



ANNUAL SCHOOL REPORT AND SCHOOL PERFORMANCE INFORMATION

2011



MaristCollege
Canberra

TOGETHER, WE CREATE FINE YOUNG MEN

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Together in 2011, we created fine young men...



Headmaster's Message

I believe the College has again enjoyed a successful year, a year full of much activity in our College community within the classroom and beyond.

In 2011 the College was subject to the five yearly registration process which is mandatory for all non-government schools in the ACT. A detailed report provided to the headmaster and staff was specific in its commendations and recommendations. It is extremely complimentary to Marist College and to the programs we run here. In particular the panel commended the College on the thoroughness with which the Strategic Plan was implemented as well as the many initiatives which have been introduced in recent years. These related to curriculum, out of class programs and student support systems. The Footsteps program, Mates program, the learning management system, pastoral care program, the senior study day, Big Brother and many other developments were highlighted. It was a reminder that though we are not blind to our faults, the Registration Panel saw us as successful in fulfilling our mission as a Marist school.

During the year staff focussed on a variety of professional learning experiences. Central to much of what staff have been engaged in during 2011 has been the introduction and implementation of the Quality Marist Teacher Project. This process builds on the recent strategic plan and primarily focuses on ensuring that high quality teaching takes place in the College, leading to improved student learning outcomes. The process is a formative one and is designed to foster teacher development and assist teachers in their efforts to enhance learning and teaching in the College. QMTP also forms a strong foundation for compulsory teacher registration through the ACT Teacher Quality Institute which commenced in the ACT this year. QMTP is an exciting and creative initiative which I am confident will bear good fruit in years to come.

Plans for Marcellin Hall were formally featured in the 2002 College Master Plan. At the time, there were other more pressing needs, such as the Resource Centre and the re-fitting of space freed when that building began to be used. So it has taken until now to move to the most ambitious part of that plan, the construction of a general-purpose hall large enough to take all students and staff, from Year 4 to Year 12. Earlier in the year, we were given the go-ahead for the construction of the building by the Marist Provincial Council. For the past three years, we have been accumulating the proceeds of the Building Fund paid by families, and this will be the main source of funds to cover the cost. The Development Office has also been instrumental in attracting donations, particularly through the Old Boys' network to contribute to the building fund. We expect that Marcellin Hall will be ready for occupation in the middle of 2012.

An area of college life which is growing strongly and becoming more and more prominent and popular with the boys is the community service program. In recent years the MATES program has been a structured way by which boys can be acknowledged for their community service efforts. The highest of four tiers of involvement in MATES is the platinum tier which recognises boys who have been engaged in extraordinary hours and commitment to service. This year four boys received platinum awards. Each boy carried out over 160 hours of service. Formal community service opportunities are being provided for boys in Years 9 to 12 and these are in turn complemented by the St Vincent de Paul Conference, the Human Rights Group, Justice and Solidarity Group and others. I am extremely pleased that we can offer our boys, staff and even parents, opportunities to put faith into action.

The award of a Rhodes scholarship to an Old Boy is a significant event in the story of the school attended by that student. Mark Hassall was our College captain in 2005 and in that role he demonstrated all the qualities that the Rhodes Trust look for in applicants: strong leadership, community mindedness and a willingness to help those less fortunate. In addition the applicant has to have excelled academically, which Mark has done in his studies at the University of Adelaide. The College is extremely proud of his success.

I continue to be impressed with the quality student leaders elected each year. The House Captains and the College Captains do very good work and perform generous service for the boys, for their Houses and for the College. This often requires extra time and effort. This year our leaders have performed their respective roles well. I am grateful to each of the Captains and Vice Captains, especially to Andrew Santucci (College Captain), Stephen Boyle (College Vice Captain) and Daniel Sandford (College Service Captain). At Marist our leaders are looked up to and respected because of who they are and how they lead rather than for the badge they wear. We encourage all our senior students to regard leadership as an important part of their growth and we try to give them as many opportunities as possible to exercise leadership.

Richard Sidorko
Headmaster



School Profile

Marist College Canberra is a Catholic school for boys conducted by the Trustees of the Marist Brothers.

