

MARIST COLLEGE CANBERRA



2009 ANNUAL SCHOOL REPORT AND SCHOOL PERFORMANCE INFORMATION

HEADMASTER'S MESSAGE

2009 has been a busy year at Marist College Canberra. We have continued to carry out the program outlined in the College Strategic Plan launched in 2006 and gradually coming to fruition. One of the highlights of the year has been the implementation of the *Footsteps* program aimed at bringing a sense of enthusiasm for learning to Year 9 students. As well we have adopted a vertical structure for House groups, hoping that this will build a heightened sense of community in the College.

Nationally 2009 will be remembered by many as the year of 'revolutions' in education and I am pleased to report that Marist College has benefited by receiving grants from the Commonwealth Government as part of that revolution. We have received an initial grant of \$257,000 plus on-costs through the Digital Education Revolution program's National Secondary School Computer Fund. This has enabled us to continue to implement our ICT strategic plan. Through the Building the Education Revolution program the College obtained a Schools Pride grant of \$200,000 to refurbish the senior boys' toilets. And more significantly, \$2.5m was made available for building a multi purpose learning centre for the Junior School.

These funds have been invaluable in enhancing the already fine facilities available at the College but, with an eye towards the future, the College has taken steps to ensure that funds for capital projects will be available for years to come. The launch of the College Foundation in August 2009 will ensure that future capital development can occur along with assistance for needy families through the Br Mark May Bursary Fund.

An additional aspect of the Government's education agenda was the launching of the *My School* Website where parents can find data on the performance of schools in the National Assessment tests in Literacy and Numeracy. On the basis of these data they are able to compare a school's performance with that of schools which are

statistically similar. We welcome the opportunity to do so. In time this website will provide to the public much of the information contained in this report.

In June this year another of the Marist Brothers whose name is indelibly linked with Marist Canberra, was called to share the fullness of life with God. Brother Jerome Hickman was Principal of the Junior School during the late 70s and early 80s and gave himself tirelessly in that role. As one of his co-workers remarked: *I found Jerome to be a 'true Marist'*. RIP

On a personal note, a highlight of the year was my involvement in the study tour of France and Rome organised by the Marist Brothers of the Sydney Province. This program is designed to assist school leaders gain a richer appreciation of the life and times of St Marcellin Champagnat in order to integrate this into their leadership. Being in the country where Marcellin lived and worked was an inspirational experience providing me with a context in which to live the Marist charism in my daily life.

I am honoured to present to our community the Annual Report for Marist College Canberra for the 2009 School Year. Schools are complex organisations and their successful operation depends on the contributions of a wide range of individuals and groups. As you read of the achievements of the College throughout 2009, I ask you to keep this in mind. No report can adequately express the wealth of happenings of a school year; this one gives you some indication of the scope and depth of the educational endeavour in which all at Marist strive to continue to make Jesus known and loved in the way of Mary.

Mr Richard Sidorko
Headmaster

1. THE SCHOOL

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.

Our Mission is to run an exceptional Catholic school for boys 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 is to create a school that nurtures and strengthens students as they are transformed into better and more compassionate people; to invite them to engage in an education that sets high expectations and uncompromising standards. 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, to develop a loving relationship with Jesus Christ and to build a Christian community.

In accordance with Marist values:

- the school supports and complements parents in their responsibilities as the principal and first educators of their children;
- the school is a community that allows a happy relationship between boys, teachers, staff and parents and a sense of 'presence' to develop;
- every boy is treated as an individual and given the opportunity to excel;
- boys are engaged with and by a spirit of learning that will last well beyond their time at the school;
- the school is open to change and open to the future: it is a place to take risks, try new ideas and test limits;
- the staff recognise their duty to harness the capacity of adolescents to absorb new experiences so that they can grow spiritually, intellectually, morally and socially.

STAFF PROFILE

116 teachers are employed to teach students from Year 4 to Year 12. This amounts to a full-time equivalent of 110.6 teachers.

