Contents

Chairperson’s Report ................................................................. 3
Principal’s Report ...................................................................... 5
Religious Dimension Report ....................................................... 7
Professional Learning Report .................................................... 9
Wellbeing Report .................................................................... 10
Parent Representative Group Report .......................................... 12
Student Leaders (MLG) Report .................................................. 13
Financial Report .................................................................... 14
Additional Information ............................................................. 15
Extra-Curricular Activities ......................................................... 18
Community Involvement .......................................................... 18
Chairperson’s Report

It has been a pleasure to again lead the Marymount College Board as Chairperson in 2015. 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. They all have as their focus the education of our daughters in the Good Samaritan tradition and 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 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.’ This quote, taken from the School Core Purpose and Vision statement, underpins and guides all our interactions.

In 2015 we welcomed 2 new members to our Board - Luke Naismith (who was also elected Deputy Chairperson), Steve Venning-Smith who joined with existing members, Sara Scungio (Principal), Ingrid McKay, Karen Roberts, Monsignor Ian Dempsey, Tamra Topham, Mark Koennecke, Richard Melville, Simon Corcoran, Liz Stewart (Staff Representative), Jen Rollins (Principal's PA) and Alison Boyce (School Finance Officer). I wish to acknowledge and thank every one of these people for their time, energy and commitment to ensuring the continuing development and improvement of Marymount College.

As Board members, we acknowledge that we are entrusted with a significant position of leadership in the school community and as such, as a Board, have developed mutually trusting and respectful relationships which allow us all to have a voice, actively listen and value each person’s contribution, engage in respectful and professional debate and dialogue and achieve consensus of decision. Through these relationships we have worked in a spirit of harmony and co-operation to consider the following throughout the year including:

- Involvement in the community consultation with the ‘Strategy for leading Catholic Education to new Levels of Excellence’ (Catholic Education South Australia)
- Discussed, provided feedback and ratified the Uniform Policy, the Charities and Fundraising Policy, the Critical Incident Policy and Procedures and provided feedback as a part of the Activities Week review
- Monitored closely the current and potential enrolments of girls at Marymount College – we are pleased to note enrolments trends Growth for 2016 and 2017, which provides a promising future
- Supported various fundraising and school activities such as the Quiz Night, and celebrated mothers at the Mother’s Day Mass and fathers, at the Father’s Day breakfast
- Had an opportunity to monitor the varied, challenging relevant and engaging learning that our daughters are involved with throughout the year through a comprehensive staff report based on the Annual Improvement Plan of the school
- Celebrated the high quality Music program that is offered at Marymount through a "Spotlight on Music presentation" by the Music Captains
• Considered the introduction of scholarships at Year 6 commencing 2017 as a strategy to encourage enrolments

• Commenced working closely with Sacred Heart College at a Board level to focus on collaboration and communication across what is essentially one community comprising the two Colleges. Discussions have commenced starting with sharing plans, calendars, curriculum goals and fee information with the overall aim of enhancing the broad educational outcomes of all our students.

The Marymount Community was deeply saddened with the passing of long serving staff member, Garry Martin earlier this year. Our heartfelt sympathy was extended to his wife, Robyn and his family. He is deeply missed by the College community but his legacy will live on in our fond memories of Garry.

The Board has approved leave of Sara for personal and family reasons. I acknowledge the angst for Sara in making this decision and the challenges in the school community as they responded to this news. The Board, whilst disappointed this has occurred, fully supports Sara’s decision and we have every confidence that Maria Canala will continue the current vision and direction of the College in her role as Acting Principal.

I would like to acknowledge and thank Sara for her outstanding leadership of the school throughout this year. Sara is ably supported by Leone Coorey (Deputy Principal), and other designated leaders in the school, who have continued their dedication to working towards with our daughters to develop their passion for learning.

I write this with a touch of sadness as this has been mine, and Eliza’s final year at Marymount. It has been a wonderful journey for our two daughters – Matilda and Eliza – from which I have witnessed many changes and met wonderful people. As Chair of the Board for the past 4 years, and member for a year prior to that, it has been my pleasure to work with a wonderful group of parents, teachers and leaders within the school community. During this time I have become an even greater advocate for single gender middle schooling and I encourage all families, who have their daughters at Marymount, to remember that our College is unique and innovative, in providing single gender middle schooling for girls. We are the only school of its kind in Australia and what is offered for our young adolescent daughters should be celebrated!

