



MARYMEDE CATHOLIC COLLEGE South Morang

REGISTERED SCHOOL NUMBER: 2032

2011 Annual Report *to the* School Community



Contents

Contact Details	1
Our College Vision	2
College Overview.....	3
Principal’s Report	4
Education in Faith.....	5
Learning & Teaching	6
Student Wellbeing.....	9
Leadership & Management	11
College Community	13
Financial Performance	14

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Our College Vision

Marymede Catholic College, South Morang, is a Catholic faith community which aspires, in the way of Mary, to give students a passion for life, a love of learning and a determination to be of service to others.

How?

The Message of the Good News of Jesus underpins all that we do.

“Love one another as I have loved you” (John 15:12)

Community: Shared beliefs and practices of those who are members.

Mary, the Mother of Jesus to be our model. A woman of:

Courage	Strength
Ingenuity	Compassion
Humility	Service
Commitment	Fidelity

College Overview

Marymede Catholic College is a P-12 Catholic Co-educational College situated in South Morang. It is conducted under the auspices of the Archbishop of Melbourne, Denis Hart.

The College is now in its seventh year with the first group of students completing their VCE studies in 2011. The College has developed an excellent reputation in the local community with a high demand for places at both Prep and Year 7.

Our 2011 enrolment was 1417. These numbers are expected to continue to grow in coming years.

Last year we completed a number of building projects to further enhance the excellent facilities at the College. We believe that there is a great energy and enthusiasm to create a vibrant growing educational community that embodies the values, beliefs and mission of the Catholic Church.

Principal's Report

I am pleased to report on the progress that has been made at Marymede Catholic College over the past 12 months. Our first VCE results were of a good standard and reflected well on the efforts of both our students and that of our teaching staff. The challenge facing us for the future is to build on these results so that our students will be able to access a full range of pathways that are available to them.

Our student numbers continue to grow with 1417 students enrolled at the College. We expect further growth in coming years especially in the secondary section of the College.

The past year has seen a number of building projects completed. The Founders' Building was blessed and opened last year and this has given us welcome classroom accommodation for our Senior students. We have now completed Stages 1 and 2 of our Senior Specialist buildings. This has given us facilities in Science, Art, Design, Music and Drama as well as extra classroom space.

Obviously with further growth in student numbers we will need further additions to our facilities.

In 2011 we conducted a School Review as part of the School Improvement Framework and we have determined the priorities for the coming years. These priorities centre around improvements in teaching and learning and are reported on elsewhere in this report

Education in Faith

Goals & Intended Outcomes

Goals:

To improve the opportunities for parents, students and staff to reflect upon and nurture their personal faith journey.

Intended Outcomes:

That understanding and appreciation of being a member of a Catholic school community is deepened for staff, students and parents.

Achievements

With the social justice room now off the Chapel, we will use this space for education of the students in the variety of works that can foster this consciousness.

We are continuing to develop the religious symbolism, both material and ritual with the College by the Guild banners and an introduction to the spirituality of these great figures.

The Catholic ethos of the College is reasonably strong. The firm connection to the local parish, the regular engagement of the parish clergy in the crafting and celebrating of liturgies and the strong religious symbolism and prayer throughout the calendar underlines a vibrant Catholic Community.

VALUE ADDED

Staff have identified some very positive elements in the Faith Development of the College. They named a lively sacramental program that prepares the Primary students for Confirmation, Reconciliation and Eucharist. The regular College Masses, Prayer Services and Daily Prayer demonstrates the continued commitment of the College to celebrate our Catholic Tradition.

It also indicated that prayer opportunities with the College are many and varied. The charitable endeavors that fill the calendar of the College which engender a consciousness of the marginalized and prompt an attitude of compassion for the needy. The aim of providing personal faith formation for the teaching and administrative is being addressed with our Spirituality Seminar on Catholicism 101. Dr. Kath Engebretson is planning this session. This contact with ACU will continue the strong relationship that Marymede Catholic College has with the tertiary Catholic community.

Learning & Teaching

Goals & Intended Outcomes

The broad goal for Learning and Teaching at Marymede Catholic College is to develop a culture of shared contemporary pedagogy, knowledge and practice to enable students to be equipped for engagement in 21st Century society.

Within this framework, our intended outcomes for students are:

- That student engagement in their learning will be enhanced in all areas.
- That literacy and numeracy outcomes will be improved.
- Student pathways will be enhanced.

The focus of Professional Learning at the College has been to promote a culture of shared contemporary pedagogy to address these intended outcomes with particular focus on differentiated learning, use of data and assessment to enhance pupil progress and using contemporary ICT in the classroom.