They are assisted by 54 support staff. Full-time equivalent: 43.6

Staff Attendance

During 2009 the average attendance rate for permanent and temporary staff was:

Teaching: 97%

Non-teaching: 98%

Staff Retention

89% of staff members who were employed by the school in 2008 were retained by the school for the entire 2009 school year.

Teacher Qualifications

All staff at Marist College are appropriately qualified, many of them being equipped with post-graduate qualifications. Their qualifications, categorised by the highest degree obtained, are presented below.



Professional Learning: On average, each staff member spent 3.4 days last year absent from the classroom engaged in professional learning.

The total amount invested in Professional Learning for the year was \$136,034. This amounts, on average, to \$1172 per teacher.

The major professional learning initiatives engaged in were:

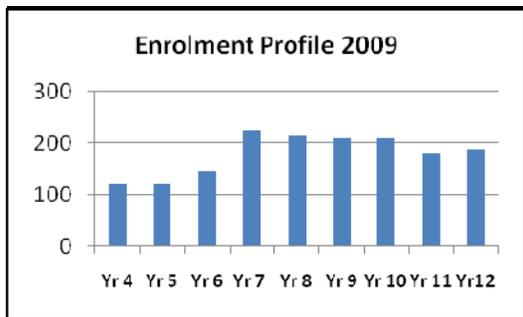
- Curriculum Development
- Training and Assessment
- RE and Spirituality
- Cyber Bullying
- Restorative Practices
- Special Education
- Pastoral Care
- Strategic Planning

ENROLMENT

Enrolment Profile

1616 boys were enrolled at the College in 2009.

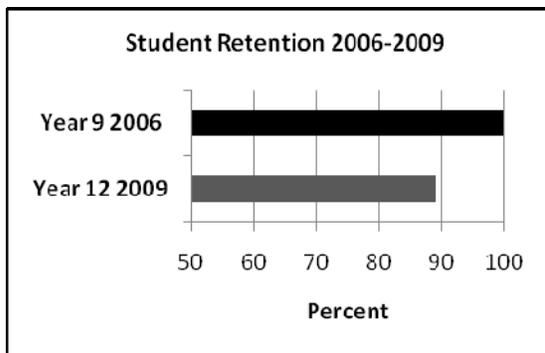
The enrolment in each year is illustrated below.



Student Retention

188 students completed Year 12 in 2009.

These represent 88.6 % of their Year 9 Cohort as shown in the graph below



Student Attendance

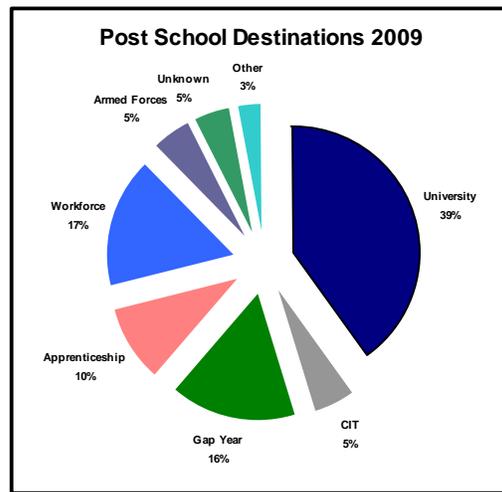
The average student attendance rate for 2009 expressed as a percentage was:

Junior School: 93.4%

Senior School: 94.1%

Post-School destinations

Information from graduating students contributes to the following graph which illustrates as accurately as possible their post-school destinations.



CURRICULUM

Catholic Education

As a Catholic school in the Marist tradition our mission is to proclaim the Good News of Jesus Christ. The Ministry Team has a particular role in this.

Ministry

The College operates with a Ministry Team who together take 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.

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 and the BSSS Type 2 course, 'Religious Studies' for students in Years 11 and 12. These courses have recently been re-written and the revised units are currently being implemented across all year levels.

