



ANNUAL SCHOOL REPORT  
AND SCHOOL PERFORMANCE INFORMATION

2018



MaristCollege  
Canberra

TOGETHER, WE CREATE FINE YOUNG MEN



# Contents

Headmaster's Message	4
School Profile	5
Staff	8
Pastoral Care	10
Curriculum	12
Satisfaction	15
Co-Curriculum	16
Outdoor Education	18
Service	19
Enrolment	20
Attendance	21
Community	22
School Income	23



# Headmaster's Message

This year marked 50 years of Marist education in Canberra. The celebrations have been a time to reflect on our past, look to the future and give thanks to the many Marist Brothers, staff, students and parents who have contributed in so many ways to the Catholic mission, values and identity of the College.

Whilst celebrating the past 50 years of quality education, we have also spent time looking forward to the future. In doing so, we were constantly aware of the need to plan and prioritise in response to the world's ever changing circumstances and demands. It is a fine balance: too much looking back leads to hubris and resting on laurels; too much gazing forward risks the mantle of standing for everything, but nothing much in particular.

We know the factors which contribute to the making of a great school are rich and varied, and, in doing so, recognise our responsibilities to ensure this one-off journey through the school years delivers opportunities, experiences and outcomes which resonate throughout a lifetime. We recognise the need to consider the school we are, have been, and will become, and the roads along which we will travel. Given this, in 2018 we launched the new Strategic Intent plan which was subject to considerable community consultation and will provide the guiding principles and future direction for the next three years; an exciting time for the College awaits.

It is with pleasure that we congratulate the class of 2018 on their very pleasing Year 12 results. We were particularly delighted to see the diversity of results, with achievements across the board, from IT to Visual Arts, from English to Maths, from Engineering to Chemistry. Many students pursued their individual passion and interests, with great diligence and determination.

Congratulations to Dux of the College, Matthew Wooding, for achieving an ATAR of 99.9. Proxime Accessit is David Cordeiro, College Service Captain, with an ATAR of 99.6. Nearly half of our students received an ATAR above 80 while 19 of our students were in the top 5% of NSW and the ACT. Overall, the College continues to make strong academic progress reflected in our historical data. There are many factors that have combined well in recent years to allow our boys to continue their improvement in the Secondary Certificate. The encouragement and support of parents who value education and model persistence is no doubt the first key factor. An educational climate which celebrates enquiry, effort and aiming high continues to be a feature in all our year levels. The other factor is obviously the quality and generosity of my colleagues. We are blessed with some exceptional teachers here at Marist College Canberra and their care for the boys to ensure they exceed their potential is to be admired.

The sustained growth of our ministry team in numbers, programs and impact gives us all confidence that at Marist College Canberra we are meeting the key reason for our existence, providing a Catholic education. As a community, we need to accept that being true to our faith and the Gospel message may mean we run counter to what the press or broader media may present as societal norms. Our Ministry Team continues to do an outstanding work in this regard. The retreat programs, parent enrichment, liturgical life, community service and outreach continue to grow and in doing so spiritually nourish the boys, staff, and parents to ensure we remain true to our calling as a Catholic school. We believe the 'classroom' of the world is also a place where attitudes and character are formed with boys participating in immersion tours to Wadeye in the Northern Territory along with overseas experiences in Cambodia and Sri Lanka. Their experiences challenge boys and staff to respond to life in some of the poorest regions of the world.

There was much excitement when students gained access to the Jubilee Building. This beautifully designed building will be home for our Design and Technology students and our budding young artists. The Senior Study Centre provides stunning views across Lindwall Oval while a 'state of the art' canteen was welcomed with much enthusiasm. The Building is located on the former Brothers' residence and was formally opened early in the 2019 academic year.

We are indebted to the Marist College Canberra Advisory Board and the College Executive team who have provided sound advice and much strategic planning to ensure we continue to provide for our future. We are grateful to the exemplary teaching and administrative staff who make up our dynamic team of staff who work with the boys. Each staff member generously gives of their time and talent to build a sense of community, collegiality and learning.

To the parents, we offer our deep gratitude for trusting us with your most precious gift, your son. We take this role of educating your son, holistically, very seriously and we thank you for your support of us. To the students of Marist College Canberra, we thank you for continuing to be our greatest motivation. *Servo Fidem.*

*Matthew Hutchison*  
**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.

- 2 Timothy 4:7

### *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 AND RECONCILIATION



Marist College Canberra acknowledges the Ngunnawal people and their ancestors as the traditional owners and custodians of the land on which the College is built and on which we work and learn. The College is a member of the Australian Principal's Association and prides itself on being a signatory to the *Dare to Lead* program.

In 2018, the Contact Teacher for Indigenous students worked to support the Indigenous students and their families, to encourage the celebration and recognition of Indigenous culture, and to develop inclusion in the curriculum of Indigenous content and perspectives. This was achieved partly through a number of performances across the College as well as engagement with the wider community during Reconciliation Week and NAIDOC Week. Senior students were also invited to be a part of the NRL School to Work program, an initiative to mentor and help transition students from school to work or into further education.

The Reconciliation Action Plan (RAP) ratified in 2016 continued to be implemented by the College using the Narragunnawali Program for schools available through Reconciliation Australia. The review of this RAP began at the end of 2018 and will be forwarded to the community for consultation in July 2019.

In 2018 the College's enrolment of identified Indigenous students stayed constant from 2017 at 1% which is slightly down from National Census figures for the Australian Indigenous population. In 2018, one staff member identified as Aboriginal.

