified our College specific needs. We will continue to investigate SLMS options to ensure that the decision on a final product will best meet our future needs in providing an exciting and engaging virtual learning space and portal for students, parents and teachers.

Vocational Education

Vocational education and training continues to flourish at the College, due in no small part, to great the partnerships we have formed between the Cradle Coast Trade Training Centre at Marist Regional College, RTOs and local industry.

VET programs provide crucial opportunities for future employment and further education for students in our region. To meet this need, the College provided access to an increasing number of certificate courses this year, with flexibility in delivery continuing to empower students who undertake academic courses alongside vocational training. Integral to the curriculum, students, parents and the community as a whole have a more comprehensive appreciation of how vocational programs facilitate the acquisition of substantive skills for employment and provide pathways for lifelong learning.

In 2014 the TTC bakery continued to benefit from industry support with the bakery facilities being used four days a week by industry. All north-west coast bakery apprentices participated in day-release training programs at the TTC, as TAS Tafe conducted its bread block and a patisserie course (at Certificate III) for chefs and apprentices. Both components were previously accessible only in Hobart. The demand from industry means TAS Tafe will continue to deliver these block-release courses through the TTC next year, and with discussions for week-end classes currently underway, demand for the facilities will likely increase beyond 2015.

The Baking Association of Australia (BAA) again generously supported our annual bakery competition, with association president Tony Smith judging more than 100 student and industry entries. This year, we had multiple entries from local business including Anvers Chocolate, Tempt, Banjo's Bakery, the Wagu Pie Company and Crusty's Bakery. Up against the very impressive competition from the professionals, the bakery students at the TTC excelled, with Abbey Latham, a Senior College bakery and hospitality student becoming the overall prize winner for the competition.

Enrolments in VET courses through the Trade Training Centre have been excellent this year, with increasing rates of completion at both Certificate II and Certificate II level.

The Construction class expanded by 11 this year, with an enrolment of 19 students. They have been busy working on a second relocatable house, similar in design to the one-bedroom unit sold last year. In a commendable effort, two Senior College students completed their full construction Certificate II within the year.

Hospitality has continued into 2014, with an enrolment of 19 students from Marist and a further five students coming for one day a week from our partner school, Leighland Christian School. Nine of those students will complete the Certificate II and, for the first time, six students will complete Certificate III. In 2014, 30 students enrolled in Business and Tourism (Certificate II). Community Services continued with Certificate III undertaken by two students, one of whom was nominated for a Skills Tasmania award earlier in the year. Electro-communications continued, with a student from Circular Head Christian School joining Marist students for the year. This year saw the introduction of a Certificate II course in Automotive, which has been highly successful. Enrolments from Leighland Christian School and Circular Head are lined up for 2015 in both classes.

Other tailored programs included Senior College students participating in Certificate III Fitness, through the Australian Institute of Personal Trainers, an on-line Certificate II in both Library Studies and Animal Studies. We also added Equine Studies to the VET offerings. This year the Animal and Equine Studies students teamed up with students from St Patricks College to do the practical component of the course.

In 2014 we listed approximately 50 students undertaking Australian school-based apprenticeships in Retail (Certificate II & III), Hospitality and Business. The apprenticeships included a Fitness (Cert III) student working at *Healthglo* and a Hospitality student working at the RSL in Burnie.

All Senior College VET students attained a senior first aid certificate and more than 80 students participated in the responsible service of alcohol, barista and the non-alcoholic beverages program, run as an extra-curricular course. Students have also accessed a range of other short courses which help boost TCE points and opportunities for part time employment.

Year 9-10 students continued to participate in introductory programs for Hospitality, Bakery and VET Business, with all students attaining at minimum of four units of competency, and some as many as six.

Other highlights for our vocational students in 2014 include:

- **TQA State VET Outstanding Student Award winners:** Isaac Troughton (Bakery) and Kaylah Walters (Business).
- **Try a Trade:** The Bakery students had a stand with Banjo's bakery and our hospitality students run the barista program for the day
- **Bakery Competition:**
 - SC Bakery student Abbey Latham was crowned Grand Champion
 - Jarrod Gaye from Tempt Bakery won overall first in the Open division
 - Courtney Agar, SC, gained first in the dessert with a pastry element division
 - Shae House, Y10, won the decorated shortbread division
 - Tess Scoyler, Y9 won the savoury and sweet muffin division

Trade Training Functions for 2014 included:

- Senior College Evening of Excellence
- Year 7 Parent-Teacher evening
- Junior and Senior swimming carnivals
- Easter Hot Cross Bun drive
- Cradle Coast Trade Training Centre Open Day and Bakery Competition
- Dinner for Burnie Cycling Club
- Dinner for Burnie Cheese Club
- Commencement Mass lunch for the archbishop
- CEO Training days and workshops for North West primary schools
- CEO WHS workshops
- Dinner for Tasmanian Leaders Program
- Hosting History Association workshops for the North West
- Catering for SATIS and NSATIS events throughout the year
- Outside catering for basketball and tennis tournaments
- Morning tea for UTAS
- Hosting Centrelink meetings with lunch
- Lunch for Catholic Schools Youth Ministry Australia
- Sports Awards night
- Dinner for Knights of the Southern Cross
- Cocktail party for Opening of the Musical
- Cocktail party for Sacred Heart Catholic School 125th Anniversary, Ulverstone
- Spirituality Day
- INTUIT technologies conference
- Parents as partners in careers evening
- Old Scholars dinner
- Board dinner
- Cakes for Senior College leavers cocktail party

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

Enrolments

864.5 students were enrolled in August 2014 of which 250 students were participating in the Senior Secondary program.

2014 Enrolments after August Census

	Total	Girls	Boys
Year 7	175	85	90
Year 8	135	72	63
Year 9	146	73	73
Year 10	157	90	67
Year 11	131	64	67
Year 12	119.5	63	56.5

Student Attendance

Student attendance is monitored by Home Class teachers and automatic mobile phone text messages are sent to parents each morning requesting an explained absence. Average attendance for all students was 86.55%. Average attendance for indigenous students was 84.82%.

Average attendance for each year level were:

Year 7	89.50%
Year 8	87.19%
Year 9	85.02%
Year 10	81.15%
Year 11	89.86%
Year 12	87.17%

Post School Destinations

Final destination report – Senior College Year 12, 2014

In 2014, 75 students (65%) intended to enrol at the University of Tasmania (UTAS) and mainland universities (Deakin, Monash and ANU) out of a total of 115 students. In comparison to previous years, this is an increase in students intending to undertake tertiary studies. The Career Advisor is noticing that the majority of students who successfully complete Year 12 are wanting to gain tertiary qualifications.

Specific faculty enrolments for UTAS and mainland universities: Nursing 3, Languages 1, Business/Accounting/Marketing 20, Social Work 3, Education 9, Arts Psychology/Sociology 9, Science 1, Law 4, Paramedic 1, Computer Science/IT Programming 3, Health Studies 5, Exercise Science 2, Physiotherapy 2, Engineering 4, Architecture 1, Associate Preliminary Year 1, Actuarial Studies 1, Performing Arts 2, Pharmacy 1, Marine Biology 2 (Tertiary Pathway 75 students 65%). (*Refer Pie Chart – Students Intending to Enrol at Universities*).

Seeking Employment 4, Employment/GAP 9, Defence Forces/Police 6, Apprenticeships 9, TAFE studies 12 (total $40 + 75 = 115$), 2 students withdrew from MRC during the academic year. (*Refer Pie Chart – Breakdown of 2014 Year 12 Student Destinations*)

The number of students intending to study at a mainland university has dropped significantly from previous years with only 5 students taking up offers interstate at Monash, Nursing (2), ANU Actuarial Studies (1) and Physiotherapy (2) at Latrobe and Sydney (total 5 students interstate). The economic costs and expenses would be the reason for the low numbers now moving interstate. The increased attraction and viability of UTAS with the Cradle Coast campus and the incentive of bursaries and scholarships has meant many more students are now considering staying within Tasmania.

In 2014, the most popular university faculties were Business, Education and Health. The increase in students considering Business is due to the popular courses now on offer at UTAS and easily commenced at the Cradle Coast campus.

