



Annual Report 2021



PO Box 588 Burnie Tas 7320
Telephone +61 3 6432 7600
Principal, Mr Gregg Sharman
Email principal@mrc.tas.edu.au
www.mrc.tas.edu.au

History

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| 1972 | Amalgamation of the two Colleges took place. There were four Sisters of Mercy and eight Marist priests on staff at this time. Marist Regional College opened with 555 students. With the amalgamation came the new College crest. The College motto becomes 'Love the Truth'. |
| 1975 | This was the last year boarders were accepted at Marist Regional College. |
| 1985 | Sr Joan Thomas was appointed Principal replacing Fr Garry Reynolds. She was the first female to be appointed to this position and the first female Principal of a co-educational secondary college in Tasmania. |
| 1991 | Fr Ray Chapman was Principal of the College and Sr Anne Arundel RSM appointed as Deputy Principal, continuing the involvement of the Sisters of Mercy at the College. |
| 1993 | Fr Bill Ryder was appointed Principal of the College and served the College until 2000. |
| 2000 | Governance of the College moved from the Society of Mary to the Marist Regional College Governing Council, led by Archbishop Adrian Doyle, with membership made up of a representative of the Marist Fathers, a representative of the Sisters of Mercy, Director of Catholic Education and two local representatives. |
| 2003 | Mrs Susan Chen (Acting Principal from June 2002) was appointed as the first lay Principal. At the end of the year the College farewelled the last Marist Father to teach full time, Fr. Paul Pearce. The Colin Theatre, named after Jean-Claude Colin, co-founder of the Society of Mary, was opened. |
| 2004 | Refurbishment and extensions enabled the development of a second Home Economics kitchen and improved MDT facilities. These were required as a result of increasing student enrolments. |
| 2007 | College gymnasium, the Harcombe Centre, was blessed and opened by Archbishop Adrian Doyle and was named after Fr James Harcombe SM. The Performing Arts Centre, Conway Hall, was blessed by Archbishop Adrian Doyle and opened by Dr Dan White, Director of Catholic Education. The hall was named after Sr Mary Sabina Conway RSM., |
| 2009 | The College celebrated 50 years of Marist education in Burnie with class reunions, an anniversary dinner, College Mass, blessing and opening of the Geoffrey Coombs Memorial Garden. The Memorial Garden was funded by donations from the College Old Scholars. |
| 2010 | 160 Year 7 students moved into the Chanel Centre. The new facility was named after Marist father Saint Peter Chanel. |
| 2011 | 868 students enrolled at Marist, the school's largest intake. Renovation of facilities continue with the building of a new canteen, Dadirri Student Centre, fashion design centre, media laboratory and Cradle Coast Trade Training Centre. |
| 2012 | Opening of the Cradle Coast Trade Training Centre to cater for vocational education and training. Stage 1 of Middle Years, Chanel Centre, was officially opened to accommodate Year 7 students. |
| 2013 | Stage 1 of the Middle Years area, McAuley Centre, was completed to accommodate Year 8 students. Principal of 11 years Mrs Susan Chen retired. |
| 2014 | Mr Adrian Drane appointed as Principal. Stage 2 of the Middle Years area, McAuley Centre, officially opened and occupied by Year 8 students in Term 2. |
| 2015 | The College became Mercy affiliated. The College Masterplan was revisited for the next ten years. |
| 2016 | The College Strategic Plan was formed for the next five years. The College received funding and approval to redevelop the existing Year 9/10 area. |
| 2017 | Redevelopment began of the existing Year 9/10 area which will be called The Marian Centre. |
| 2019 | (April) Mr Adrian Drane takes extended leave for medical treatment. (June) Mr Peter Douglas appointed as Acting Principal for the remainder of the year. (August) Official opening of the Marian Centre. (September) Mr Adrian Drane passed away on 16 September. (October) Mr Gregg Sharman is announced as Acting Principal for 2020. |
| 2020 | Mr Gregg Sharman announced as Principal from 2021. |
| 2021 | Mr Gregg Sharman announced that he will take Renewal and Long Service Leave for 2022. |
| 2022 | Mr Noel Nethery appointed Acting Principal for 2022. |



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General

Certainly, every year has its opportunities and challenges, and 2021 has been no exception.

Assembly of Excellence

The Assembly of Excellence was held early in February to celebrate the outstanding performance of our students in 2021. Previously, this was held as an evening event in December at the Burnie Arts and Function Centre, however, due to our responsibilities to meet COVID19 requirements, the College was unable to hold the event in this venue at this time. Large school gatherings of the same size were conversely permitted.

One strong positive from this, we were able to hold the event onsite at the College as a community. After transitioning from a time where COVID19 restrictions had prohibited large gatherings, it was a significant moment for us to come together with families and our entire student cohort, to recognise, celebrate and articulate that this is a Christ-centred community that strives for excellence.

After review, the same approach will apply in 2022. We are considering revisiting the previous format of an Evening of Excellence in 2023.

Ritual of Lament

On Saturday, 20 March 2021, we held our Ritual of Lament to acknowledge the sexual abuse that took place at Marist College, Marist Regional College and in the Burnie Parish (now Burnie-Wynyard Parish), particularly while the Marist Fathers were custodians of both.

A Ritual of Acknowledgement and Sorrow was planned by the Marist Regional College, 'Seek the Truth' Committee, comprising of staff and board members from the College, survivors of abuse, local parishioners and representatives of the Marist Fathers, and held at the Emu Valley Rhododendron Gardens in Burnie.

This was an important step in the necessary acknowledgment and healing of past abuse.

Survivors of sexual abuse, together with their partners, family members, friends, and others associated with the College and Parish, attended. Archbishop Julian Porteous and Marist Fathers Provincial Fr Tony Corcoran played active roles, apologising for the abuse that took place, as well as three courageous testimonies from survivors.

Additionally, the College followed up in April during Holy Week, with the installation of a plaque as a visual and tangible reminder of what has taken place and the pursuit of a better future for our young people entrusted to the care of the College.

Circular Head Project: Reaching Out to Make a Difference

This year, we worked with our students, staff, and the Circular Head community to bring about better outcomes for approximately 80 of our students who are prepared to travel each day. For 2022, we hope to trial optional, remote learning for Thursday and Friday each week. We need to ensure that our staff are well prepared and supported in their delivery of the curriculum without being burdened by the concept of dual delivery.

Our College has been in contact with AgriTas and "The Study Centre" to utilise the AgriTas building in what is an excellent space for this venture. It is envisaged that learning will initially take place from Term 2 for students in Years 10 to Senior College. We look forward to seeing this project continue to evolve in 2022.

College Validation Process

We undertook a College review to assist us in planning for the future. This included workshops with staff, parents/guardians, and students with an external panel to act as the validators.