## COLLEGE ADVISORY BOARD

The Advisory Board advises and assists the Headmaster in maintaining the school as a centre of gospel culture and a Christian community devoted to the education of young people. Faith, love, justice, compassion and hospitality are at the centre of advice provided. The Board 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 responsibility of the Headmaster and Executive. Board members are appointed by the Marist Provincial Council, based on the recommendations from the Headmaster. The College Advisory Board has a Finance sub-committee, chaired by Mr Peter Harkins.

In 2018 the College Advisory Board, which met four times, was made up of the following members:

- Ms Helen Delahunty (Chair)
- Mr Matthew Hutchison (Headmaster)
- Br Bryan Davis (Provincial's Representative)
- Mr John Robinson (Trustees Representative)
- Ms Christine Worth (Secretary)
- Mr Neil James
- Mr Neil Smith
- Mr Brendan Smyth
- Mr Craig Allen
- Mr Jeeven Nadanakumar
- Ms Loretta McNaught



# Staff

## STAFF PROFILE

123 teachers are employed to teach students from Year 4 to Year 12. This is a full-time equivalent of 115.84 teachers.

They are assisted by 64 support staff which is a full-time equivalent of 51.42 support staff.

## STAFF ATTENDANCE

During 2018 the average attendance rates for permanent and temporary staff were:

**Teaching: 91%**

**Non-Teaching: 92%**

## STAFF RETENTION

88% of staff members who were employed by the school in 2018 were retained by the school for the entire 2018 school year.

## IDENTIFIED INDIGENOUS STAFF

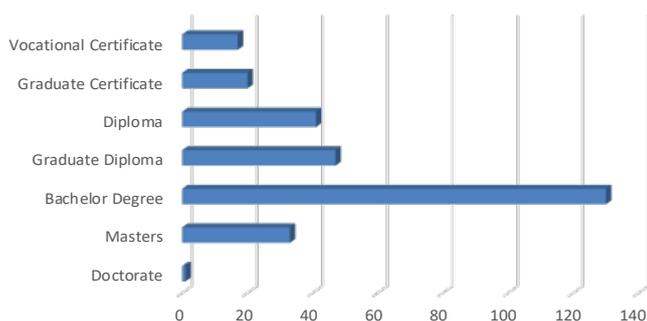
In 2018 one staff member identified as Indigenous.

## TEACHER QUALIFICATIONS

All staff at Marist College are appropriately qualified, many of them being equipped with multiple and post-graduate qualifications. All permanent teachers have a minimum four year Bachelor of Education Qualification. Please note: many teachers have attained further postgraduate qualifications in educational-related fields, Theology and Religious Education.

All VET staff have a certificate in Training and Assessment (Cert IV) as well as their vocational certificates.

Teaching Staff Qualifications 2018



## PROFESSIONAL LEARNING

The 2018 school year commenced with a presentation from inspirational guest speaker and author Andrew Fuller. Andrew works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. Andrew's workshop, "Developing Resilience in our Boys" is important and relevant and aligned itself closely with our College theme in 2018, 'MCC 50 years: facing our future with audacity and hope.' All those present warmly and enthusiastically

received Andrew's sage and practical advice, delivered in a clever, entertaining and engaging format.

Throughout the school year, the teaching staff completed modules in the highly acclaimed National MindMatters program. MindMatters provides a foundation for teachers to further their understanding and awareness of issues relating to the mental health and wellbeing of students. The modules provided research based strategies which promote professional learning and authentic support of students. Countless staff have undertaken Professional Learning in a variety of domains and disciplines. Many staff have undertaken formal postgraduate study, or pursued online courses and attended workshops. Congratulations to Lorraine Gannon, Charles Bootes, Naomi Whitehead, Grant Barclay and Jen Croker who presented research papers in November 2018 at the annual AISACT Celebration of Teaching and Learning Event.

Marist communities, parishes and movements were blessed to welcome Lisa Hendey to Australia for a two week speaking tour in Sydney and Canberra throughout August. Lisa is an international speaker, author, and founder of the website CatholicMom.com. The speaking tour was an initiative of College Headmaster Matthew Hutchison and part of the 50th Jubilee celebration for the College. Over the fortnight, Lisa spoke to hundreds of parents, teachers and students across Sydney and Canberra, facilitating sessions with Junior School classes, parents, Religious Educations teachers and Catholic principals and leaders.

In addition, the College continues to support the 'Sharing Our Call' program, Leadership in Catholic Education programs and other spirituality programs coordinated by the Marist Ministries Office and Catholic Education. Our own staff successfully conducted spirituality sessions at the College, which allowed time for reflection and contemplation.

The College works closely with the ACT Teacher Quality Institute on staff professional learning, teacher accreditation and progression of teachers from provisional to full registration. All teachers in the College are registered with the ACT Teacher Quality Institute (TQI) and completed their required 20 hours of professional learning by the end of the 2018 school year.

Teachers from Years 4-12 engaged in professional learning as part of a regular annual program of self-development and linked to the Australian Professional Standards.

These included the following areas of areas of professional learning:

- Curriculum development
- Literacy development
- Numeracy development
- ICT development
- Google Apps in the classroom
- Differentiation
- Disability Education
- Introduction to Autism – Positive Partnerships

- Cyber Safety
- Australian National Curriculum (ACARA)
- Mental Health and well-being (MindMatters)
- 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)
- Spirituality and Faith Formation
- Environmental Management and Curriculum development
- Information and Communications Technology
- First Aid
- Asthma First Aid
- Leadership
- Effective Classroom Observation
- Boys Education – Student engagement.