Teaching staff have been engaged with many shared opportunities to be skilled in contemporary pedagogy to ensure that all students have their needs met, regardless of their ability. As a product of personalised learning in the classroom, literacy and numeracy outcomes inevitably will be improved. This will enable students have the opportunity to explore a range of career pathways and achieve higher education outcomes.

In addition, teaching staff are skilled in using ICT in their classrooms to enhance student engagement and provide them with the skills that they will need in the future. The introduction of Interactive Whiteboards in every Junior School classroom has had a positive impact in terms of engagement and personalising learning across the curriculum. The introduction of 1:1 Computing Learning Program for Years 7-12 empowers students in developing the necessary skills to be digitally literate and exemplary users of ICT. The College aims to embed ICT into the curriculum in order to prepare students for 21st Century Learning.

The results of NAPLAN testing show that Years 3, 5, 7 and 9 are generally superior to 'similar schools' in the Literacy dimensions and on a par with 'similar schools' in Numeracy. The results in Writing were superior than the state mean at Years 3, 5, 7 and 9 and in Spelling and Grammar and Punctuation at the primary levels. A comparison of College and Victorian means shows that the school did not match the state mean in Reading (other than Year 5) and in Numeracy.

Marymede Catholic College achieved a median Study Score of 30.4. The Dux of the College received an ATAR of 97.5 with 10% of the cohort achieving an ATAR over 90. Also, 10% of the Study Scores received by all students were over 40.

Achievements

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2009	2010	2009–2010 changes	2011	2010–2011 changes
YEAR 3 READING	96.4%	98%	+1.6%	97.6%	-0.4%
YEAR 3 WRITING	98.8%	100%	+1.2%	100%	0
YEAR 3 SPELLING	98.8%	100%	+1.2%	98.4%	-1.6%
YEAR 3 GRAMMAR & PUNCTUATION	95.2%	99%	+3.8%	97.7%	-1.3%
YEAR 3 NUMERACY	96.3%	100%	+3.7%	99.2%	-0.8%
YEAR 5 READING	89.3%	100%	+10.7%	95.1%	-4.9%
YEAR 5 WRITING	96.4%	96.4%	0	93.1%	3.3%
YEAR 5 SPELLING	100%	100%	0	95.1%	-4.9%
YEAR 5 GRAMMAR & PUNCTUATION	96.4%	96.4%	0	94.1%	-2.3%
YEAR 5 NUMERACY	92.6%	100%	+7.4%	93.2%	-6.8%
YEAR 7 READING	98.3%	97.6%	-0.7%	99.0 %	1.4%
YEAR 7 WRITING	98.3%	97.6%	-0.7%	97.9%	0.3%
YEAR 7 SPELLING	97.5%	97.6%	0.1%	96.9%	-0.7 %
YEAR 7 GRAMMAR & PUNCTUATION	97.5%	94.5%	-3.0%	96.9%	2.4%
YEAR 7 NUMERACY	98.3%	99.2%	0.9%	99.0%	-0.2 %
YEAR 9 READING	99.0%	96.6%	-2.4%	97.4%	0.8%
YEAR 9 WRITING	97.0%	91.8%	-5.2%	96.5%	4.7%
YEAR 9 SPELLING	97.0%	92.9%	-4.1%	97.4%	4.5%
YEAR 9 GRAMMAR & PUNCTUATION	95.0%	98.8%	3.8%	94.8%	-4.0%
YEAR 9 NUMERACY	99.0%	98.8%	-0.2%	97.4%	-1.4%

YEARS P-6 STUDENT RETENTION RATE	100%
YEARS 7-10 STUDENT RETENTION RATE:	90.4%
YEARS 11-12 STUDENT RETENTION RATE:	83%

MEDIAN NAPLAN RESULTS FOR YEAR 9

YEAR 9 READING	585
YEAR 9 WRITING	601
YEAR 9 SPELLING	592
YEAR 9 GRAMMAR & PUNCTUATION	576
YEAR 9 NUMERACY	579

SENIOR SECONDARY OUTCOMES

VCE MEDIAN SCORE	30.4
VCE COMPLETION RATE	98%
VCAL COMPLETION RATE	100%

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	75%
TAFE / VET	20%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	0%
EMPLOYMENT	0%

Student Wellbeing

Goals & Intended Outcomes

That an understanding of student wellbeing be developed by all members of the College community.

That staff take a consistent approach to the wellbeing of students.

That student leadership capacity be increased and student voice is evident throughout the College.