Leanne Prior
Chair of the School Board
September 2015
Principal’s Report

Dear Parents/Carers and Friends of Marymount College

As I write this, I find it incredible to think that the 2015 school year has come to an end and it is time to celebrate the many achievements and accomplishments that have been realised over the year. One of our strengths in setting each year up for success, is the immersion into one of our charism themes that support, prompt and deepen our own learning of who we are as a Catholic school formed in the tradition of the Sisters of the Good Samaritan of the Order of St Benedict. Seeing Creation with a Loving Eye through the charism of Stewardship challenges all of us through our faith and through our experiences, to question the choices we make and how these choices affect our environment. Academic achievement is critical to educational success and, along with developing the minds, our charism enables the growing of hearts and integrity to deepen. I take this opportunity to thank Sr Sonia Wagner for her spiritual guidance and direction she has so generously shared with us this year, in her ongoing commitment to the faith formation of the College Executive.

The MLG and student leaders are the voice of all students and an important part of the community in living and experiencing leadership. The importance of this program not only grows their individual leadership skills and develops leadership qualities but also allows them to serve the student community through a commitment to their passion and a personal desire to be a positive influence for their peers. I thank all our students involved in these groups and this year, I particularly acknowledge the YEP group for actively leading teams through activities which promote self-awareness and social awareness. The SHAKARE group for their visible contribution and presence in acknowledging the Kaurna people and the Enviro group for their engagement in leading the Forest of Eden project and their work with Dr Paul Clarke, as part of a global permaculture initiative for schools. The Catholic Identity Ambassadors led a fantastic competition with exceptional entries capturing the message of Jesus in everyday life. The Music leaders are also to be congratulated in presenting to the School Board their experiences and aspirations for Music and Marymount College.

This year we have successfully improved learning outcomes for our students in the area of Numeracy. This achievement has been primarily seen in the increase towards higher achievement across two years. To our staff so committed to the College and each student, our culture of learning has grown into excellence in acknowledging diversity of learners and the importance of relationships, feedback and a growth mindset. I pay tribute to our dedicated and professional team of teaching and non-teaching staff and congratulate them on delivering quality learning experiences and outcomes. Our imperative to provide an Asia Literate environment has seen the development of a strategy paper and two more staff, Kate Bawden and Liz Stewart, participating in the Confucius Institute Study Tour to China. Our professional learning on Restorative Practices this year has positively impacted our staff and students with valuable tools for empowering conversations, finding solutions and developing personal responsibility.
Our South West Region collaboration across schools is focused on strengthening a Reception to Year 12 learning pathway. Earlier this year, I had the privilege of attending a conference with some of my Primary colleagues and our Flinders University team, in support of developing our shared understandings in Mathematics. Our strong relationship with Sacred Heart College has successfully provided greater opportunities for respective staff to deepen connections and learning opportunities. This has resulted in a forthcoming shared Professional Learning Calendar and regular network meetings across the schools. Our Learning Partnership with Flinders University has seen the development of a tailored and personalised approach to Professional Learning.

Sporting achievements, extra curricular opportunities and parent volunteers support our College in continuing to participate and engage families in partnership with school and learning. This year saw our first entry into the national Wakakirri competition. The girls performed brilliantly in telling the story of technology as part of their lives but also highlighting the importance of social relationships. Our Father’s Day early morning breakfast catered for our largest ever crowd and acknowledged the importance of providing opportunities for dad’s or male role models to be present in school life.

This year, it was with great sorrow that we mourned the passing of our colleague Garry Martin. As a well-respected member of staff, Garry will be remembered for his wit, his love of English and his Year 9 Drama Productions. Apart from this legacy, Garry was a friend to many and will always hold a special place in our hearts and as part of the College.

I wish the Year 9 graduates every success as they leave their middle school years and embark on their senior studies. I know they will carry with them the values of our founders and the spirit of this Good Samaritan experience will allow them to contribute and grow a better world for all of us. I also thank our parents/carers who have willingly entrusted their daughters’ to us and appreciate the support you have given to them as they have journeyed through early adolescence.

