Principal’s Report

Introduction

During 2012 Marymount has experienced many highlights as we have continued to live our core purpose of being ‘a place of belonging’ committed to developing young women of hope who will continue to nurture their hearts and minds in the Catholic tradition and will be agents of justice grounded in stewardship, hospitality, compassion and reconciliation.

The publication of our College’s Annual Report is a significant occasion attesting as it does to the life of the College during 2012 and providing an opportunity to reflect on the achievements of the year. Along with the 2012 College Magazine, this Report covers the major achievements of the 2012 College year.

In the Catholic Education SA Strategic Plan the Vision for Catholic Schools states: “We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school and in partnership with families, each of us discovers the love of God which is revealed in Christ, proclaimed by the Church and lived by all people of good will”

Parents, students and staff are at the heart of Marymount College. What is modelled and taught at school and home makes a difference to the girls’ wellbeing, material and spiritual needs now and into the future. The ministry of hope that is education is about providing relevant and authentic opportunities for our students and this Annual Report is a testament to the vast array of offerings available to the girls at Marymount as a sample of the many achievements are highlighted.

College Profile

Marymount College is an all girls’ Middle School (Years 6 – 9) located in the Adelaide Archdiocese near Adelaide’s main beaches in the suburb of Hove. Students are primarily drawn from the South West Region suburbs. The College is part of an integrated system of Catholic schools serving the South West Region of Adelaide. Marymount College lives out its Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict and as such is grounded in the values of compassion, stewardship and hospitality. Marymount College provides a relevant, rich and engaging learning
environment preparing girls for today and the future. The college enjoys a positive profile in the community due to its reputation for excellence in teaching and learning and its close involvement in the local community. The Marymount College SES score is 104.

**Student Profile**

The following information describes our student body totalling students in 2012:

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Indigenous Students</th>
<th>Students from families with background in Languages other than English</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>116</td>
<td>152</td>
<td>139</td>
<td>3</td>
<td>32</td>
</tr>
</tbody>
</table>

98% of our students continued on to Sacred Heart College Senior School. The remaining 2% moved interstate, enrolled at one of the all-girls Catholic School in the city, or attended another local government school.

**Student Attendance**

The average student attendance rate for the school during 2012 was 93.12%. School attendance rates by year group are shown in the following table:

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.79%</td>
<td>91.94%</td>
<td>91.33%</td>
<td>94.42%</td>
</tr>
</tbody>
</table>

Parents are required to provide a written explanation any student absences, as well as having the opportunity to contact the school office by phone. There are well-established school practices in place that require staff to follow up any un-explained absences. Each year a number of our students travel interstate and overseas for extended periods of time to visit relatives.

**Student Backgrounds**

The following information describes the cultural background of our student body totalling 510 students in 2012:

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>87.242</td>
</tr>
<tr>
<td>Cambodia</td>
<td>0.197</td>
</tr>
<tr>
<td>China</td>
<td>0.197</td>
</tr>
<tr>
<td>England</td>
<td>4.902</td>
</tr>
<tr>
<td>Germany</td>
<td>0.197</td>
</tr>
<tr>
<td>Greece</td>
<td>0.197</td>
</tr>
<tr>
<td>Holland</td>
<td>0.197</td>
</tr>
<tr>
<td>Italy</td>
<td>0.393</td>
</tr>
<tr>
<td>Japan</td>
<td>0.393</td>
</tr>
<tr>
<td>Korea (rep of)</td>
<td>0.197</td>
</tr>
<tr>
<td>Lebanon</td>
<td>0.197</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>0.197</td>
</tr>
<tr>
<td>Other-European</td>
<td>0.197</td>
</tr>
<tr>
<td>Philippines</td>
<td>1.175</td>
</tr>
<tr>
<td>Poland</td>
<td>0.197</td>
</tr>
<tr>
<td>Portugal</td>
<td>0.197</td>
</tr>
<tr>
<td>Russian</td>
<td>0.197</td>
</tr>
<tr>
<td>Scotland</td>
<td>0.587</td>
</tr>
<tr>
<td>South Africa</td>
<td>0.587</td>
</tr>
<tr>
<td>Spain</td>
<td>0.197</td>
</tr>
<tr>
<td>Sudan</td>
<td>0.197</td>
</tr>
<tr>
<td>United kingdom</td>
<td>0.197</td>
</tr>
<tr>
<td>Vietnam</td>
<td>0.197</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>0.197</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Staff Profile**

Our staff consisted of:

- Teaching staff: 40 teachers making up 32.8 f.t.e.
- ESO staff: 19 ESOs making up 15 f.t.e.
Teacher Attendance and Retention Rates
The average teacher attendance rate during 2012 was 93.5%. This figure does not include teachers on planned long service leave.