ACADEMIC PROFILE

From Year 4 through to Year 10 the academic offerings 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 of

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

is the focus of a program of study appropriate to the age and stage of the students.

From 2009, new courses are being implemented in Year 4 and Year .9

The new Year 4 course is designed to make learning relevant and meaningful to the students, involving them in active inquiry, using their own experiences to assist them in gaining a greater understanding of the world. Opportunities for enrichment are provided through critical and creative activities and programs designed to challenge a student's thinking and extend his questioning capacity.

A completely new approach is being adopted for Year 9 through a program entitled *Footsteps*. The overall aim of this approach is to challenge each boy to realise his academic potential. *Footsteps* is aimed at maintaining and enhancing an enthusiasm for learning. The program is a significant and positive experience catering for the particular needs of adolescents as they journey through the year.

Opportunities are provided for the 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.

Programs for students in Years 11 and 12 are approved by the ACT Board of Senior Secondary Studies.

As well, the College is a Registered Training Organisation and offers senior students the opportunity to gain national qualifications in

- Retail
- General Construction
- Hospitality
- Furnishing

Co-curricular

Students engage in activities such as

- Bridge
- Carbon Dioxide Dragster Club
- Chess
- Choir
- College Band
- Community Service
- Debating
- Drama
- Duke of Edinburgh
- German Club
- Jazz Band
- Mooting
- Music Ensembles
- Orchestra
- Science Club

Outdoor Education

Marist Outdoor Education provides a variety of different challenges for every student - physical, mental, emotional, environmental, social and spiritual. Students are encouraged to participate in activities and camps on the school property at Michelago or in a national park. The program, beginning in the Junior School culminates in the Year 10 Outward Bound experience which brings together aspects from all previous years. Over nine days, boys learn resourcefulness and skills which develop their character and increase their self-reliance.

PARENTAL INVOLVEMENT

There are many avenues for parents to become involved in their sons' education at Marist. One area where parents offer support is through the Sports Clubs.

The College has an active Parents and Friends Association which meets once each month. It provides valuable support to the College in fundraising, through such events as the walkathon, while their 'Blue and Blue' Ball is a significant annual social fixture.

Old Boys

The Old Boys Association continues to be active and is involved with the College in a variety of ways.

A new group, **Young Marists Canberra**, has been formed to connect ex-students of Marist schools, and to explore what it means to live in today's world with a strong mind and a gentle heart. The group provides opportunities to combine faith, action and reflection as well as fellowship, social interaction and much more.

2. ACHIEVEMENTS

Faith Development

Significant events during 2009 included the following.

The **Commencement Mass**, where Archbishop Mark Coleridge blessed the silver heart which had been presented to the College by the graduating class of 2008. The heart has special symbolic value for Marists as Marcellin used to entrust his brothers to the care of Jesus and Mary by writing their names on a piece of paper and placing them inside a small silver heart. This heart contains the names of the 2009 school community together with those of the Class of 2008.

The Identity and Values committee launched a **core values document** outlining five core values seen as most relevant to college life. The values of faith, love, justice, compassion and hospitality reflect both the gospel values and the characteristics of the Marist ethos. Colourful and decorative banners have been placed in all classrooms and will help focus

prayer and liturgical experiences throughout the year.

House liturgies: This year the ministry team initiated a trial of making the Friday morning Mass the main way of celebrating each House Day with the wider school community. House leaders have taken a prominent role in planning the liturgies and in giving personal reflections on the readings and the core values of the College.

Marist College hosted the Catholic Schools **Youth Ministry Australia National Conference** with representatives from 40 schools and diocesan organisations.

Year 11 and 12 students participated in **retreats** with a great deal of enthusiasm. These retreats give the young men time and space to reflect on their lives and examine future options.

In the Senior School, each Monday begins with **full school morning prayer** led by staff and students. The prayer is based around themes from the Sunday readings or events being celebrated in the wider church or community.