# Pastoral Care

At Marist College Canberra we believe that best practice pastoral care supports each individual's wellbeing.

Among the characteristics identified as contributing to good pastoral care are fostering a sense of belonging and connectedness and providing a safe and secure environment. Contemporary literature in the area of student wellbeing and resilience identifies a strong link between emotional wellbeing and educational outcomes.

Resilience is defined as '*...the capacity to cope with change and challenge and to bounce back during difficult times*' (Mind Matters). A number of protective factors are identified as promoting resilience.

These include:

- Sense of belonging
- Sense of security
- Social connectedness, and
- Communication

At Marist College, good pastoral care underpins everything we do as teachers: our classroom preparation and practice, our supervision, our co-curricular activities and our tutoring. Our House system, and in particular our House Groups, provide an excellent forum for promoting the well-being of our boys.

## FOUR PILLARS OF CARE

*Together, we create fine young men...*

As House Group Leaders, we work together with each boy's classroom teachers, co-curricular leaders, parents and other members of College community to *create fine young men*. We do this by fulfilling and employing the 4 Pillars of care within our own House Groups. As a House Group Leader, I will:

### Be a caring presence to each boy in my group and mentor him on his journey through Marist

- Listen to my boys.
- Have one on one conversations with them.
- Talk with them about sport, music, weekends, hobbies and family events.
- Know who their friends are.
- Support them in their spiritual journey.
- Read the signs – be aware how my boys are behaving in House Group. Recognise if they seem withdrawn or stressed.
- Be a 'day-to-day' mentor and guide to my boys: help them develop resilience and independence.
- Follow up issues when they arise. Advise and follow up uniform, discipline and attendance matters with the particular boy as soon as possible
- Maintain contact with my boys' parents/families

### Provide academic care to each of the boys in my group and be a role model as a lifelong learner

- Provide a framework and atmosphere in which successes are celebrated and assistance and encouragement is readily available.
- Encourage 'Personal Best'
- Assist my boys with reflection and goal setting.
- Provide opportunities for my boys to discuss current workloads and assessments and facilitate peer tutoring.
- Provide an opportunity each week for boys to have some school work "catch up" time.
- Assist my boys with subject selections.
- Provide organisational assistance – Diary checking, assessment planning, study skills.
- Follow up Oral and Semester reporting.

### Build a sense of belonging and community within my House Group and beyond

- Develop positive relationships within my group through social interaction, games and helping each other with school work.
- Integrate my group from Year 7 – 12
- Use ice-breakers and games.
- Promote Involvement in co-curricular activities including:
  - *Lenten collection*
  - *Champagnat Day*
  - *Walkathon*
- Facilitate team building activities.
- Support House activities.
- Plan and implement some community service involvements.

### Encourage and provide opportunities for involvement for the boys in my group

- Encourage involvement by all Year groups by giving boys opportunity to:
  - *mentor other students*
  - *work with other boys in HG as a peer or cross age tutor*
  - *carry out 'chores' within the group.*
- Provide opportunities for my boys to:
  - *lead House Group activities- e.g. in pairs or individually*
  - *assist other boys with diaries and organisation*
  - *plan and organise activities for each week of term*
  - *plan, organise and lead House meetings and other presentations*

# 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*

Level Four  
Restoring

Level Three  
Intervention -  
Supportive

Level Two  
Early Intervention -  
Preventative

Level One  
School Culture

Leadership commitment to a safe school

- College Executive & JS Co-ordinating group
- House Deans, Dean of Students & AHJS
- HODs
- College Captains
- Wellbeing Team

Partnership with families  
and Community

- Marist family spirit
- Links with outside agencies
- Sports clinics
- Participation in community based co-curricular activities
- Family activities
- Variety of parent associations, eg. Advisory Board
- MindMatters – National recognition
- KidsMatter framework and professional development
- Sporting Clubs, Old Boys etc.
- Social activities – BBQs, dinners, class social events etc.
- Liturgical celebrations
- Service activities
- Marist Association
- Youth Ministry outreach
- Young Marists
- Immersion program

Early intervention and  
targeted support

- Enrichment and Learning Support
- School Counsellor
- Pastoral Care Policy
- Dean of Students, AHJS, House Deans
- Fee remissions
- Assignment Help Group
- Year 7 and 8 Co-ordinator
- Student support program
- Assistant House Deans

A focus on student wellbeing  
and student ownership

- Pastoral care focus
- Leadership opportunities (4-12)
- Wellbeing days
- Focus on spiritual development
- Rites of passage
- School Counsellor
- House Group Leaders
- Expectation of student involvement and care for others
- Marist Youth Ministry Teams

A supportive and  
connected school culture

- Marist family spirit
- House Groups
- House System
- Learning Together Day
- Big Brother Little Brother
- Class social events
- Class contact parents
- Extensive variety of co-curricular activities
- Cultural activities
- Celebrating success
- Induction processes
- Family Sports afternoons
- Retreats
- Reflection Days
- Celebrations
- After school care
- Response to and advocacy for students and families in need of support
- Challenging academic environment
- 4-10 Brothers Together Program

Policies and procedures

- Mandatory reporting of child abuse
- Reportable conduct
- Sexual harassment policy
- Staff professional standards policy
- Pastoral Care Policy – Dean of Students, AHJS
- Four Pillars of Care
- Critical incident policy
- Safe school policy and annual surveys
- CyberSafety Policy
- One Goal One Community anti bullying program
- Reflective practices