The teacher retention rate from 2011 to 2012 was 90%

Professional Learning
All staff have engaged in professional learning throughout the year. Much of this learning has been completed on pupil free days, however, there are times when teachers are absent from the classroom to engage in professional learning. During 2012 the average professional learning per teacher was $594, and for ESOs $46 per staff member. The 2010 EA required teachers to complete 7.5 hours of professional learning in their own personal time.

The major professional learning initiatives engaged in were:
- RE and Spirituality
- Development of Curriculum Learning Areas
- Wellbeing through the Kids Matter and Mind Matters initiatives
- Preparation for the introduction of the Australian Curriculum and implementation of the first four core areas: English, Mathematics, Science and History.

All staff at Marymount College are appropriately qualified, many of them being equipped with post-graduate qualifications. Several staff are currently studying the Graduate Certificate in Catholic Education and/or their Masters in Education.

<table>
<thead>
<tr>
<th>3</th>
<th>Masters degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Bachelor Degrees</td>
</tr>
<tr>
<td>6</td>
<td>Graduate Diplomas in Religious Education</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Diplomas of Education</td>
</tr>
<tr>
<td>5</td>
<td>Other Graduate Diplomas</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Certificates in Education</td>
</tr>
<tr>
<td>12</td>
<td>Diplomas of Teaching</td>
</tr>
<tr>
<td>4</td>
<td>Other Diplomas</td>
</tr>
</tbody>
</table>

In 2013 we will continue to encourage staff to engage in Professional Learning. Each staff member is now required to submit a personal learning plan for each year.

Spiritual Wellbeing
The College Leadership Team and the staff have continued their outstanding ministry within the college, ably supported by: the College Chaplain, Carmel Briggs, Julie Thomas the liturgical music and sacramental coordinator; the local Brighton Parish: Monsignor Rob Egar and Fr George Nader who provided outstanding ministry within the liturgical and spiritual life of Marymount College. Their friendship and support enable us to build a vibrant faith community for our students.

In 2012 the Marymount College overarching focus for the Religious Dimension throughout the school was HOSPITALITY: “Give me a heart ever open to welcome my neighbour”.

This has underpinned the liturgical cycle and all of our major celebrations throughout the year showing this Good Samaritan value.

The Benedictine focus informs us to look for God’s spirit in people no matter where they live or how they look, what they have done; we need to provide opportunities for ourselves and students and outreach wherever we can.
The challenge for us in 2012 was to develop the understanding of hospitality, by modelling and in opportunities and experiences we provide, making connections globally, locally and within our community.

The Marymount students have engaged in hospitality through the Social Justice Group, reconciliation and sustainability action groups, year level and base group learning. They have been thinking about what could be done to make a difference in our world and in other people’s lives, responding to each other and the needs outside our community.

The MLG, staff and other student groups have shown hospitality through social justice, raised awareness and money by promoting, communicating and organising events for Project Compassion, Catherine House, Louise Place, Sunrise village, Sen Sekun, Kiribati, 40 Hour Famine and more. They creatively came up with great ideas to connect with students within and beyond our community, pursued the ideas and put them into action, being respectful and mindful of dignity of all. The Social Justice group made and sold cupcakes so they could make up pamper packs for Catherine House. Year 9 students served high tea; the musicians providing entertainment for Brighton Parishioners and local businesses; staff and students connected with Minda to conduct liturgies and plant trees. Staff have also gardened for the community centre, become a Marymount blood donor group and visited our neighbours with chocolates. As a whole school we went to the beach to incorporate the Hutt Street ‘Walk A Mile in My Boots’ event to raise awareness for those less fortunate than ourselves and raise money for Catholic Charities.

