

ANNUAL REPORT 2017

An Independent Catholic Boarding and Day College For Boys From Years 5 to 12
Conducted and Governed By Marist Schools Australia



Vision

Marist College Ashgrove is governed by the Provincial and Council of the Marist Brothers.

As partners in Catholic Education under the patronage of the Archbishop of Brisbane we commit ourselves to continuing the development of an authentic Catholic School which:

Is founded on the person of Jesus Christ and enlivened by the Gospel

Exists within the vision of our founder, St Marcellin Champagnat, who established Marist education to ensure that we "make Jesus known and loved"

Follows Jesus in the way of Mary

Mission

We are a faith community, based on the beliefs and practices of the Catholic Church and the life of Jesus Christ. As was Champagnat's, our vocation is to make Jesus known and loved, and we draw on the inspiration of St Marcellin and the Marist characteristics of family spirit, presence, simplicity, love of work and being in the way of Mary.

Our students are encouraged to demonstrate good scholarship, a love of learning, independence in thought and action, and the readiness to take responsibility for their own formation.

Members of the College family act courageously and stand in solidarity, committed to the creation of a more just world.

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Dear Members of the Marist Community,

At the very heart of a Marist education are the defining elements of Simplicity, A love of our work, Presence, Family spirit and In the way of Mary. These elements have always been central to the College throughout its long and vibrant history and we, the students, staff, Brothers and families of Marist College Ashgrove strive to uphold them in all that we do.

Since its foundation in 1940, Marist College Ashgrove has provided boys from a wide range of backgrounds with the opportunity and encouragement to realise their potential - academically, spiritually, physically and socially. With a focus on excellence in all pursuits, the College has proudly stood as a fine example of education in the Marist tradition.

The Marist Schools Australia theme in 2017 was Awaken. We celebrated our Marist Bicentenary with the same expectancy and hope of the awakening of a brand new day. A time to reflect on what has been and look ahead to what is to come.

We take up the invitation of Pope Francis to "Wake up the world! Be witnesses of a different way of doing things, of acting, of living!"

So let us as Marists welcome every sunrise full of hope as we embrace all the opportunities the new day brings.

"Arise, awake, and Christ will shine on you" (Eph 5:14).

Marist College Ashgrove is characterised by a unique sense of 'College family' amidst an enrolment mix comprising day boys, weekly and full time boarders. Our comprehensive pastoral care programs create a safe, welcoming and comfortable environment where long-lasting friendships are formed and boys are encouraged to be themselves and be the best person they can be.

The 2017 Annual Report paints a picture of a College successfully striving to live out its mission within a rapidly changing world. It highlights many achievements and celebrations. One of which I am extremely proud is the 3,300 hours of Christian service performed by the Senior class. It is a significant contribution to the least favoured of our local community. The founder of Marist Education,

St Marcellin Champagnat encouraged young people to:

- Be good Christians and good citizens
- Be wholeheartedly involved in the communities to which they belong
- Want to do things "with people", not "for people" nor "to people"

Academically, many of our boys achieved their personal best in 2017 and they are deserving of our congratulations:

- 50.28% of Year 12 students received an A or B on the Queensland Core Skills Test
- 29.5% of our Year 12 students received an OP1-5
- 43.5% received an OP 1-7
- 65.0% received an OP 1-10
- 85% received an OP 1-15

Six (6) boys gained entry into highly competitive Bachelor of Music positions at the Queensland Conservatorium, Griffith University (4), the Queensland University of Technology (1) and the JMC Academy (1).

Many boys commenced apprenticeships, traineeships and work.

NAPLAN results were all above state and national average in all areas for Years 5, 7 and 9.

In sport, the College secured five (5) of the nine (9) AIC aggregate placings in Cricket, Rugby, Football, Track and Field and Cross Country.

There are many people who contributed, in a myriad of different ways, to the activities and achievements of Marist College Ashgrove during 2017. To them I offer my sincere thanks. Through them we see how the hard work of members of our College community results in a diverse range of accomplishments that we can all celebrate.

God Bless,

Mr Peter McLoughlin
Headmaster

ST MARCELLIN CHAMPAGNAT FOUNDER & EDUCATOR

Marist Education

- Simplicity of approach
- Focus on essentials
- A happy atmosphere
- Kindness
- Informal relationships
- Dialogue
- Inculcate fundamental human qualities and values

Education In The Service Of Life

- Encourage an enthusiastic impulse
- Love of life
- Respond to the need for friendship, communication and connectedness
- Show a sympathy for people and things
- Exhibit an appreciation of culture and religious aspirations
- As a true educator give witness to real values

A Warm Understanding And Empathy With People

- A child must feel loved and appreciated for his own sake
- Education is a love based dialogue
- Any artificial pose will smother the “joie de vivre”
- Attitudes are open and genuine
- No place for cold, impersonal discipline

Love Of Work

- Good order
- Proper respect
- Working at tasks together

A Feeling For The Individual And Confidence In Youth

- Identify with student's aspirations
- Follow a student's progress with love and sympathy
- A companionship, walking with approach
- Giving confidence to face the unknown

A Readiness To Adapt – To Seek New Solutions

- Know the culture
- Be attune to the times
- Involve the parents

DESCRIPTIVE INFORMATION

An Independent Catholic Boarding and Day College for Boys from Years 5 to 12.

The College is conducted and governed by the Trustees of the Marist Brothers ABN 91 064 875 510. Marist College ABN 13 937 359 780.

A body corporate pursuant to the provisions of the Roman Catholic Church Communities Lands Act 1942.

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COLLEGE PROFILE 2017

Enrolment / Year Group Shape

- Years 5 and 6: 140 students per Year level
- Years 7 to 12: Between 240 and 250 students per Year level
- Presently enrolment intakes occur at:
 - Year 5 (140)
 - Year 7 (additional 120)
 - Other Year levels – offers of enrolment made from waiting lists
- Total Enrolment is maintained at around 1,600 students (including approximately 200 boarders)

Boarding Provision

- Boarding is for Year 7 to 12 with preference to rural and remote families
- Full capacity is 215 – 220 depending on Year level
- Five (5) Residential Houses – La Valla, Montagne, Hermitage, Fourviere and Terence
- Current boarding numbers: 171
- Country Areas: Aurukun, Emerald, Goondiwindi, Longreach, Moree, Quilpie, St George and Roma
- FFPOS: Eleven (11) - majority from PNG, East Timor and Solomon Islands
- A limited number of weekly boarders are accommodated in the senior residences on a case by case basis where day families are seeking weekly boarding arrangements. Priority is given to Year 12 applications.

