



# Marist College Emerald

2023 Annual School Report

To ... and loved



Catholic Education  
Diocese of Rockhampton

## **Marist College, Emerald**

Catholic Education Diocese of Rockhampton

### **Principal**

Mark Green

### **Address**

Jeppesen Drive  
Emerald QLD 4740

### **Total enrolments**

615

### **Year levels offered**

Years 7 - 12

### **Type of School:**

Co-educational

## **School Overview**

**Marist College Emerald**, a Catholic, co-educational secondary school was founded in 1996 is situated in the Central Highlands, 300 km west of Rockhampton. With its current enrolment of approximately 600 students, the College is a member of Marist Schools Australia. The ethos and mission of the College are significantly influenced by the charism of St Marcellin Champagnat, founder of the Marist Brothers. The College endeavours to be a community in which hard work and excellent achievement are not only valued but fostered; in which each individual is genuinely respected and loved; of warmth and hospitality in which a strong family spirit is cultivated; and one characterised by simplicity and a recognition of the importance of the person of Mary. In keeping with the College's mission students are encouraged to develop practices which develop them as good Christians and as independent, lifelong learners with a well-balanced, positive attitude to life.

Our student community comprises a broad range of socio-economic backgrounds and we welcome and support students with a range of learning needs. Students travel from surrounding towns such as Clermont, Blackwater, Springsure and the Gemfields, to attend the only Catholic secondary college west of Rockhampton. The College nurtures strong links with our local parish, St Patrick's and parish priests play an active role in College life.

Marist College Emerald offers a broad range of academic and VET subject choices which prepare students for life beyond formal schooling. Previous graduates of the College have pursued a number of pathways post-school including university studies, TAFE courses, apprenticeships, traineeships and full-time work. The co-curricular program provides opportunities for sports, an instrumental music program and participation in various community events, such as Clean Up Australia Day and ANZAC Day. The College's Concert and Stage Bands and College Choir participate in the Emerald Eisteddfod and various music festivals with great success. Marist College is the lead school for the Central Highlands Drones in Schools Project, which was a finalist in the Premier's Industry Collaboration Awards 2020.

Marist College is committed to providing a culture of care through an effective pastoral and behaviour management program facilitated through a House system. Parents are encouraged to be actively involved in all facets of their child's education through participation in the Parents and Friends Association, College Board and various co-curricular activities.

More information on our school can be accessed from [myschool.edu.au](https://myschool.edu.au)

## **Curriculum Offerings**

### **Distinctive Curriculum Offerings**

Marist College offers a comprehensive and academically challenging curriculum designed to cater for the learning needs of each student. We pride ourselves in offering rich academic and VET pathways for our students. The College operates a standard five-day timetable with five, one-hour lessons per day. The amount of time dedicated to each of the learning areas is dependent on the year level and the use of a term-based model of curriculum delivery.

Students transition into secondary schooling from Year 6 and experience a very broad curriculum. Year 7 and 8 are classified as an Australian Curriculum taster. The students undertake mandatory year long, semester long and term length subjects where the content descriptors and the elaborations are delivered. A priority is placed on the Learning Areas of Mathematics, English and Science and each of these is allocated four lessons per week, for the entire year. Humanities is allocated slightly less time (three lessons per week) but like the three previous learning areas undertaken for the duration of the year. Students experience the Arts by participating in a semester of Visual Art, Drama and Music. Japanese, Health and Physical Education and Technologies (including Digital and Food) are given similar weighting. In addition, our Year 7 and 8 students are taught using Thinking Science enrichment programs.

From the start of Year 9, the elective options expand. Students get to choose electives with names representative of the senior school syllabuses, while still completing the strands and content descriptors of the Learning areas.

Our Year 10 'Pathways into Senior' Program, in Semester 2, prepares students for Years 11 & 12 General, Applied and VET subjects.

As a Catholic College, the study of Religion is an important component of the curriculum and undertaken for three lessons per week, for the full year. Our Marist Religious Education program seeks to bring a meaningful connection between Gospel values and our shared humanity. We endeavour to do this by creating a gentle and safe environment

for students to discover and make sense of their place in the world, develop their relationships with others and their spiritual selves.

Classes in Maths and English in Years 7-10 are organised into differentiated learning groups. We have an excellent Inclusive Practices Facility to support students with academic needs.

The College is most proud of its Marist tradition having been started by the Marist Brothers through the invitation of Bishop Brian Heenan, Bishop of Rockhampton Diocese, in 1996. The Mission of the College is to make Jesus known and loved and this is achieved daily through reflection on the work of Saint Marcellin Champagnat, founder of the Marist Brothers, and the religious life of the College. Our charism has five distinctive Marist characteristics: Presence, Simplicity, Family Spirit, Love of Work and Mary, Mother of Jesus, as our Model.