I commend our School Captains Bridget Morrissey and Olivia Allen who have grown and demonstrated exceptional leadership qualities as our 2015 ambassadors of the College. I congratulate them for all their work in leading the student body and their support at events.

I would like to thank all staff, parents, students and the School Board for your support over 2015. As you know, I will be taking an absence of leave for a period over 2016 and wish you all the very best into the new year. My hope is for all to find fulfilment, particularly across the joy of the Christmas season.

Sara Scungio
Principal
Religious Dimension Report

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, Youth Ministers and the local Brighton Parish; Monsignor Ian Dempsey who provided outstanding ministry within the liturgical and spiritual life of Marymount College. Their support enables us to build a vibrant faith community for our students.

In 2015 Marymount College’s overarching focus and charism was **Stewardship – seeing creation with a loving eye.** This has underpinned the liturgical cycle, all of our major celebrations, prayers and professional learning throughout the year. Sister Sonia Wagner worked with staff developing understanding of stewardship through our Benedictine/Good Samaritan Tradition. Our Professional leaning focussed on the prayer and liturgy resource **Being with God.** Pope Francis encyclical, doing theology and guidelines ‘Student reflection Days in Catholic Schools.’

The Year 9 team took part in a series of two faith formation days with a charism focus of hospitality, with a focus to incorporate community outreach into their program.

Every year level experienced reflection days where students were off-site for a day of prayer and reflection. These have revolved around the Marymount charisms and have proved invaluable to the students understanding of Good Samaritan traditions. In 2015 reflections days for each year level were held to focus on spiritual and identity development, further prayer experiences and opportunities to deepen their understanding of Marymount’s Good Samaritan charisms.

On Holy Thursday a group of students were involved in presenting the Stations of the Cross to the school community. This was extended when the group had the privilege of representing the Brighton Parish at the 2015 Stations of the Cross on the grounds of Sacred Heart College. In the company of up to 1000 people and music by the Brighton Antioch, it was a wonderful prayerful atmosphere and an opportunity to remember, reflect and pray as a community.

All members of our community participated in lived faith experiences through their involvement in daily prayer, Christian Meditation and Liturgies for the Opening of the School Year Mass and commissioning, Ash Wednesday, Holy Week, Reconciliation Week, the Feast of the Assumption, Mary’s Feast Day, the Good Samaritan and the Year 9 Graduation Masses. Students from each year level also attended Mass at St Joseph’s Church with the Brighton Parish. We shared many Masses and Liturgies in which the students played an active part through singing, reading and sharing their responses during Mass.

The annual One Earth Day was held, connecting our sacred world by integrating the essence of the reference of On Holy Ground with sustainability initiatives and Aboriginal and Torrens Strait Island perspectives. Prayer and meditation is an important part of this day, to ensure students are able to know the presence of God in our world and our role as stewards. Prayer was led by students in the spirituality group, Shakare and CIA.

Marymount College hosted Dr Paul Clarke, teachers and students for the Forest of Eden Forum. This forum built upon the context of ecological conversion and how we can support our young people to explore a way of living sustainably.
Our sacramental program this year continued in partnership with the Brighton Parish. Students were involved in receiving the Sacraments of Reconciliation, Eucharist and Confirmation.

As part of the Social Justice Dimension a focus has been raising awareness and money for Caritas through Project Compassion. The theme for 2015 was ‘Food For Life’ and to launch this appeal following the Ash Wednesday liturgy, students walked from school to Seacliff Beach in unity, reflecting on those in need.

This year saw the continuation and expansion of some community outreach initiatives in the Marymount community, social justice group raising funds to support Hutt Street and Parents and staff providing meals and the supplies for ‘community pantry’ for families who might be experiencing hardship. The staff have continued the community relationship with Minda conducting liturgies throughout the year and Anzac biscuits were baked and delivered to the local community of Townsend House.