Religious Affiliation

- Marist College operates as a religious work of the Marist Brothers and the Catholic Archdiocese of Brisbane
- Catholic: 84%
- Non Catholic: 16% (predominantly Anglican, Uniting, Lutheran, Presbyterian)

Families

- Total number of families: 1,309
- 1 student: 1,036
- 2 students: 247
- 3 students: 25
- 4 students: 1

MARIST COLLEGE SYNOPSIS

Name of School:	Marist College Ashgrove
Primary/Secondary/P-12:	Boys' Boarding and Day College, Years 5 to 12
Date of Foundation:	1940
Founding Religious Order:	The Marist Brothers
Foundation Headmaster:	Brother Ignatius O'Connor
Present Headmaster:	Mr Peter McLoughlin
School Motto:	Viriliter Age – Act Courageously

Significant Milestones In The College's History

Formerly a seminary, the twenty six (26) hectare College property was purchased by the Marist Brothers in 1939 with school starting in January 1940. During World War II the Army took over the property and the school was temporarily re-located to Eagle Heights. The one building that remains from the seminary days is the iconic white "Tower" block, a prominent landmark in the Ashgrove area. There has been a continuous program of building at Ashgrove for most of its life – one of the few schools to boast its own swimming pool when it opened in 1940, the building of the Carrick Wing in the 1950s, the dormitory blocks in the 1960s and again in the 1990s, the Chapel and Religious Education Centre in the 1970s, the Primary school and the Champagnat Centre and Gymnasium in the 1980s, the Farrelly Resource Centre in the 1990s, and the \$11 million state-of-the-art Performing and Visual Arts Centre, to name a few. The Br Alex Turton Science Centre with a range of innovative learning spaces was opened in 2010 and the \$5.5m Swimming Pool Complex was completed in 2015.

Throughout its history Ashgrove has had a proud tradition as a boarding school, welcoming students from remote and regional areas of Queensland, Papua New Guinea, the Pacific region and parts of South-East Asia. The emphasis on boarding reflects the priorities of the founder of Marist Education, St Marcellin Champagnat, who established schools to serve the needs of those denied an education. After the careful and generous stewardship of fifteen (15) Marist Brothers as Headmasters since 1940, history was made with the appointment in 2009 of the first lay Headmaster, Mr Peter McLoughlin.

Points Of Interest

Marist College Ashgrove educates 1,610 boys, 171 of whom are boarders. The College has a proud academic and sporting tradition and is prominent amongst Queensland schools for the quality of its music and arts programs. In the senior years, students can pursue a range of options in the highly regarded Vocational Education Training program. Pastoral care in the secondary school is facilitated through the House system, each House being named for a prominent figure in the history of the College – Ridley (outstanding sportsman), Ephrem (much loved Marist Brother), Foley (prominent in the College Parents and Friends), Gilroy (gifted music teacher), Harold (revered Marist Brother and foundation staff member), Ignatius (foundation Headmaster), Rush (much loved Archbishop of Brisbane), Slattery (outstanding teacher and role model).

Notable Past Students

- Bishop Brian Heenan
- Bishop James Foley
- Sir Julius Chan (former Prime Minister of Papua New Guinea)
- Hon Kevin Rudd (former Prime Minister of Australia)
- Des Connor (Rugby Union)
- John Eales (Rugby Union)
- Matthew Hayden (Cricket)
- Andrew McGahan (Novelist)
- Michael Gerard Bauer (Author)
- Humphrey McQueen (Historian & Cultural Commentator)
- Judge Kerry O'Brien (Judge)
- Ray Meagher (Actor)
- Bill Ludwig (Trade Unionist)
- Stephen Hagan (Academic & Aboriginal Activist)
- Denis Callaghan (Teacher & College Captain)

Reference Committees

- Boarding Forum (Boarding Student Representatives)
- Co-Curricular
- Information and Communication Technologies
- Facilities and Services Coordination
- Student Forum (Day School Student Representatives)
- Workplace Health and Safety
- Consultative Committee

Standing Committees

- Sony Children's Camp
- Staff Social
- Year 12 Retreat

Associations

- Old Boys
- Parents & Friends

STRATEGIC LEADERSHIP AND MANAGEMENT

Following an organisational review in 2004, the governing authority for the College (the Br Provincial and Council for the Marist Brothers) authorised the Headmaster to establish two (2) strategic committees:

- Strategic Directions and Policy (College Leadership Team)
 - Incorporation of Year 7 into secondary through a Year 5 to 12 continuum model at Marist College Ashgrove
 - Implementation of a new College Leadership Structure that reflects the Years 5 to 12 continuum model
 - Staffing is aligned to and sufficient to provide the Years 5 to 12 continuum for a school of 1710
 - Review and redevelopment of physical facilities to support the continuum of Years 5 to 12 in a school of 1710 students
- Finance Advisory Committee

Other Management Committees

- Foundation Board
- Pastoral Leaders
- Curriculum Leaders and Subject Coordinators
- Boarding Coordinators (Heads of Boarding Residences)

COLLEGE LEADERSHIP TEAM

Headmaster: Mr Peter McLoughlin

Deputy Headmaster: Mr Trevor Goodwin

Head of Students : Mr Bruce McPhee

Head of Teaching and Learning: Mrs Sally Flynn

Head of Mission: Mr Luke McMahon

Head of Administration: Ms Jacqui Klowss

Head of Boarding: Mr James Metzeling

Head of Staff Services: Mrs Julie Ward

College Business Manager: Mr Stephen Porter



COLLEGE ACADEMIC AND PASTORAL LEADERSHIP DIRECTORY

Heads of Key Learning Areas

Name	Department
Ms Christine Larsen	Art
Ms Judith Jones	Business
Mrs Rebecca Taylor	Drama
Mr Stephen Littleton	English
Mrs Betty-Anne Briggs	Mathematics
Mr Edwin Wright	Film & TV
Mr Tim Sedgwick	Health & Physical Education
Mrs Claire Fitzpatrick	Humanities
Mr Craig Robinson	Technology
Mrs Lucia Del Vecchio	Languages
Mr Andrew Butt	Music
Mr Paul Mitchell	Religious Education
Mr Rick Morrow	Science

Heads of Associated Departments

Name	Department
Mr Andrew Devoy	Industrial Technology

Pastoral Leaders

Name	Department
Mr Tony Byrne	Ephram
Mr Stan Kosiek	Foley
Mr Brett Gillett	Gilroy
Mrs Veronica Grant	Harold
Mr Gerard Monsour	Ignatius
Mr David Meehan	Ridley
Mr Phil Holding	Rush
Ms Megan Wandell	Slattery
Mr Michael Connolly	Years 5 and 6

Program Leaders

Name	Department
Ms Liana Baillie	Data and Professional Practice
Mrs Mary Stirling	Head of Digital Learning and Information Services
Mrs Bernadette Byrne	Head of the Centre for Learning Enrichment
Mr John Lee	Information Technology
Mr Jack Johnson	Technical Production
Mr David Miles	Sport
Mr Peter Gaiter	VET and Careers



STRATEGIC PLAN 2016-2018

Marist College Ashgrove is a Catholic boarding and day school for boys where education is centered on the person of Christ and permeated with belief in his assurance.