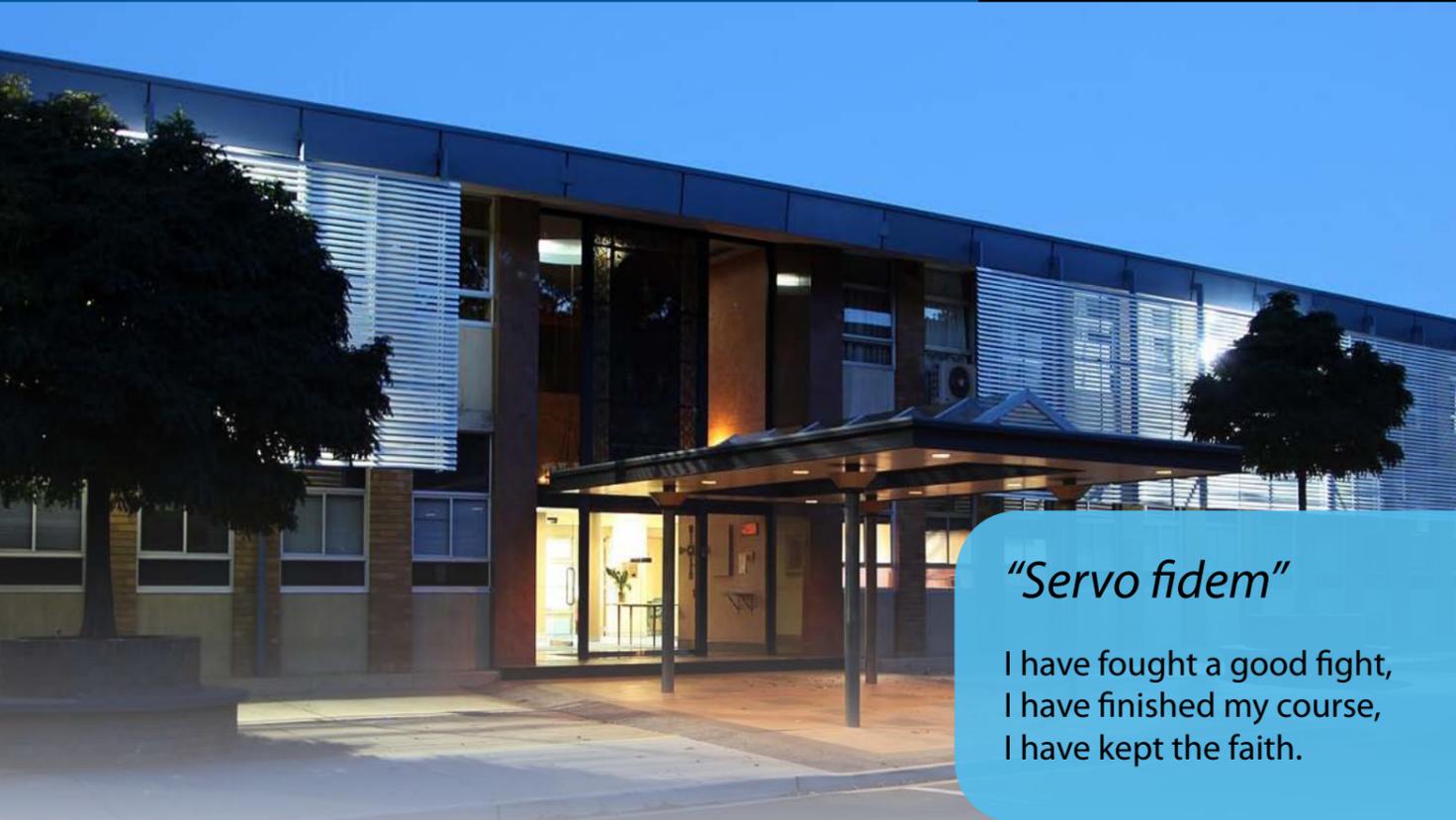
The ethos and way of life at Marist is characterised by the family spirit given to us by our founder, St Marcellin Champagnat.

The Marist school has the gospel of Jesus Christ at its heart. Its members seek to live out their response to the gospel with the same faith, hope, commitment and love that Mary did. Like Mary, they seek to bring God-life to birth, in ordinary ways and in even in the most unlikely of people and places. Their Marian approach is to nurture, to teach, to gather, to reconcile, and to stand with young people, so as to give each and all of them reason and means to believe, to hope and to love. St Marcellin Champagnat wished for Marist schools to have a family spirit, where all would relate and belong to each other as members of a loving family intuitively do. He believed that the key means of education was the personal relationship between teacher and student and so he encouraged maximum presence of teachers in the lives of the young.

He insisted on a prevailing simplicity that would ensure transparency, integrity and lack of pretence in relationships, method and style. He encouraged zeal and a love of work.

These defining features of the Marist school — family spirit, presence, simplicity, love of work, and the way of Mary — give Marist College Canberra its special values and culture as a genuinely Marist school.





"Servo fidem"

I have fought a good fight,
I have finished my course,
I have kept the faith.

Our Mission

Our mission is simple — to run an exceptional Catholic school for boys, in the Marist tradition, where the Good News of Jesus Christ is proclaimed and where faith, educational excellence and the call to justice are reconciled and lived.

Our Vision

The vision that animates Marist College Canberra is captured in our motto — Servo Fidem, or "keep the faith". It's an ideal that speaks of being steadfast, of being true and honest, of being committed to "finish the course". It is based on keeping the faith alive and passing it on to others as a living faith that originates in our spiritual life that permeates aspects of the school.

We want to create a school that nurtures and strengthens our students as they are transformed into better and more compassionate people.

We invite young people to engage in an education that sets high expectations and uncompromising standards. In the process, we give them a chance to test themselves against the best they think they can be, to grow in the knowledge of the Catholic faith and build a Christian community and to care with the heart of Jesus Christ.

Core Values

Marist College Canberra is a Catholic learning community illumined by the gospel of Jesus Christ and founded in the Marist tradition of St Marcellin Champagnat. Our core values derive from our understanding of the gospels and Marist characteristics as modelled by Jesus Christ and Marcellin Champagnat.

The Heart of our College

Our response to the gospel message is to make Jesus Christ known and loved. We seek to give joyful witness through our motto Servo Fidem, by passing on our faith in God to others and living in a way that is faithful to the gospel call to love our neighbour, especially the most neglected. We offer an opportunity to listen to the gospel message of Jesus Christ, to embrace these values and to accept the challenge of living them out through the witness of faithful Christian service. Informed by both the values inherent in the gospels and in these Marist characteristics of education, Marist College Canberra upholds the core values of faith, love, justice, compassion and hospitality.

Faith

As we follow in the footsteps of Saint Marcellin, we strive to give practical expression to our Catholic faith in the evangelisation of young people.

Love

We acknowledge that our love of God calls us to love of self, love of neighbour, love of work, love of learning, and love of our College in the way we take pride in all that we do.

Justice

We strive to see each person as equal in dignity and worthy of respect. We are honest in our relationships with one another, remembering always to act with a spirit of forgiveness and listen carefully to all voices before making decisions. This attitude leads us to reach out to the wider community to those who suffer injustice.