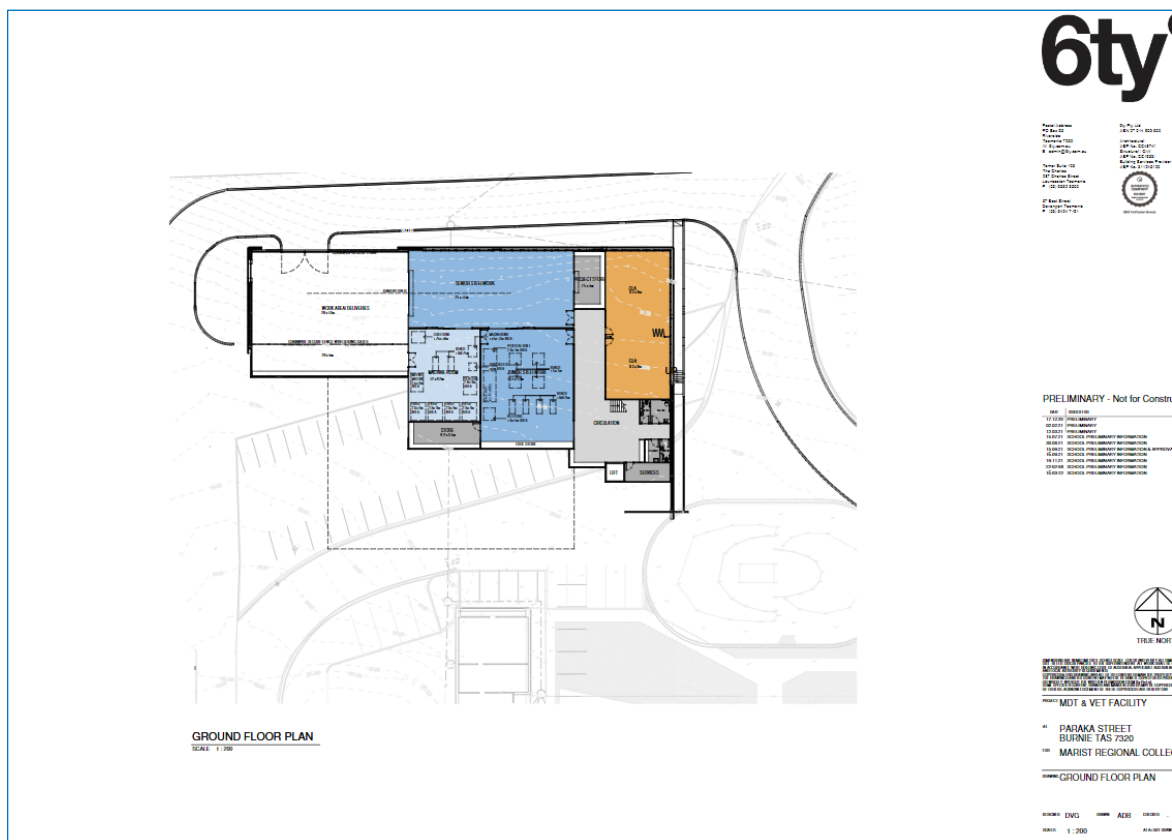
Academic results are of a consistently high standard in ATAR, and the College is well-recognised for its breadth of and determination to explore further VET offerings. The staff (teaching and support) are recognised for their competencies and commitment to students. Students with learning needs are well-identified and good efforts are made to provide appropriate support. Wellbeing of all students remains a priority and resourcing is explored and creatively allocated as needs are identified.

The Validation process affirmed a positive community spirit with parents/guardians acknowledging within the survey instrument, and to the Panel, that there are genuine attempts to seek their views and that of their children. Both students and parents/guardians commented upon a culture of high expectation in the demonstration of student outcomes, associated with care and appropriate intervention. The breadth of curriculum offerings is also seen as a strength.

VET Construction and MDT (Materials Design and Technology) Capital Project

The College continues to pursue a new VET Construction and MDT facility. The design of the teaching spaces within the building are the result of a successful professional learning team, comprised of our staff. Their combined research and experience have shaped the interior space. In 2022, work will continue to establish the servicing concept for the design which includes relocation of services in readiness for the build and the establishment of new car parking and access prior to commencement of capital work. The project will be included for consideration as a major capital project by the Resources and Sustainability Standing Committee in 2022.

The current design is shown below:





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MDT & VET FACILITY
 PARAKA STREET
 BURNIE TAS 7320
 MARIST REGIONAL COLLEGE

FIRST FLOOR PLAN

DATE: 1/2000
 DRAWN: 1/2000
 CHECKED: 1/2000
 APPROVED: 1/2000

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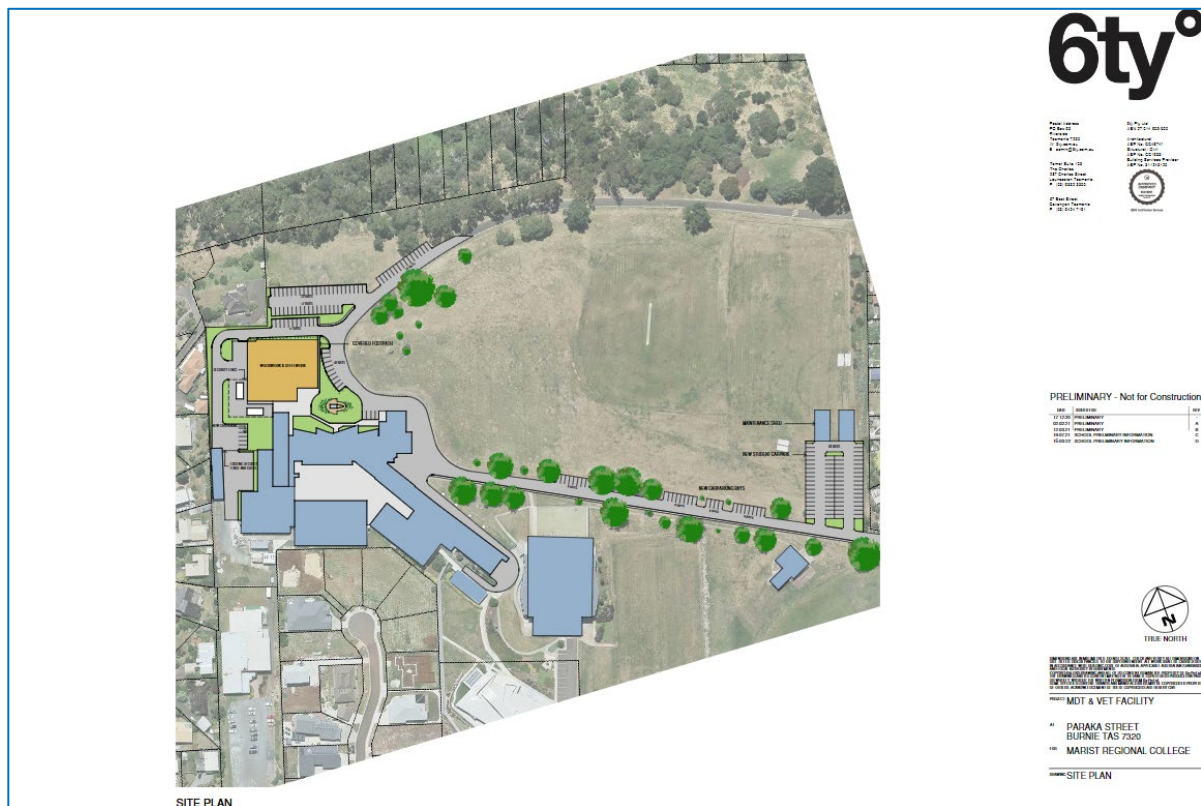
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College Feast Day

The College Feast Day was held on Friday, 13 August. This was celebrated with a Mass attended by Fr John Girdauskas, and a BBQ lunch for staff and students, followed by activities in the afternoon.