"I have come that you may have life and have it to the full" (John 10:10)

KEY RESULT AREA 1

Aiming high through the MCA Learning Framework

Vision Focus

By 2018, the MCA Learning Framework will be fully evident in our curriculum, pedagogical and pastoral practices and the ethos of the College.

Goals

1. Implementing the MCA Learning Framework so that it underpins College curriculum, pedagogical, pastoral practices and the source of a common language across the College
2. All staff interactions with students will encourage and enhance the attributes of Men of Courage (Consistent Classroom Climate)
3. Parents/guardians are engaged with the MCA Learning Framework and how the College implements the Framework in its practices



KEY RESULT AREA 2

Consolidating Cohesion and Continuity

Vision Focus

Building on the focus of the previous plan, by 2018 MCA will have developed whole of school cohesion and continuity which is sustainable and manageable. By 2018 MCA will have enhanced the religious literacy of the staff in Christian, Catholic and Marist traditions, so that we might equip our students, staff and parents with life-long spiritual tools in their search for meaning, purpose and authenticity.

Goals

1. College leadership structures reflecting Years 5 to 12 cohesion and continuity are embedded in practice
2. Staff cohesion is facilitated by clear communications and developing a sense of belonging
3. College document storage systems facilitate cohesion and continuity
4. Increase engagement of staff with programs that develop religious literacy



KEY RESULT AREA 3

Improving College Processes

Vision Focus

By 2018 MCA will have reviewed systems and processes to deliver improved organisational performance aimed at facilitating enhanced curriculum and administrative delivery to support outcomes for students, teachers, parents and the broader community.

Goals

1. A cyclical review process to support sustainable and ongoing effectiveness and improvement is developed and implemented
2. College business processes are reviewed to ensure they are aligned and utilise systems total capacity to improve systems delivery



A TASTE OF LIFE AT MARIST COLLEGE ASHGROVE



Marist College Ashgrove has a proud history of outreach to others – often with a particular focus on the vulnerable and marginalised. The Marists Are Taking Everyone Seriously (MATES) Ministry program exists for students, staff and community members to be in solidarity with various national and international agencies and programs. It is designed as a practical witness to our mission.

These service programs centre on two (2) major themes:

- The Dignity of the Person
- The Nurturing of Right Relationships

MATES is a school-based community service program. It is about engagement with and right relationship with the local, national and global communities in which we live. We also hope that out of a true sense of solidarity, our students, both present and past, would increasingly be asking questions about 'why' and 'how' the world and her people suffer. The Marist College Ashgrove community logged in excess of 8000 hours of service in the 2017 year. MATES has as its standard: Faith to believe; Courage to do.

RELIGIOUS EDUCATION

The Religious Education (RE) program aims to 'form students to be literate in the Catholic and broader Christian tradition, as well as an understanding of World Religions, so that they might participate critically and effectively in faith contexts and the wider society' (Brisbane Catholic Education (BCE) Religion Curriculum P-10, 2013). From a Marist perspective, our challenge is to 'make Jesus known and loved'.

The BCE Religion Curriculum P-10 was launched in 2013 by Brisbane Catholic Education and includes core content and skills, which are mandatory for all students. Marist College Ashgrove teaches interrelated religious knowledge, deep understandings and skills under the four strands and sub-strands for each year level as follows:

- Sacred Texts (Old Testament; New Testament; Christian Spiritual Writings and Wisdom)
- Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; Religions of the World)

- Church (Liturgy and Sacraments; People of God; Church History)
- Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

These interrelated strands are taught in ways that are appropriate to an all-boys educational context and are reflective of the Marist Charism. The course is designed around four (4) 21st Century contexts: societal, ecclesial, educational and digital. Students, across all Year levels, use a range of digital resources in the study of this subject. The educational context focuses on promoting a learning environment that provides the best potential for boys to succeed.

The RE curriculum within our College currently offers the following courses:

- Religious Education Years 5 to 10
- CSYMA Years 9 and 10 (as an elective for a semester)
- Religion & Ethics Years 11 and 12
- Study of Religion Years 11 and 12
- Certificate III in Christian Ministry

PARENTS & FRIENDS ASSOCIATION

- Held dinners for parents of Years 5 to 11, morning tea for Walkathon volunteers and Grandparent's Day concert and morning tea
- Supported Boarding by hosting fortnightly afternoon teas, met with new boarder parents during orientation, Mother's Day and Father's Day card making, organised Year 12 Corsages for formal partners, Life skills session, Night on The Green social evening, Year 11 life information talks and etiquette dinner
- Hosted four (4) Card Days, one (1) per term for the local community
- Fundraising events included two (2) fees raffles, assisted with the annual Walkathon, made donation of \$140,000 to the College from funds raised
- Introduced new College supporter caps and polo shirts
- Parent volunteers assisted convenor with running of weekend sports canteens
- Held regular social gatherings for the Solo Parents Group
- Other Events included hosting drinks at Year 5 information evening, "MATES" barbecue for the homeless in first two (2) weeks of December and communication with parent body through the fortnightly newsletter

MARIST COLLEGE ASHGROVE FOUNDATION: CREATING OPPORTUNITIES

The Champagnat Trust provides bursaries for boys that would otherwise not have had access to a Marist education. Since 2005, we have been able to provide 61 boys with a Marist Ashgrove education.

The Foundation Building Fund supported by our current parents, has helped us to support the College with its building projects. These funds enabled the installation of air-conditioning to both the Alman and Carrick classroom blocks during the 2017 summer break. Without the ongoing support of our parents, the College would not be in a position to provide facilities for our boys that help them become the best that they can be.

TEACHING AND LEARNING

2017 was a year of renewal at the College. With the new system of senior schooling in Queensland fast approaching, the focus in the Learning and Teaching areas has been firmly on preparing for this change.