The MLG, staff, students and parents have continued to promote and support our Catholic social justice charities: Caritas, Project Compassion, St Vincent De Paul, Hutt Street, Fred’s Van; Good Samaritan outreach of Kiribati and other outside agencies: Catherine House, Louise Place. An initiative of Catholic secondary principals was to support families in regional SA desperately needing pre-loved clothing, during week 10 of Term one, ‘Vinnies Week’ and again in Term 3.

The Catholic Identity Ambassadors (CIA): Let’s ‘Nail It’ challenge continued this year. The focus was on stewardship of each other and God’s creation. This gave students the opportunity to explore their own Catholic Identity in a creative way. The entries displayed thinking through, dance, art, reflections, psalms, photo stories and posters. Each one demonstrated clear and open expressions of the students’ faith and the relevance of God for them in their lives.

We continue to use Crossways, Made in the Image of God programs and On Holy Ground document to develop religious education programs. We appreciate the support of parents on focus groups associated with these programs.

The CIA girls were also involved in outreach by helping serve lunch to 150 people at the Brighton Parish lunch which celebrated its 50th year. They were very hospitable in the way they conducted themselves and represented Marymount College.

We continued to be involved in the Catholic Identity Project. Part of the process of having international research to draw on continues to help identify the ideals we work towards. We continue to embed this into professional learning and discussions within our community. Research has indicated the importance of staff formation, prayer and student voice, which is continuing to develop. Being involved in this project allows us access to current thinking and insight that has enabled learning and growth and continued direction for 2015. The findings continue to be invaluable, allowing us to have a greater understanding of staff, parents and students. With clear explicit planning, productive dialogue and formation opportunities, as a community we are building upon strengths, exploring critical questions and potential challenges and plan our future direction, with exciting possibilities and interests continuing to emerge.

Christina Jonas
APRIM
Professional Learning Report

In 2015 the over-arching foci for learning were:
- excellence for all
- responding to the diversity of all learners
- building and fostering positive relationships across the school community

The key professional learning goals for 2015:
- improve numeracy outcomes for all students
- develop a strategy for Asia literacy
- ongoing implementation of the Australian Curriculum

Numeracy

Numeracy Professional Learning focused on analysing and utilising data (NAPLAN and (PAT) to identify key areas for improvement in numeracy across all teaching and learning programs. The strategies included:
- Continuing the partnership with Flinders University to develop numeracy capabilities and the introduction of intellectual virtues as a lens for learning programs.
- Analysis of NAPLAN, PAT Maths and PAT – R (Reading) data within each Year Level Team to identify areas of growth and challenges and to identify students at risk.
- Each Year Level Team worked on an inquiry project focusing on problem solving strategies and the impact of ‘fixed versus growth mindset’ in students towards their learning.
- Teachers accessed professional learning through external agencies including Science, Technology, Engineering and Maths (STEM) conference and Catholic Education South Australia (CESA) workshops.
- Marymount College Principal and other South West Region (SWR) Catholic Principals attended a National Mathematics conference in Tasmania with Flinders University staff to build understanding and professional conversation across the SWR.

Asia Literacy Strategy

An Asia literacy strategy was developed to ensure the cross-curricula priority from the Australian Curriculum is embedded in meaningful learning sequences across all year levels and learning areas. The strategies included:
- Curriculum mapping across year levels and learning areas included the review of learning plans.
- Accessed resources through Asia Education Foundation and Confucius Institute to build Asia literacies across curriculum.
- Key teachers continued to develop knowledge and understandings in partnership with Flinders University through completion of the graduate certificate in Asia studies.
- Two teachers travelled to China as part of CESA school leadership program and connected with Marymount’s Sister School in Shandong Province.

Australian Curriculum

In 2015 the College continued to implement the Australian Curriculum in all learning areas with a particular focus on Digital Technologies from Year 6 to Year 8. The strategies included:
- The planning and implementation of Digital Technologies including opportunities for teachers to access professional learning.
- Worked in partnership with Sacred Heart College in the moderation of work in line with the Australian Curriculum.

Kate Bawden
Leader of Learning and Professional Practice (2016)
Wellbeing Report

Marymount College continued to receive funding from the Australian Government under the National Chaplaincy and Student Welfare Program in 2015. Carmel Briggs was employed in this position and as part of her role she has worked in using Christian meditation with many classes across the school. Additionally Carmel provides pastoral care and outreach for any families in the school community who may require this.