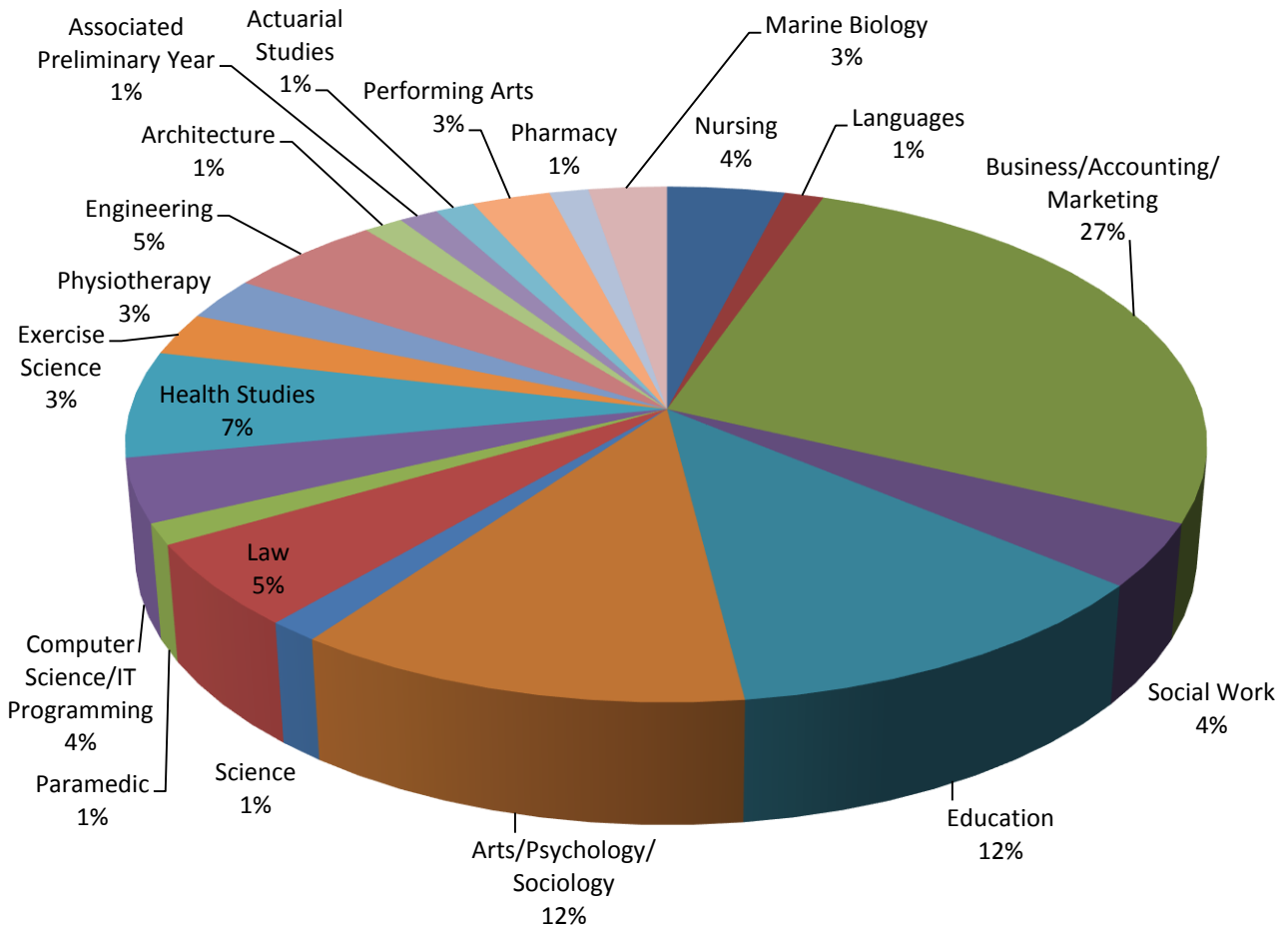
As in past years, the requirement of completing the Undergraduate Medicine and Health Sciences Admission Test (UMAT) in Launceston in July has been an increased burden with many of the students from the College doing poorly in this test whilst then proving their ability with a high ATARA ranking in November. UMAT disadvantages students from our region because of the timing and the location of the testing held only in the major centres of Hobart and Launceston. The actual UMAT test is held during the mid-year TCE exam period which is also not ideal for the students.

In 2014, 4 students (3%) were seeking employment after Year 12. This percentage has dropped markedly over the past 5 years. However, the percentage of students gaining apprenticeships and employment after Year 12 has increased with 16% successful. The percentage of students undertaking TAFE was 10%. This percentage is a positive statistic as it has been shown that students who gain further qualification after post-secondary gain better long term employment opportunities. Students who complete Year 12 at Marist Regional College are more likely to continue with further training (2014, University 65% + TAFE 10% = 75% continuing with further study options which is excellent).