Our students are encouraged to demonstrate good scholarship, a love of learning and independence in thought and action. Our Learning Framework of Knowing, Doing, Being encourages and develops these qualities in the students, knowing that they will be useful traits throughout life. Aiming for this Framework to be fully evident in our curriculum, pedagogical and pastoral practices and the ethos of the College is one of the College's strategic agendas.

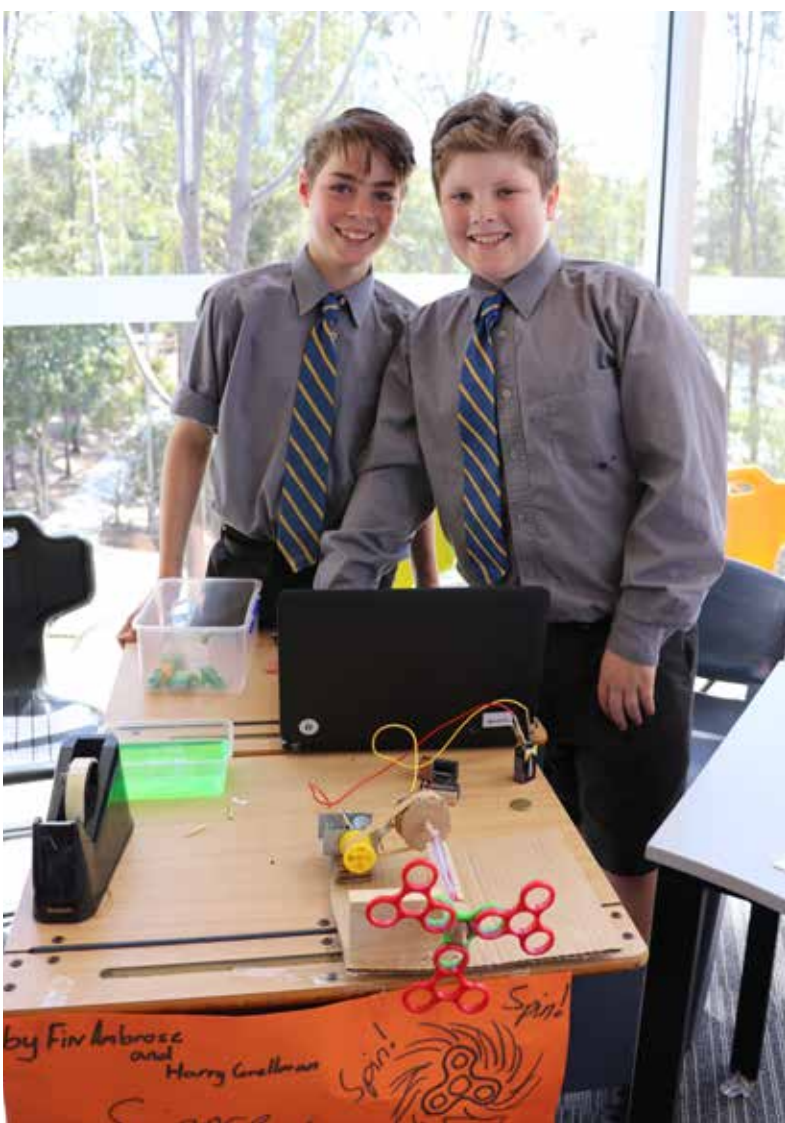
The most significant work this year has been in planning for the teaching and assessing of the new Queensland Curriculum and Assessment Authority (QCAA) syllabi. This has involved substantial professional learning for a large number of staff and many hours of collaborative planning within faculties. Over and above this, there has been further collaboration on the organisational matters which will enable us to best support our boys through this system and the demands placed upon them.

It is important for students that there is a seamless curriculum that flows from one year level to the next. A successful learning journey is one that builds on the knowledge and skills as cognitions develop. Therefore, although the imposed changes significantly impact the senior years, there has also been the need to review the teaching and learning plans from Years 5 to 10.

Through all of this curriculum planning and development, there has been a continued focus on providing all students with interesting, varied and enjoyable experiences. These experiences, while aiming to excite, intrigue and motivate, also aim to add to the academic rigor of the curriculum.

Each curriculum area has fully embraced the coming changes and have continued to provide engaging learning experiences for the students. As a College, we are enthusiastic and excited about the opportunities it presents for Marist College Ashgrove moving forward.

- Senior Visual Art students were involved in a range of artist talks and workshops throughout 2017; Year 11 students with multi-media artist Simone Eisler and street artist Travis Vinson (MCA Old Boy) and Year 12 students with world-renowned photographer Joachim Froese and painter Dylan Jones (MCA Old Boy)
- 2017 saw the first group of students graduate from the authority-registered Visual Arts in Practice program which was introduced to the College in 2016. Visual Arts in Practice students were involved in industry visits throughout the year to graphic design, printing, advertising and billboard businesses including The Print Bar, Urban Arts Projects, GOA Billboards and Flash Photobition
- Year 9 to 12 Visual Art students also participated in excursions to venues including University of Queensland (UQ) Art Museum, Gallery of Modern Art, Mitchell Fine Art Gallery, Fireworks Gallery, Brisbane Powerhouse to view the World Press Photography exhibition, Museum of Brisbane, The William Robinson Gallery at Queensland University of Technology (QUT) and Reverse Garbage
- The annual Graduate Arts showcase took place at the end of the school year to celebrate the Arts at Marist College Ashgrove and the successes of graduating students in Visual Art, Drama and Film and Television and New Media
- A number of students entered competitions including the Independent Education Union Awards for Excellence in Art Design and The Creative Generation Excellence Awards in Visual Art, where four (4) of our students represented the College and had work on display in the Regional exhibition at Brisbane Institute of Art. Two (2) students were successful in gaining places on the Art Enquirer Writing Program, facilitated by Flying Arts, which culminated in their writing being published in a professional Art journal. One of our Year 12 students won the student section of the Brisbane Open Houses Photographic competition and was also a finalist in the open section. Another Year 12 student was the recipient of the prestigious Pierre de Coubertin award for artistic endeavours and excellence in sport
- Three (3) of our Indigenous students participated in the inaugural Design Tracks Creative Pathways Residential Camp which allowed them to work with practicing Indigenous artists over three (3) days through practical workshop activities, mentoring and presentations relating to Indigenous art and culture
- Year 11 Visual Art students participated in the trial QCAA external assessment for Visual Art and planning and preparation began for implementation of the new Senior Visual Art Syllabus which will be introduced to Year 11 in 2019
- Art Club was again offered as a weekly extra-curricular activity for boarding students, which allowed them to learn new skills and create art across a number of different media areas. Creative Industries week was introduced in 2017 and will become an annual event in the calendar, allowing students to view and experience activities, performances and practical workshops in the areas of Visual Art, Drama, Music, Technology and Film and Television and New Media. This also included a Visual Art exhibition of artwork from Years 7 to 10



