2014 SCHOOL REPORTING – Secondary Schools

The School Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Catholic Education Diocese of Rockhampton</td>
<td>Marist College Emerald</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person</th>
<th>Mr Mark Edward Hayes</th>
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<table>
<thead>
<tr>
<th>Address:</th>
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<tbody>
<tr>
<td>Number/Street: Jeppesen Drive</td>
</tr>
<tr>
<td>Suburb/Town/City: Emerald</td>
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<tr>
<td>Postcode: 4720</td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>500</td>
<td>8-12</td>
<td>Co-educational</td>
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Distinctive Curriculum Offerings

Marist College is a Catholic, co-educational secondary college and a member of the international network of Marist Colleges. Our charism has five distinctive Marist characteristics: presence, simplicity, family spirit, love of work and Mary, mother of Jesus, as our model. All Year 8 students study a compulsory course covering the nine Key Learning Areas, plus 'a taste' of all different subjects per Semester e.g. Japanese or Music. Year 9 and 10 students select two electives to study per semester. Year 11 and 12 students can choose to study a course leading to an OP and/or study Vocational Education subjects leading to VET Certificate/s. Marist has a vibrant traineeship and apprenticeship program, known as the YES Program.

Extra Curricular Activities

Marist College offers a broad range of extra-curricular activities. Students can participate in an excellent Instrumental Music Program which includes four bands; Junior and Senior Stage Bands, a Concert Band and a Wind Symphony. The bands actively perform at various community and competitive events, including the annual ANZAC Day marches, Ladies’ Welfare Jazz Night, the local eisteddfod and The Queensland Catholic Schools Music Festival. Students perform in a biennial Musical, supported by the College choir and instrumental music students.

A social justice immersion visit to Papua New Guinea and a cultural immersion visit to Japan occur every second year in the September school holidays. An annual social justice immersion visits Marist schools in Fiji.

Interschool sport is offered to all students. Teams in Under 18, Under 16 and Year 8 compete in interschool Rugby League and Netball against local State High schools in Terms 2 and 3. Marist also fields teams in the annual Confraternity Rugby League, Queensland Independent Schools Netball and Queensland All Schools Touch carnivals. Students have a positive House spirit at a school level which nurtures a high success rate at Central Highlands and Capricornia Region sporting trials. Students have represented Queensland and Australia in various sports, including Netball, Touch Football and Rodeo.

All students are expected to take part in our Camps and Retreats program in Years 8, 10, 11 and 12. Students are visited annually by the National Evangelisation Team and Motivational Media. A Chance to Share (ACTS) camp and Marist Leaders Retreats are also offered to selected students.

Students take part in a number of subject based excursions, including, the Senior Art and Drama students and the Study of Religion cohorts travel to Brisbane annually. Students are encouraged to participate in a number of annual competitions such as the Australian Mathematics, Science, Computer and English competitions.

Social Climate

Marist College prides itself as a school based on family spirit. It has five Pastoral Care/Sporting Houses: MacKillop, Farrelly, Heenan, Chanel and Moore. The Houses help build school spirit and promote a healthy sporting competition.

Each House has a house coordinator who has pastoral and behaviour management responsibilities. Under the process, as outlined in our College Bullying Policy, House Coordinators proactively deal with bullying issues as they occur. The school provides
appropriate consequences for those consistently displaying bullying behaviours. The Pastoral Care program focuses on student issues and concerns. The College uses local services, such as Centacare, Anglicare and the QLD Health Mental Health team to address student emotional and social needs, including those who are prone to bullying behaviours or are affected by negative behaviours from others. Visiting speakers are utilised throughout the year. Topics such as bullying, leadership, morality, sex education and self-esteem are addressed in the College’s Religious Education and Physical Education programs. Marist has a counsellor available to support students, parents and staff. Students and/or families can be referred to local health agencies. A Junior and Senior Student Representative Council and Senior Committees operate to represent the student body and make their needs and opinions known to the College Leadership Team.

Cyber Safety and Anti-bullying Strategies

Our school has implemented Diocesan policies on Acceptable Computer Use Agreements, for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. In addition, Marist College has a ‘Policy on Creating Good Relationships’ which incorporates anti-bullying expectations and has implemented Diocesan policies, including Staff Bullying and Harassment Policies. We regularly have police and other external contacts speak with students on bullying issues. The local police are very supportive in meeting with young people who may need reminders, in regards to bullying or technology, and the legal implications of foolish actions.

