College Profile

Marymount College is an all girls’ Middle School (Years 6 – 9) located in the south west of Adelaide in the suburb of Hove. The College is part of a 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, hospitality and reconciliation.

Marymount College provides a relevant, rich and engaging learning environment preparing girls for today and the future. The College is founded on a strong Middle school philosophy where the girls are centre-stage and learning programs are tailored to support girls at a critical time in physical and emotional development. Girls are actively encouraged to take risks in their learning across the curriculum and to celebrate their learning.

Marymount College, as a place of belonging, is committed to developing our girls so that they nurture both their hearts and minds. The Benedictine values of hospitality, compassion, stewardship and reconciliation, are an integral part of our Catholic identity and we seek to understand the significance of these for our lives. Extending these values to both ourselves and others around us, aligns well with the mental health and wellbeing of those in our community.

We recognise the importance of wellbeing, including good mental health for our students and this is identified as a priority and is part of the College Annual Improvement Plan. Marymount has undertaken significant work with the national mental health framework and resources, KidsMatter and MindMatters. Our work in these areas with students, staff and parents has been acknowledged nationally and we have been recognised as both a KidsMatter and MindMatters school. Working with adolescent girls, we are mindful of some of the challenges that girls can experience at this age. We believe in the promotion of good mental health for all students and early intervention for those girls who may be at risk.

At Marymount College, we acknowledge the importance of relationships for students in these formative years, as the girls develop their own identity. Relationships are key to our community, but at times these relationships may need repairing. Restorative Practices is a philosophy we use that focuses on helping our students to become aware of the impact of their behaviour on others and restoring relationships after harm has occurred.

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.

Student Profile

The enrolment numbers at the August 2015 census totalled 440 students:

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>119</td>
<td>105</td>
<td>103</td>
<td>113</td>
<td>440</td>
</tr>
</tbody>
</table>

The College student body is predominately Australian born (90%) from diverse cultural, religious and geographical backgrounds. There were 5 Indigenous students enrolled at the College in 2015. Of the 440 students enrolled at the College 39 students were eligible for School Card, 8 students received Special Education resourcing in 2015 with a significant number of additional students also receiving various levels of learning support.
2015 School Performance Report

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>

The College has a clear process for reporting absentees and a system for recording details of daily absentees. If no explanation for an absence has been received by a designated time each morning, the families of absent students are automatically contacted via SMS.

Patterns of absence or lateness are followed up by the Deputy Principal and or the Leader of Wellbeing.

Families are required to provide a written explanation of extended student absences including interstate and overseas. Appropriate exemption forms are completed for such occasions.

NAPLAN

Students at the College in Years 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The results of these tests provide students, teachers and parents with specific information about what students know and can do in some aspects of literacy and numeracy. Our students and teachers are to be congratulated on the results of the 2015 NAPLAN tests.

National Minimum Standards

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2015</th>
<th>Year 9</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99%</td>
<td>Reading</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>99%</td>
<td>Writing</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95%</td>
<td>Spelling</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96%</td>
<td>Grammar and Punctuation</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
<td>Numeracy</td>
<td>99%</td>
</tr>
</tbody>
</table>

NAPLAN in Comparison to Similar (SIM) and National (ALL) Average Schools

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIM</td>
<td>564</td>
<td>556</td>
<td>559</td>
<td>557</td>
<td>529</td>
</tr>
<tr>
<td>ALL</td>
<td>546</td>
<td>535</td>
<td>511</td>
<td>547</td>
<td>543</td>
</tr>
</tbody>
</table>

| **Year 9** |         |                    |          |                          |          |
| SIM    | 601     | 596                | 592      | 583                      | 577      |
| ALL    | 580     | 569                | 547      | 583                      | 568      |
Staff Profile in 2015

In 2015, Marymount College had a total staff of 59, consisting of 39 teachers and 20 non-teaching staff. Of the 56 employees, 51 were female and 8 were male staff members. The full time equivalent teaching staff totalled 28.85 FTE and non-teaching staff 15.5 FTE. There were no Indigenous staff members employed at the College in 2015.

Teacher Attendance and Retention Rates

The average teacher attendance rate in 2015 was 94.54% and the teacher retention rate from 2014 to 2015 was 87%.

Teacher Qualifications

At Marymount College we are fortunate to have a number of teachers with two or more qualifications. Several staff are currently studying the Graduate Certificate in Catholic Education and/or Masters in Education.

- 5 Masters Degrees
- 36 Bachelor Degrees
- 5 Graduate Diploma in Religious Education
- 7 Graduate Diploma in Education
- 5 Graduate Certificate in Education
- 9 Diploma of Teaching

Professional Teaching Practice: Pre-service Teachers

At Marymount College we continued to develop our partnership with Flinders University, Tabor College and The University of SA in working with and supporting pre service teachers.

Review of Leadership Structures

In 2015 Marymount College undertook a review of the current positions of responsibility held by staff at Marymount College. A new structure was developed in response to the College’s strategic priorities and will commence in 2016.
Student, Parent and Staff Satisfaction

In 2015 staff, students and parents at Marymount College were invited to provide satisfaction feedback via an online survey.