- Business Education subjects continue to attract strong interest in the Middle School in the form of Business, Accounting and Economics
- Students in Year 9 Business and the Certificate III in Business were given the opportunity to undertake a number of business ventures where the boys set up a market stalls. Over \$2700 was raised and these proceeds were given to the St Vincent de Paul Society (SVDP) and the Marist Christmas Appeal
- The Australian Stock Exchange (ASX) Stockmarket Game is popular among the boys who are challenged to increase their portfolio of shares
- Students from Year 12 Accounting and Economics participated in the QUT Blueshift competition. This gave the boys a unique opportunity to develop and showcase their business skills
- A number of Year 12 Economics students received high distinctions in the 2017 UQ School of Economics Student Competition
- Information and communication technologies (ICTs) continue to be an integral tool used in research and to aid independent inquiry
- Subjects offered in the Senior School are Accounting, Business Management, Economics and the Certificate III in Business
- Business case studies continue to form a major focus in the classroom with Year 12 Business Management students looking at the Leisure Industry through the Kingston Park Raceway model; Year 11 Business Management concentrated on RiverLife as part of their Tourism focus and Year 10 Business students went to Australia Zoo and examined their Human Resource structure and policies
- The College once again hosted a presentation by the Reserve Bank of Australia (RBA) for Years 11 and 12 Economics students. This was attended by the Marist College Ashgrove boys as well as other students from the region
- Economics teachers have been attending professional development held by Queensland Economics Teachers' Association (QETA) and the RBA in order to expand their knowledge of current economic issues and deepen their understanding of economic concepts
- Accounting and Business teachers have been involved in professional development provided by Business Educators' Association of Queensland (BEAQ) and the QCAA
- 2017 saw the introduction of National Curriculum in Civics & Business to all Year 8 students. Students attended an excursion to Australia Zoo so they could learn more about eco-tourism, and an incursion with the Commonwealth Bank in relation to personal finance
- Professional development continues for the new senior assessment system. Business teachers have been engaged in a number of activities in order to be able to deliver the new Senior Syllabuses in 2019
- In order to provide more applied subjects for students, Tourism has been added to the subject selection choices for 2019
- The Diploma of Business in Schools Program provides an umbrella view of the business world. The qualification equates to a rank of 82, or an OP9 equivalent (Queensland Tertiary Admissions Centre (QTAC) Guide 2015)

DRAMA

- Year 7 began their Drama journey in Semester Two by performing small group plays in the Draney Theatre, which combined Drama with Music and Media to create an integrated piece
- Year 8 students developed performances based on their study of a famous Australian figure. This included such cultural icons as Steve Irwin, Ned Kelly, Mick Fanning and Mary McKillop
- Year 9 and 10 Drama was performance-based and involved studies of Realism, Magical Realism and Myths and Legends. The boys performed their own versions of Juice by Stephen Davis and wrote missing and extended scenes to the original script for performance
- Year 11 Drama students enjoyed a theatre residency with Zen Zen Zo Physical Theatre Company, from which they developed a Physical Theatre performance that re-visioned the famous novel, Lord of the Flies. By 'aging up' the protagonists of the novel from 11-year-olds to 16-year-olds, it intensified the cruelty and tragedy of the original story and made for a captivating, engaging show for the audience. In Term Four, the Year 11 students then studied Absurd Theatre, performing their own version of Rajiv Joseph's Broadway play, Bengal Tiger at the Baghdad Zoo
- Year 12 had a strong year, working in Term One with Markwell Presents Cinematic Theatre Company to revision William Shakespeare's play, The Merchant of Venice. Their new version became a 21st-century satirical comedy that left the audience in stitches. In Term Three, they performed a powerful Australian play by Anne McFarlane called The Night of the Grand Final. The play, through a series of short scenes, explores a range of issues relevant to modern Australian families, including male health, drug addiction, child abuse, dementia, personal safety and the consequences of coward punches. These short scenes sent potent, memorable messages to its audience. Overall, Year 12 had a highly successful year, with many boys achieving a Very High Achievement



- Throughout the year, students through Years 9 to 12 visited some of Brisbane's theatres, including La Bôte's Roundhouse Theatre and Queensland Performing Arts Centre (QPAC) Cremorne Theatre, to view Queensland's top productions for the year. All of this made for an exciting, engaging year in Drama

ENGLISH

- Under the new senior secondary assessment system, the College will offer three (3) English subjects in the Senior Phase of Schooling, English, Essential English and Literature in 2019. We will also offer the extension subject, English and Literature Extension in Year 12, 2020. This is a departure from traditional offering English, English Communication and English Extension
- Most senior English teachers have attended QCAA workshops in preparation for the new suite of Senior English subjects that will begin in Year 11 in 2019
- A number of Senior English teachers have also attended The English Teachers Association of Queensland (ETAQ) professional Development specifically on assessment design and Unit Three (3) of English, Literature and Essential English
- Three (3) planning days were held to differentiate the English Curriculum for the English as an Additional Language/Dialect classes and the Adjusted English classes
- External style exams were trialled in Years 9 and 10 in preparation for the new senior external exams in 2020
- Internal moderation processes continued to be implemented across Years 5 to 12 to ensure the consistent application of standards
- Year 12 attended extra genre tutorials run by the English Department in preparation for the Writing Task in the Queensland Core Skills (QCS) Test
- Year 5 attended a session with poet Steven Herrick
- Year 7 attended a session with author Michael Gerard Bauer
- Year 10 attended a Shake and Stir Theatre Company Production of Romeo and Juliet
- Year 11 English Communication attended the Prevent Alcohol and Risk Related Trauma in Youth (P.A.R.T.Y) Program at the Royal Brisbane Hospital
- Year 12 English Communication attended a production of Black Rock at The Round House Theatre
- Year 5 and 6 classes attended a session with illustrator Ben Wood

- Junior secondary students attended a workshop with manga artist David Lovegrove
- Mr Scott Minogue was acting Head of Department for the majority of Term Three while Mr Steve Littleton was on long service leave