Through our case management process at Marymount we continue to work with students and their families who may be considered ‘at risk’. This also included in 2015, working with In School Psychology whereby some students were able to access the support of a psychologist at Marymount.

Our parent community received information about parenting matters through the fortnightly articles from Michael Grose. We also invited Bill Hansberry who ran a session with our parents as well as a staff presentation on Setting up your teenagers for success, which was well received.

We recognise the importance of and are committed to student leadership at Marymount. This has benefits for the individuals but also for the wider community. Participation and decision making practices, can afford our students with the skills necessary for active participation as engaged citizens. In 2015, the YEP group - youth empowerment for mental health, chose to focus on relationships and deepening student understanding of acceptance- acceptance of self, of others and of feelings in self. They worked with each of the different year levels to create a Marymount wall of acceptance. Some of the comments from the students included: accept yourself for who you are, have an open mind, have the courage to approach someone for help if you need it, try putting yourself in someone else’s shoes at times to understand.

The way we treat God’s creation in nature essentially reflects the way we respect human beings created "in the image and likeness of God". During 2014 and 2015, staff professional learning has developed staff understanding of restorative practices and the use of these within the classroom. Relationships are key to everything and at times these can develop into conflicts, which require resolution, forgiveness and healing. This whole school approach affirms our school’s Catholic identity as it promotes the respect and dignity of the person, contributing to the building of positive relationships. Our implementation of restorative practices will continue next year. In 2015, Bill Hansberry and Michael Lincoln, from the Catholic Education Office, supported us in our work here.
Aboriginal and Torres Strait Island Education

In 2015, we have continued to develop our understanding and appreciation of Aboriginal and Torres Strait Islander peoples and culture. The SHAKARE group is a group of students who work with staff to promote their vision of reconciliation in the school. This year they worked with an Aboriginal lady to develop their statement and to rename their group. SHAKARE emerged as a name as it represented the key aspects (to the right) that the students believed to be important.

We have begun completing our Marymount Reconciliation Action Plan, highlighting procedures and practices in place already but also in defining future directions to realise our vision for reconciliation and practical actions we can undertake based on relationships and respect.

Learning Links

The Quicksmart Numeracy Program began this year for a small group of Year 6 students. The Learning Links team conducts this intervention strategy, which includes a variety of short focused activities that aim to increase students’ strategy use and improve their automatic recall of basic number facts. The team has reported pleasing results to date and we hope to increase the number of students who are part of this numeracy intervention focus in 2016.

In 2015, we continued to work collaboratively with Can Do4 Kids who supported us following the enrolment of a student at Marymount who is deaf and has Auslan as her first language. A deaf awareness session was given to both teaching staff and students and a small group of girls continued some sessions at lunch to learn Auslan.

Leone Coorey
Deputy Principal
Parent Representative Group Report

This has been my second year as a Marymount parent and also my second year as a Parent Class Rep. As a Parent Class Rep, I have been able to keep involved in what’s happening in our school. It has also provided the opportunity to socialise with other parents.

Meetings are held on the first Wednesday night on alternate months and are kept casual, with drinks and nibbles provided. We also ensure the meetings don’t run too long!

2015 Achievements

Bad Taste Quiz Night
The 2015 Quiz Night proved a success with ‘Bad Taste’ an easy theme for most of us to find something appropriate to wear. There was a good mix of outfits with some in opposition sports attire or clothes from the 70’s or 80’s and others in clothes that just clashed. I think our daughters were happy that this was a once off and we were back to normal clothes the next day.

Our Quiz Masters, Dennis McEvoy and Matt Richards, were again outstanding and the support provided by Liz Stewart, Julie McPhee and Darren Elliott helped ensure the night ran smoothly.

Once again we were fortunate to have generous donations for the silent auction, raffle and other prizes from parents and local businesses. At the time of writing this article the parent rep group was still to decide what the funds raised will be put towards.