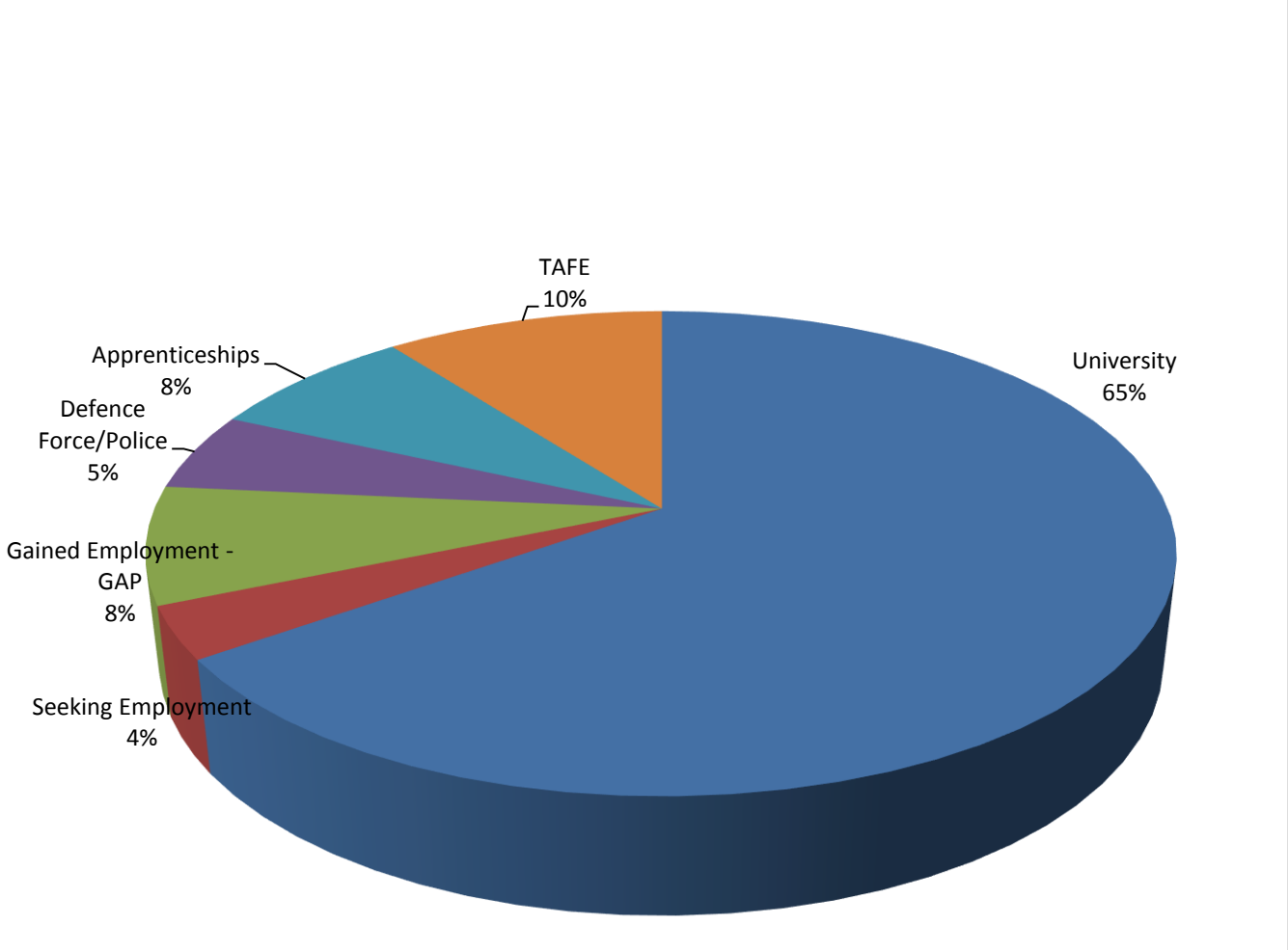
The areas of certificate study at TAFE included: Personal Fitness Training 2 students, Hospitality/Cookery 5 students, Business 3 students, Fashion 1 student, Dental Nursing 1 student, Childcare 2 students and Veterinary Nursing 1 student.