FILM, TV AND NEW MEDIA

- Continued alignment with the National syllabus and QCAA syllabus
- Boys undertook learning in a range of topics, covering Music Video, Narrative and Television genres, Documentary, Advertising, World cinema and Marketing content
- The year culminated in a night celebrating students' production work at the Ashgrove Film Awards evening
- Teachers all attended QCAA training covering the 2019 FTVNM Syllabus
- Internal and external moderation of student responses continued to be utilised to ensure consistent application of standards
- Two (2) Year 11 and 12 FTV classes included a range of Middle School modules;
 - Television Genres
 - Music Video
 - Narrative Genres
 - Extension Multiplatform Marketing and Advertising
- Equipment resources expanded to include more film equipment, specialised microphones, lighting kits and gimbal camera technology

HEALTH & PHYSICAL EDUCATION

- Continued alignment with the National Health and Physical Education Curriculum
- Boys undertook learning relating to twenty-four (24) related performance activities
- Theory content included some twenty-one (21) themes from Healthy Eating Options, Living in Relationships, Values and Morality in Sport and Sports Coaching and Sports Officiating
- New elective streams were introduced aimed at providing an inclusive and holistic approach to Physical Education
- A wide variety of excursions and incursions occurred to strengthen students learning



SECONDARY SPORTS: MEMORABLE MOMENTS

- 17th AIC Aggregate Cricket title in eighteen (18) years with premierships in 2nd XI, 3rd XI, 4th XI, 9B, 7A
- Undefeated Premiership for the 1st VI Volleyball team for the first time in seven (7) years; premierships for 10A, 10C, 7B and 7C
- 18th AIC Aggregate Rugby title in eighteen (18) years with premierships in 1st XV, 2nd XV, 3rd XV, 16A, 16B, 10A, 10B, 9A, 9B, 9C, 8B, 8C
- 10th Aggregate Football title in 18 years with premierships in 3rd XI, 9A, 9B, 9C
- Basketball premierships in 1st V, 4th V, 16A, 10C, 9D
- 3rd place in AIC Tennis Aggregate with a premiership in 7B
- AIC Swimming Runners Up
- AIC Cross Country Champions 2017
- AIC Track and Field Champions for the 7th time

PRIMARY SPORTS: MEMORABLE MOMENTS

- Swimming – 3rd
- Cross-Country – 2nd
- Track & Field – 2nd
- Whilst there are no premierships or aggregate points awarded for all Year 5 and 6 sports in the AIC, Marist Ashgrove enjoyed a major success in our Cricket, Rugby, Football, Basketball and Tennis seasons, with many teams finishing the season undefeated

HUMANITIES

- Across Years 5 to 12, students in the Humanities were exposed to a wide variety of topics and areas of inquiry in their classrooms, with high numbers of students undertaking studies in Geography, Legal Studies and Ancient and/or Modern History
- Learning took place both within and outside of the classroom with a wide range of educational opportunities being offered to students from Years 5 to 12, including 'Living History' presentations to the Years 5 and 6 students, presentations on 'Waste and Unsustainable Consumption' to the Year 7 Geography students, Geographical fieldwork opportunities for classes from Year 9 to 12, presentations on Australian involvement in World War 1 and the Gallipoli campaign to Year 9 students, and Historical Seminars to the Year 11 and 12 boys
- The implementation of the Resource Centre's 'Reading Program' has been used in all Humanities classroom in Years 7 to 9, with students exposed to a wide variety of academic readings and question types associated with these

- The use of technology has continued to aid inquiry learning and complement the teaching and learning of all Humanities subject areas with students undertaking a wide variety of classroom activities
- Teachers have begun planning for the new educational system scheduled for implementation in 2019 and also participating in a range of Professional Development opportunities in relation to this

LANGUAGES

Japanese Department

- A Japanese teacher from Nagoya university was hosted for three (3) weeks
- In May, Children's Day, a public holiday in Japan, was celebrated in the middle school with origami and calligraphy. We raised the flying carp flag over the school
- Sensei Murtagh and the Year 11 & 12 students enjoyed a dinner at Wagaya in the company of students from All Hallows' School
- The fortnightly Japanese Culture Club continued throughout 2017, aimed at learning about all things Japanese

French Department

- The annual Senior French Dinner was celebrated in the Cyprian Pavilion and attended by 150 students in Years 11 and 12 from schools all over Brisbane
- Forty (40) Year 5 and 6 students attended the French Film Festival. For the closing of the festival the Year 11 class attended and combined the event with a social dinner
- Bastille Day fell during the holidays but was celebrated with quizzes and French-themed dress-ups and chocolate croissants in the Primary School on the boys' return to school
- Madame Leskiewicz and the Year 5 and 7 boys celebrated many wins at the Alliance Française Poetry competition
- The inaugural Year 9 trip to New Caledonia saw a group of twelve (12) boys spend eight (8) days on the island in a combination of hotel and homestay accommodation
- Year 9 students attended an afternoon immersion at All Hallows' School
- Year 6 students attended a dinner at Lutèce in Bardonia with Madame Leskiewicz with students from Our Lady of the Angels and teachers from both schools
- The annual French concert was held a week later at the Draney Theatre in collaboration with Our Lady of the Angels school
- The Year 12 graduating dinner at Lutèce in Bardonia in the company of Year 12 French students from All Hallows' School



MATHEMATICS

- Structured 'informal' practice to assist students in Years 5, 7 and 9 in preparation for the NAPLAN test
- In Years 8 to 10 students have access to Advanced Level Modules where they explore topics to a deeper level
- Continued excellent results across the board in Senior Mathematics A, B and C
- YUMI Mathematics program fully implemented across Year 7 (Semester Two), Year 8 and Year 9. YUMI Mathematics is a specialised program to assist students who find mathematics very challenging. It gives students an opportunity to revisit concepts and explore these topics using a hands on approach. The program elevates the students vertically through content from Years 5 to 9
- Year 12 Maths C and Prevocational Maths students visited the Gallipoli Army Barracks. It provided an opportunity for students to gain an appreciation of the role of engineers and the involvement of individual trades within the construction industry
- Students from Year 6 and 7 participated in a Maths Challenge at All Hallows' School
- Students from Years 7 to 12 participated in the Churchie Maths Team Challenge. During the event the students had to work together as a team to solve a range of problems
- In consultation with the teachers and after reviewing the Year 5 and 6 Mathematics courses, a new program was implemented in 2017 which included investigations to engage students in real world application of mathematics
- Numerous students from Years 5 to 10 participated in the Australian Maths Trust competition
- Students participated in the Year 7 and 8 Queensland Association of Mathematics Teachers (QAMT) Maths Quiz. The event consisted of sessions which included a range of mathematical skills including estimation, speed, general knowledge and problem solving