All members of our community participated lived faith experiences through their involvement in daily prayer, meditation and Liturgies for the Opening of the School Year Mass, Ash Wednesday, Holy Week, Reconciliation Week, the Feast of the Assumption, Mary’s Feast Day, Remembrance Day, the Good Samaritan Mass and the Year 9 Graduation Mass.

The death and resurrection of Jesus is a major significant liturgical event of our Catholic faith. On Good Friday students re-enacted the Stations of the Cross at SHCS as a community contribution to Brighton Parish and a group of students sang on Good Friday at Hallett Cove. Students from each base group also represented this through art work, which is displayed in the school stair well. All of these engagements highlight our ability to connect with our sacred world, by building relationship within our Parish and live our lives through experiences of God.

We continue to use Crossways and Made in the Image of God programs to develop religious education programs and appreciate the support of parents on focus groups associated with these programs. We had staff formation for Year 8 staff and retreat program for year 9 students.

Throughout the year we have liturgically celebrated in daily prayer, meditation, Stations of the Cross re-enactment and art work, reconciliation week and Mary’s feast day celebrations. We held our annual One Earth day connecting our sacred world by combining the referencing of On Holy Ground with sustainability initiatives. Prayer was prepared and led by students in the spirituality group.

The Year 6’s and 7’s explored the Bishop’s mandate of praying the Angelus. These classes prayed on Wed and Thurs at 1pm just before lunch.

During the year several girls were given the opportunity to celebrate the Sacraments of Baptism, Eucharist and Confirmation. A commitment of continual spiritual development for candidates and their families, building relationships with and living our lives through God.

Marymount College has had the opportunity to be a part of the National Enhancing Catholic School Identity Project. Through the gathering of information from our community, being provided with literature to reference and having regular seminar conferences with Prof Didier Pollefeyt in Belgium, we have had access to current thinking and insight that has enabled huge learning and growth.

Part of this process was having international research to help identify the ideals we can work towards. Already we have begun to embed this into professional learning and discussions within our community. Research has indicated the importance of staff formation which we have begun work on. Also, engaging parents in an art project has enabled parents to explore the ideas about Marymount’s
identity and how we may be able to express this in a way that is authentic to our Catholic tradition but also connects with the lives and context of us all, here and now at Marymount College.

The final report has been given to us and the findings will be invaluable to allow us to have a greater understanding of staff, parents and students. With clear explicit planning, productive dialogue and formation opportunities, as a community we can build upon strengths, explore critical questions and potential challenges and plan our future direction, with exciting possibilities and interest already emerging.

**Learning Links**

In 2012, we saw the name of the Learning Support at Marymount, change to Learning Links. This name change reflects more aptly our beliefs about student learning at Marymount. We seek to make links between student skill level, areas of interest and prior understandings. As students engage in different tasks and experiences, they too make their own links with their learning.

The Learning Links team also established a Homework Club once a week after school. This will continue in 2013 and is by invitation to students who are eligible for support from the Learning Links program.

Towards the end of 2012, the Learning Links Coordinator and Deputy Principal worked extensively with school staff and outside agencies to prepare for the enrolment at Marymount of some students with additional needs.

**Professional Teaching Practice- Pre-service Teachers**

At Marymount we continue to develop our partnership with the universities in supporting the pre-service teachers. Last year our staff worked with and mentored 2 students from Flinders University and 1 student from Uni SA.

**Wellbeing**

Through our case management process at Marymount we work with students and their families who may be considered to be ‘at risk’. In 2012, we continued to work collaboratively with outside agencies such as Families SA, Raw Energy, CAMHS and private psychologists to support the mental health and wellbeing of some of our students. In addition to this the school counsellors and some of the leadership team also attended a professional learning session through KidsMatter that focused on supporting students with high mental health care needs.

As a school we were fortunate to receive a grant in 2012 through Drug Education. This grant enabled us to employ an additional school counsellor in Term 4. The counsellor worked with an identified group of some Year 8 and 9 students. This project aimed to develop good mental health and wellbeing for these students who were considered ‘at risk’, and in particular for those girls who were living in complex family situations.