Achievements

- That an understanding of student wellbeing be developed by all members of the College community.
- Implementation of whole school approach to Restorative Justice Practices in dealing with student management and pastoral care of students. Professional learning has occurred for staff, parents and students to increase and deepen understanding of Restorative Justice Philosophy and approaches.
- Continued to strengthen the role of Head of Guild and their role in the pastoral wellbeing of the students (Years 7-12).
- Continued to strengthen the understanding of the role of Tutor (7-12) and the Pastoral Teacher (Prep-6) in their role in the pastoral wellbeing of students.
- Increase in resources related to the elements of student wellbeing including restorative practices and student management.
- Continued support of Pastoral Care of students by the Heads of School.
- Continued use of a central data system to monitor student behaviour, special needs of students and concerns.
- College nurse initiated teacher professional learning on health concerns of students including anaphylaxis and asthma training.
- Establishment of Student Wellbeing Action Team (SWAT) in the Junior School.
- Implementing student wellbeing aspects of Physical, Personal and social Learning and civics and citizenship strands of VELs, including workshops on Cyber Safety for staff, students and parents.
- Expansion of social justice awareness through Guild projects and through the engagement of students with community agencies, including Arilla Village and San Carlo.
- Continued implementation of the Student Academic Improvement Strategy (SAIS) to support students with academic needs.
- Continued implementation of a formal induction process for new students and the strengthening and expansion of the buddy systems across the year levels and stages of learning.

That staff take a consistent approach to the wellbeing of students:

- Provision of professional development for whole staff on Restorative Justice Practices.
- Implementation of whole school approach to Restorative Justice Practices in dealing with student management and pastoral care of students.
- Enhanced student services programs to ensure that all students' needs are identified and appropriate and relevant strategies are implemented.
- Continued implementation of common classroom practices based on a culture of co-operation and values of respect and diversity.
- Continued implementation of circle time within the classroom and tutor time.
- Continued counselling services through Centre Care Family Services.

That student leadership capacity be increased and student voice is evident throughout the College:

- Student leadership opportunities have increased and are available for students across the year levels:
- Year 4 as leaders of the Junior School;

- Year 8 as leaders of the Middle School;
- Year 11 as leaders in the Senior School;
- Year 12 as leaders of the College.
- Student leaders have been involved in Restorative Justice Student Leadership Workshops.
- Student College Leadership Team meets regularly.
- Student leaders have had a role in assisting staff organising significant College events including Marymede Day, College Sporting events, liturgies, fundraising, cross country and athletics.
- Other student leadership opportunities have included Debating Captain, Performing Arts Captain and Christian Service Captain.
- Through Pastoral Welfare and Religious Education programs students learn about positive decision making strategies and conflict resolution.

STUDENT ATTENDANCE RATE

93.41 %

VALUE ADDED

The College continues its commitment to meet the emotional, social, physical, spiritual and learning needs of each student. It is also committed to developing students' skills and capabilities as autonomous learners and leaders, emphasising the qualities of responsibility, resilience, optimism, interdependence and confidence. The College continues to expand its co-curricular program to augment the formal curriculum. Students are provided with the opportunity to be involved in activities including, Choir, School Productions, Extension Band, Debating, Tournament of Minds, Dance and Drama and Chess Club. Students participated in the organisation of the College Production 'FAME', the Musical.

Reflection days continue to be a high priority for students in the Middle and Senior Schools with outside presenters leading and guiding students with the opportunity to reflect, celebrate and deepen their understanding of self, others and their faith. The Sacramental programs in Years 3, 4 and 6 provide students with the opportunities to further enrich and experience spiritual growth.

An established Camp Program provides students with the opportunity to experience learning in varying environments. Years 3, 4, 5, 6, 7 and 9 were involved in various camp type activities from the extended day, to overnight outdoor education programs.

Students were involved in fundraising activities including Project Compassion and the collection of food items for distribution to various agencies.

The Young Vinnies Group (St Vincent De Paul) have continued their efforts in servicing others through fundraising and taking a keen interest in global and local social justice issues.

STUDENT SATISFACTION

It might be expected that there will be an increase on the student engagement index as programs are embedded into the teaching and learning opportunities and the culture of respect and cooperation increases.

Continuing to establish programs to develop students' skills and capabilities as autonomous learners and leaders will empower students to develop greater resilience, confidence and responsibility towards self, others and their learning.