Compassion

We seek to live in solidarity with others, letting our presence be a good example to our students and those with whom we work. We strive to be aware of the suffering of others and respond with sensitivity and respect in times of need. Compassion is a sign of our mateship with those in need.

Hospitality

We seek to be a welcoming school community which is open to others and embraces diversity. Our service to others is an expression of this hospitality.

INDIGENOUS ACKNOWLEDGEMENT

Marist College Canberra acknowledges the Ngunnawal people and their ancestors as the traditional owners of the land on which the College is built.

The College is a member of the Australian Principles Association and prides itself on being a signatory to the Dare to Lead programme.

This commitment includes appropriate acknowledgements, inclusion practices and curriculum and resource enhancement at all times but with particular attention to Sorry Day, Reconciliation Week and NAIDOC week.

In 2011 The College had a small enrolment of identified Indigenous students (< 1%) from Years 4-12 whose academic and cultural needs are monitored and supported by a teacher with dedicated responsibility.

In 2011 there were no staff identifying as Indigenous.



COLLEGE ADVISORY BOARD

The growth in enrolments in recent years and the increase in complexity of education have led the trustees of the College to seek an increased role for the school community in the governance of the school. This is in keeping with the trend in other large schools in Australia and with the Marist tradition of involving parents as widely as possible in affairs of the school.

The Board advises and assists the Headmaster in maintaining the school as a centre of gospel culture, a Christian community devoted to the education of young people. It provides advice in matters concerning the financial and building programs necessary to meet the current and long-term needs of the College. It is not involved in the day-to-day management or direction of the College which remains the area of competence of the Headmaster and Executive.

In 2011 the Board, which met four times, was made up of the following members:

Mr Gerald Santucci (Chair)
Mr Richard Sidorko (Headmaster)
Br Robert O'Connor (Regional Director, Marist Ministries Office)
Ms Christine Worth (Secretary)
Mr Daniel Bolger
Ms Helen Delahunty
Mr Neil James
Br Lawrie McCane
Ms Anne McGovern
Ms Jane Pamerter
Mr Zed Seselja
Mr Andrew Wood



Staff

Recent research highlights the fact that teachers are the single most powerful influence on student achievement. With this in mind the College embarked on the development of the Quality Marist Teacher Project (QMTP) in 2011. The impetus provided by the Strategic Plan has reinforced the value of a professional learning community both for staff and students. To this end the Quality Marist Teacher Project is defined within the framework of five domains; Being, Relating, Learning, Doing and Transforming. It recognises that the 'art of teaching' is a highly sought after goal as staff strive to be at the leading edge of their profession.

The initial aim of the project was to define the Quality Marist Teacher, to develop a framework for reflection, to establish a culture of goal setting and planning for professional learning, and eventually lead into a process of review and development to:

- Evaluate what works well, particularly in the classroom
- Affirm, share and celebrate our successes
- Identify our learning goals-where and how we can improve individually and collaboratively
- Build on what we have discovered
- Improve the learning outcomes for students

Openness to professional learning and development is an important aspect of recognising the professional standing of the teaching profession. Teachers value sharing, risk-taking, trust, collaborative inquiry and self-reflection in developing the knowledge, pedagogy and attitudes that are needed to achieve their learning goals.

The project is structured so that all teachers belong to a learning pod which is cross-curricular, comprising junior school and senior school staff with middle managers and members of the executive as the facilitators/leaders of these pods. The purpose of the learning pod is to develop a collaborative culture for staff to learn, reflect, share, develop and achieve professional learning goals.

A professional development appraisal process will empower teachers to learn from their colleagues, to analyse student and school learning data and enhance learning and teaching practice.

The appraisal process is designed to foster teacher improvement and development, identify opportunities for learning, provide support where required, help teachers achieve their full potential and improve the learning outcomes for students.

During 2011, the College carried out research into current performance review or appraisal processes in place and visited schools in New South Wales, Victoria and Queensland. This, together with staff feedback, extensive research, input from Ben Jensen from the Grattan Institute and consultant Amanda McKenzie, enabled the College to identify an appraisal process and methodology that suits our teachers. This process will empower teachers to learn from their colleagues, to analyse student and school learning data and enhance learning and teaching practice.

STAFF PROFILE

119 teachers are employed to teach students from Year 4 to Year 12. This amounts to a full-time equivalent of 109.3 teachers.

They are assisted by 59 support staff. Full-time equivalent 45.1 support staff.

STAFF ATTENDANCE

During 2011 the average attendance rate for permanent and temporary staff was:

Teaching:	95%
Non-teaching:	96%

STAFF RETENTION

85% of staff members who were employed by the school in 2010 were retained by the school for the entire 2011 school year.

IDENTIFIED INDIGENOUS STAFF

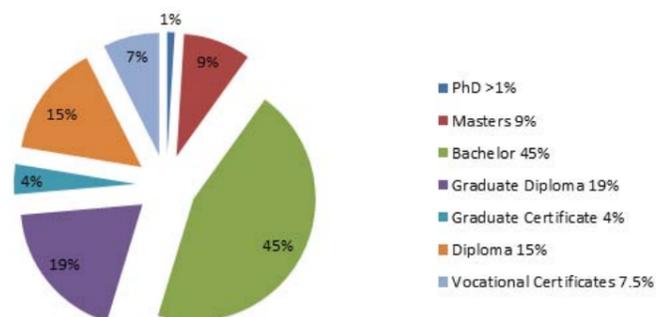
In 2011 no staff identified as Indigenous.