In 2012, Marymount College was recognised as a MindMatters school. This is an annual national event that acknowledges schools who are working in focused and strategic ways to improve student mental health. We were one of 13 schools nationally to receive this award and were presented with this in Canberra. Two students from our Youth Empowerment group- Yep we can, accompanied the Deputy Principal to Canberra to receive this.

As a school we continued our work in student mental health and wellbeing through Marymount Matters; incorporating MindMatters, KidsMatter and our own wellbeing initiatives. Each year level
completed the mapping of those areas of the curriculum where the teaching and learning of the social emotional competencies occurs. We now have this mapped across our whole school.

The Yep- we can group comprised of 3 Year 9 students who were passionate about leading mental health and wellbeing at Marymount. In 2012, this group developed their logo and vision statement and ensured there would be a new group of students to sustain their work when they left Marymount. These girls initiated the ‘chill out ‘zone. This is an area that is available to students at lunch time once a week if they would like a quiet place to be. We also saw an increase in the use of meditation across the school.

Staff wellbeing is always important and during Term 3 staff spent half a day working in teams, participating in a range of activities at school that linked with school values, collaboration and risk taking.

**Learning**

<table>
<thead>
<tr>
<th>Year level</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>7</td>
<td>551</td>
<td>532</td>
<td>545</td>
<td>556</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>537</td>
<td>549</td>
<td>537</td>
<td>538</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>567</td>
<td>565</td>
<td>558</td>
<td>545</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>568</td>
<td>557</td>
<td>545</td>
<td>558</td>
</tr>
<tr>
<td>2012</td>
<td>9</td>
<td>594</td>
<td>610</td>
<td>591</td>
<td>589</td>
</tr>
<tr>
<td>2011</td>
<td>9</td>
<td>602</td>
<td>614</td>
<td>595</td>
<td>598</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>598</td>
<td>603</td>
<td>588</td>
<td>597</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>609</td>
<td>621</td>
<td>599</td>
<td>599</td>
</tr>
</tbody>
</table>

**Extra-Curricular Activities**

**Activities Week**

The students experienced a fantastic week participating in a range of activities. Such a week could not take place without the commitment and support of staff and parent volunteers.

**Extra-Curricular Activities offered**

<table>
<thead>
<tr>
<th>Sports</th>
<th>Cultural/Other</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Debating</td>
<td>Choir</td>
</tr>
<tr>
<td>Australian Rules Football</td>
<td>Sustainability Action Group</td>
<td>Concert Band</td>
</tr>
<tr>
<td>Badminton</td>
<td>Social Justice Group</td>
<td>Dolce</td>
</tr>
<tr>
<td>Basketball</td>
<td>Tournament of the Minds</td>
<td>Festival Choir</td>
</tr>
<tr>
<td>Cricket</td>
<td>Youth Empowerment</td>
<td>Rock Band</td>
</tr>
<tr>
<td>Cross Country</td>
<td>ICAS Competitions</td>
<td>Stage Band</td>
</tr>
<tr>
<td>Hockey</td>
<td></td>
<td>Percussion Ensemble</td>
</tr>
<tr>
<td>Lacrosse</td>
<td></td>
<td>String Ensemble</td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedal Prix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch Football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community Participation**

**Awards**

At the recent KESAB 2012 Sustainable Communities and Sustainable Cities Awards, combined with the Water for Good Excellence Awards and NRM Education Awards, Marymount College were thrilled to receive the following awards:

- NRM Education for Sustainability Award - Winning School for Adelaide Mt Lofty Ranges Central Region and NRM Education for Sustainability Award - Overall State Winner for South Australia

Marymount College Sustainability Action Group became a finalist in the 2012 Community Achievement Awards.

**Grow a Great School Funding & SA Urban Forests Million Trees Grant**

With our grant of $1,000 from the Department of Environment and Natural Resources, the Year 8 classes planted out the Year 8 Biodiversity Garden on Wednesday, 13 June.

Leading up to this day, 8 Topaz and 8 Amber students designed and laid a path in the garden linking it with their maths curriculum.

A representative from The Department of Environment and Natural Resources assisted students with the planting and has been a great resource in planning the garden space with Ms Alice Gill. It was great to see the collaboration and enjoyment amongst the students, teachers and the Dept. of Environment Representative on this day.