Our Respects to Mr Adrian Drane

On Thursday, 16 September, our College community commemorated the second anniversary of the passing of former Principal, Mr Adrian Drane, with a Liturgy of Remembrance. Our thoughts and prayers continue to be with Adrian's wife, Sue, and children, Mitchell and Zoe.

Subject Advice/Career and VET Information Evening

On Wednesday, 4 August, many staff made themselves available in the Marian Centre to assist students and parents/guardians in discerning their pathways for 2022 and beyond. In addition, a number of tradespeople were available in the Trade Training Centre, café and canteen, as well as several staff from UTAS who provided advice.

Reimagining the Quad - SRC Project

Our SRC are passionate about improving the aesthetics and comfort of the Quad. This has come about after recently running College Improvement SRC workshops. In October, Miriam Shevland from Play St visited the College and worked with our SRC students and staff, gathering their thoughts for enhancement. Miriam has led the development of many play spaces throughout our state. Ultimately, we will allow the students to lead the creation of a vision for the space.

Year 12 Graduation

On Friday, 19 November we celebrated the Year 12 Graduation, firstly with a liturgy in the Harcombe Centre, followed by an evening event at the Burnie Arts and Function Centre.

Principalship of Marist Regional College 2022

After more than 21 years of continual service in education, I have decided to take 12 months leave for 2022. The above period of term has seen me accrue double long service leave and eligibility for renewal leave, a fund that all Catholic Education Tasmania Principals are required to pursue after seven years' service. As I enter my tenth year, I am obviously more than overdue! I also feel that an incumbent Principal with a full twelve-month appointment can achieve more with their team over this period.

Because of the Catholic Education Tasmania's national leadership advertising campaign, our College has been fortunate to secure the services of an experienced and well-qualified leader in Mr Noel Nethery, who is relocating from Townsville, returning home to north-west Tasmania where he began his career in the 1980s. Noel visited the College in December and addressed our students and staff at an assembly. I trust that you will afford Noel the same welcome that I have been afforded over the last two years.

Best wishes to the students, staff, and community in 2022.



Staffing

Composition of the College Leadership Team in 2021 was as follows:

- Gregg Sharman (Principal)
- Tracey Rogers (Deputy Principal - Pastoral Wellbeing)
- Wayne Gale (Acting Deputy Principal - Learning and Teaching)
- Emily Sass (Director of Mission)
- Brady Yates (Acting Director of Organisation)
- Gabrielle Woods (Business Manager)



Marist Regional College continues to have a professional and dedicated staff. Some notable staff changes are outlined below:

| Staff Arrivals | Staff Departures |
|----------------------|----------------------|
| David Angliss | Brittany Bucholz |
| Mitchell Atkinson | Kerrie Flynn |
| Brittany Bucholz | Wendy Horniblow |
| Stuart Cooper | Tim Horniblow |
| Emma Dent | Colin Lawrence |
| Sophia Jackson | Amanda McTernan |
| Sam Johnstone | Denise Milburn |
| Steven King | Emily Risdon |
| Jessica Magee | Brendan Schmidt |
| Keegan Powell | Michael Scott |
| Sherry Rand | Connor van der Ploeg |
| Emily Risdon | Nicole Young |
| Nigel Smith | |
| Connor van der Ploeg | |
| Hayley Wolstenholme | |
| Suzanne Woolley | |
| Vanessa Wright | |



Catholic Identity & Mission

Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others. (Philippians 2:3–4)

We must know that God is with us through everything we face in life and is always there to love and protect us.



2021 has been a year of challenges, perseverance through hardship and community. It has been a year of hope and trust in God to watch over us. It has been a time to reflect on the importance of family, friends and community. This year has continued to bring opportunities for us as a College to learn how to follow Jesus' example and become more like him in our actions and faith.

Masses and Liturgies

The Masses and Liturgies held at Marist Regional College are sacred and highly valued times of worship, where the College community can come together as one to pray and reflect. Many significant events in the College are also celebrated during these times.

As is tradition, the year began with the Commencement Mass, led by local Parish priest Fr John Girdauskas. The 2021 Student Representative Council (SRC) were also officially commissioned at this time. The SRC introduced their theme for the year, "Alone we can do so little, together we can do so much."

Later, we celebrated Ash Wednesday, which marked the first day of Lent before Easter. Separate, year level liturgies were held, where the blessed ashes were placed on each student and staff member's foreheads in the sign of the cross. This is a reflective time used for prayer and fasting.

Our Holy Week liturgy gave us a chance to have a reflection on the Journey to Easter, with some of our Year 7 students assisting with a drama performance to bring this to life.

The College Feast Day, celebrated in the second half of the year, held to celebrate the assumption of Mary. Mary's role is vital in the two Marist and Mercy charisms of our College. The Feast Day Mass was led again by Fr John Girdauskas. The Mass was followed by the traditional range of fun activities for students and a barbeque lunch organised by the SRC. It was a great celebration and example of our College traditions and identity.

As the school year ended, the Year 12 graduating class celebrated their time at Marist Regional College. They gathered together as a year level at the Star of the Sea Church for their Vale Mass. This was a significant event as it was the final time they would participate in prayer and communion as a cohort. They had the opportunity to pray and give thanks to God, give thanks for their time at the College, as well as pray and reflect on their futures to come. Finally, they gathered again to celebrate their Graduation Liturgy in the Harcombe Centre. Here, they each received their graduation certificates and a formal farewell and blessing from the College.

Retreats

Retreats for staff and students are special days designed for reflection. They allow time for students to reflect on themselves and their growth, their relationships with others around them and with God. Each year level has a specific theme for their retreat and explore this through various related activities. Each retreat concludes with a student-led reflective liturgy.

The Year 7 students were able to engage with Marty Ogle from Catholic Education Tasmania (CET) in sessions, 'Making Jesus Real' in Term 1 and Term 4.

The Year 8 Retreat focused on imperfections. The day explored how each person has been created by God and has a unique mix of strengths and weaknesses. Students were encouraged to think about what influences them to act in certain ways and the different 'masks' they wear for different social circumstances. They also explored the importance of embracing their true selves, no matter how imperfect.