TEACHER QUALIFICATIONS

All staff at Marist College are appropriately qualified, many of them being equipped with multiple and post-graduate qualifications. All teachers have a minimum of 4 Year Education Qualification/ Training

All VET staff have a Certificate in Training and Assessment (TAE 40110) as well as their vocational certificates.

Staff Qualifications 2011



Staff

PROFESSIONAL LEARNING

All teachers received full or provisional registration with the ACT Teacher Quality Institute (TQI) in 2011.

Teachers from different departments and both junior and senior campuses visited schools in Victoria, Queensland and NSW in preparation for The Quality Marist Teacher Project (QMTP). The QMTP recognises teachers' professionalism, leadership and commitment to continual learning and development. The QMTP has also been designed to complement and prepare teachers for new national standards and territory registration processes.

In addition to this teachers of students from Years 4-12 engaged in professional learning as part of a regular annual programme of self-development. These included the following areas of professional learning:

- Literacy Development
- Numeracy Development
- Australian National Curriculum (ACARA)

- Disability Education
- Mental Health and Well-being (Mind Matters) & Kids Matters
- Conflict Resolution
- Student Management and Pastoral Care
- Occupational Health and Safety
- Indigenous student support, curriculum development and cultural recognition
- Vocational student training and work education (VET certification)
- Environmental Management and Curriculum development
- Spirituality
- Information and Communications Technology
- First Aid
- Co-Operative Learning
- Leadership
- Spirituality
- Effective Classroom Observation
- Creating a High Performing School



Community

PARENTS & FRIENDS ASSOCIATION

In 2011 the Parents and Friends Association endeavoured to further foster the relationship between parents and the College through a number of social and fundraising activities.

Early in Term Two the P & F hosted the Blue and Blue Dinner Dance. The Walkathon raised in excess of \$80,000, which was directed to the construction of Marcellin Hall.

In Term Four the P&F celebrated the College staff by sponsoring a coffee and cake morning on International Teachers Day. This was followed up by the inaugural Volunteers Barbecue to celebrate all the volunteers in the community who are integral to the running of so much of what happens within the College.



THE FOUNDATION and DEVELOPMENT OFFICE

The Marist College Canberra Foundation and the Development Office raised funds through a Golf Day, Raffle, Foundation Lunch, Bursary Bonds and a strategic communications plan to raise funds for the Br Mark May Bursary Fund and capital programs.



Pastoral Care

Marist Matters

& the elements of the National Safe School Framework

How Marist College promotes wellbeing

Through policies and practices that build resilience, foster a sense of belonging, provide support and create a safe environment



Curriculum

CATHOLIC EDUCATION

As a Catholic school in the Marist tradition our mission is to proclaim the Good News of Jesus Christ. The Mission Team has a particular role in directing and facilitating this aspect of College life which constitutes a major defining feature of education in this College.

MISSION

The Mission Team together with the College takes responsibility for faith formation opportunities for the College community in the form of whole school liturgies, senior school retreat programmes, House liturgies, prayer, service opportunities, social justice and outreach groups, as well as the integration of ministry opportunities with the formal religious education curriculum.

The following events and activities illustrate the broad cross-section of faith based celebrations and inspirational work achieved by staff, students and families of the College in 2011.

- AYCS
- Commencement Mass
- Christian Leadership Yr 10 Activ8
- Crossroads
- CSYMA
- Formation Weekend
- Good Friday Service
- Junior School Sacramental programme
- Local Canberra Marists
- Marist Youth Ministry (MYM)
- MAPS Lenten Appeal \$20,000
- Mothers' Day- Junior School
- Marist Music Ministry
- Mothers' Prayers and morning tea
- Vocations Talks
- Marist Mothers' Mass
- Champagnat Medals- awarded Semesters 1 & 2
- Retreats Years 11 & 12
- Taize Prayer
- Solomon Islands Immersion
- Sri Lanka Immersion
- World Youth Day Rally
- Youth Collide
- Youth Ministry

FORMAL RELIGIOUS EDUCATION

The Canberra Goulburn Diocesan Religious Education programme, Treasures New and Old is the basis for the Religious Education Course taught through Years 4-10.

ACADEMIC PROGRAM

From Year 4 through to Year 10 the academic programmes at Marist are arranged to allow each student to experience learning over a wide range of subjects with a variety of learning styles. Each Key Learning Area is the focus of a program of study appropriate to the age and stage of the students.

- Religious Education
- English
- Mathematics
- Science
- Languages
- Performing Arts
- Health and Physical Education
- Social Science
- Food Technology and Hospitality
- Technology
- Visual Arts

The Footsteps programme in Year 9 is aimed at maintaining and enhancing an enthusiasm for learning and has now been running for 3 years. Opportunities are provided for boys to become managers of their own learning and to set realistic and demanding goals through a rich and innovative curriculum that awakens, stimulates and challenges their intelligence.

Courses for students in Years 11 and 12 are approved by the ACT Board of Senior Secondary Studies. Senior Students completed Tertiary, Accredited, Modified, Registered and Vocational courses in:

- Business Studies
- Construction Pathways
- Economics
- English
- Furniture Construction
- Geography
- History
- Hospitality
- Information Technology
- Languages
- Library and Information Studies
- Mathematics
- Performing Arts
- Physical Education & Sports
- Religious Education
- Retail
- Science
- Study Skills
- Technology and Applied Studies
- Visual Arts



Curriculum

ACADEMIC PROFILE

The table to the right indicates the academic attainment of Year 12 students in 2011.