## Extra Curricula Activities

Marist College offers a broad range of extra-curricula activities. Students can participate in an excellent Instrumental Music Program. Our bands perform at various community and competitive events, including the annual ANZAC Day March and the Queensland Catholic Schools Music Festival. Students perform in a biennial musical, supported by the college choir and instrumental music students.

A social justice immersion visit to Fiji and a cultural immersion visit to Japan and/or Vietnam occur every second year in the September school holidays. A cultural tour of New Zealand occurs every other year. Interschool sport is offered to all students. Teams in Under 18, Under 16 and Year 8 compete in interschool Rugby League and Netball against local State High schools in Terms 2 and 3. Marist also fields teams in the annual Confraternity Rugby League, Ballymore Cup Rugby Union, Queensland Independent Schools Netball and Queensland All Schools Touch carnivals. Students have a positive sporting House spirit at a school level which nurtures a high success rate at Central Highlands and Capricornia Region sporting trials. Students have represented Queensland and Australia in various sports including Netball and Touch Football.

All students are expected to take part in our Camps and Retreats program in Years 7, 9, 11 and 12. Students are visited annually by the National Evangelisation Team and Motivational Media. A Chance to Share (ACTS) camp and Marist Leaders Retreats are also offered to selected students.

Students take part in several subject-based excursions including the Senior Art, Drama trips and the annual Study of Religion tour to Brisbane.

## How Information and Communication Technologies are used to assist learning

The College has a one-to-one laptop program. Currently computers are used in all subject areas and in a variety of ways which include:

- Research
- Spread sheets
- Interactive and sequential tasks and lesson plans
- CADD
- Word Processing
- Library management and search
- Communication
- Presentation of lessons using data projectors (all classrooms have a large screen)
- "Click-view" Video library
- Learning Support systems
- Student presentations
- Internet/Website development and maintenance
- Film and TV
- Video production
- Music design and performance.

In 2020, to better inform teaching practices and learning outcomes, TrackOne Learning Analytics was employed. TrackOne uses school data, statistical analysis, and modelling to gain insights into student and school performance.

## **Social Climate**

### **Strategies to Promote a Positive Culture**

Marist College prides itself as a school based on family spirit. It has five Pastoral Care Houses: MacKillop, Farrelly, Heenan, Chanel and Moore which help build school spirit and promote a healthy sporting competition. Each Head of House has pastoral and behaviour management responsibilities. Under the process, as outlined in our College Bullying Policy, Heads deal with bullying issues as they occur. The college provides appropriate consequences for those consistently displaying bullying behaviours.

The Pastoral Care program focuses on student issues and concerns. The college uses local services such as Centacare, Anglicare and the Queensland Health Mental Health team to address student emotional and social needs. Topics such as bullying, leadership, morality, sex education and self esteem are addressed in the College's Religious Education and Physical Education programs.

Marist College has a counsellor available to support students. A Student Representative Council and Senior Committees operate to represent the student body and make their needs and opinions known to the College Leadership Team. Marist has comprehensive anti-bullying procedures and processes.

### **Cyber Safety and Anti-Bullying Strategies**

Students at Marist are entitled to enjoy their education free from humiliation, oppression and abuse. Marist College has a school-wide response to bullying that is predicated on the Marist values of family spirit and respect. Marist College is committed to the prevention of bullying by and of students in our college, and the implementation of appropriate response strategies which address school bullying. The priority in any response to incidents of bullying behaviour is always the wellbeing and on-going protection of those who have or may have been affected by the behaviour. Students and parents are advised to report suspected cases of bullying to the Head of House, Counsellors, Assistant Principal – Student Welfare or Principal.

In addition, Marist College has an 'Anti-bullying Policy and Procedure' which incorporates anti-bullying expectations and has implemented system policies, including Staff Bullying and Harassment Policies. We regularly have police and other external contacts speak with students on bullying issues. The local police are very supportive in meeting with young people who may need reminders about bullying or technology and the legal implications of foolish actions.

Our college has implemented Catholic Education Office Diocese of Rockhampton policies on Acceptable Computer Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The College community is kept up to date about developments in this area. All system and school policies are reviewed on a regular basis.

### **Strategies for involving parents in their child's education**

The College Board meets every third Tuesday of each month. The Board has responsibility for strategic planning, policy advice and providing advice to the Principal.

Parents are invited to attend all important college events: the Opening School Mass, sporting carnivals, Champagnat Day, Year 12 Formal, Year 12 Graduation, Presentation Night and workshops by guest speakers. Parents are invited to assist the College through tuckshop and school events. Information sharing is important and is enacted through: a newsletter, Year Book, Subject Information evenings, Parent and Teacher interviews, Term Report and the Year 7 and New Student Orientation Programs. Use of email between parents and teachers further enables frequent contact. The College App and Parent Lounge assists parents/carers to engage in their student's learning. Parents and Carers are also invited to Parent Engagement Forums with prominent specialists in education and adolescent development.