Strategies used for involving parents in their child’s education

Marist College encourages parent participation and has an active and friendly Parents and Friends’ Association, meeting every second Monday of each month. The College Board meets every third Monday of each month. The Board has responsibility for strategic planning, policy development and providing advice to the Principal. Parents are invited to attend all important College events: the Opening School Mass, sporting carnivals, Champagnat Day, Year 12 Formal, Year 12 Graduation, Presentation Night and workshops by guest speakers. Parents are invited to assist the college through tuckshop, working bees, and the Marist College Family Race Day. Information sharing is important, enacted through: weekly newsletter, Year Book, Subject Information evenings, Parent and Teacher interviews, Term Report and the Year 8 and new student Orientation Programs.
Reducing the school’s environmental footprint

Marist College has benefitted from various Water Wise grants and has a number of toilet facilities which are ‘low flush’ and/or serviced by tanks that harvest rainfall from our roofs. In addition, our main photocopiers are de-faulted to print back to back. All staff and students are monitored on their paper use via the software program Papercut. Members of our community who go over their allocation are sanctioned by leadership team members. Our school is very consistent in ensuring all lights and air conditioners are turned off during school lunch breaks and on conclusion of school. In addition, all classroom air conditioners are set to a consistent 25 degrees, thus saving electricity.

Characteristics of the Student Body

The main industries of Emerald are coal mining, gem stones, cotton, cattle, citrus, grapes and grain crops. Parental career diversity is obvious and affects students’ life experiences and financial stability. The rhythms of many families are influenced by mining shift work schedules. The agricultural and mining industries have impacted on Emerald and there are a variety of cultural backgrounds, as families immigrate to the township for primary and secondary educational services.

Emerald has a transient population with families transferring in and out of the town for work purposes. In addition, due to the availability of mining opportunities, many students complete their education early to gain traineeships or apprenticeships.

The current mining climate does not appear positive and this combined with the flow on still from the 2011 floods have negatively impacted on the financial and emotional health of some families. We have noticed a significant increase in mining and business families leaving town.

Staffing Information

Marist College has a vibrant and hard-working staff of 49 teachers, from a total staff of 66. The teaching staff is a healthy mix of experience and new energy with almost 50% of staff being under 35 years of age. About one third of teachers are studying some form of external degree. 6 teachers are appointed to District Review panels, ensuring curriculum is in sync with other schools. The College is VET accredited. Most teachers hold First Aid certificates and some form of sport coaching accreditation.

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Doctoral / Post-doctoral</th>
<th>Masters</th>
<th>Bachelor degree</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff with this Qualification</td>
<td>%</td>
<td>5.8%</td>
<td>92.3%</td>
<td>1.9%</td>
<td>%</td>
</tr>
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</table>

Expenditure on and teacher participation in professional development

( i ) TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements

$96,600
**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Staff members are involved in seven Pupil Free days each year. In 2014, days were assigned for continuing monitoring of the new Australian curriculum. Guest speakers were invited to address staff on other student free days. “Survival Guide to Sane Spirituality” by Father Richard Leonard SJ from the Australian Catholic Office for Film & Broadcasting and “Zest Pracitce in Teaching” by Mr Tony Ryan who is a writer, consultant and a professional adviser to the education system were invited this year to share their wisdom with staff. Staff attended the Bishop’s Inservice Day exploring a key defining feature of Catholic Education followed by two workshops on topical issues on spirituality, religious education and curriculum. All new teaching staff takes part in a fortnightly Induction program for six months on issues such as curriculum, behaviour management, student protection, learning support and workplace health and safety. All Heads of Department and Year 12 staff attended a workshop on assigning SAI’s by the QSA organised by the college. In addition, all staff members were serviced on how to advise senior students on subject pathways and on the Year 10 Set Plan process.

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**The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days**

98.14%

**Percentage of teaching staff retained from the previous school year**

77.53%

**School Income**

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/. (The School information below is available on the My School web site).

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.
If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Key Student Outcomes

As a school with a comprehensive enrolment policy, students of all ability levels are welcomed at our college. The number of students entering apprenticeships and traineeships has steadily decreased. The flood event of 2011 and current mining downturn accounted for a dip in the number of enrolments and of apprenticeships available, as businesses tightened their belts. Marist College has a noticeable increase in students with ‘languages other than English’ which has impacted on the staffing and focus of our Inclusive Practices Team.

Our 2014 Year 12 OP results were significantly improved compared to the two years prior; of those OP eligible, 83% received a 15 or better, 49% an OP 10 or better and 4% an OP 5 or better. Our 2014 Year 12s were focussed and many were naturally academic. In addition, we evaluated our processes for monitoring whether students were in subjects most suited to their learning strengths and needs. In addition, we reviewed and tightened our SET-P processes, ensuring Year 11s were better placed in subject areas suitable to their gifts and interests.

Average student attendance rate (%)

92.30%

Describe how non-attendance is managed by the school

The House Coordinators and Deputy Principal monitor student absences. Communication with parents is a vital tool in reducing absences; families are firstly alerted by text message and then by follow up phone call. Every Week 4 and Week 8 the House Coordinators receive a student absenteeism report which is then evaluated and followed up if necessary. Consistent absenteeism may result in Weekend or Afternoon detentions. Students caught truant receive an automatic 3 hour detention on the weekend, cleaning in full school uniform.