Year 12 Certificates:	183	100%
T Students:	138	75.4%
Non-T Students:	45	24.6%
Vocational certificates:	51	27.9%

ATAR	2011
> 99	1
> 95	17
> 90	31
> 80	63
> 65	108
Median	77.55
Mean	76.75

LITERACY AND NUMERACY

NAPLAN RESULTS

In 2011 the College participated in the National Assessment Program Literacy and Numeracy.

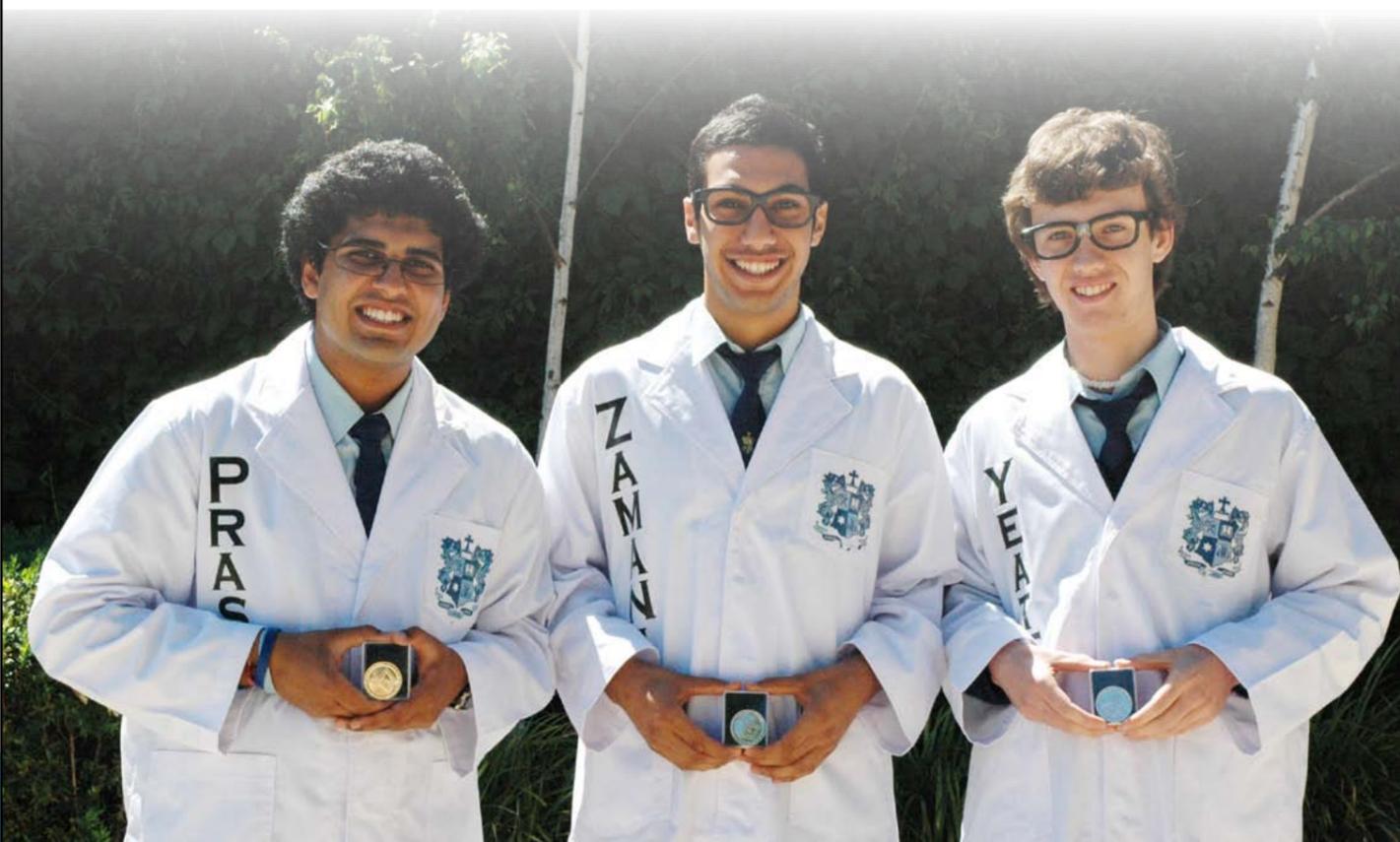
Below is a summary of the College results in comparison with those of all participating schools for 2011 and for the same cohort of students in their previous NAPLAN testing in 2009. A more detailed comparison is available on the My School website.

www.myschool.com.au

2009	Reading	Writing	Spelling	Grammar/Punctuation	Numeracy
Year 5	510	498	483	510	515
National Average	494	485	487	500	475
Year 7	567	535	553	561	580
National Average	541	532	540	539	544
Year 9	606	596	587	603	623
National Average	580	569	576	574	589

2011	Reading	Writing	Spelling	Grammar/Punctuation	Numeracy
Year 5*	522	486	498	535	527
National Average	488	483	484	499	488
Year 7	566	532	543	553	584
National Average	540	529	538	532	545
% change	+10.9	+6.8	+12.4	+8.4	+13.4
Year 9	613	567	589	600	613
National Average	580	566	581	572	583
% change	+8.1	+5.9	+6.5	+6.9	+5.6

*Year 3 results for 2009 are not available.



Curriculum

AWARDS

Each year the College recognizes effort and excellence in all fields of endeavor undertaken by students as part of the formal and co-curriculars.

In 2011 the following awards were made across the school year.