Parent Gatherings
These events provided an opportunity to meet other parents. The Year 7 to 9 parents/carers had their social gathering in March and the Year 6s in July. We held Parent Information Forums which included Bill Hansberry: The Art of Managing tricky kids behaviour and Setting up teenagers for success. We also had parental assistance with the Father’s Day Breakfast BBQ, Sports Day and the Year 9 Graduation.

2016

In early 2016 we will call for nominations for parents to join the Parent Class Representative Group. I would encourage all parents to consider if they can be involved, even if they are unable to attend every meeting. Having one or two reps per class would help ensure a better representation of our school community.

We will also send home a short survey seeking suggestions on the topics to be covered at the Parent Information Forums. Please think about what you would like covered and send in your response.

Karen Roberts
7 Acacia Parent Representative
Student Leaders (MLG) Report

The Marymount Leadership Group began their roles at the end of 2014, with the Handover Ceremony from the previous Leadership Group. The girls took on the responsibilities by committing themselves to the group of 2015.

In early Term 1, the MLG spent a day bonding through different activities, this taught us the meaning of leadership and representing Marymount College. We began the day with team building activities that brought us together as a group. We then shared an enjoyable lunch at Fasta Pasta, followed by an inspiring talk from Maddy Proud, a Thunderbirds member and old scholar of Marymount. All members of MLG participated and enjoyed this day of getting to know one another and learning the true meaning of leadership.

At the end of Term 1, Marymount held their annual Swimming Carnival, and MLG led the school in team chants and a Health Hustle to motivate the students.

Marymount Sports Day was held in Term 4, and was a great success. Once again the MLG lead the school with fantastic enthusiasm.

As School Captains we represented Marymount College at the ANZAC Day Ceremony at Brighton. This was a moving experience, celebrating the 100 years since World War 1. We were honoured to lay a wreath under the arch of remembrance. Taylah and Chloe were also privileged to meet the founder of Sunrise Children’s Orphanage, Geraldine Cox who spoke to them about our school’s sponsor child, Sen Sokun. She told some incredible stories about life in Cambodia and what the foundation does with the money we raise.

Through the year, the MLG led many School Tours for families planning to send their girls to Marymount in future years. In preparation for these tours, we baked muffins for morning and afternoon tea. We were proud to show the families around the school which displayed our fantastic facilities.

Throughout 2015 there were many fundraising events held by the MLG. In Term 2 we ran “Battle of the Classes” where each class performed a dance of their choice to the school community at a given lunch time. A big event included Mary’s Feast Day, which we chose the theme to be ‘Throw Back 5 Decades’. Students were encouraged to dress up and follow the theme of the day. It was a very successful day, which started off with a school assembly, recognising the importance of Mary at our school. MLG ran a fashion parade for the best dressed students and teachers. Each class held their own stall and the money raised went to Catholic charities. The day ended with a performance from the school Bands, along with an exclusive performance from the male teachers, also known as the Beatles!

It was then Staff verse MLG netball game! Though a close game, the MLG came out victorious!

Overall, 2015 was a blast! There were many great experiences and opportunities we were given that will help us into the future. We took away so much from the year and we recommend roles like this to any future students who are wanting to further their leadership skills. We think all the MLG can agree that is was a fantastic year that we will never forget. The MLG are honoured to finish their time at Marymount with these positions.

Bridget Morrissey, Captain
and Olivia Allen, Vice-Captain
Financial Report

Finances remained well managed, with the College reporting a cash flow surplus during 2015 due to additional funding, carefully managed expenditure. The last of the College loans was repaid at the start of 2015, with the College now being debt free. The Finance Committee and College Board members, and in particular Finance Committee, are to be commended on their support and excellent management of College resources.

School Income

<table>
<thead>
<tr>
<th>Broken down by funding source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fee income</td>
</tr>
<tr>
<td>Capital fee Income</td>
</tr>
<tr>
<td>Other/Private income</td>
</tr>
<tr>
<td>Australian Government Capital Grants</td>
</tr>
<tr>
<td>State Government Recurrent Grant</td>
</tr>
<tr>
<td>Other Capital income</td>
</tr>
<tr>
<td>State Government Additional Grants</td>
</tr>
<tr>
<td>Australian Government Recurrent Grant</td>
</tr>
<tr>
<td>Total Recurrent Income</td>
</tr>
</tbody>
</table>

School Facilities and Targeted Grants

The major achievement of the 2015 school year in relation to buildings and maintenance was the replacement of carpets in the Adamson building corridors. Robotics for the STEM program will be purchased in 2016, with thanks to the Parent Representative Group for their support in fundraising for this. Other school improvements in 2015 included the installation of air conditioning in the staff preparatory room, and resources for the performing arts including a new piano.