The new garden space is on the southern boundary of the College. The garden has been planted using tube stock from Greening Australia which will grow quickly, filling in the space and will look beautiful. Habitat materials will be incorporated into the garden in the future. The Year 8 students will be looking after and maintaining this garden space.

Thank you to the following members of our community for being involved in this project:

- **Catherine Mossop** and the Department of Environment and Natural Resources for providing the grant funding and very beneficial planning and planting advice and assistance.
- **Paul Sayers** for preparing the garden bed for planting out. Paul is the father of Lucy and Sophie and has kindly removed the lawn and donated his time and bobcat/tipper hire and dumping fees.
- **Railways at Reynella** who generously supplied the Jeffries Recover Mulch for our rear garden.
**Greening our Community Grant from the City of Holdfast Bay**

With our grant of $2,500 from the City of Holdfast Bay, (matched with $2,500 of College funds) the Year 7 classes planted out the Year 7 Garden during the first week of term 3. The funding has also been used for habitat materials and educational resources.

The new garden space is on the northern end of the Resource Centre, it looks fantastic! The garden is very popular with students, staff and community members for learning and gathering. The Year 7 students will be looking after and maintaining this garden space. Thank you to the following members of our community for being involved in this project:

The City of Holdfast Bay for providing the grant funding, loaning gardening equipment to us for planting day and donating water crystals.

Monina Gilbey (Green Gecko Studios) and Shani Wood (City of Holdfast Bay) for providing us with very beneficial planning & planting advice and assistance on this project.

Paul Sayers for landscaping and preparing the garden bed for planting out.

**Christmas Outreach**

As part of our social justice focus, we would like to help people in our community who may need support, which Marymount would very much like to be a part of. Each Year Level supports a different community group.

**Year 6**  Hutt St  
**Year 7**  St Vincent De Paul  
**Year 8**  Fred’s Van  
**Year 9**  St Vincent De Paul-teenage girls  
**Staff**  Catherine House

In this 2012 year of hospitality “Give me a heart ever open to welcome my neighbour” students, parents and staff have supported over 40 forms of outreach, this certainly is worth recognising, acknowledging and celebrating.

**Marymount Outreach**

Year 6 - Garden produce sales to community/families; Gardening at Minda; Hutt St, Christmas Outreach.

Year 7 - Correspondence to Afghanistan - In the Anzac Spirit, support letters to Brad Spiel on deployment in Afghanistan. A gift of dried fruits also posted; Gardening at Minda; St Vincent De Paul, Christmas Outreach.

Year 8 - Birthing kits - 400 sponsored by the Marion Rotary Club and Yr8 girls - $1200. Destination still to be advised; Christmas lunch - prepared by Yr8 Gems alongside the St Ann’s Students to celebrate their many years of using Marymount facilities. A take away gift of snowballs; Fred’s Van, Christmas Outreach; Cooking for Fred’s Van.

Year 9 - High Teas for Local Businesses; Residents of Townsend Retirement Village & Brighton Parish; Cooking for Fred’s Van; St Vincent De Paul-teenage girls, Christmas Outreach.

Music Performances - Rock Band at Christ the King, Stella Maris and St Teresa’s fete; String Ensemble at Stella Maris fete; Concert Band for St Ann’s Parish Community; Concert Band Primary School Tour, 3x Catholic Primary Schools (Feeder schools as well – great PR!); Dolci Ensemble at Catholic Schools Principals’ Dinner; Vocal Ensemble at the Autism SA 2013 Asia-Pacific Conference launch.

Staff - Gardening for Community Centre; Neighbour visits with chocolates; Neighbours morning tea; Blood donations; Cooking for Fred’s Van; Catherine House, Christm.as Outreach; Brighton Parish Liturgies at Minda; Cancer Council morning tea.

Hiring Facilities - City of Holdfast Bay for cooking and nutrition course for community; Baskteball SA,
Woods Panthers Netball Club, Rhythmic Gymnastics, Trinity Bay Church, St Theresa’s School for soccer, St Joseph’s Netball Club, Warradale Cricket Club, Girls Night In Cancer fundraiser, Stella Maris Quiz night, Can do for Kids – use of oval for car parking for fete; Parent Engagement Group/Quiz night.