JUNIOR SCHOOL

- Australian Mathematics Competition*
- UNSW- English*
 - Science*
 - Spelling*
 - Mathematics*

- Academic Awards
- Champagnat Medal
- Academic Award
- Sport Award
- Leadership Award

SENIOR SCHOOL

- Full Colours
- Half Colours
- Year 12 Major Awards
- Headmaster's Awards- Year 12

- Subject Prizes- Years 10, 11 &12
- Certificates of Academic Improvement
- Certificates of Merit
- Awards for Academic Excellence
- Art Awards
- ADFA- Technical Scholarship*
- History-The Simpson Prize*
- Languages-
 - ACER Languages Competition
 - French*
 - Italian*
 - German*
 - Japanese*
 - Alliance Francaise*
 - Concours George Vincent*
- Mathematics-Australian Mathematics Competition*
- Religious Education-Champagnat Medals
- Science-Australian National Chemistry Quiz*
 - Rio Tinto Big Science Competition*
 - International Competition and Assessment for Schools- Science Division*
 - National Science Olympiad*
 - Royals Australian Chemical Institute Titration Stakes*
- Vocational Education and Training- ACT Excellence Awards
- Australian Vocational Student Prize

*Awards and Prizes made by organisations external to the College.



Satisfaction

STUDENT, PARENT AND TEACHER SATISFACTION



Students, parents and teachers are regularly surveyed and consulted by different areas of the College to determine needs of students and what the College can do to enhance student outcomes across all areas- academic, co-curricular, spiritual and wellbeing. In addition the College has available a range of communications media through which all three groups can comment and express views on all aspects of College life and operations.

Students

In 2011 students were surveyed or consulted using:

- Curriculum- Subjects and Unit surveys- (years 7-12)
- College Captains' Meetings (weekly)
- Service Captains' Meetings (weekly)
- Student focus groups
- House Councils (Year 7-12)
- Safe School Survey (Years 4 -9)*

*The Safe School Survey provided clear evidence of the types of bullying that were a problem in each of the six year groups, the locations and circumstances as well as the strategies that victims used for dealing with bullying. A small group of perpetrators on both the Junior and Senior campuses were identified and Restorative Practices used to address known issues. In addition a review of supervision at school and on school transport was deemed in both cases to be the most responsible method of eliminating bullying by reducing opportunity.

Parents

As in previous years parent satisfaction for 2011 was gauged by the 'referral' and 'expectation' factors, the number of visitors on Open Day, the subsequent number of enrolment applications received and the reasons given by parents (in writing and at enrolment interview) for wanting to enrol their sons at Marist. As in previous years the number of applications exceeded the number of places available for entry in Years 4,5,6,7 and 11. This process offers the College clear insight into what parents want for their sons, what they anticipate can and will be provided by the College in terms of academic, pastoral, spiritual and social development and how they think the College will enhance their sons' opportunities in life as well as their capacity for managing the challenges that life will present as they become adults. This is deemed to be a primary indicator of parent satisfaction in anticipating what the College will provide for their sons.

Parents and Old Boys of the College also contribute their views and concerns through membership of the College Advisory Board, the Parents and Friends Association, the Old Boys Association and a large number of sub-committees that operate within the College.

Parents of current students provide feedback on all aspects of College operations directly through the House Deans, the Deputy Headmaster and the Dean of Studies. In 2011 all parents were provided with the opportunity to comment formally on the existing system of reporting to parents in relation to their sons' learning. The results of this survey, which was the third in a series over 6 years, will shape a new model of oral reporting to be trialled in 2012.

Staff

All teaching staff are provided with regular opportunities to contribute to decision making processes and to be able to express their ideas, satisfaction and concerns. This was achieved in 2011 in many different ways including staff meetings, committee membership, faculty consultation, middle management consultation and targeted surveys primarily relating to ICT, curriculum and teaching practice. The professionalism and enthusiasm of teachers in 2011 is also deemed to be a measure of the high level of satisfaction in the teaching staff. Full engagement with the Quality Marist Teacher Project (designed to enhance the on-going professional learning of teachers and improve student learning) was strongly indicative of the commitment of teaching staff to the College and thus a de-facto indicator of teacher satisfaction.

Staff and Parents were all provided with a forum to comment and ask questions relating to the plans for the new building, Marcellin Hall. The principle prospective user groups of the planned hall represented by ICT, The Director Of Liturgy, Health and Physical Education, Sporting Clubs, Hospitality and Performing Arts staff were included in design and planning processes of the building.

Co-Curriculum

In 2011 the College provided a large programme of co-curricular activity which enriched formal curriculum and provided students with additional opportunity for personal development in the physical, intellectual, creative, faith and service domains.

Junior School

- Kidsmatter
- National Literacy and Numeracy week
- Tech Support Crew
- Questacon Engineering Games Team
- Book Week
- Marist World Tours Reading Scheme
- Choir
- Musical
- Mission Day
- Grandparents' and Godparents' Day
- Chess Club
- Science Club
- Table Tennis Club
- Tournament of Minds
- Warhammer Club
- Sorry Day
- Reconciliation Week
- NAIDOC week

Performing Arts

- College Musical- Oliver
- Dance Festival
- College Band
- Jazz Band
- Concert Bands
- Guitar Ensembles
- Orchestra
- Choir

- Instrument tuition
- Canberra Area Theatre Awards (CAT Awards)

Ministry and Community Service

- Year 10 Service Day
- ACTIV8
- Marist Justice and Solidarity
- Faith in Action
- Service Expo
- Young Christian Students
- World Youth Day
- Brothers Together Programme
- Marist Human Rights
- Marist Youth Ministry
- Marist Mentoring Programme
- St Vincent de Paul
- Mini Vinnies
- Champagnat Day Community Service
- Marist Human Rights Group
- Red Cross Blood Bank Vampire Shield
- 40 Hour Famine
- Green Youth Group
- Clean up Australia
- Switched on Schools
- Earth Hour
- Kids teaching Kids
- Mobile Muster
- MATES Awards