Retention Rates – SECONDARY COLLEGES ONLY

Year 10 to 12 Apparent Retention Rate

74.8%

Year 12 Outcomes

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2014</th>
<th>Number of students awarded a Senior Statement</th>
<th>Number of students awarded a Queensland Certificate Individual Achievement (QCIA)</th>
<th>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</th>
<th>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data are available to schools from the QSA secure website using your existing security code</td>
<td>92</td>
<td>1</td>
<td>87</td>
<td>68</td>
</tr>
<tr>
<td>Number of students who are completing a School-based apprenticeship or Traineeship (SAT)</td>
<td>17+</td>
<td></td>
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<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>34</td>
<td></td>
<td></td>
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<tr>
<td>Percentage of OP eligible students with an OP 1-15</td>
<td>85%</td>
<td></td>
<td></td>
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<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. 1 student applied for Semester 2 entry</td>
<td>96%</td>
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**Value Added**

**The story of distance travelled**

We observed an aberration in 2012 of our normally solid OP results for OPs 1 to 15. Our statistics normally hover at the 83% mark, however there was a dramatic drop in 2012. We evaluated the situation and believed our SET-P process needed to be reviewed. In addition, some students had a number of misconceptions about subject results and OP possibilities. Basically we needed to ensure ‘the right kids were in the right spot’ and to focus on better information channels to students and parents.

Due to a vigorous process of interviews and parent contact, students were monitored and supported on an individual basis in 2013 to ensure QCE achievement and, if eligible, the best subject selection for OP success. The renewed focus resulted in significantly improved results in 2013, as noted earlier.

**The story of where you are going**

**Our goals for 2015 include:**

- Continual review of student results of Year 11 and Year 12 students to ensure they gain a decent OP, if eligible, and a QCE. Tighten this process over-all in the year 10 to 12 years.
- Continued development of whole of school year levels planning by collaborative relevant staff planning and strategic use of current and future resources
- A review of how resources are stored in the college, including a purging of unused or ill maintained equipment and the creation of a data base
- Continued implementation of National curriculum and monitoring of the National curriculum for all year levels.
- Continued evaluation and implementation of ICT Master Plan and 1:1 computer. Presently through our Technology Committee we are investigating to implement a student BYO Device program opportunity at the College.
- The encouragement of a Library space which is dynamic and welcoming with a system of library monitors, chess and board game competitions and a culture of reading.
- Continued evaluation of the college hospitality practices has led to the construction of a new Hospitality Precinct featuring a commercial kitchen which offers a Restaurant and Alfresco dining areas. A welcoming learning and training area for all students involved in vocational education subjects, and also invites the opportunity for the wider community to use the facilities.
- Due to the increase of student numbers with the intake of Year 7’s, the college
invested in infrastructure with a new modern general teaching and learning area fully equipped with interactive Touch TV screens, fully renovated Art Block and a new senior Art Studio which fosters a welcoming dynamic learning environment for students.

- A revitalisation of teaching and learning in classrooms by use of external facilitators, including Dr Ian Lillico, and regular classroom pedagogical input in staff meetings
- The creation of a more coordinated program for Rock and Water across the junior years of the college.

Information, in plain language, about parent, teacher and student satisfaction with the school

The Marist College School Review and Improvement conducted in 2011 indicates a very positive view by the staff, student and parent community towards Marist College. In 2015 a similar process will be undertaken. Consistently, those surveyed in 2011 mention the phrase ‘family spirit’ as an indicator of the welcoming and caring atmosphere of the school. Marist College Emerald recorded an excellent overall satisfaction score of 79% (3.97 out of 5) from the parent community, 78% (3.88 out of 5) from students and 80% (4.02 out of 5) from staff. In the five areas explored by the Review, a summary of Best Practice ratings were:

Parents: Leadership, Resources, General
Students: Leadership, General
Staff: Catholic Ethos, Leadership, Staff Engagement, General

Good rating areas included:

Parents: Catholic Ethos, Improvement Processes, Teaching and Learning
Staff: Improvement processes, Resources

The Parents and Friends’ Association has a positive and supportive role in the college. The annual fundraiser, a Race Day, is a significant commitment by families of the college. In 2011 this event was organised as a community event, rather than a fundraiser, due to the on-going flood effects on the town and the down turn of the mining industry.

The Year 12 leaders have been an energetic and positive force in the school. They actively encourage participation and integration of younger students in the Home Rooms, adding a student led pastoral care ethos in the school. The spirit between the Houses is a source of much fun and affirmation amongst the students.