Professional Learning

- Quality Marist Teacher Process
- Staff Professional Development in MindMatters and KidsMatter
- Staff wellbeing activities
- Staff induction program
- Staff meetings

Positive Behaviour Management

- Code of Conduct
- Restorative Practices
- Merit system
- Bus Seniors
- House Seniors
- MATES Program

Engagement, skill development  
and safe school curriculum

- 'Footsteps' program
- HAPE curriculum (7-12)
- PDHPE curriculum (4-6)
- Safe school and wellbeing surveys
- JS curriculum units – "My Identity", "All about me"
- RE curriculum units (4-12)
- Vocational Education
- Focus groups
- 9/10 Christian Leadership Class
- P.A.R.T.Y Program
- Road Safety Program



# Curriculum

Curriculum at Marist College has been shaped by the requirements of the Australian Curriculum, ACT Government Department of Education and Training, the ACT Board of Senior Secondary Studies, the Canberra-Goulburn Archdiocesan Religious Education guidelines and our commitment to our core educational values – Catholic Education in the tradition of Marcellin Champagnat.

## 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 Executive, takes responsibility for faith formation opportunities for the College community in the form of whole school liturgies, Senior School retreat programs, 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 program, *Treasures New and Old*, is the basis for the Religious Education Course taught through Years 4–10. From Semester 2, 2018, the College will be trialling/embedding the Brisbane Religious Education Guidelines.

## ACADEMIC PROGRAM

From Year 4 through Year 10, the academic programs at Marist offer students opportunities to experience learning over a wide range of subjects with a variety of learning styles. The Australian Curriculum has been incorporated into these programs in line with the ACT implementation schedule and forms the basis of relevant units and subjects. With quality learning and teaching a focus of the College, each subject and unit is tailored to be appropriate to the age of the students while providing both challenge and support. Subject areas include:

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

Year 9 is considered a year of transition and growth for students and the Year 9 *Footsteps* program maintains and enhances their enthusiasm for learning and personal development. *Footsteps* has now been running for nine years and includes opportunities for boys to become managers of their own learning and to set realistic and challenging goals through a rich and innovative curriculum that awakens, stimulates and challenges their intelligence.

Year 11 and 12 courses are developed and approved by the ACT Board of Senior Secondary Studies. All Year 11 and 12 ACT BSSS accredited courses incorporate the Australian Curriculum, where it exists, or have been written in the same style. The College offered a wide range of senior subjects and senior students completed Tertiary, Accredited, Modified, Registered and Vocational courses in:

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



## ACADEMIC PROFILE

The table to the right indicates the academic attainment of Year 12 students in 2018.

<b>Year 12 Certificates:</b>	197	100%
<b>T Students:</b>	159	80.7%
<b>Non-T Students:</b>	38	19.28%
<b>Vocational certificates issued:</b>	91	

ATAR	2018
> 95	19
> 90	38
> 80	77
> 65	114
Median	79.53
Mean	77.12

## LITERACY AND NUMERACY

### NAPLAN RESULTS

In 2018 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 2018 and for the same cohort of students in their previous NAPLAN testing in 2016. A more detailed comparison is available on the My School website.

[www.myschool.com.au](http://www.myschool.com.au)

2016	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
Year 5	517	480	500	506	514
Australian Schools' Average	502	476	493	505	493
Year 7	564	515	562	559	578
Australian Schools' Average	541	515	543	505	550
Year 9	608	562	600	605	630
Australian Schools' Average	581	549	580	569	589

2018	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
Year 5*	528	480	496	514	521
Australian Schools' Average	509	465	502	504	494
Year 7	564	524	558	568	585
Australian Schools' Average	542	505	545	544	548
% change	+9.09	+9.16	+11.60	+12.25	+13.81
Year 9	610	571	583	599	629
Australian Schools' Average	584	542	583	581	596
% change	+8.15	+10.87	+3.74	+3.94	+3.11

\*Year 3 results for 2016 are not available as students commence in Year 4 at the College and come from multiple primary schools. Year 9, 2016 results are provided for comparison only.



## Curriculum

## AWARDS

Each year the College recognises effort and excellence in all fields of endeavour undertaken by students as part of the formal and co-curriculums.

In 2018 the following awards were made across the school year.

## JUNIOR SCHOOL

- Australian Mathematics Competition\*
- UNSW
  - English\*
  - Science\*
  - Spelling\*
  - Mathematics\*
- UC Mathematics Competition\*
- Academic Awards
- Champagnat Medal
- Sport Award
- Leadership Award
- Character and Leadership Awards
- Brother Cletus Drew Marist Boy Award
- Brother Anthony Atkinson Academic Award
- Rostrum Public Speaking

## SENIOR SCHOOL

- Full Colours
- Half Colours
- Year 12 Major Awards
- Headmaster's Awards - Year 12
- Subject Prizes - Years 11 and 12
- Certificates for Academic Improvement
- Certificates for Academic Merit

- Certificates for Academic Excellence
- Art Awards
- ADFA - Technical Scholarship\*
- Languages -
  - ACER Languages Competition
  - French\*
  - Italian\*
  - Japanese\*
  - Concours George Vincent\*
- Mathematics - Australian Mathematics Competition\*
- Physical Education Year 10 - Pierre de Coubertin Award\*
- 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\*
- University of Sydney Gifted and Talented Program\*
- ACT STEM Awards for Years 11 and 12 for Design & Tech and Engineering Studies (hosted by University of Wollongong)\*
- Vocational Education and Training - ACT Excellence Awards
- Australian Vocational Student Prize
- MATES Awards – Bronze, Silver, Gold, Platinum
- Award for Performing Arts - ACT Excellence Awards
- Award for Community Service - ACT Excellence Awards

*\*Awards and Prizes made by an organisation external to the College.*



# Satisfaction

## STUDENT, PARENT AND TEACHER SATISFACTION

Students, parents and teachers are regularly consulted about different areas of the College to determine the 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 operation.