- Total number of staff responses = 34
- Total number of parent responses = 84
- Total number of student responses = 128

Staff, students and parents agreed that Marymount College has an image of a caring and respectful environment; that students have learnt how to get on well together; and that teachers in the College have a strong sense of professionalism. They also agree that both parents and teachers have high expectations for student achievement; the school encourages students to care for others in their community; and that staff use technology purposefully to enrich learning.

Staff and Teacher Satisfaction

Staff identified the following areas of success:

- Student achievement in Literacy and other curriculum areas; student well-being, especially engaged learners, with a strong sense of self and well prepared for transition.
- The contribution of groups and individuals to the school is celebrated.
- The prescribed curriculum is developed based on student needs.

When asked about the school’s challenges, staff identified the school’s image as a place of learning needs to be promoted, and a need for more focused professional learning and that this learning be both individual and collaborative.

Parent Satisfaction

Parents highlighted the following as areas of success: student achievement in Literacy and other curriculum areas, and student well-being, engagement, pride in their school, and a strong sense of self. Teaching and learning is up to date and right for today’s students.

They also indicated that there is a clear link between the vision and teaching and learning; and that the physical environment is well maintained.

Community cohesiveness is also seen to be an area of strength with parents especially in internal relationships and community connectedness.

The major challenge reflected in parent data relates to processes of consultation and decision making and a need for the College to promote the vision of the College in the broader community.

Students Satisfaction

Students said that they believed that the College is seen by the local community as a good school which is well resourced for teaching and learning; and some agree that the grounds are well-maintained.

All agreed that the school’s values are known; that teachers have important leadership roles outside of the classroom; that staff work well together and that teachers, staff and students work together in order for students to achieve the best results.

All agreed that teachers share their knowledge and good ideas about teaching and some believe that teaching and learning is up to date and right for today’s students.

For students the major improvement that emerges is the need for students to have a more active engagement in their learning.
Financial Report

Finances remained well managed, with the College reporting a cash flow surplus during 2015 due to additional funding and 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

Broken down by funding source:

<table>
<thead>
<tr>
<th></th>
<th>School fee income (Net of discounts)</th>
<th>Capital fee Income</th>
<th>Total Capital Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fee income</td>
<td>$ 2,561,205</td>
<td>$ 142,071</td>
<td></td>
</tr>
<tr>
<td>Other/Private income</td>
<td>$ 248,582</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Government Recurrent Grant</td>
<td>$ 796,124</td>
<td>Other Capital income</td>
<td>$ 22,268</td>
</tr>
<tr>
<td>State Additional Grants</td>
<td>$ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Government Recurrent Grant</td>
<td>$ 2,871,550</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Recurrent Income</td>
<td>$ 6,477,461</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Improvement

Self-assessment process

During 2014 the school engaged in a self-assessment process that lead to the development of the School Improvement Plan for 2015, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

After consulting with staff the College Leadership Team collated this information and worked with staff to prioritise the key goals for the 2015 School Improvement Plan.

Marymount College Annual Improvement Plan 2015

Key Goals

Domain: Quality Teaching and Learning

Goals:
- To develop a School Improvement Plan for 2015 based on the Continuous Improvement Framework (CIF) for Catholic Schools (CESA)
- To systematically collect data to inform planning for student learning and intervention programs with particular emphasis in the area of Numeracy
- To develop an Asia Literacy Strategy to ensure this cross curricula priority is embedded across all year levels and learning areas
- To develop professional Year Level Team inquiries related to Numeracy and Student Mindset
- To fully implement the Australian Curriculum across all learning areas
- To develop a Digital Technologies Program aligned to the Australian Curriculum

Domain: Orderly and Safe Learning Environments

Goal:
- To engage teachers in professional learning in the principles and practices of Restorative Practices

Domain: Catholic Identity

Goals:
- To continue to engage the school community in ecological conversion and sustainable processes
- To develop teacher’s skills and confidence in ‘theological reflection’
- To develop teachers’ understandings of formal and informal prayer, and contemporary and traditional prayer in the Catholic tradition
Progress towards achievements of 2015 goals

The following Reports were presented to the College community at the College Board AGM in March 2016. The Reports summarise the College's achievements and progress against the 2015 School Improvement Plan.

Professional Learning Report

Domains – Continuous Improvement Framework

- high expectations for all
- high quality teaching and learning

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 whole school strategy for the implementation of Asia literacy
- ongoing implementation of the Australian Curriculum

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 employed to meet our goals 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 M (Mathematics) 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 Mathematics (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.
- The Quicksmart Numeracy Program was introduced in 2015 as a numeracy intervention strategy to a small group of Year 6 students. The results of this program demonstrated positive improvement for all students who participated and it has been agreed that this program will continue in 2015.

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 employed to meet our goals 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 employed to meet our goals included:

- The planning and implementation of Digital Technologies including opportunities for teachers to access professional learning.
- Working in partnership with Sacred Heart College in the moderation of work in line with the Australian Curriculum.

**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.
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.

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewardship</td>
<td>Compassion</td>
<td>Reconciliation</td>
<td>Hospitality</td>
</tr>
</tbody>
</table>

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.