Marymount College has been fortunate to receive funding under the National School Chaplaincy and Student Welfare Program during 2012/2013/2014/2015 from the Australian Government to support Carmel Briggs in her role as College Chaplain. We receive regular feedback from staff, students and families of the benefits/value of the program. The chaplain has been an extremely valuable resource available to the College community.

Marymount College Board Approved Fees for 2016

<table>
<thead>
<tr>
<th></th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee</td>
<td>$4,480</td>
<td>$4,480</td>
<td>$5,705</td>
<td>$5,705</td>
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<tr>
<td>Resource Fee</td>
<td>$1,690</td>
<td>$1,730</td>
<td>$1,390</td>
<td>$1,470</td>
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<tr>
<td>TOTAL</td>
<td>$6,170</td>
<td>$6,210</td>
<td>$7,095</td>
<td>$7,175</td>
</tr>
</tbody>
</table>

Extra-curricular activities invoiced as incurred based on student choice: Discovery Week years 6, 8 & 9, Pedal Prix, music - instrument hire, concert band, vocal ensemble, Catholic Schools Music Festival.
Additional Information

Staff Profile
Our staff consisted of:
- Teaching staff: 39 teachers making up 28.85 f.t.e.
- ESO staff: 20 ESOs making up 15.5 f.t.e.

Teacher Attendance and Retention Rates
The average teacher attendance rate during 2015 was 94.54%. This figure does not include teachers on planned long service leave. The teacher retention rate from 2014 to 2015 was 87%.

Teacher Qualifications
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 a Masters in Education.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degrees</td>
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</tr>
<tr>
<td>Bachelor Degrees</td>
<td>36</td>
</tr>
<tr>
<td>Graduate Diploma in Religious Education</td>
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</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Diploma - other</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Certificate in Education</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Certificate - other</td>
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</tr>
<tr>
<td>Diploma of Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Other Diplomas</td>
<td>12</td>
</tr>
<tr>
<td>Certificates – other</td>
<td>4</td>
</tr>
</tbody>
</table>

In 2016 we will continue to provide whole school Professional Learning. Each staff member is required to submit with reference to the AITSL Standards for Teachers a personal professional learning plan for each year.

Professional Teaching Practice- Pre-service Teachers
At Marymount College we continued to develop our partnership with Flinders University and also with Tabor College and Uni SA in working with and supporting pre service teachers.

Staff
We wish to thank the following staff members who left at the end of 2015, for their outstanding contributions to the College: Rachel Francis, Daniel Jones, Mel Carey, Leticia Andrusiak and Emily Caruso.

Review of Leadership Structures
In 2015 a review was undertaken of the current positions of responsibility held by staff at Marymount College. A new structure was developed in response to the college’s current strategic priorities and will commence in 2016.
Student Profile

The following information describes our student body totalling 440 students in 2015:

<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>119</td>
<td>105</td>
<td>103</td>
<td>113</td>
<td>5</td>
<td>24</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 2015 was 92.98%. School attendance rates by year level 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>94.26</td>
<td>92.22</td>
<td>91.18</td>
<td>94.26</td>
</tr>
</tbody>
</table>

Parents are required to provide a written explanation of extended student absences. Each year a number of our students travel interstate and overseas for extended periods of time to visit relatives or for family reasons. Appropriate exemption forms are completed for such occasions. There are well-established school practices in place that require staff to follow up any unexplained absences.