The Year 9 Retreat was led by guest speaker Samuel Clear, who spoke of his mission of prayer for unity in the Church. Sam told the students his story, where he walked halfway around the world, stopping to invite people to pray with him for unity.

The Year 10 Retreat was held at the end of their activities week. The theme of the retreat was, 'You've gotta have faith.' The students explored the various places, people and things that they have faith in, and who have faith in them. Guest speaker, Will Smith from JCP Youth spoke about his journey from a troubled background to his personal growth. He gave an engaging talk to the students, encouraging them to seek out opportunities for themselves, in order to be the best versions of themselves they can be.

The Year 11 Retreat was held during the first week of school when guest speaker, Samuel Clear visited, and were able to be at the same venue as the Year 12 Retreat at Camp Clayton, enabling the year levels to get to know each other.

The Year 12 Retreat was held at Camp Clayton in Ulverstone over two days. It was an important time for the year group to spend together, reflecting on their previous years at the College, as well as preparing and reflecting on what their year ahead, their final year at the College, would be like.

College Ministry during COVID 19

2021 saw a continued risk of lockdown and quarantine for staff, students and families who wished to travel interstate and beyond. Although, the College was luckily not impacted seriously by the pandemic this year, it was a reminder of our privilege and blessings. We as a community were constantly reminded of how blessed we are to be placed in this beautiful part of the world. It was a time for continued prayer for those in our community impacted by the pandemic, as many families were separated due to lockdowns interstate and beyond. If anything, this only continued to strengthen our friendships and bonds with one and other.

Music Ministry

Music Ministry, now under the direction of Mrs Jessica Magee, continued to beautifully serve the College through music and song. The students performed at College masses, liturgies, assemblies and services. We are extremely grateful and blessed to have such an enthusiastic and talented group of young people and committed staff. Our College services would not be the same without their contribution.

Ministry and Community Service Programs

There are a number of opportunities for students to engage in community service-based activities and serve those in need. This is one of the clearest calls to servant leadership and following Christ's example, as well as acting out our College values.

- **International Women's Day:** International Women's Day was celebrated early on in the year. It was a day to celebrate the achievements of women and give thanks to the women in each person's life. The theme of, 'Choose to Challenge' was a reminder to fight for gender equality. There was live music in the quad at lunchtime, as well as a variety of activities led by the SRC.

- **Relay for Life:** The College took part in the North-West's Relay for Life in March. Organised by Cancer Council Tasmania, the Relay for Life event involves a forty-hour relay walk around the Penguin Athletics Centre's track. This year, the College had an impressive 58 members and raised a total of \$5,751. The College was also awarded the 'Spirit Award' by the Cancer Council. The Spirit Award is awarded to a team who demonstrates "Collaboration, Innovation, Generosity, Integrity and Courage." The College then received a perpetual daffodil shield.
- **Vinnies Winter Appeal:** The St Vincent De Paul Society's Winter Appeal was organised to collect donations like warm clothes and blankets for the various Vinnies stores on the North West Coast. These donations, largely organised by Mrs Rachael McFarlane-Shires, were very successful and helped go towards people in need in our community.
- **Breakfast Club:** The College ran a Breakfast Club from Term Two to Term Four. Led by the Youth Ministry Trainee, Emily Risdon, as well as many student volunteers, the breakfast service provided toast, juice and milo to any and every student each morning. It was a very successful program that served many in the school community. Student volunteers also had the opportunity to demonstrate true compassion, commitment, and service to others.
- **Operation Christmas Child:** This year, the College once again supported the Samaritan's Purse Operation Christmas Child shoebox drive. The Samaritan's Purse aims to collect donations of toys, educational items and sanitary products to send to disadvantaged communities across the world. Together, the College collected and donated a total of forty-two shoeboxes, as well as many singular items. This was an incredible effort and an impressive act of compassion from our students.
- **The Smith's Family's Student to Student Reading Program:** The College once again participated in the Smith Family's Student to Student Reading Program. Several students from Years 8 to 11 volunteered their time to help their primary school aged 'buddy' improve their reading skills. The program, held from April to September, proved to be very successful.

Pastoral Wellbeing

At Marist Regional College, we believe that Pastoral Care is an integral component of education providing students with strategies to develop resilience and creating safe and welcoming learning environments which are pivotal to the health and happiness of the student body. We aim to work in partnership with parents/guardians to promote and enhance personal, social, physical, emotional, mental, and spiritual wellbeing in all our students. We continually work to review our policies and procedures to make sure that we are providing the best possible learning environment and believe that we are giving our students opportunities to be the best possible version of themselves.

Pastoral Care is embedded throughout the teaching and learning and structural organisation of our school. Research has shown that mental health is on the increase and in response to this, the College is endeavouring to teach positive mental health strategies to encourage people to be happier and more resilient. The College has introduced, "The GEM Program" into Years 8 and 9 this year, with Year 7 participating in the program from 2022. This program has a clear message, "the more positive emotion you experience, the more resilient you will be". Three key pillars proven to nurture positive emotion are gratitude, empathy, and mindfulness (GEM). A whole school approach to wellbeing is being explored by a team of staff to focus on the health and wellbeing of students and staff. Years 10-12 continue to develop skills required for their futures, whether this be further education or joining the workforce.

Our students are very fortunate to have access to a range of services within our College. Counsellors, Youth Health Nurse, Career Pathways Coordinator, Year Level Coordinators, Student Support Coordinators, Student Service Officer/s, Teacher Assistants, First Aid Officers, Office Staff, and many other members of staff who all work tirelessly and collaboratively to ensure the needs of our students are met.

Year Level Coordinators for 2021 were; Jessica Magee (Year 7), Mark Spurr (Year 8), Sam Johnstone/Rachael McFarlane-Shires (Year 9), Adrian Pearce (Year 10), Andrea Kelly and Grant Sims (Senior College), and were supported by Pastoral Care Group Leaders who are committed to ensuring students are offered opportunities beyond the classroom that greatly enrich school life, increase self-confidence, resilience and a sense of belonging, teach new skills and encourage appropriate risk-taking behaviour in a safe and supportive environment. Learning opportunities offered at the College could not take place without the dedication and support of our teaching staff to the holistic education of our students.

Learning and Teaching

2021 has been a year of consolidation for the Learning and Teaching Team of the College. Even though 2020 was a COVID-19 interrupted year, there were many initiatives put in place by the team that came to fruition in 2021.

In the Middle Years English/HaSS area, Carolyn Winchcombe and her team continued to work on the integrated approach to the curriculum through the Global Connections program that was developed during 2020. Staff and students met to reflect, review, and refine the curriculum throughout the year, and this has led to further ideas that will be implemented in 2022. One of the big changes next year will be the addition of Literacy Support and Gifted Student programs in conjunction with the Global Connections lessons.