Parents assist in a number of co-curricular activities including sport coaching, managing sporting teams and providing assistance with the annual musical production. This assistance is appreciated by students and staff.

A welcome afternoon tea is held early in the school year to welcome new parents to the College community.

### **Reducing the school's environmental footprint**



Inspired by Pope Francis' environmental encyclical, *Laudato Si'*, our college community understands that we have to respond to the environmental challenges of the 21st century with creative and thoughtful planning, education and concrete actions that can make a difference to the health of our planet, all people and all creatures. Focus areas in relation to reducing the environmental footprint include:

- Installation of solar panels for electricity (Total installation 300kw)
- Policies and procedures in relation to efficient use of air conditioning systems
- Installation of a 442kWh Tesla Powerpack battery
- Garden mulch to reduce evaporation
- Student recycling activity
- Embedding environmental understanding into the curriculum.

## **Characteristics of the Student Body**

The College welcomes a wide spectrum of students from diverse economic, social and cultural backgrounds across the 12 to 18 years age range. The College is a Catholic Co-educational Secondary College, but students of all faiths attend the College. Marist College has many students from overseas who have become a part of our community. These countries include Tonga, Samoa, New Zealand, Philippines, South Africa, and the United States.

The characteristics of the student body could be summarised as follows:

- Gender – Lower Secondary: 57% male, 43% female; Senior; 55% male, 45% female
- Our students display high levels of respect to each other and the College
- Students represent the College well in the broader community.

Students have a healthy understanding of social justice and are actively involved in supporting community development projects in developing countries.

### **Average student attendance rate (%)**

The average student attendance rate was 88.29%.

### **Management of non-attendance**

In relation to student attendance, our obvious primary concern is the pastoral care and welfare of students ensuring they are safe and parents are informed of absences. Parents of students who have been marked absent and have not notified the college receive a SMS alerting them of their child's absence. If the college doesn't receive any notification, we contact parents reminding them that their son or daughter was absent. Our multi-layered pastoral structures (Assistant Principal - Welfare, Counsellors, Home Room Teachers, Heads of House) ensure that pastoral support and welfare remain our priority.

### **Year 10 to 12 Apparent Retention Rate**

The completion of Year 12 is recognized as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life. In 2023, the Year 10 to 12 apparent retention rate was 84.9%.

## **Staffing Information**

### **Workforce Composition**

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58.00	42.00	2.00
Full-time equivalents	53.97	33.36	0.79

### **Qualifications of all Teachers**

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1%

Masters	6%
Bachelor Degree	81%
Diploma	7%
Certificate	

## Major Professional Development Initiatives

The College recognises that teacher knowledge and skills, along with quality administrative support, contribute significantly to the quality of teaching and learning outcomes. Therefore, Marist actively supports the professional development of all staff. The College adopts a considered approach to professional development and provides a substantial budget managed by the Deputy Principal. An important aspect of professional development is that learnings and ideas are shared with respective colleagues within the individual's Department and there is alignment with the College's Strategic Plan. Staff members are involved in seven Staff Professional Learning days each year. In 2023, days were assigned for continued implementation of the new Australian Curriculum v.9.

The College values the knowledge and commitment of its employees and recognises that teacher knowledge and skills contribute significantly to the quality of teaching and learning. Marist, therefore, actively supports the professional development of staff which for 2023 included:

- Marist Spirituality (Marist Schools Australia) and "In the Marist Way"
- Bishop's In-service Day
- Child Protection
- Fire Awareness training
- New staff induction
- First Aid (optional)
- Academic: Senior Schooling Forum
- Senior Syllabus implementation, New and Emerging Opportunities in the VET Landscape
- VET Symposium, various QCAA workshops.
- CEDR Masterclasses for various subjects
- Working with students with diverse needs • Writing's Toolbox
- Formative Assessment – ACEL
- Contemplative Retreat – Marist Association
- NCCD Training • Creating resilient cultures
- Law for School Counsellors and Guidance Officers
- Making judgements using evidence and instrument-specific marking guides (ISMG) • TrackOne Analytics • Difficult Conversations
- QCEC Student Protection
- Classroom Profiling
- RAGE – Anger Management Course for Teenagers
- Conversations at the Crossroads ASREAP Conference
- Online risks and protective factors
- Copyright for Schools.

The percentage of teacher participation in professional development was 100%.

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$94,000.

## Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 93.20%.

Percentage of teaching staff retained from the previous school year was 92.06%.

## School Income

School income broken down by funding source is available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au). (The School information below is available on the My School web site).