In 2018 the College prepared for a new approach to important data collection, by developing a position and duty statement for the 2019 school year and sourcing a new software package, which will provide a powerful platform for measuring student performance and improvement and assessing both student and parent satisfaction. The Head of Student progress will work with key senior and middle leaders in harvesting data from students and the community across both the academic and wellbeing spheres of College life.

### Students

In 2018 students were surveyed or consulted using:

- Curriculum - Subjects and Unit surveys (Years 7-12)
- College Captains' Meetings (weekly)
- Service Captains' Meetings (weekly)
- House Councils (Year 7 - 12)
- Safe School Survey (Year 7)

### Parents

As in previous years, parent satisfaction for 2018 was gauged by numerous means. These include the 'referral' and 'expectation' factors; the number of visitors on Open Day; Open Day feedback stations; parent attendance at parent-teacher evenings and social events; voluntary participation in the administration of sporting clubs; coaching and the management sporting of teams and the subsequent number of enrolment applications received and the written and verbal reasons given by parents for wanting to enrol their sons at Marist.

As in previous years, a considerable number of applications were received for entry in Years 4, 5, 6, 7 and 11. The application process offers the College clear insight into what parents want for their sons. It also conveys 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 Foundation, 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 Group Leaders, House Deans, the Deputy Headmaster and the Dean of Studies.

### Staff

All teaching staff are provided with regular opportunities to contribute to decision-making processes and to express their ideas, satisfaction and concerns. This was achieved in 2018 in many different ways including staff meetings, through the final year of the Quality Marist Teacher Process, committee membership, faculty consultation, middle management

consultation and surveys, and opportunities to meet with Senior Leaders to discuss ideas and offer feedback.

The professionalism and enthusiasm of teachers in 2018 is also deemed to be a measure of the high level of satisfaction amongst the teaching staff. Full engagement with the final year of Quality Marist Teacher Process provided evidence of the ongoing commitment of teachers to improve student learning outcomes and provided indirect confirmation of teacher satisfaction.

### Wellbeing

In 2004, the College initiated a Wellbeing project from Years 4-12 supported by MindMatters, which assists Australian secondary schools in promoting and protecting the mental health of members of school communities. In a school with a strong pastoral care focus, the concept of wellbeing became the cornerstone of our pastoral approach. This approach sharpened, rather than changed, our practices. It is remarkable how closely the current approach resembles that of our 18th century founder, St Marcellin Champagnat.

In 2018 the College prepared for a reinvigorated approach to the Wellbeing of students and staff. As part of the development of the Strategic Plan for 2019-2021, the College Student Wellbeing framework will be reviewed and enhanced in 2019. Direct Mental Health initiatives such as theme focused school terms covering major aspects of Mental Health awareness as identified by the Pastoral Care team will begin and students will be surveyed using established nationally recognised identification tools. These results, coupled with evidence based current best practice, will be used to inform the ongoing areas of greatest need and support for the positive wellbeing of our boys.

Coupled with direct wellbeing instruction embedded in the curriculum in HAPE classes and Religious Education classes, boys in 2018 also received external age appropriate education across key social and wellbeing areas such as Drug Education, Respectful Relationships, Anti-Bullying and Harassment, and appropriate use of online technologies and social media platforms.

Additionally, as part of the development of the new Strategic Plan, a new Staff Wellbeing Committee will be established in 2019, using an evidenced based approach to establish best practice approaches to staff wellbeing.

# Co-Curriculum

The Co-Curricular programs at the College play an essential role in the extending student learning beyond the classroom. In 2018, well over 95% of students participated in a diverse range of activities. These co-curricular activities enriched the formal curriculum and provided students with additional opportunity for personal development through the Enrichment, Cultural, Faith Formation and Sport, domains. Each domain focuses on different aspects of the Marist ethos and aims to facilitate the growth of the whole boy, while broadening their skills talents and abilities.

## Junior School

- Rock and Water Program
- National Literacy and Numeracy week
- Tech Support Crew
- Questacon Engineering Games Team
- Book Week
- Marist Olympic Reading Challenge
- Choir
- Band
- Mission Day
- Grandparents' and Godparents' Day
- Chess Club
- Card Club
- Coding Club
- Japanese Club
- Lego Club
- Sorry Day
- Reconciliation Week
- Robotics
- Rostrum Public Speaking
- Da Vinci Decathlon
- Tournament of the Minds
- NAIDOC week
- Mini Vinnies
- MAPS Lenten Appeal
- NAP Science
- UC Mathematics Competition
- ICAS Science Competition
- ICAS Spelling Competition

- ICAS English Competition
- ICAS Mathematics Competition
- World Education Games
- Sacramental Programs

## Performing Arts

- College Drama Production - *The Addams Family*
- Dance Festival
- College Band
- Jazz Band
- Concert Bands
- Guitar Ensembles
- Woodwind Ensemble
- Orchestra
- Choir
- Instrument tuition
- Canberra Area Theatre Awards (CAT Awards)
- ACTCent Concert
- ACT School Band Festival
- Come Alive Festival
- Class Clowns Comedy Festival