Middle Years Maths, headed by Mark Spurr, continued with the Maths Pathways program for Terms 1 and 2, however, it was decided after an extensive review to return to the more traditional style of teaching through structured, teacher led lessons and textbooks.

9/10 Maths, through Mike Clancy continued with 'agile' Maths classes where students can move from one class to another, depending on their ability to cope with lessons focused on extending/problem solving questions or lessons focused on consolidation/process type Maths.

Jennifer Mertes, Learning Area Leader of English, will trial this same 'agile' class grouping in Year 10 English classes next year.

The Arts led by Tom Lamb have continued to work with CET on their Action Research Project and developed it to the stage where filming of 'best practice' will commence next year. This happens to coincide well with the College performing the musical, 'Annie' in 2022. Casting has been completed and planning is well underway for the mid-year show.

There was much discussion around the refurbishment/redevelopment of the Senior College wing of the College and through this, it became clear that the MDT section needed to be overhauled as a priority. So, with the guidance of Stuart Cooper (LAL of Technologies), a new MDT/VET Construction building has been designed and is currently going through the final design phase with the architects. It is hoped that building will commence in late 2022.

NAPLAN was conducted with the Year 7 and 9's after being cancelled in 2020 due to COVID-19. Our results indicate that MRC students are at or above the state and national minimum standards in most areas. The data from NAPLAN provides staff with areas that need to become a focus for the Learning and Teaching Team moving into the new academic year.

There have been many great individual and group achievements during 2021 and this cannot happen without the hard work and dedication from the whole staff of MRC. It also must be said that learning and teaching does not flourish without the support from family and friends, so a big thank you to all who play a part in creating opportunities for our students to thrive and achieve to their potential.



Pathway Planning

Career and Pathways at Marist Regional College in 2021 has been a very busy and exciting year for all involved. The year started off with the Beacon Foundation offering our Year 10's undertaking the Package of Learning course a High Impact Program. This proved to be a very successful day with our students being afforded the opportunity to connect with a range of local industry representatives, learning about the required 21st Century Skills to join the workplace and the opportunities available in our local area.

Once again, the College worked closely with the University of Tasmania (UTAS), ensuring all students heading down the University pathway were offered the best opportunities available. Lara Hay and her colleagues from UTAS worked closely with students throughout the year, providing each of our students with up-to-date advice around all the courses and pathways available. It was also great to see a healthy number of our students take up the Schools Recommendation Program, ensuring a placement at UTAS in 2022, prior to the completion of Year 12.

It was also great to have the Australian Defence Force and Tasmanian Police work closely with our students once again. Both organisations attended our subject selection evening, with a large number of students seeking information and advice from them. It was also pleasing to see a number of our Year 12 students take part in the Career Development Program that is offered by the Tasmanian Police Force. This required the students to submit an application to attend, with the successful recipients being invited to spend several days during their Term 3 holidays at the Police Academy in Rokeby. A fantastic opportunity for all involved!

Tasmanian Manufacturing, Minerals and Energy Council (TMEC) also provided our students with some fantastic industry real life experiences. A number of our students were given the opportunity to learn and use the welding simulators, with a large number achieving great results. TMEC also provided our Year 10 Package of Learning students with the opportunity to visit a number of Advanced Manufacturing companies along the North West Coast, which proved to be a very successful day for all involved.

It has also been pleasing to see a large number of our Year 10, 11 and 12 students take up the opportunity to undertake a work placement throughout the year, with a very diverse range of local businesses and organisations providing our students with some great opportunities. These placements included students undertaking work experience in occupations such as law, accounting, midwifery, veterinary, physiotherapy, personal training, building, engineering, electrical, fitting and machining, metal fabrication and automotive. A number of these students have since gained apprenticeships, traineeships, and full-time work from these placements, which is fantastic! We are very grateful for all the local businesses that provided our students with these great experiences and look forward to continuing to grow these connections well into the future.

A great year had by all and very pleasing to see our students at MRC flourish in the diverse range of pathways they choose!

2021 Year 12 Academic Results

The graduating class of 2021 achieved exceptionally well in relation to their TASC/TCE/VET results. In 2021, 99 Year 12 students graduated. Of these, 98% achieved their Tasmanian Certificate of Education (TCE). Of the cohort, 59% achieved an Australian Tertiary Admission Rank (ATAR).

The top score was achieved by Sienna Thorpe with an ATAR score of 99.65.

Sienna Thorpe, Manuthi Wijayasinghe and Nethmini Wijewardhane were in the top 100 students for Tasmania.

In terms of percentages for those who sought and achieved an ATAR:

- 8% achieved an ATAR of 95 or above
- 9% achieved an ATAR between 90 and 95
- 16% achieved an ATAR between 80 and 90
- 12% achieved an ATAR between 70 and 80

Statistically, a normal distribution of students who achieved an ATAR would be:

- 5% - 95 or above
- 10% - 90 to 95
- 20% - 80 to 90
- 30% - 70 to 80

There were a great number of excellent results for students who completed courses not seeking an ATAR across both Vocational Education and Training (VET) and non-pre-tertiary studies. These are fantastic achievements by the entire cohort, which shows the depth and breadth of skills and attributes of the graduating class.

NAPLAN

2021 Comparison between Year 7 Marist Regional College and other schools

| Year 7 | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|--|---------|---------|----------|-------------------------|----------|
| Marist | 94% | 90% | 94% | 92% | 97% |
| Tasmania | 91% | 87% | 91% | 86% | 90% |
| Australia | 94% | 90% | 94% | 91% | 94% |
| 2021 Comparison between Year 9 Marist Regional College and other schools | | | | | |
| Year 9 | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
| Marist | 94% | 87% | 91% | 89% | 97% |
| Tasmania | 86% | 78% | 86% | 84% | 93% |
| Australia | 90% | 83% | 91% | 88% | 95% |
| % = at or above minimum standard. Blue cell = Results where we are above state and national levels | | | | | |

Vocational Education and Training (VET) Outcomes

The increased popularity and choice of full and partial (skill set) qualifications on offer to Year 10 - 12 students this year has seen an exponential growth in VET student numbers. Implementing a wider selection of "Introductory" courses in Year 10 has given students opportunities to explore different occupations, while strongly aligning short skill set programs to specific occupations. This has provided in-demand skills, which are linked to industries at local, state and national levels that are needed for a purpose. Further, should a student continue a qualification in Senior College years, units of competencies transfer into full programs (where applicable).