International

- Solomon Islands Immersion
- Sri Lanka Immersion
- Languages-Italy Study Tour
- Rugby- New Zealand

Careers and Vocational Education

- Individual career interviews
- Year 10 Work Experience
- Student Workplace Learning
- Australian School Based Apprenticeships
- Year 11/12 individual work experience placements
- Operation of a Registered Training Organisation
- MCC Careers Expo
- Defence Force Technical Scholarships
- Bar Courses
- Tax File Numbers
- UK Tutorships
- University Guest speakers
- Defence Technical Scholarships
- Australian Vocational Student Prizes
- Supported Work Experience for students with disabilities
- Post School Options Expo- Stirling CTL

Co-Curriculum

Indigenous Cultural Awareness

- Sorry Day
- Reconciliation Week
- NAIDOC Week

Enrichment Groups, Activities and Programs

- Year 11 Retreat
- Year 12 Retreat
- German Club
- Latin Club
- Languages Olympiad (OZclo)
- Simpson Prize
- Science Club
- National Science Youth Forum
- International Competition and Assessment for Schools-Science Division
- Rio Tinto Big Science Competition
- Australian National Chemistry Quiz
- National Science Olympiad Qualifying Examination
- Australian Brain Bee Challenge
- Mathematics Competition
- A Solitary Idea- Literary Magazine
- Reading Café- lunchtimes
- Omega- Student Yearbook
- M Magazine- Student Magazine
- Homework Clubs

- Literacy Tutorials
- Mathematics Tutorials
- Science Tutorials
- Literature Enrichment Program
- Debating
- Gifted & Talented Student Conference
- Da Vinci Decathlon
- Chess Club
- Coffee Club
- Carbon Dioxide Dragster Club
- Formula One in Schools
- Duke of Edinburgh Award Scheme

Sport

The following sports were supported by the College through the coaching, management and generosity of staff, parents, old-boys and senior students in 2011:

- Athletics
- Australian Football (AFL)
- Basketball
- Cricket
- Cross Country
- Football
- Golf
- Hockey
- Judo
- Karate
- Rowing

- Rugby
- Snow Sports
- Swimming

Junior and Senior Campuses competed in inter-House carnivals for Swimming, Cross Country and Athletics

Sporting Achievements

Marist Students achieved the following sporting honours:

- Australian Football Minor Premiers in Under 18s and Under 14s
- Basketball- ACT College Cup
- 25th Consecutive ASC Cross Country Title
- First XI Cricket- 1st Place ASC Competition
- ACT Hockey representation
- Australian and ACT Rugby representation
- 5 Rugby Premiership Teams
- First XV Rugby ASC Premiers
- ACT & NSW Interschools Snowsports Representation
- ACT Swimming representation
- ASC Swimming Champions



Outdoor Education

Outdoor Education continues as an important component of the curriculum of the College. It is embedded in the programmes of students in Years 4,5,6,8,9 &10 and in 2011 comprised:

- Year 4 Camp at Birrigai
- Year 5 Camp at Long Beach
- Year 6 Camp at Narrabeen
- Year 8 Camp at Mimosa Rocks National Park
- Year 9 Footsteps Bungara Challenge and Middle Earth (City and Country)
- Year 10 Outward Bound

In addition to this the programme was complemented by the Duke of Edinburgh Award Scheme for students in Years 9-12 as a co-curricular choice.



Building



MARCELLIN HALL

The Project Control Group consisting of College Executive members, Facilities management GE Shaw and Associates as project managers and David Clarke Architects commenced the building of Marcellin Hall in 2011. The project is on track to be completed in June 2012.



MARIST COLLEGE CANBERRA
FOUNDATION

One of the aims of the Foundation is to assist with capital works at the College. We look upon this appeal as part of that aim and we hope that you will be as generous here as you have been with the Bursary Fund. (Brett Freebody, Chair of the College Foundation)

CAPITAL APPEAL

We look with great pride at the developments in plant and facilities at our old school. Marcellin Hall will add hugely to these facilities and I commend the appeal to all Old Boys. (Grant Slater, President Marist Canberra Old Boys Association)

MARCELLIN HALL

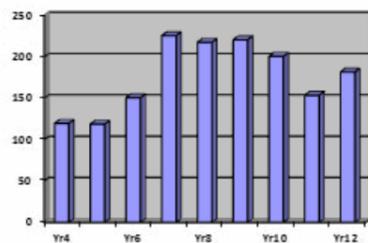
I thank the Marist College Foundation for its work in providing tuition fees for disadvantaged families and I commend them for this initiative. I urge you to help in any way you can. (Richard Sidorko, Headmaster Marist College Canberra)

Enrolment



ENROLMENT PROFILE

1,511 boys were enrolled at the College in 2011. The enrolment in each year group is illustrated below.