Student Backgrounds

The following information describes the cultural background of our student body totalling 440 students in 2015:

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>90.7</td>
</tr>
<tr>
<td>China</td>
<td>0.45</td>
</tr>
<tr>
<td>England</td>
<td>4.2</td>
</tr>
<tr>
<td>Germany</td>
<td>0.15</td>
</tr>
<tr>
<td>Greece</td>
<td>0.15</td>
</tr>
<tr>
<td>Holland</td>
<td>0.45</td>
</tr>
<tr>
<td>India</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea (Rep of)</td>
<td>0.45</td>
</tr>
<tr>
<td>Lebanon</td>
<td>0.15</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>0.15</td>
</tr>
<tr>
<td>Other - Africa</td>
<td>0.15</td>
</tr>
<tr>
<td>Philippines</td>
<td>0.15</td>
</tr>
<tr>
<td>Poland</td>
<td>0.45</td>
</tr>
<tr>
<td>Russia</td>
<td>0.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>0.15</td>
</tr>
<tr>
<td>Sudan</td>
<td>0.15</td>
</tr>
<tr>
<td>Tanzania</td>
<td>0.15</td>
</tr>
<tr>
<td>United States of America</td>
<td>0.15</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>0.15</td>
</tr>
</tbody>
</table>

TOTAL 100
NAPLAN

National Minimum Standards
For comparison purposes the percentages of Year 7 and Year 9 at or above the national minimum standard in reading, writing, spelling, grammar and punctuation and numeracy have been included for 2013, 2014 and 2015.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>92%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92%</td>
<td>97%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Marymount Colleges NAPLAN results are pleasing and demonstrate achievement in all areas. This year we have successfully improved learning outcomes for our students in the area of Numeracy. This achievement has been primarily seen in the increase towards higher achievement across Year 7 and Year 9.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>551</td>
<td>556.3</td>
<td>566</td>
</tr>
<tr>
<td>Writing</td>
<td>551</td>
<td>527</td>
<td>556</td>
</tr>
<tr>
<td>Spelling</td>
<td>557</td>
<td>558.7</td>
<td>559</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>546</td>
<td>563.1</td>
<td>557</td>
</tr>
<tr>
<td>Numeracy</td>
<td>522</td>
<td>529.6</td>
<td>529</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>591</td>
<td>588</td>
<td>594</td>
</tr>
<tr>
<td>Writing</td>
<td>590</td>
<td>575.8</td>
<td>596</td>
</tr>
<tr>
<td>Spelling</td>
<td>591</td>
<td>597.2</td>
<td>596</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>591</td>
<td>585.1</td>
<td>583</td>
</tr>
<tr>
<td>Numeracy</td>
<td>568</td>
<td>571.4</td>
<td>577</td>
</tr>
</tbody>
</table>
Extra-Curricular Activities

During 2015 the students had an opportunity to be involved in a rich and broad range of extra-curricular experiences. This was made possible through the skills and generosity of staff, parents and sport mentors.

Extra-Curricular Activities offered

- Athletics
- Australian Rules Football
- Badminton
- Basketball
- Cricket
- Cross Country
- Hockey
- Lacrosse
- Netball
- Pedal Prix
- Soccer
- Indoor Soccer
- Debating
- Pedal Prix
- Social Justice Group
- Tournament of the Minds
- Water Polo
- Beach Volleyball
- Softball
- Swimming
- Tennis
- Touch Football
- Volleyball
- Vocal Ensemble
- Concert Band
- Jazz Vocal - Dolci
- Festival Choir (CSMF)
- String Ensemble
- Stage Band
- Clarinet Ensemble
- Brass Ensemble
- Saxophone Ensemble
- Flute Ensemble
- Southern Schools Big Band (SSBB)

Community Involvement

Whole School Community Outreach Programs
Fred’s Van, Project Compassion, Sponsor – Sen Sukon, Kiribati, Good Samaritan Project.

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.

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutt Street</td>
<td>St Vincent de Paul</td>
<td>Fred’s Van</td>
<td>St Vincent de Paul – teenage girls</td>
<td>Fred’s Van</td>
</tr>
</tbody>
</table>

Use of Marymount College Facilities

Sturt Marion Women’s Soccer Club, Baskteball SA, Woods Panthers Netball Club, South Adelaide Basketball Club, Rhythmic Gymnastics, Gym SA, 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, Parent Engagement Group/Quiz night, St. Mary’s Memorial School Quiz night, Newry Studio of Irish Dancing and Step into Life group personal training sessions.
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.
- Fulfil 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.