## Faith Formation

- Year 10 Service Day
- Marist Justice and Solidarity
- Service Expo
- Marist Youth Ministry

- Way of the Cross
- CSYMA National Student Conference
- Marist Mentoring Program
- Senior Vinnies
- Junior Vinnies
- Community Meals
- Night Patrol
- Champagnat Day Community Service
- Ministers of Communion and Altar Service
- Stewardship Group
- Earth Hour
- Student 2 Student Reading Program
- MATES Awards
- ENGAGE Sports
- OFFCuts
- Canberra Marists
- Junior School Leadership
- Cooee Project

## International

- Cambodia Immersion
- Sri Lanka Immersion
- Wadeye Immersion
- Japan Study Tour
- UK Football Tour
- New Zealand Rugby Tour
- Rugby and Language Exchanges



# Co-Curriculum

## 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
- Marist College Canberra Careers Expo
- Defence Force Technical Scholarships
- Bar Courses
- 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

## Indigenous Cultural Awareness

- Sorry Day
- Reconciliation Week
- NAIDOC Week

## Enrichment Groups, Activities and Programs

- Youth Forum
- Art Exhibition
- German Club

- Latin Club
- Japanese Club
- Languages Olympiad (OzCLO)
- Simpson Prize
- ACT STEM Competition
- Science Club
- National Science Youth Forum
- ICAS Science Competition
- Rio Tinto Big Science Competition
- Australian National Chemistry Quiz
- National Science Olympiad Qualifying Examination
- Titration
- Intellectual Discussion Forum
- Australian Brain Bee Challenge
- Mathematics Competition
- AV Group
- A Solitary Idea - Literacy Magazine
- Omega - Student Yearbook
- M Magazine - Student Magazine
- Readers' Café
- Marist Oratory Competition
- Assignment Support
- Mathematics Tutorials
- Science Tutorials
- Debating
- Gifted and Talented Student Conference
- Da Vinci Decathlon
- Duke of Edinburgh Award Scheme
- Chess Club

- Coffee Club
- Road Ready
- Carbon Dioxide Dragster Club
- 'Of Dice and Men' Games Club

## Sport

Staff, Old Boys and parents supported an extensive range of sport that was offered to boys attending the College in 2018. These sports were:

- Athletics
- Australian Football
- Basketball
- Cricket
- Cross Country
- Football
- Hockey
- Judo
- Mountain Biking
- Rowing
- Rugby
- Sailing
- Snow Sports
- Swimming
- Weights Room
- The Junior and Senior School campuses participated in carnivals for Swimming, Cross Country and Athletics.



# Outdoor Education

Education in an outdoor setting and living in community are integral aspects of a Marist education.

Many courses across a variety of year levels and subject areas require students to work on projects outside in the school grounds, amongst the community in surrounding areas or within environmental reserves and national parks.

Multi-day programs are embedded within the curriculum in Years 4, 5, 6, 8, 9 and 10.

In 2018 these included:

- Year 4 Camp at Mittagong
- Year 5 Camp at Jindabyne
- Year 6 Camp at Narrabeen
- Year 8 Camp in Murramarang National Park
- Year 9 Footsteps Bungarra Challenge, Middle Earth City
- Year 10 Trek in the Byadbo Wilderness Area of Kosciuszko National Park

In addition to this, the Outdoor Education program was complemented by a number of co-curricular activities. These included the Duke of Edinburgh Award Scheme, Mountain Biking and Snow Sports.



# Service

Service is an important part of the College expectations for all students. The information below provides a profile of the time and financial donations made to local community and international recipients. Measurement of donations made for some appeals such as the St Vincent de Paul Winter Appeal and Christmas Appeal for food and gifts has not been measured.

## Money Raised in 2018

Appeal	Amount Raised (\$)
MSol Lenten Appeal	16,835
Justice & Solidarity	462
House Charities	3,708
Sri Lankan Immersion	3,599
St Vincent de Paul Society	5,277
Wadeye Immersion	4,107
Cambodia Immersion	4,320
Br Mark May Bursary Fund (Walkathon funds)	60,000
Community Meals (Walkathon funds)	10,000
Lifeline	5,000
Stella Bella Little Stars Foundation	5,000
Orange Sky Laundry	5,000
Every Chance to Play	5,000
<b>Total</b>	<b>\$128,308</b>

## Number of Hours Volunteered

Activity	Hours Volunteered (2018)
Service within Marist community	8,974
Service beyond Marist community	11,625
<b>Total Hours</b>	<b>20,599</b>

## MATES Awards conferred

	Bronze	Silver	Gold	Platinum	Total College Hours of Student Service
<b>2018</b>	180	113	61	30	20,599

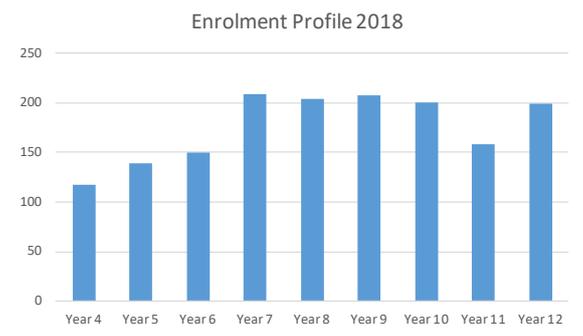
*NB A number of these donations are eligible for 'dollar for dollar' matching by the Government.*



# Enrolment

## ENROLMENT PROFILE

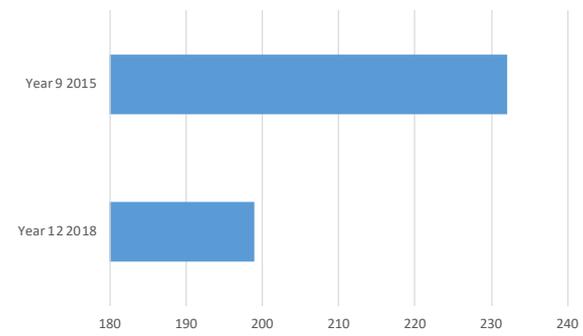
1586 boys were enrolled at the College in 2018. The enrolment in each year group is illustrated below.