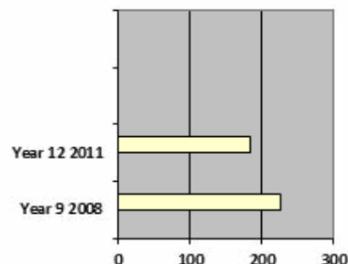


STUDENT RETENTION

Year 9 2008: 227

Year 12 2011: 176

(183 gained Yr 12 Cert in 2011 of these 7 joined after Year 9)

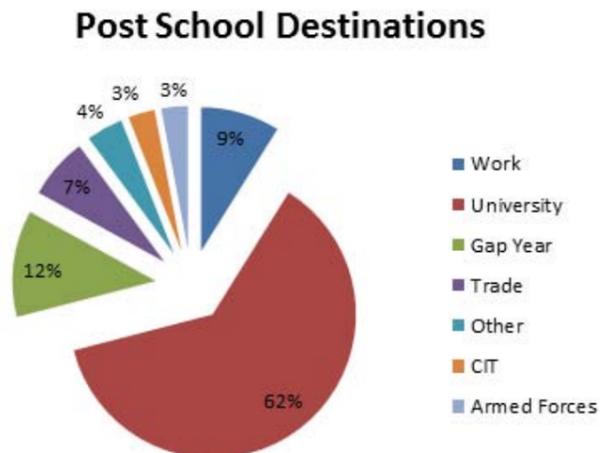


CHARACTERISTICS OF THE STUDENT BODY

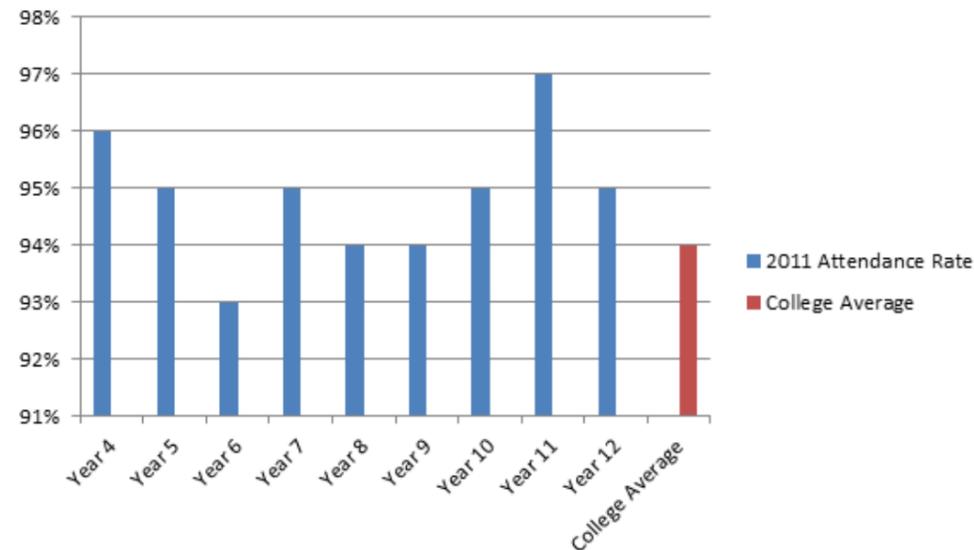
- All male
- Non-selective
- Catholic 85%
- Ages 8-18
- Indigenous <1%
- Major feeder areas - Woden, Weston Creek, Tuggeranong plus enrolments from other ACT & NSW areas

POST-SCHOOL DESTINATIONS 2011

Information from graduating students contributes to the graph below which illustrates as accurately as possible their intended post school destinations in December 2011



Attendance



The average student attendance rate for 2011 was 94.34%

ATTENDANCE MANAGEMENT

The care of the well being of students at Marist College Canberra is of paramount importance to all staff. Obligations under duty of care require that students' whereabouts are known and accounted for at all times. In addition, ACT legislation requires students to attend school for specified times and on specified school days. Accordingly there are at Marist College, well developed procedures for recording and monitoring student attendance. All staff with responsibilities in this area are expected to comply with these procedures.

SENIOR SCHOOL PROCEDURES

Enrolment Records

Under the ACT Education Act 2004 Marist College is required to maintain accurate records of:

- the full name and address of each student enrolled at the school
- the attendance or non-attendance of each student enrolled at the school on each day when the school is open or the course of study is available
- Recording student absences

The College attendance officer manages the system for the collection and recording of information on daily and class absences, late arrivals and departures from the College during the day.

In the event of a student absence:

- Parents are asked to phone the College on the morning of the day on which the student is absent by phone or SMS. A dedicated absence line has been established for this purpose. This information is entered into Synergetic by front office staff.
- Where the school has not received notification of a student absence an SMS message is sent to the parent or guardian's mobile telephone
- A letter from a parent or guardian explaining the reason for the absence is required to be provided to the boy's HGL when the student returns to school if an SMS or email has not already been received

Procedures for monitoring lesson attendance of senior students

It is a requirement of the College and the BSSS that all senior students are present for all scheduled lessons. A student who accumulates 3 unexplained absences in a unit is at risk of voiding the unit.

Senior students are not permitted to leave the campus during the day unless they have written permission to do so from a parent or guardian or they have been given permission by their House Dean or the Deputy Headmaster.

JUNIOR SCHOOL PROCEDURES

ROLL BOOKS

These are legal documents and require great care in the proper marking. Rolls are marked daily. Rolls are collected and checked once a term by the Assistant Head of Junior School and signed by the Head of Junior School.

School Income 2011

Fees and Levies paid by parents	\$ 9,238,043
Federal Government Grants	
<i>Recurrent</i>	\$ 9,406,592
<i>Special Programs</i>	\$ 340,109
ACT Government Grants	
<i>Recurrent</i>	\$ 2,791,787
<i>Interest Subsidy</i>	\$ 306,289
<i>Special Programs</i>	\$ 195,805
Federal Government Capital Grants	\$ 1,059,570
Donations	
<i>P&F</i>	\$ 93,000
<i>Other</i>	\$ 1,000,000
<i>Building Fund - Principal</i>	\$ 491,623
<i>Building Fund - Interest</i>	\$ 112,226
Investment Income	\$ 312,259
Other Income	\$ 770,352
Total	\$ 26,117,655



Together in 2011, we created fine young men...