A **Mothers Prayer Group** meets each Monday morning in the College chapel, providing an opportunity for mothers to come together to pray for the school community. Staff and students have a similar opportunity in the Tuesday lunchtime prayer group.

SOCIAL CONSCIOUSNESS

Adding value to the Marist educational experience

Over 160 students are engaged in justice and service activities through extra-curricular groups at Marist. This aspect of education at the College aims to awaken in the boys a realisation of their role as citizens of a wider society and is intrinsic to the College mission of hearing and living the call to justice. Some of the ways in which the students respond to this call are detailed below.

College Colours:

- David Liu and Marc Vandenbroucke were awarded full College Colours for exceptional and ongoing commitment to Service to the Community.
- Stephen Bomball, Scott Coleman and Victor Lu were awarded half College Colours for Service.

Almost 50 boys are members of the **Marist Conference of the St Vincent de Paul Society**. These boys serve the community by becoming involved with one of the most highly-recognised charitable organisations. Initiatives for the Marist conference include activities with disadvantaged children and the Vinnies Night Patrol. Forty students and staff are trained and accredited as volunteers for the latter. Two teams go out every fortnight to provide hot drinks, food, clothing and companionship on the streets of Civic. This is a wonderful way for students to meet with and assist needy and marginalised people

A group of Year 11 students spent their mid-semester holidays participating in the College's **fifth immersion experience** in the Solomon Islands. Boys and teachers travelled to St Dominic's Rural Training College at Vanga Point to learn about the local culture and live among the people, experiencing their day-to-day life. This continues to be a rich formative experience for the boys.

During **Lent** boys took motivation from Ghandi's maxim: *Be the change you wish to see in the world*. They undertook to sponsor projects across the Asia-Pacific region where Marists work with young people, often those on the margins of society. Various house activities during the six weeks resulted in staff and students raising \$26,000 which was donated to Marist Asia-Pacific Solidarity (MAPS) for their projects

The Year 12 Marist Youth Ministry Team comprising nine boys, was officially commissioned, with the boys promising to engage in further formation, deepening their relationship with God, witnessing to the Good News in their daily lives and promoting the Gospel through Youth Ministry activities.

Champagnat Day provided an opportunity for all at Marist to gather as a community, reflecting on and celebrating the life of St Marcellin Champagnat. Service to others, particularly the most disadvantaged, was the essence of Marcellin's charism. Thus the afternoon of Champagnat Day was spent in service activities in the local Canberra community. Boys were involved in such activities as assisting students in local primary schools, visiting residents in nursing homes and aged care facilities, donating blood, assisting in programs for people with disabilities and visiting the children's ward at Canberra Hospital.

A group of Marist students associated with Justice and Solidarity groups attended the **Marist Lumina Solidarity Day** in Sydney. This encouraged participants to challenge, question and understand justice issues in the world.

Other Fund Raising Activities

- In the Junior School, staff and students participated in a range of activities raising \$3536 for needy causes.
- \$5500 was raised by senior boys and staff and sent to the Lavalla College, the Marist School, in Traralgon to help families affected by the Victorian bushfires

PASTORAL CARE

Vertical Pastoral Care groups were launched with a visit by a naval helicopter: boys from all years are in the same pastoral care groups, to strengthen intra-student rapport

Restorative Justice Practices were formally adopted as a means of improving communication, conflict resolution and dealing with difficult situations. One of the underlying principles is that all students at all times are to be treated with dignity and respect. A foundation is thus laid for effective teaching and learning and strengthening the sense of community found at the College.

A new initiative stemming from the College Strategic Plan, the **Big Brother: Little Brother** program, involves around 90 Year 11 boys working with Junior School classes and their teachers. The main objective is to form friendships between the older and the younger boys and allow the latter to experience positive role models while at the same time providing leadership experiences to the senior boys. It has the added aim of easing the transition from Year 6 to Year 7.