MUSIC

- The Music Department had another outstanding year in which the students collaborated with some of Queensland and the World's premier musical ensembles. In May, Big Band 1 was invited by the Brisbane Jazz Club to perform at the annual Big Band Band festival featuring the leading bands from across Southern Queensland. Other early year highlights included the May Ensembles Concert, Winter Concert and the Liturgy Choir performing at the Mother and Son Mass
- We were honoured to have leading American jazz artist Vincent Gardner mentor our students and others from across South East Queensland in the nuances of jazz performance as part of the Essentially Ellington Festival hosted here in our very own Draney Theatre. In August the Cathedral Concert held at St Stephens highlighted the talents of our choral and strings students with Ciaran

Kennedy giving an outstanding performance of Vivaldi's Cello Concerto in B Minor. The annual Marist Jazz Night featured our three (3) jazz ensembles in an intimate concert with special guests Estampa. Our final concert for Term Three featured the college's wind bands and percussion ensembles and comprised a diverse program of music including world premiere performances of works composed by John Parker. To conclude the term, it was great to see many Marist musicians being selected again for the State Honours Ensemble Program and GRIPPS

- Term Four saw the boys prepare for the annual Grandparents' Day Concert, Soiree and Graduation with a mix of collaborative performances throughout each of these events. Finally, Wind Orchestra members completed the performance year with a special performance at Secondary Prizegiving
- Once again, we saw continued engagement in classroom music in the senior school with five (5) classes of Senior Music, one of the largest academic music cohorts in the state. Results were pleasing in both Senior Music and Extension Music with over 45% of students receiving a Very High Achievement (VHA) standard
- Six (6) of our Year 12 students were successful in gaining entry into highly competitive Bachelor of Music positions at the Queensland Conservatorium, Griffith University (4), QUT (1) and the JMC Academy (1).

RELIGIOUS EDUCATION

- Students across a number of Religious Education (RE) classes are utilising Microsoft 365 Sway program for many of their multi-modal assignments. Often Sway is used in conjunction with Screencast and Microsoft Stream. These new technologies reinforce the emphasis on 21st Century skills in the RE curriculum
- Year 11 Study of Religion (SOR) students once again travelled to the Buddhist Temple in Priestdale, the Chung Tian Temple. This is a Zen Buddhist temple that is part of the Fo Guang Shan Buddhist monastic order, which originally came from Korea. The Year 11 SOR students are studying Buddhism and rituals in Semester One 2018
- A group of Year 11 SOR students will be attending the World Religion Symposium at University of Queensland at the start of Term Three
- A select number of Year 11 and 12 SOR students attended a Peter Vardy conference in May looking at some of the big issues facing humanity for example, our understanding and meaning of Truth
- Year 10 RE students worked on a Feature Article in Term One on the importance of having the Courage to Care
- Year 6 students visited St Stephen's Cathedral in Term Two as part of their studies on the Eucharist. The boys had many questions for the tour guides that gave the students lots of valuable information about the history of the Cathedral and the symbols used during the Mass



SCIENCE

- The Science Department continued to implement student-centered learning approaches such as the “flipped” classroom approach. The Science staff are gradually building up self-produced audio-visual resources for students to access during home study to explain science concepts and ideas. Having students access these as homework means less time has to be spent in class delivering theory to the whole group, freeing up the teacher to give more one-on-one help to students who may be struggling to understand concepts. This approach is also conducive to providing more time for students to experiment during class time
- Access to our fully equipped laboratories by our Primary classes continues to allow our Year 5 and 6 teachers to fully implement the Primary Years’ Australian Science Curriculum. The Science units taught to these classes are very much activities and inquiry based and there has been a marked increase in interest of all things Science amongst these age-groups of students (as evidenced by the large number of Primary boys attending the after-school Science Club). Year 5 and 6 also enjoyed ‘Guest Scientist’ lessons where teachers of Senior Sciences ran a series of in class demonstrations showcasing spectacular and exciting experiments
- The Science Department continues to promote and offer extra-curricular opportunities to help involve and enthuse students about science. These activities include:
 - The Science & Engineering Challenge at UQ
 - The Big Science Competition
 - Biology Excursion to QUT’s Medical Engineering Research Facility
 - Biology field excursion to Stradbroke Island
 - The Science Club after school activities & projects run by our student representatives on the UQ Science Ambassadors Program
 - Visits to the Brisbane Planetarium
 - Robotics programming being integrated into Year 10 modified courses
 - Year 5, 7 and 10 Student visits to the StarLab dome, giving them a virtual experience of life outside our solar system

TECHNOLOGY

2017 was another busy and exciting year for the boys in Technology and resulted in many boys finding work in school-based apprenticeships in construction, engineering and hospitality.

INDUSTRIAL TECHNOLOGY

- The Year 11 Construction Immersion students' major project for the year was to design and build a carport for 100 Moola Road. Other projects for the year included a block retaining wall, paving and brick laying course, various construction excursions including a visit to Northside Trusses plant. The boys also completed various work experience assignments within a number of trades of their choice
- Marist College Ashgrove was successful in being short-listed for Construction Skills Queensland School of the Year
- Successful implementation of Konica Minolta industrial colour 3D printer and Trotech laser
- Participation in the Aurecon Bridge Building competition
- Teacher of the year nomination for Mr Andrew Devoy
- Creative Industries week participation
- Continued working with VET & Careers department to have a very successful year for School based Apprentiships

STEM

For the first time at Marist College Ashgrove, students were able to complete a unit in Science, Technology, Engineering, and Mathematics (STEM). This unit has been designed as an extension course for high achieving students interested in careers in Engineering and/or IT. It combines advanced concepts in Digital and Design Technology with practical application of concepts in mathematics and science. Students practiced these concepts through the development of a number of complex STEM projects.