Whole School Community - Fred’s Van - Personal packs collated and gift wrapped for disadvantaged young adults. These gifts will be distributed by the volunteers from Fred’s Van; Project Compassion; Sen Sukon; Walk a mile in my boots - Hutt St; Kiribati; New YEP group made welcome bags for new Yr8’s on orientation day; Orientation Day/Welcome night; Catholic Identity Art Project; Social justice group cupcake making and selling for Catherine House.

**STAFF**

We will welcome back the following permanent staff to our community in 2013: Kylie Harvey, Liz Stewart, and Matt Richards. We wish to thank the following staff members who left at the end of 2012, for their outstanding contributions to the College: Gunther Stopa, Robert Miller, Diane Stanborough and Caitlin Nicolle. We wish Maria Formichella and Susan Hammer-Irving all the best as they undertake leave during 2013 and Mary Camilleri all the best whilst she is on secondment to the Catholic Education Office. We will welcome Jill Conole who will be acting Principal during this time.

**LEADERSHIP AND MANAGEMENT**

Enrolments at Marymount College remained consistent during 2012. Finances were carefully managed during 2012 to allow for the recent building program and early repayment of 2 of the College loans, to reduce future interest costs. This action should improve our financial position in 2013 and onwards. The Finance Committee and College Board members, and in particular Ken Hedley, are to be commended on their support and excellent management of College resources.

**SCHOOL INCOME**

Broken down by funding source:

- School fee income.................................................$2,381,404
- Other/Private income .............................................$ 370,213
- State Government Recurrent Grant .........................$ 753,199
- State Government Additional Grants .......................$ 23,150
- Australian Government Recurrent Grant ....................$2,734,751
- **Total Recurrent Income..................................$6,262,717**

- Capital fee Income .................................................$157,540
- Australian Government Capital Grants.................$ 16,258
- Other Capital income .............................................$ 25,000
- **Total Capital Income.....................................$198,798**

**SCHOOL FACILITIES**

The major achievement of the 2012 school year in relation to building and maintenance was the completion of the Polding building canopy/under cover walkway between the Adamson building and Polding Centre. Our appreciation goes to the Australian government for their contribution through the BER project. Other major school improvements in 2012 included the purchase of the two transportable buildings for After school sport and Counselling/Student Wellbeing, external painting of the Adamson building and the purchase of 20 WACO tablets for multi-media.

The Digital Education Revolution (DER) continued to contribute to teaching and learning at Marymount through the expansion of our laptop network under the National Secondary School Computer Fund program. The funding helped to provide new computers and other ICT equipment for...
our students, as well as providing the infrastructure to support the installation and maintenance of additional ICT. Our appreciation goes to the Australian Government for this program support, which is now completed.

Marymount received the following grants during 2012 to enhance our garden/outdoor learning spaces: Greening our community Grant from the City of Holdfast Bay for $2,500 matched with $2,500 from the College. This grant was used to redevelop the area at the northern end of the resource centre for a year 7 outdoor learning space, habitat materials and for educational resources.

Grow a great school funding/SA Urban Forests Million Trees Grant for $1,000 from the Department of Environment and Natural Resources. This funding was used to plant out our year 8 outdoor learning space/garden at the rear of the College.
MARYMOUNT COLLEGE BOARD REPORT

It has been a pleasure to lead the Marymount College Board as Chairperson in 2012. It is a role that has enabled me to work with a dedicated group of parents, teachers and community members who make up the School Board. I thank the following members for their time, energy and commitment to ensuring the continuing development and improvement of Marymount College: Kenneth Hedley (Chair, Finance committee), Simon Corcoran, Lisa Cooper, Susan Steer, Marina Taliangis, Emily Petersen (Staff representative), Alison Boyce (Finance Officer and Mary Camilleri (Principal).

I thank Mary for her outstanding leadership of the school, ably supported by Leone Coorey (Deputy Principal), and acknowledge their role in leading the staff and College Board in working towards our vision of living out “our Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict, in a spirit of compassion, hospitality and stewardship, (where) each students is challenged to respond radically to the Gospel to critique and transform the world.”