A new **Code of Conduct** was launched from the beginning of 2009 as a way of giving a positive focus to College rule. The Code summarises the rules into six statements based on respect. A copy of the Code of Conduct can be found on the College website.

The 32 College leaders for 2009 participated in a training workshop. They explored the 2009 Charter of Caring and the Safe School Policy both of which are calculated to help minimise bullying and maximise student safety.

Later in the year the boys joined other local Catholic schools in leadership training to be coached in the importance of having a vision and working to achieve it. It also stressed the importance of values such as service, maturity, determination and respect.

ACADEMIC ACHIEVEMENTS:

College Colours:

Victor Lu and Stephen Bomball were awarded full College Colours for academic achievement over an extended period of time. Each has an exemplary academic record.

Michael Briguglio was awarded full College Colours for his cultural achievements.

Academic Half-Colours for Year 12 cohort 2009:

Sonal Abeygunawardena
 Stephen Bomball
 Chris Eddes
 Jono Loudon
 Victor Lu
 Lachlan McGinness
 Tin Ton
 Josh Winchester

Year 12 Results Summary

Yr 12 Certificates	181
Tertiary Students	136
Non-Tertiary Students	45
Vocational Certificates	83

Median ATAR: 82.9

Average ATAR: 81.3

The top ATARs for 2009 are:

Victor Lu	99.65
Stephen Bomball	99.30
Nirojan Yamunarajan	99.30
Ben Bartley	98.95
Jono Loudon	98.80
Lachlan McGinness	98.75
Josh Winchester	98.30
Andrew Roberts	97.85
Chris Eddes	97.30
Marc Vandembroucke	96.75

Non-Tertiary Summary

A small number of students, having already met the requirements for the award of a Year 12 certificate, left the College before the end of Year 12 to start an apprenticeship, start a CIT course or enter the workforce.

10 students participated in Australian School-based Apprenticeships in the following areas

- General Construction
- Automotive
- Hospitality
- Retail
- Information Technology

LITERACY AND NUMERACY

NAPLAN RESULTS:

In 2009 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. A more detailed comparison is available on the *My School* website.

	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

OTHER ACHIEVEMENTS

Footsteps

Marist this year saw the introduction of the first of a number of significant changes to 'overhaul' learning and teaching at the College. The changes were designed to have a significant impact on the outcomes for students in the coming years. Year 4 and Year 9 had new courses and structures in place for 2009.

The students in Year 4 were introduced to a curriculum that provided a range of opportunities and experiences where their learning was put in a 'real life' context both in and out of the classroom. Students and staff have enjoyed this approach and are also working on identifying the learning styles of students to assist them in planning and choosing different types of lessons.

Footsteps began for Year 9 students with the key aim of increasing student engagement through an innovative and distinctive learning and teaching program. Each student has been provided with a range of opportunities to engage in learning in a very different way as he begins the latter part of his secondary school studies. At the end the first year of the *Footsteps* program there is a great deal of evidence that it has been successful

Integration is a key component of *Footsteps*. This brought together elements from a number of curriculum areas. Negotiation, collaborative learning and partnerships, goal setting and the

development of skills for lifelong learning are characteristics of integration.

There is anecdotal evidence that this year's Year 9 boys are more settled and more focused. Comments from parents and staff indicate that the boys are more interested in school and are discussing their experiences at home.

Junior School National and International Assessment

Competition	Entries	HD	D	C
UNSW English	97	3	14	40
UNSW Science	62	7	16	23
UNSW Spelling	26	2	5	6
UNSW Mathematics	128	1	25	58
Mathematics University of Canberra	100		19	47

Michael Seselja (Year 4) achieved High Distinction in Spelling, English and Mathematics and Distinction and the Prudence Award (for the highest number of consecutive correct responses) in the University of Canberra Australian Mathematics Competition.