## STUDENT RETENTION

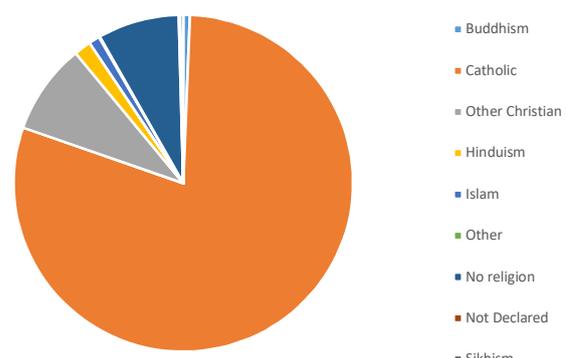
Year 9 2014: 232

Year 12 2018: 199



## RELIGIOUS AFFILIATION

Student Religious Affiliation 2018

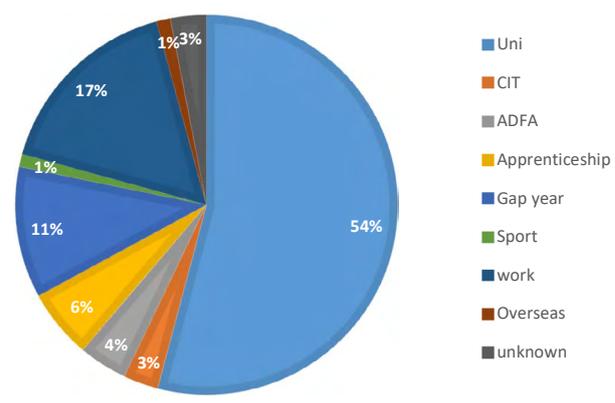


## CHARACTERISTICS OF THE STUDENT BODY

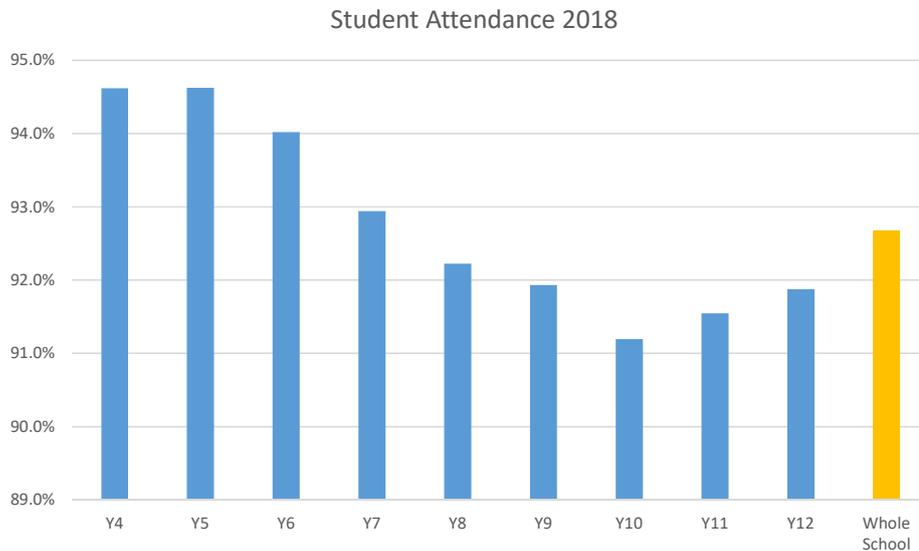
- All male
- Non-selective
- Catholic 80%
- Ages 8-18
- Indigenous 1%
- Major feeder areas - Woden, Tuggeranong and Weston Creek, plus enrolments from other ACT and NSW areas

## POST-SCHOOL DESTINATIONS 2018

Information from graduating students contributes to the graph below which illustrates as accurately as possible their intended post school destinations in December 2018.



# Attendance



***The student attendance rate for 2018 was 93%.***

## ATTENDANCE MANAGEMENT

The wellbeing 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 Canberra, 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, the 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 a 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 contact 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 or email 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.
- All communication relating to absences is collected each semester and archived.

#### 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 three 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 Head of Senior School/Deputy Headmaster.

### JUNIOR SCHOOL PROCEDURES

#### Recording student absences

Student attendance is marked electronically twice daily by classroom teachers.

Absence notes are collected and checked once a term by the Assistant Head of Junior School and archived.

# Community

The Marist College Development Office works with the Marist College Canberra Foundation Limited to foster relationships with friends of Marist and to raise funds for targeted projects. The current focus is to raise funds for the Br Mark May Bursary Fund which provides bursaries of 50% of school fees to financially disadvantaged boys. 2018 was another successful year for the Development Office and Foundation both from a fundraising perspective and community building standpoint.