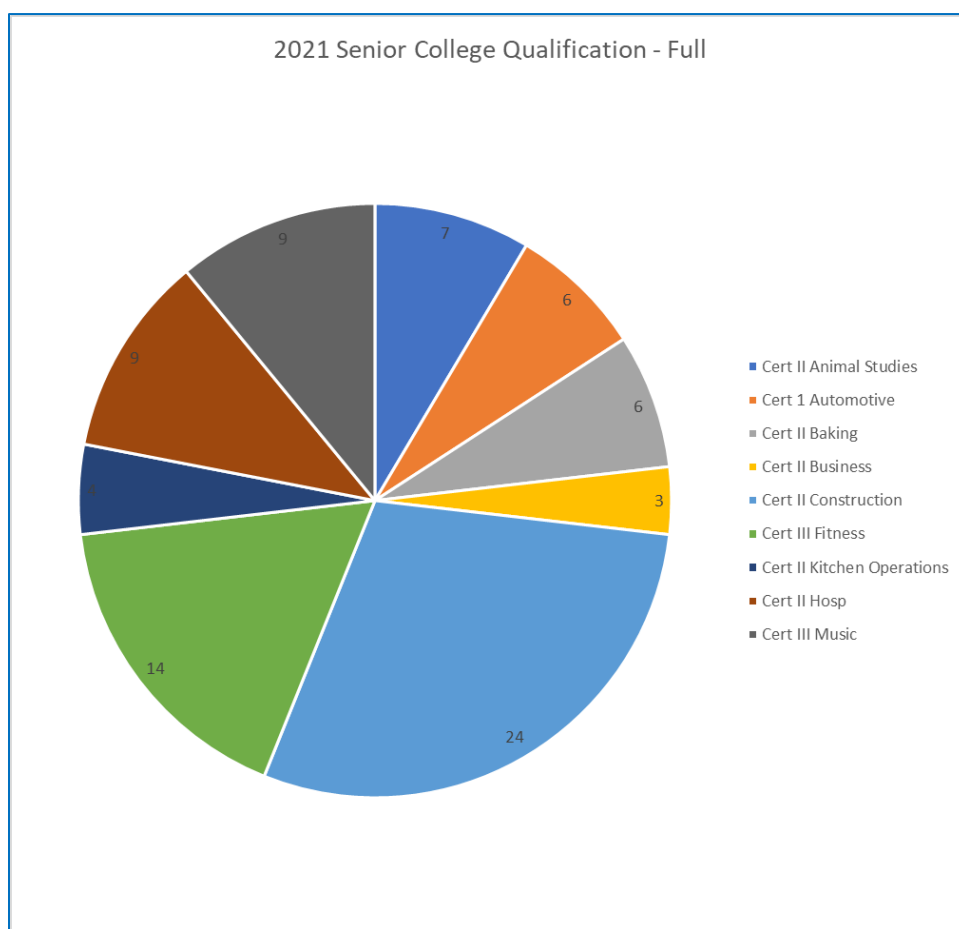
The implementation of offering innovative programs such as Automotive, Nursing/Health Occupations and Construction, as taster courses broadens vocational outcomes, improves individual skills and knowledge, and increases the pool of available talent for employers and industries. Providing specialised skills and combining introductory courses that transfer to qualifications facilitate pathways between occupations and industries.

The College has taken a lead role in identifying and validating industry needs, choosing specialised high quality VET trainers that design engaging and flexible training assessments, meeting the needs of the learner. The timetable for some VET programs allows full training days to meet large practical needs, which in turn benefits students to practice and develop stronger skills, in readiness for transition in to the workforce or apprenticeships.

| 2021 Senior College Qualifications - Full | Enrolments | Qualification Completed | Statement of Attainment |
|---|-------------------|----------------------------|----------------------------|
| Certificate Name | | | |
| + Certificate II in Animal Studies | 7 | 6 | 1 |
| + Certificate I in Automotive Vocational Preparation | 6 | 1 | 5 |
| + Certificate II in Baking | 6 | 0 | 6 |
| Certificate II in Business | 3 | 2 | 1 |
| + Certificate II in Construction | 24 | 8 | 16 |
| Certificate III in Fitness | 14 | 14 | |
| + Certificate II in Kitchen Operations | 4 | 1 | 3 |
| + Certificate II in Hospitality | 9 | 1 | 8 |
| Certificate III in Music Industry | 9 | 5 | 4 |
| Total | 82 | 38 | 44 |
| 2021 Short Courses - Partial | Enrolments | | |
| Responsible Service of Alcohol (RSA) | 40 | | 40 |
| First Aid | 43 | | 43 |
| White Card Training | 49 | | 49 |
| Introduction to Hospitality (Skill Set) | 36 | One student withdrew | 35 |
| Introduction to Baking & Kitchen Operations (Skill Set) | 11 | | 11 |
| Introduction to Automotive (Skill Set) | 7 | | 7 |
| Introduction to Construction (Skill Set) | 24 | | 24 |
| Introduction to Nursing & Health Occupations (Skill Set) | 7 | | 7 |
| Introduction to Music (Skill Set) | 7 | | 7 |
| Introduction to Electrotechnology (Skill Set) - Cluster arrangement | 12 | | 12 |
| Total | 236 | | 235 |
| Final total of full and partial enrolments into all VET programs | 318 | | |

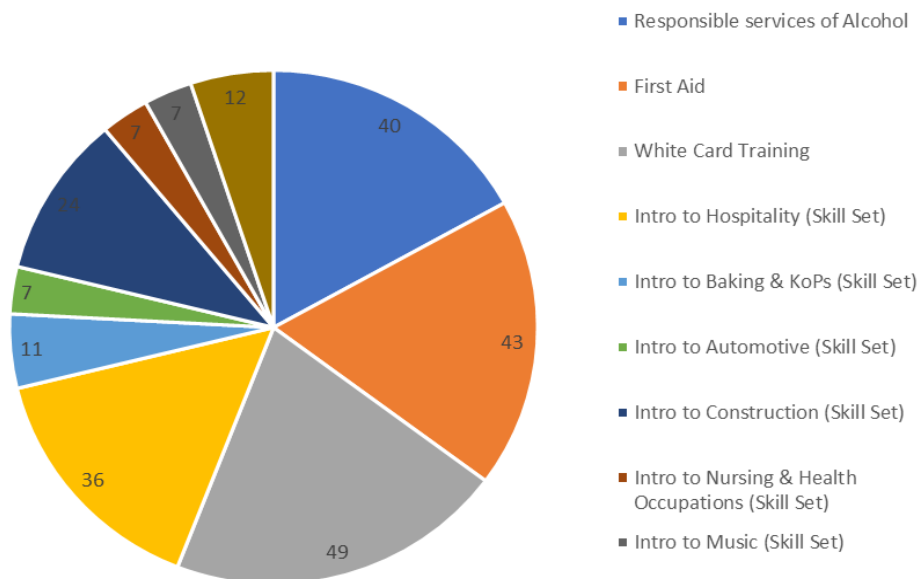
| School-Based Apprenticeships or Traineeships | Numbers | | |
|--|-----------|--------------------------------|-----------------------|
| Apprenticeships | 20 | 20 - Left the College | Still to be confirmed |
| Traineeships | 14 | 4 out of 14 - Left the College | Still to be confirmed |
| Total | 34 | | |

The pie chart shows a breakdown of all full qualifications on offer. Some courses run over a two-year period; therefore, this does not reflect a true outcome of completion of full qualifications in one given year.