Social Science/History

Varun Sundar won the Simpson Prize with an essay entitled 'Success in Defeat'. His prize was an eleven-day escorted trip to Turkey including the Anzac Day Dawn Service at Gallipoli. One prizewinner is selected from each state and territory of Australia.

Irish Dance

Conor Simpson competed in the World Irish Dance Championships in Philadelphia.

Mooting

Year 11 students Edward McGinness, Hugh Ross and Tom Bradshaw were successful in the Bond University Mooting for Schools competition.

Debating

Tim Sullivan was a member of the ACT team at the Australian Schools Debating Championship which reached the grand final at the South Australian Parliament House.

Engineering Games

Teams from Marist won first, second and third places in the Engineering Games having been given the task of designing a 'spaghetti bridge'.

Visual Arts

Two Marist College student portraits by Elliot Schultz and Keith Dwyer were selected for the annual National Portrait Gallery *Headspace* Exhibition.

Speech and Drama

Jeeven Nadanakumar won a high distinction in the Australian Speech Communication Examination.

Jeeven also participated in the Australian National Eisteddfod Speech and Drama competition, winning first place for his recitation of a poem and third place in a combined section, competing at the highest level of the competition against university students and teachers.

As well, Jeeven's entry in the Australia-Japan Relations Essay Contest won a Highly Commended prize

VET

Marist College's initiative in providing an outstanding training program delivering vocational education and training to students through **Gym's Shop** was recognised by being selected as a finalist in the ACT VET-in-Schools Excellence Award. Gym's shop is a business run by senior students undertaking the retail course.

Tom MacGregor and Doug Byrne represented the College in the IT World Skills competition, gaining Merit Certificates

Matthew Cuthbert won an award as an Australian School-based apprentice

Hayden Ashley won an award as an Australian Vocational Education and Training Student

Four Year 10 students achieved a Certificate 1 in Resources and Infrastructure Operations

Languages

Twenty-eight students and three teachers from Marist's Sister School Asuwa High School in Fukui visited the College in February

29 students participated in a two-week Japanese study tour visiting major Japanese cities with a home stay in the rural prefecture of Fukui. This enabled the students to experience Japanese culture and have increased exposure to the language.

ACER Language Certificates

All language students from Year 9 and Year 11 sat these examinations. Below is a summary of their results

Examination	HD	D
Japanese Certificate 2	3	10
French Certificate 2	1	8
Italian Certificate 2	5	12
Italian Certificate 3	3	3
French Certificate 3	1	7

SPORT

An extensive range of sport is offered to boys attending the College. This includes

- Athletics
- Australian Football
- Basketball
- Cricket
- Cross Country
- Football
- Golf
- Hockey
- Rugby
- Snow Sports
- Swimming
- Sailing
- Table Tennis
- Tennis

In 2009 Marist Senior and representative teams won the following competitions:

ASC Swimming
ASC Cross Country
ASC Cricket (First XI & Second XI)
Under 18 AFL
ASC Athletics

Throughout 2009 there were many notable sporting achievements by Marist boys. Details of these can be found in College newsletters for 2009.

Tom Cusack received the Pierre de Coubertin award for 2009 on the basis of his having represented the College in Athletics, Cross Country and Rugby.

Kokoda Track

Jordan Place, Jerremyah Selu, Byron Miller, Ben Jager and Ashley Meek walked the Kokoda Track as part of a larger group including parents.

SATISFACTION

Evaluation and Parent Satisfaction

Footsteps is evaluated at each stage of the year
Parent comments such as the following

We have noticed a significant change in our son this year. He is far more communicative and he is very interested to share all that happens during the integration days – even demonstrating his shirt-ironing skills. We are very pleased to see him engaged with the program.

Surveys: Staff, Years 7 – 10 boys and parents were invited to participate in evaluations of the Vertical House Groups. There was strong support from all stakeholders for maintaining the arrangement and a number of suggestions for improvement were offered.