## **50th Jubilee Year Foundation Golf Day ~ Monday 9 April 2018**

Our 50th Jubilee Year Foundation Golf Day was held for the second consecutive year at The Royal Canberra Golf Club and welcomed 100 players and a large number of sponsors on a fresh, crisp morning. Newly appointed Headmaster, Matthew Hutchison, welcomed guests acknowledging our 50th Jubilee Year celebrations followed by a presentation by John Gillespie, Foundation Chair. The day was very well supported by members of the Marist community, suppliers, Old Boys, staff and loyal supporters of the College and Foundation. We are deeply grateful for their loyal support, participation and sponsorship on the day to help raise funds for the Br Mark May Bursary Fund.

## **50th Jubilee Year Blue & Blue Dinner ~ Friday 25 May 2018**

Marist College Canberra Foundation hosted our 50th Jubilee Year Black Tie Blue and Blue Dinner at the AIS Arena this year to accommodate a larger attendance. We welcomed 600 past and current parents, past and current staff as well as many Old Boys and friends of Marist. The AIS Arena was magically transformed by Show Pony Events and PinkFrosting kindly donated personalised 50th Jubilee Year chocolates for each guest. This year, the focus was on guests enjoying their celebratory dinner with an evening of dining, wining, dancing, socialising, memorable speeches and celebrating all that makes Marist such a special part of our lives. Fundraising was put aside this year and will resume in 2019. A range of 50th Jubilee memorabilia were available for purchase and embraced enthusiastically by many. The event was significant for many guests who have since left Marist and yet readily travelled from far and wide to join in the celebrations.



## **50th Jubilee Year Marist Mothers' and Grandmothers' Afternoon Tea ~ Friday 17 August 2018**

The 50th Jubilee Year Marist Mothers' and Grandmothers' Afternoon Tea welcomed an even greater number of guests this year with 180 current and past Marist mothers, grandmothers, aunts, godmothers, sisters and staff to afternoon tea in the Junior School Hall to raise funds and awareness for the Br Mark May Bursary Fund. Guests were treated to a wonderful array of handmade delicacies prepared and served by our Year 12 Hospitality students. Guest speaker Denise Hodge, a highly respected Marist educator of 27 years and past parent, spoke about her Marist experiences, highlights and memories. Thank you to: Show Pony Events, Canberra Rex Hotel and Serviced Apartments, Hotel Realm Canberra, McGlades Jewellers, Capital Travel Manuka, Matriarch Hair Studio, Flowers on Flemington, and PinkFrosting.

## **50th Jubilee Year College Walkathon ~ Wednesday 22 August 2018**

The 50th Jubilee Year College annual Walkathon was held for the fourth consecutive year on Mt Taylor with the BBQ and entertainment hosted in the Junior School grounds. The College is very fortunate to have strong support of new and current parent volunteers each year who take active roles with cooking and serving 3,000 sausage sandwiches, securing sponsorship, prizes and helping to collect pledge money. Two loyal local businesses, Goodberry's and Our Dream Mobile Café, generously donated proceeds from their sales on the day towards our fund raising efforts. Thank you to all involved in making this such a successful day for our boys. We continue to be grateful for the high spirit of giving and sharing amongst the Marist community.

## **50th Jubilee Year 12 Formal ~ Friday 21 September 2018**

The 50th Jubilee Year 12 Formal was moved from the Rex Hotel to the Hotel Realm this year due to the larger year cohort. We welcomed close to 400 guests (students, their guests and staff) to the National Ballroom. This event is often acknowledged as being a highlight of their Year 12 experiences.

## **50th Jubilee Year Foundation Cocktail Party ~ Thursday 1 November 2018**

Matthew Hutchison, Headmaster and John Gillespie, Chair, Marist College Canberra Foundation welcomed approximately 100 guests including loyal donors, current and past families and staff to the Cocktail Party in the Senior Pavilion. The Ruiz Group generously sponsored the event this year. A total of 90 bottles of wine for the ever popular Wine Lucky Dip were donated by GET Wines Direct, Liesl Centenera, David Smith, Liesl O'Meara, Andrew McCrossin, AMC Training Centre and Boyd Services. Guests were entertained by three current Marist staff who performed instrumental renditions of a range of popular music. Swirl Catering catered and served canapés thoroughly spoiling our guests. Many guests also generously donated to the Br Mark May Bursary Fund on the night. Show Pony Events once again showcased their elegance and styling to match the event.

## **50th Jubilee Year 12 Graduation Dinner ~ Tuesday 4 December 2018**

This year's Year 12 Graduation Dinner was held at the AIS Arena for the fourth consecutive year and attended by approximately 550 guests (including Year 12 students, their parents and staff). The formal and ceremonial evening welcomed each student to the stage to be presented in their Houses by the Headmaster with a Year 12 Graduation folder, certificates and relevant awards or trophies. Throughout the night, guests enjoyed a three course meal and finished the evening with an emotional Mother/Son waltz, followed by a moving rendition of *Great Man of God*. Our Year 12 parents departed the venue feeling proud of their sons and their association with the College.

# School Income 2018

<b>Fees and Levies paid by parents</b>	\$ 14,252,522
<b>Federal Government Grants</b>	
<i>Recurrent</i>	\$ 13,245,613
<i>Interest Subsidy</i>	\$ 32,043
<i>Special Programs</i>	\$ 16,650
<b>Federal Government Capital Grants</b>	-
<b>ACT Government Capital Grants</b>	-
<b>Donations</b>	
<i>Building Fund - Principal</i>	\$ 246,500
<b>Investment Income</b>	\$ 95,174
<b>Other Income</b>	\$ 1,109,734
<b>Total</b>	<b>\$ 32,978,704</b>