Marymount College is unique in being a middle school for the education of girls and strives to be a place of belonging and to be committed to developing young women of hope who will continue to nurture their hearts and minds in the Catholic tradition and will be agents of justice grounded in stewardship, hospitality, compassion and reconciliation. This core purpose of our Marymount College is embedded in everything that our daughters encounter in their school life and I encourage you to reflect on this and be grateful for this enriching culture in which our daughters are being educated. We are blessed by the skills and dedication of the College’s wonderful staff and I thank them for the manner in which they continue to work in educating our daughters through the critical stages of middle schooling.

Parents, students and staff are the heart of Marymount College and I encourage you to continue to be engaged in your daughter’s education and to be involved in college life in whatever capacity you are able to. Research informs us that our children are more successful at school when we, as parents, are actively involved, and interested, in their education. A number of parents have become involved with the College this year for their first time through the Parent Engagement Grant from the Federal Government, which has involved parents in public artwork expressing the Catholic identity of the school. Both Mary and Christina Jonas, APRIM, have worked to support these parents. The class parent representatives have gained momentum this year with many parents involved in a variety of activities including picnics, dinners and the Quiz Night. These are just several examples of a myriad of opportunities for parents that exist and an indication of the commitment to working towards a vision of supporting, valuing and encouraging each members of the college community to participate fully in the life of the College.

A significant event for the school community this year was the retirement of Gunther Stopa, after a distinguished and dedicated career of over 40 years of teaching at Marymount College. A farewell celebration of Gunther’s career provided the staff and parents with an opportunity to acknowledge his outstanding contribution to the education of our daughters.

I wish you and your family all the very best for the coming year and look forward to working with you in the future.

Leanne Prior
Chair of the School Board
December 2012
Parent Representative Group Report

Twenty five parents have been involved in the position of Class Representative this year, with the aim of furthering our sense of community, improving communications and increasing parent participation and contributions to Marymount.

- This year parents have organised:
- Social events for each year level: Picnic, bowling, lawn bowls, dinner and drinks for parents, barbeque at parent teacher interviews and a quiz night.
- Parent information night: Addressing drugs and alcohol and your teenager
- Pastoral support to parents if required

Our enthusiastic parents have supported the school and created opportunities for fun, support and learning, to continue the development of a positive, welcoming Marymount Community.

Christina Jonas
College Contact Person
December 2012

MLG Reflection for 2012

2012 has been a year to remember. We have worked very hard with the MLG to achieve the goals we have set, in collaboration with others, to make the college a better place. The leaders have pushed each other to lead the college through embracing our Marymount charisms - Compassion, Stewardship, Reconciliation and this year our special focus, Hospitality. These leadership roles have challenged us and encouraged us to mature and grow into great young women.

We started the year putting our best foot forward. We learnt about leadership with Miss Petersen, Mrs Briggs, Ms Coorey and Mrs Camilleri on Formation Day. The day started with speed dating, which allowed us to get to know and understand each other. We created a fun atmosphere for all girls, by getting them to dress up in either blue for the girls and pink for the boys. We participated in other activities including meditation, learning about our roles and responsibilities, Mandala making and visualising ourselves in Jesus’ shoes. We closed the day by reflecting on what we had learnt and how we could demonstrate this throughout the year. The day was a success with all of us learning a little more about each other and the characteristics of an MLG member.

The MLG played a big role in preparing for our Swimming Carnival, Sports Day, Feast Day, Inter-House Competitions, Transition Day, Assemblies and numerous other activities. We, as the MLG, were responsible for organising and setting up activities and events, promoting house spirit and getting teams motivated and enthused for competitions. The MLG especially loved creating the Health Hustle for Swimming Carnival and Sports Day.

We also continued to support our chosen charities including Project Compassion, Catholic Charities, The Hutt Street Centre and the Sunrise Children’s Village where Sen Sokun, our sponsor child, resides. We raised money through a variety of activities, including ‘Walk a Mile in My Boots’, Coin Line, Class Donation Boxes, Cambodia Week, Marymount’s Got Talent and Mary’s Feast Days. Through supporting these charities, we have realised how fortunate we are and have a greater gratitude for all that is good in our lives.