- 85% of parents who participated in the survey believed that the vertical group arrangement had worked well for their son
- Over 90% consider that their son has benefited from the opportunity to mix with boys from other year groups through his House Group.

- Over 80% of boys say that they look forward to House Group time;
- Over 90% believe that they experience good care in their House Group
- 85% say that they know the boys in their House Group well.

3 SCHOOL IMPROVEMENT

ACHIEVEMENT OF GOALS

The College Strategic Plan has continued to be the blueprint for school improvement throughout 2009. Five groups assist its realisation – an Implementation Working Group and four Priority Working Groups.

A summary of the progress of each Priority Working Group appears below.

Priority Working Group 1: Identity and Values

The Identity and Values Group continued its focus on the task of raising awareness and understanding of the core values. Following a series of school visits conducted earlier in the year, the group also spent time evaluating the data collected and comparing the various initiatives at different schools. PWG1 also worked with the Ministry Team on the development of next year's college theme, *Be compassionate, kind and gentle*. Plans for 2010 include the further development of staff spirituality and work on the integration of RE across the curriculum.

Prayer and liturgy throughout the college continued to focus on the core values, particularly faith and love. The establishment of a Mothers Prayer Group and a Tuesday lunchtime prayer group for staff and students also served to heighten the awareness of the importance of prayer throughout the college community.

The community service subgroup established by PWGs 1 & 2 continued its work on developing a proposal for a community service coordinator. This work is ongoing. It is envisaged that the already-existing MATES programme will serve as a solid foundation for further work.

Priority Working Group 2: A Leader in Learning

During 2009 PWG2 continued with the work of taking learning and teaching to the next level.

Much of the work of the PWG throughout the year involved writing new courses for Years 5, 6 and 10. This necessarily involved many teaching staff with teachers from the Junior and Senior Schools working together on the Middle Years courses.

Middle Years course-writing involved the production of the *Middle Years – Learning and Teaching Guide*. This contains a range of ideas and suggestions to ensure that the vision for *Learning & Teaching @ MCC in 2012* can be realised in Middle Years classrooms. It sets out a range of practical suggestions which can be used by teachers to incorporate the vision into learning and teaching practice. Kirsty Bell coordinated the writing of our new Year 5 and Year 6 courses which are being introduced in 2010.

Work began on the new Year 10 structure and courses to be introduced for 2010. Year 10 is designed to be a transition year between Year 9 and the senior years. Students will have the opportunity to explore options within subjects that will lead to vocational or tertiary studies.

An enrichment-type program will be offered in Year 10 linking generic skills with several courses to enhance the students' learning opportunities within and beyond the classroom. It will involve students participating in a number of *PREP Sessions* (Perseverance, Reflection, Enrichment & Planning).

2010 will see the College staff commence work on the final stages of learning and teaching renewal. Work has already begun on Year 7/8 structures and courses as well as the development of a College *ICT Strategic Plan*.

Priority Working Group 3: A Leader in Caring

We will set new standards for an outstanding pastoral care program that is centred on the

quality of the relationships between, and the support and care for, staff and students.

Big Brother, Little Brother program for Years 4-6 and Year 11

The inaugural program concluded early in November with class *Thank-you* sessions organized by the *Little Brothers*. Over 90 boys from Year 11 completed the program; the evaluations from the Junior School teachers and boys were very favourable. A number of adjustments will be made to the 2010 program which will commence with a training session in February.

Vertical groups Years 7-12

Vertical House Groups were introduced in the senior school at the beginning of 2009 with boys, parents and staff acclaiming their success. In November each House Group organized separate events to farewell the Year 12 members and to welcome the new Year 7 boys. These celebrations are an important element of the vertical arrangement and represent a '*rite of passage*' for those involved.

In November 2009, a training session was conducted by Marist Youth Care for all Year 11 boys to prepare them for their leadership role next year.