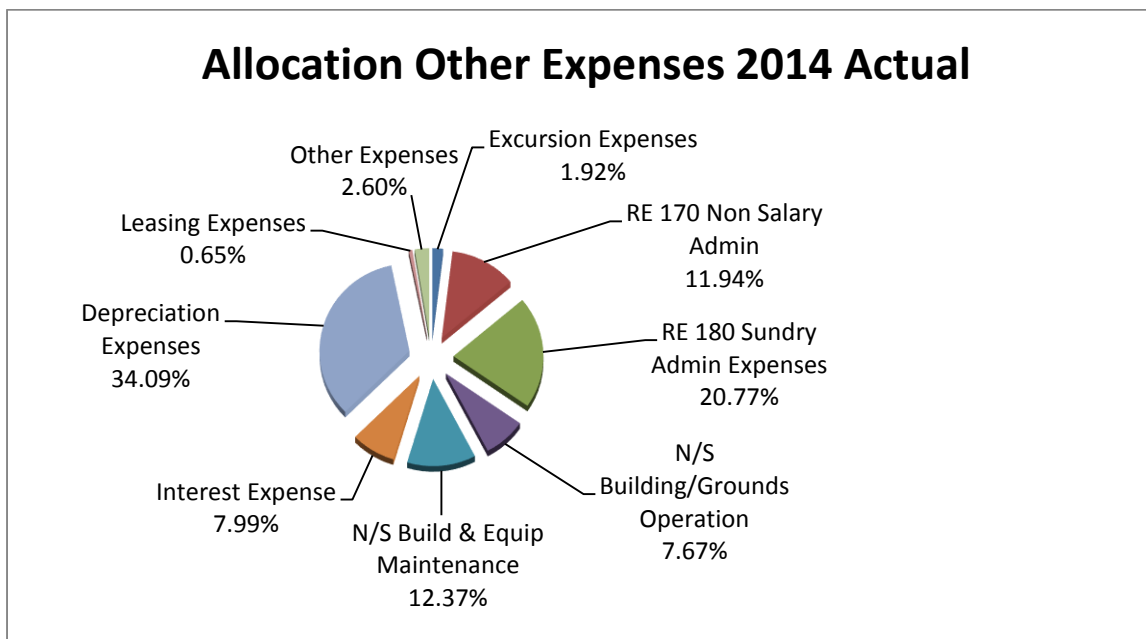
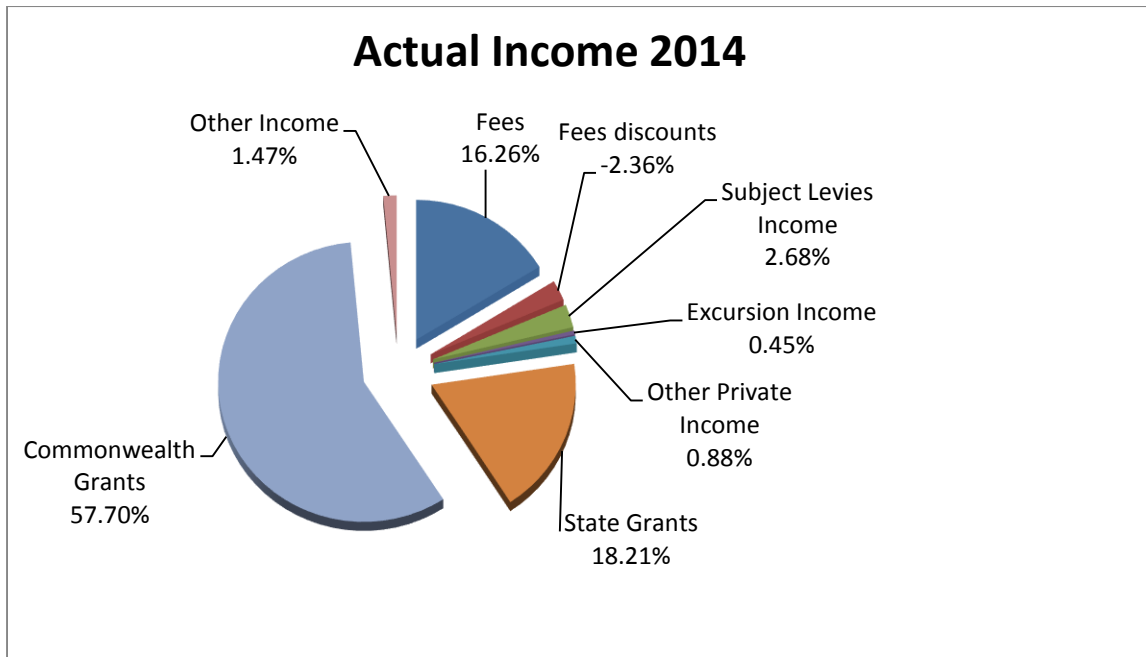
The areas of apprenticeships undertaken included: Diesel Mechanic 2 students, Carpentry/Building 4 students, Electrical 3 students = 9 students (8%).

STUDENTS INTENDING TO ENROL AT UNIVERSITIES (75)



BREAKDOWN OF 2014 YEAR 12 STUDENT DESTINATIONS





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.