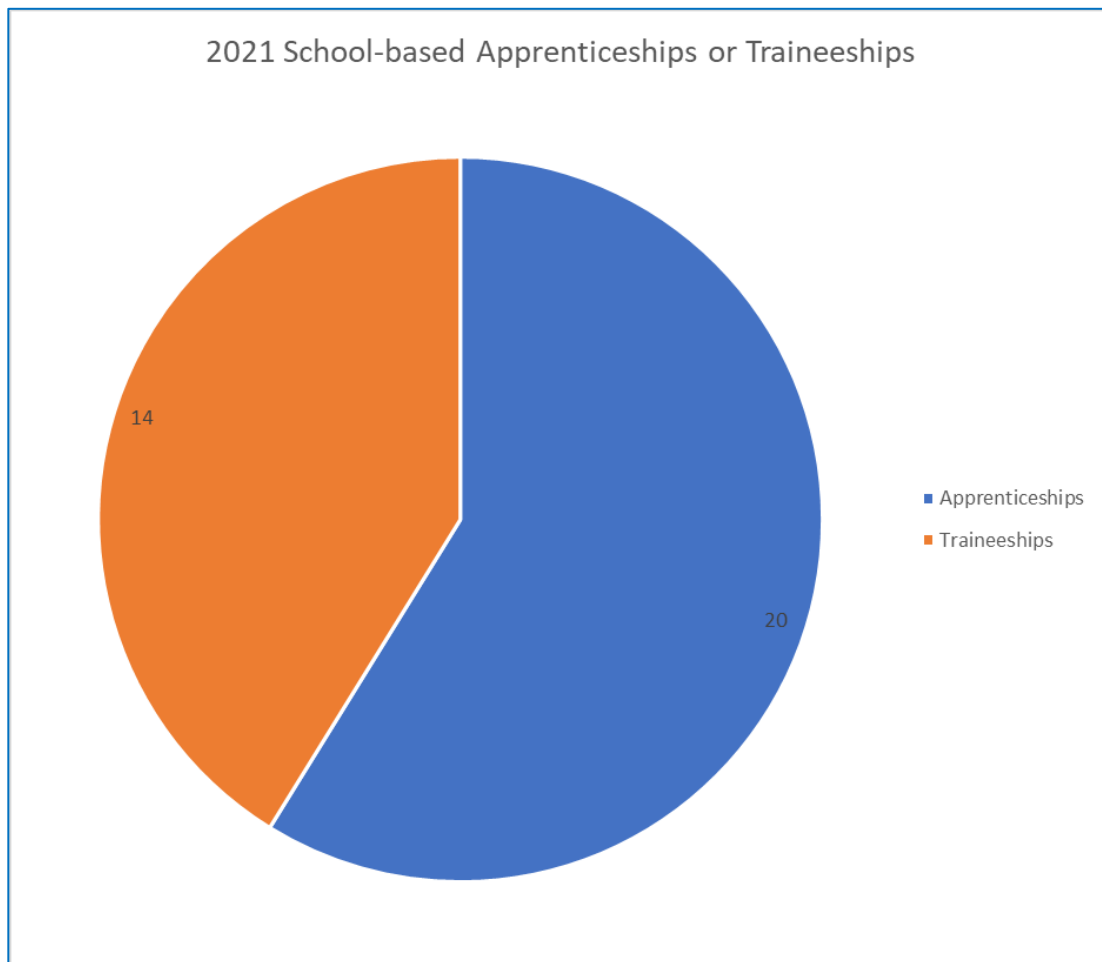


This pie chart shows a breakdown of Statement of Attainments received. Please note that students that have left Marist Regional College during the year (normally to complete an apprenticeship) have been added to this chart.

2021 Short Courses - Partial Year 10-12



Australian School-Based Apprenticeship and Traineeships – Most contractual arrangements run throughout a 2-year duration, working side by side with Senior College subjects.



Destination Report

In 2021, 99 students graduated from Year 12 at Marist Regional College. From these 99 students, we have been able to track down the destination of 92 of them. 45% of this cohort have either enrolled in their tertiary studies for 2022 or will be considering doing so within the next three years, with 11 students choosing to take this year as a gap year to either work, travel or consider other options prior to returning to their intended studies.

It is also very pleasing to highlight that from 99 Year 12 students, 96 achieved their TCE, with 61 achieving an ATAR (*Australian Tertiary Admissions Rank, a number between zero and 99.95 that indicates where the student ranks in their year group*). Out of these 61 students, 33 students achieved an ATAR above 80, 17 above 90 and 8 above 95. This data illustrates that approximately 25% of our graduates' achieved results in the nation's top 10%. Again, one third of our graduates achieved in the nation's top 20% of performers.

The most popular tertiary course destinations from this cohort included Health and the Allied courses (Medicine, Nursing, Medical Imaging, Physiotherapy, Occupational Therapy, Dentistry, Pharmacy, Paramedic and Health Sciences = 25 students), with Medicine equating to 6 of these students. Once again, it is worth noting that at MRC, the strong support given to Maths and Sciences has strongly supported and fostered this interest and popularity. This is again an impressive number of highly motivated students that have graduated and progressed on their career pathway in their selected area of interest.

Other professional career pathways from MRC include:

- Education (primary and secondary education) - 5 students
- Engineering - 2 students
- Law - 2 students
- Design - 2 students
- Architecture - 1 student
- Business - 1 student
- National Environment and Wilderness - 1 student
- University Pathway Courses - 2 students
- Australian Defence Force - 2 students
- American College Basketball Scholarship - 1 student
- MRC Traineeships - 2 students

The number of students choosing to study at an interstate university has remained similar to 2020, with 17 students selecting a university in another state. This is in the fields of Medicine, Dentistry, Occupational Therapy, Law, Psychology, Creative Audio, Medical Imaging, and Engineering and Science. In many of these cases, the students scored creditable ATAR's over 85+.

In the practical Vocational Educational Training courses, the Building and Construction destination was again popular with many students aspiring to gain apprenticeships. Fifteen students successfully gained an apprenticeship/traineeship in either Building, Joinery, Plastering, Electrical, Metal Fabrication, Automotive, Hospitality and Business Administration. There were four students unsuccessful in gaining an apprenticeship/traineeship and are hoping to secure one in the short-term future. As is the usual practice in the Career Centre at MRC, student counselling and career advising always includes discussions on alternate pathways such as pre-vocation courses, employment opportunities, GAP schemes and certificate qualifications to strengthen the possibility of gaining an apprenticeship.

There was also an increase in comparison to last year's cohort, with 19 students securing full-time and 8 students gaining part-time work in a diverse range of industry sectors that includes farming, mining, retail, transport, administration, and fast-food outlets.

These are impressive results, considering the unprecedented circumstances these students have had to deal with whilst completing their Senior College years of schooling. It is a credit to all the students for all the hard work they have put in and to all the staff that have helped them along the way!