We would like to acknowledge the efforts of the whole MLG team this year. We feel as though we have worked hard to be good role models for other students and are developing into independent young women. We have achieved all our goals and are proud of the way our college has been shaped by the MLG.

Next year, we would like to see the Student Leadership Forums, which have a relevant whole school focus topic, continue to occur. The forums gave all classes an insight into the policies and procedures here at Marymount and allowed us to feel like we have input into these and gave us a strong student voice, which led to positive changes throughout the Marymount community. The Harassment and Bullying forum, where we reviewed the current policy and gave input of relevant information and ideas to be included when it is rewritten soon, was extremely successful. MLG’s use of new ICT programs ensured the forum was engaging for all participants. We are proud of the contributions and efforts from the entire college and thank them for making it such a huge accomplishment.
As leaders we have enjoyed leading our school through assemblies and prayers. We always remember to acknowledge the Kaurna people of the Adelaide Plains at these gatherings. To value this we have lit the Reconciliation candle at every assembly this year and wish to see this continue as a future tradition. This recognises the importance and significance of our Australian Indigenous culture and the path we as Marymount and Australian citizens have taken towards reconciliation.

Coming to the end of the year it has been a fantastic 2012. Our roles have challenged us to be more. Our slogan for the year was ‘give us a heart ever open to welcome my neighbour’, and we feel that through our demonstration of hospitality we fulfilled the 2012 Marymount slogan. Leaving Marymount will be sad as it will be hard to forget. The friendships we’ve made, the challenges we’ve faced and the women we’ve become are all thanks to Marymount.

The 19 members of the MLG have become really strong, reliable leaders. We have developed all our leadership qualities, especially empathy, tolerance, acceptance, teamwork, sharing, delegation and consideration. We have developed strong relationships with each other and become a united, cooperative and effective team. We wish the 2013 MLG all the best.

Marymount this year has had an extremely successful year and in saying this we have not only improved on the sports field, stage, debating rooms and in the classroom, we have completed the year on a high in all areas. Finishing this year, we would like to remind all 2012 Marymount Students that “You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You’re on your own. And you know what you know. And YOU are the one who’ll decide where to go...” (Dr Seuss)

Eliza De Silva (College Captain) and Ashlee Broadbent (College Vice-Captain)
December 2011
Charter for Parents in Catholic Schools SA

As integral members of a Catholic school community, parents*:

- Value and respect the Catholic identity of the school, its relationship to the parish community and the expression of its Catholic ethos through rituals, traditions, symbols and the teaching of Catholic beliefs
- Actively support their children’s participation, and commit to a personal participation, in the school’s Catholic rituals, traditions and outreach programs
- Share the responsibility for their children’s faith, moral, social and emotional development
- Model Christian values in word and deed with all members of the school community
- Value and respect the diversity of faiths and cultures within the school community
- Contribute to a welcoming and inclusive community

As partners in the education of their children, parents:

- Support their children’s learning at school and home
- Contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so
- Respect and support school policies and regulations
- Contribute to consultation and decision making processes
- Work collaboratively with teachers and staff
- Respect the skills, knowledge and experience of school leaders and teachers
- Work toward resolving grievances appropriately and with respect
- Access information and resources provided by the school to support them in their role as the primary educators of their children
- Support their children’s consistent and punctual attendance at school
- Fulfill their obligation to pay all fees and levies in a timely manner, however if they experience genuine financial difficulty, negotiate with the principal to make appropriate arrangements
- Contribute to a culture where privacy and confidentiality are assured
- Act as positive advocates for their children
- Contribute to the development of a safe school environment for students, staff and the wider school community
- Contribute to the development of a health promoting environment for students, staff and the wider school community
- Acknowledge and support the work of the school’s governing body and associated committees
- Promote and encourage a collective responsibility to support the Charter for Parents in Catholic Schools SA

In holding positions of responsibility within Catholic school communities, parent leaders:

- Act as role models within their school communities by reflecting the values and ethos of the school
- Work constructively with the principal, the staff and the wider school community
- Build and nurture a sense of community

This Charter was developed in consultation with parents, principals and the Catholic Education Offices by The Federation of Catholic School Parent Communities (SA)

*In this Charter, the term "parent" includes carers and legal guardians