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector

☐ Government

☐ Non-government

SEARCH

## National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Key Student Outcomes and Value Added

Marist College is a Year 7 to 12 Catholic Secondary College serving the community of Emerald and the surrounding Central Highlands region of Queensland, 300 km west of Rockhampton. This area is predominantly a mining and agricultural region, with a highly transient population. This poses unique educational challenges when approaching school improvement. Enrolment at Marist College is open to all who seek the values of the college, and our students are drawn from a wide range of backgrounds. There is preparation for the NAPLAN test in terms of literacy, numeracy and test preparation. There is a growing emphasis on testing students on entry to school and at different points during the middle years. Along with NAPLAN results, this data is used to monitor students' academic progress, and where required, specific programs to address needs have been implemented. Special programs are devised for students requiring extra support with their learning to ensure they are able to engage equitably with the curriculum. Students' progress to achieving a QCE/QCIA is monitored closely.

### Year 12 Outcomes

Outcomes for our Year 12 cohort of 2023	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Percentage of Year 12 students who received a Senior Education Profile (SEP)	100
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	99
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	84
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	37



## Next Steps Survey

The report from the Queensland Government, *Next Step 2022 Year 12 Completers Survey* is available on our College website. This report details the post-school destinations of Year 12 completers from 2020. Annual survey reports are issued in November and will be uploaded to the College website as soon as they are available.

## Strategic Improvement: Progress and Next Steps

### Strategic progress in 2023

We continued to build staff capacity through coaching and feedback and through professional development. We aimed to continue strengthening our positive school culture and wellbeing. We continue upskilling staff on the Essential Skills and other Behaviour Management Strategies.

We continued:

- to support students at risk and sought to make partnerships that could provide ongoing support to high needs students.
- to review student results in Year 11 and Year 12 to ensure they gained a decent ATAR, if eligible, and a QCE.
- implementation of the Australian curriculum and monitoring of the Australian curriculum for all year levels.
- data collection and analysis from sources such as Student Reports, NAPLAN, PAT-R, PAT-M.

Thinking Science was fully integrated into Years 7 and 8.

2023 continued our implementation of Writer's Toolbox in English and Humanities classes. This online writing tool provides a platform for students to reinforce and extend their writing skills. Writer's Toolbox has been embedded into English and Humanities lesson plans.

The College's observation and feedback schedule continued with walkthroughs and formal observations and has provided an opportunity for all leaders and middle leaders to observe teachers implementing instructional strategies from Art and Science of Teaching (ASOT).

### Strategic priorities for 2024

Student Wellbeing:

- Year 7 & 8 Students complete the Bullyproof Australia Resilience Program
- Identify further professional development opportunities for staff and parents.

Teaching & Learning:

- Implementation of the Australian Curriculum v 9
- Drive school improvement and educational initiatives through College-wide utilisation of data, research and reflective practice
- Continue NAPLAN Data analysis & using data to inform teaching
- Align and Implement Pedagogical practices – ASOT
- Literacy in Years 7 and 8 - with the main focus on Literacy [Writer's Toolbox] – Professional Development for teachers
- Streamline teacher goal-setting processes, informed by profiling and to allow relevant Professional Development, with a focus on differentiation
- Consolidation of teacher understanding of the Australian Curriculum
- Provide opportunities for staff to commit to professional growth and renewal by identifying priorities for their own professional learning.

Financial Management and Master Planning:

- Align a new College Master Plan with the new strategic plan, stable enrolments and curriculum requirements
- Develop medium term financial modelling to inform College strategic master planning. Undertake planned capital works and maintenance as identified in annual planning
- Comply with all Diocesan and other statutory reporting requirements.

## Parent, teacher and student satisfaction with the school

The Marist College School Review and Improvement surveys conducted in May 2022 indicated a very positive review by the staff, student and parent community towards Marist College. Those surveyed mentioned the phrase 'family spirit' as an indicator of the welcoming and caring atmosphere of the college.

The Parent Survey highlights include:

- 85.2% of parents agreed: Marist College presents a positive image through participation in local community events and activities.
- 84.8% of parents agreed: Marist College Emerald offers a wide range of co-curricular opportunities e.g. camps, sports, Pedal Prix, study club, band, choir, debating.
- 91.3% of parents agreed: Marist provides adequate forms of communication, these presently include, SMS, emails, electronic newsletter, website & social media (Facebook).

The Staff Survey highlights include:

- 94.4% of staff agreed: There is a high priority on student wellbeing at Marist College Emerald.
- 90.3% of staff agreed: Student Protection processes are clearly communicated to all staff at Marist College Emerald.
- 90.3% of staff agreed: Marist College Emerald is committed to academic excellence.
- 93.1% of staff agreed: Marist College presents a positive image through participation in local community events and activities.