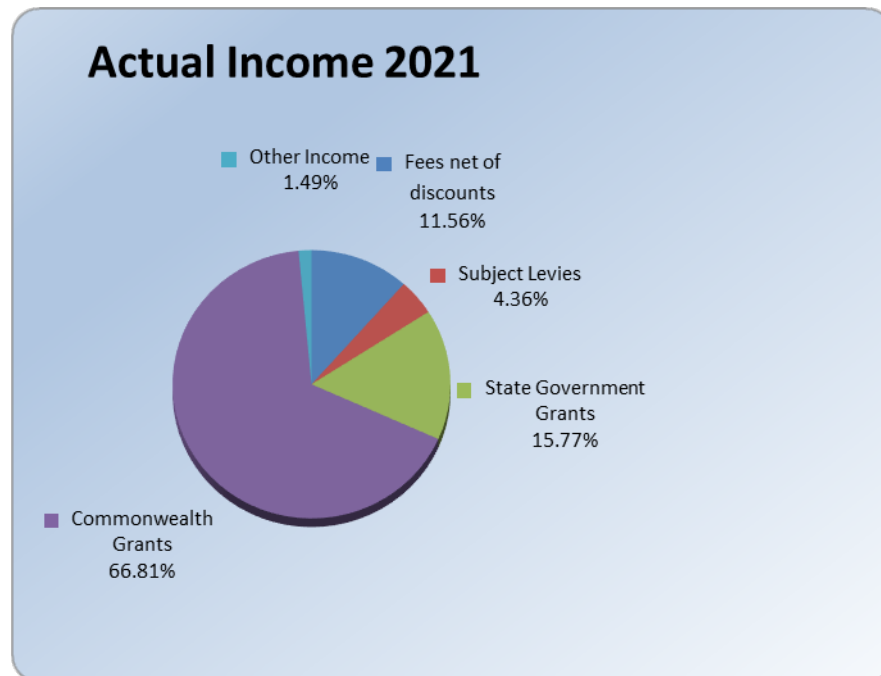
Student Attendance Data

Throughout 2021, student attendance was monitored on a per period basis.

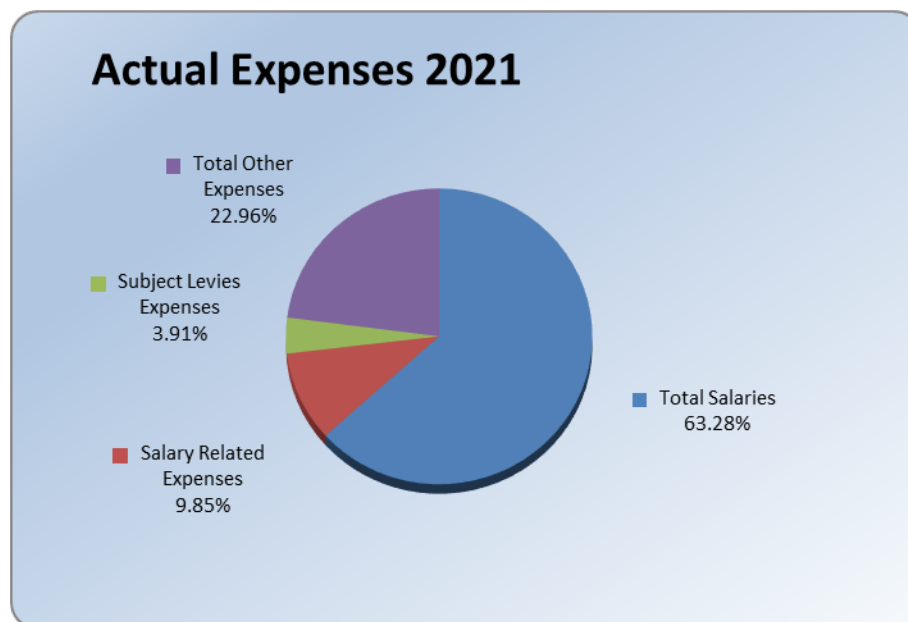
On average, student absence per annum rates:

| Year Level | Percentage | Days |
|------------|------------|-------|
| 7 | 92.55% | 10.46 |
| 8 | 91.69% | 12.01 |
| 9 | 91.69% | 13.29 |
| 10 | 91.43% | 10.53 |
| 11 | 93.47% | 9.91 |
| 12 | 92.02% | 12.13 |

Finances

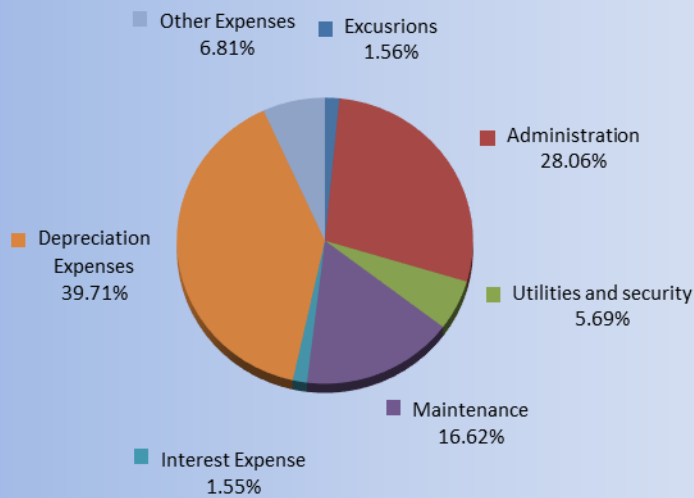


The College is reliant upon predominantly government grant funding (82.59 percent) for provision of educational services and to fund the operational requirements of the campus. Income received for subject levies is used to fund the subjects as reflected in expenses. School fees net of discounts represented 11.56 percent of income in 2021.



Salaries and salary related expenses represent 73.13 percent of 2021 expenditure.

Other Expenses breakdown 2021 Actual



In 2021, maintenance expenses represented 16.62 percent of other expenditure, this is an increase from 12 percent in 2020 and reflects painting and recarpeting of the two levels of Senior College wing corridor and common room. Work was also completed to introduce window coverings in areas of need identified during a lockdown drill. The ongoing commitment to address maintenance needs as they arise, particularly to address Work, Health and Safety concerns has prompted additional funding allocation in the 2022 budget.

Student Numbers at DEEWR Census (Aug 2021)

| | |
|----------------|------------|
| Year 7 | 132 |
| Year 8 | 154 |
| Year 9 | 139 |
| Year 10 | 130 |
| Year 11 | 104 |
| Year 12 | 99 |
| Totals | 758 |



Paraka Street Burnie
PO Box 588 Burnie Tas 7320
Telephone +61 3 6432 7600
Fax +61 3 6432 7630
Email principal@mrc.tas.edu.au
www.mrc.tas.edu.au

Marist Regional College is a Catholic Co-educational Secondary College with an enrolment of approximately 800 students from Years 7-12, servicing the North West Coast of Tasmania.