In 2010 we plan to continue our professional development of House Group Leaders as well as providing ongoing leadership training for the Year 12 boys. We also plan to ensure that regular time is set aside for gatherings in Year groups within Houses in order to provide time for the development of these important relationships.

Restorative practices [Years 4-12]

In November 2009, Maurizio Vespa from Marist Youth Care conducted a peer mediation workshop for the 2010 student leaders based on the restorative approach. We hope that the leaders will be able to use these skills in their dealings with younger boys in their House and in the Junior School. Maurizio will return to the College early in 2010 to conduct a refresher course for the leaders.

In 2010 we also plan to continue our education of staff and parents in the use of restorative practices.

Personal Learning Plans for Years 4-12

PLPs engage the boys in reflection on their learning, in goal setting and academic conversations with their House Group Leaders/classroom teachers. In 2009, a number of House Groups trialled PLPs before a school-wide introduction from 2010. As a result of the trials, each PLP booklet has been re-written for release at the beginning of term one. All boys in the Junior School will also be involved in PLPs from the beginning of 2010.

Projects for 2010

In 2010 PWG3 will be involved with the following:

- i) **Merit level system:** upgrading the existing system for acknowledging and affirming boys' efforts and contributions;
- ii) **Community service program:** in association with PWG1, developing a mandatory program for Year 11 students;
- iii) **Academic care charter:** completing and disseminating a new charter which draws on elements of the existing Charters of *Learning & Teaching* and *Caring*.

Priority Working Group 4 – Leadership and Resources

The Leadership and Resources Priority of the College strategic plan has four distinct Focus areas: Leadership; Finances; Environmental Management; Information and Communications Technology

1. Leadership

Following extensive research of available literature it was decided to develop a *Leadership Framework* and a *Charter of*

Leadership to include teachers, non-teachers, students as well as those with formal leadership roles within the College. The framework is intended to support all, staff and students, in their leadership capabilities, to enhance professional learning, to provide channels for reflection, to encourage review, to build capacity and to provide a process of continued development of skills.

To enable members of the community to reflect on their capacity for leadership, a *Charter* has been developed which is based on five domains: Being, Relating, Learning, Doing, Transforming. *The Charter of Leadership* provides a platform for reflection, review, goal-setting and development.

The *Framework* and *Charter* are completed and a review process for all staff, is now being investigated and researched

2. Finance

The Trust Deeds for the creation of the Marist College Foundation have been drafted and are currently under consideration by the Province. The establishment of the Foundation along with continued fundraising will allow the granting of bursaries to financially-disadvantaged boys and ensure that they are not excluded from experiencing a Marist education. In addition, the Foundation will raise funds through capital appeals to further build on the facilities that are available to Marist students.

The College has adopted a **Financial Governance Framework** that forms the policy basis of financial operations and compliance with both Province and statutory requirements. It is also the basis on which the College seeks to meet its various legal and other obligations while in continuous pursuit of its mission.

3. Environmental Management

The College has continued to reduce its water consumption, both inside and outside the buildings to the point where now the College uses approximately one third of what was used 5 years ago. In 2009 the Senior School boys' toilets were refurbished and had waterless urinals installed, thus further reducing water

consumption. This was achieved with the assistance of a grant received under the Federal Government's 'Building the Education Revolution' Program.

During 2009, the College sent one quarter of its waste to recycling. In the second half of the year the Junior School trialled a comprehensive recycling program. It is hoped this trial will lead to a College-wide recycling program being introduced later this year.

Information and Communications Technology

The College obtained substantial funding from the Commonwealth Government's 'Digital Education Revolution', initiative. This enabled the College to provide in excess of 100 additional computers to students.

A trial of a wireless network to three areas of the College was undertaken, and during the holidays a comprehensive College-wide wireless network was installed.

The launch of the College Foundation in August 2009 will ensure that future capital development can occur along with assistance for needy families through the Br Mark May Bursary fund.