Leadership & Management

Goals & Intended Outcomes

- To continue to develop a culture of distributed leadership where all members of the community are invited and encouraged to become active participants in the life of the College.
- To distribute resources in an equitable manner
- To develop a professional learning culture
- That the four pillars of staff culture and school climate are enhanced.
- That school resources are allocated according to the School Improvement Plan priorities.
- That the leadership capacity is developed amongst staff, students and parents.
- That professional learning is focussed on improving student outcomes

Achievements

Staff who hold leadership positions in the College have participated in a professional learning seminar in Term One, 2012 on building skills in conflict resolution and peer coaching.

A number of staff are participating in further studies, with two staff, who hold middle management leadership positions, offered CEOM sponsorship in the Future Leaders Program.

Communication amongst staff from the Leadership team has improved with the college calendar being available and up to date for all staff, all meetings for the term planned and communicated in advance and briefings that occur in the morning allowing for more effective communication with the staff on the day to day organisation of the College.

TEACHING STAFF ATTENDANCE RATE	91.84	%
STAFF RETENTION RATE	81.25	%

TEACHER QUALIFICATIONS		
DOCTORATE	1	%
MASTERS	14	%
GRADUATE	21	%
CERTIFICATE GRADUATE	4	%
DEGREE BACHELOR	70	%
DIPLOMA ADVANCED	30	%
NO QUALIFICATIONS LISTED	12	%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

SCHOOL-BASED PROFESSIONAL LEARNING:

- Whole School PL activity – Bullying
- Staff Conference in Ballarat
- Professional Learning Groups on topics such as Assessment, the use of data and evidence to inform teaching and various aspects of the VELs.
- Domain-based professional learning

EXTERNALLY PROVIDED PROFESSIONAL LEARNING:

A large range of professional learning was undertaken by College teaching and non-teaching staff. In addition to annual Subject Association conferences, some of the professional learning that staff accessed externally was in relation to Mathematics and Literacy, behaviour management, Accreditation to Teach in a Catholic School, Reading and Spelling strategies and the development of various ICT skills.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	98
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2969

TEACHER SATISFACTION

Information from the School Improvement Survey 2011 indicate staff satisfaction is at the lower 25% of Victorian schools.

Strategies have been implemented early in 2012 to improve staff satisfaction across the College. The School Improvement Review identified areas that will lead to better teacher satisfaction in the next four years.

College Community

Goals

To improve parental input into the life of the school.

That the College continues to identify appropriate processes and practices to improve parents' opportunities to be involved in the life of the school.

Achievements

- With the College Board, regularly review the strategic plan for College expansion.
- Build leadership capacity across the school for all members, particularly middle management. Following a review of the pastoral system at the College a revised system was introduced from the beginning of the 2011 school year; this includes horizontal Tutor Groups in Prep to Year 6 and vertical Tutor Groups from Year 7 to Year 12. The addition of Year Level Co-ordinators and Heads of Guild significantly increased the opportunities for aspiring and experienced staff leadership at the College.
- Expand teacher use of Standardised Tests and Survey and NAPLAN data to monitor student learning and target learning needs.
- Availability of the Chapel of the Annunciation for weekly Sunday Eucharist.
- Availability of the College Fitness Centre for use by community groups in the local basketball competition.

VALUE ADDED

In each School a variety of Standardised Testing is undertaken by the College in order to inform the teaching and the learning environment, examples of these are Progressive Achievement Tests in Reading and Maths, "Robert Allwell" Testing and Tests of Reading Comprehension. These and many other tests are not the drivers of our teaching; rather, they inform the teacher of proficiency and gaps in student learning. Individual Learning Plans and teacher planning in general can thereby target specific learning needs of students.

PARENT SATISFACTION

School Improvement Framework, Parent Satisfaction Data reflects a parent body who are largely satisfied with the progress that the College is making with their sons and daughters. Particularly noteworthy is parent satisfaction with student motivation, student connectedness to school, homework, stimulating learning and teacher morale.

In the first years of the College, parent enthusiasm was high and committee membership strong e.g. Parents' Committee. A new challenge for the College is to again harness the enthusiasm of the parents and to engage with them in ways that are meaningful, productive and of real and tangible benefit for their children.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	2,695,467
Other fee income	257,611
Private income	214,709
State government recurrent grants	2,372,057
Australian government recurrent grants	8,554,207
Total recurrent income	14,094,051
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,454,449
Non salary expenses	4,279,464
Total recurrent expenditure	13,733,913
Capital income and expenditure	Tuition
Government capital grants	2,669,587
Capital fees and levies	619,690
Other capital income	0
Total capital income	3,289,277
Total capital expenditure	5,335,984
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	15,461,552
Total closing balance	17,476,659

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.