DIGITAL TECHNOLOGIES

- The number of students completing digital technology subjects at Marist College has doubled over the last couple of years
- Workshops were run at the end of each term for Years 5 and 6 in using robots and electronics including using Ozobots, Spheros and the Makey Makey. These workshops were also run again for Year 7 orientation day
- Robotics Club for Year 7 to 12 commenced in Term Three. Students experimented in programming a series of robots and quadcopters
- Year 12 students went on an excursion to UQ to participate in an Artificial Intelligence workshop and programmed Lego Mindstorm robots to act like a simple organism
- Year 10 digital technology students completed an excursion to QUT where they programed robotic arms
- Year 10 digital technology students completed an excursion to the Army Barracks where they were able to fly their own quadcopters, learn about army spy drones and witness army drone pilots flying against professional drone racers

HOSPITALITY

- Continuing partnership with TAFE Qld to undertake the online delivery, collation and certification of the theory component of the Certificate II in Hospitality
- Continuing partnership with Mantra Group. The Mantra group seeks applications from Marist students to undertake a Certificate III in Hospitality. Students selected work in a designated Mantra property one (1) day per week in a rotational training scheme for which they are paid. During the training period of three (3) semesters, they are employed in the kitchen, food and beverage, accommodation services and concierge areas. Subject to demand, they have the opportunity of extra part time employment if they are available during holidays and weekends
- A 2017 Hospitality Student was named runner up in the Food and Beverage Service category of the Queensland Tourism Industry Council "Salute to Excellence" competition which attracts students from throughout Queensland
- Hospitality students collaborated with the Languages Department to provide an annual themed dinner at Marist Ashgrove for Year 11 and 12 students who are studying French at several schools throughout Brisbane
- Hospitality students assisted with the service of the Father and Son Breakfast as well as food preparation and beverage service for the Mother's Day High Tea
- Hospitality students produced and sold baked goods and single serve meals to senior citizen guests who attend the Marist Community Card Day
- Hospitality students produced and sold food in support of the Marist Mission Team and selected House fundraising activities during the year
- Students supplied industry standard food and beverage service for the Headmaster's tours of the College for prospective parents and students, House breakfasts, Professional Development meetings, Sporting Department Dinners, Curriculum meetings and House Pastoral Care staff meetings
- Hospitality students ran regular lunch services that provided Café style food for teachers and staff throughout the year

STAFF PROFILE

TEACHER QUALIFICATIONS	2015	2016	2017
Staff Workforce: Highest Qualification			
Doctoral / Post Doctoral	0.73%	0.00%	0.56%
Masters Degree	22.63%	26.53%	11.30%
Graduate Diploma	25.55%	32.65%	19.63%
Bachelor Degree	38.6%	40.82%	39.26%
Diploma Professional UG	1.46%	0.68%	13.70%
Certificate	0%	0%	15.56%

STATISTICAL INFORMATION

STAFF ATTENDANCE & RETENTION: TEACHERS	2015	2016	2017
Staff Attendance: (Whole School)	97.08%	97.47%	97.30%
Staff Retention: (Whole School)	72.44%	82.24%	77.42%

STAFF PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT PARTICIPATION AND COSTS			
	Registration + (Travel & Accommodation)		
	2015	2016	2016
School Officers	\$27,437.79	\$4,260.96	\$9,613.02
Boarding	\$8,835.44	\$10,187.49	\$8,501.79
Teachers	\$141,574.38	\$101,645.40	\$110,683.10
Percentage of teaching staff involved in Professional Development Programs			
	100%	100%	100%



PROFESSIONAL DEVELOPMENT INITIATIVES

- All teachers attended a staff professional development day on 29 March
- CPR skills were updated at the end of June
- Professional development on a “whole school” approach to Reading and Writing has been taking place through a specialist consultant and implemented each term
- Regular breakfast professional development sessions in Religious Education and Catholic School identity were offered to teachers
- College Middle and Senior Leaders together with Religious Education Teachers are pursuing formal qualifications required by the employing authority, and the College is supporting this through provision of time and reimbursement of fees and study days
- Teaching and non-teaching staff are regularly able to access external professional development opportunities relevant to their work and position
- Professional development sessions for non-teaching staff are provided during the year to support them in improving ICT skills in Microsoft Excel, Word and Adobe In-Design

STUDENT PROFILE

For information only, retention rates for all schools in Queensland and Australia are as follows:

Year	Qld	Australia
2009	78.8%	76.7%
2010	81.0%	78.5%
2011	83.0%	79.3%
2012	83.7%	79.9%
2013	85.2%	81.6%
2014	84.9%	80.0%
2015	86.7%	82.7%
2016	87.3%	82.9%
2017	87.8%	83.3%

(Source: Australian Bureau of Statistics – Schools Australia Report 4221.0)

STUDENT ATTENDANCE	2015	2016	2017
Years 5 to 12	93%	94%	95%

TEST REPORTING: NAPLAN SUMMARY 2017

MCA	Year 5					Year 7					Year 9				
2017	G/P	N	R	S	W	G/P	N	R	S	W	G/P	N	R	S	W
MCA/M	539	556	565	526	484	562	594	577	568	535	583	608	598	594	562
Qld/M	496	490	503	497	461	538	549	540	546	503	574	585	575	577	539

Key to Interpretation
MCA/M: Marist College Mean Score
QLD/M: Queensland State Mean Score

Test Categories
G/P: Grammar and Punctuation
N: Numeracy
R: Reading
S: Spelling
W: Writing

MCA	Year 5					Year 7					Year 9				
2016	G/P	N	R	S	W	G/P	N	R	S	W	G/P	N	R	S	W
MCA/M	534	543	532	505	491	555	582	567	555	527	574	608	599	585	550
Qld/M	505	488	500	485	466	537	545	538	539	502	566	581	575	574	534

YEAR 12 PERFORMANCE OUTCOMES REPORT

	Performance Outcomes				
	2013	2014	2015	2016	2017
School Name	Marist College Ashgrove: ID/112				
Locality	District: Brisbane Central				
Senior Statement / Students	249	247	251	230	224
QCE / Senior Certificate	239	232	240	220	217
QCIA / C: PCSE	0	0	0	0	0
OP: Eligible	211	212	209	163	170
%OP1-15 / %IBD	91%	84%	80%	90%	85%
VET Qualification	47	60	56	80	67
SAT	9	9	8	19	14
% Qualification: SAT, QCE, IBD, VET	98%	96%	98%	98%	99%
No Qualifications	0	1	1	2	0
% QTAC Offer	98%	99%	99%	98%	99%

QCAA: SUMMARY OF VET AWARDS & OP BANDS IN 2017

VET Cert. I	VET Cert. II	VET Cert. III & IV	OP1-5	OP6-10	OP11-15	OP16-20	OP21-25
19	51	40	50	60	35	22	3

NB: The figures are actuals and not percentages



SENIOR AWARDS



VICKIE IP

The Doctor Alban J Lynch
Character Cup



HARRISON MCSWEENEY

The Hon Sam Brassington Cup
for Leadership exercised by the
College Captain



WILLIAM GARSKE

The Father G Daly Memorial Cup
for Dux of the College
The J.P. Buckley Public Speaking
Cup



HENRY SMITH

The Father Tom Maloney Medal for
Marist Ministry and Service



LEWIS JUNGER

The Father Walter Cain Memorial
Trophy for contribution to the
College Mission



NED PETRIE

The John Batty Memorial Trophy
for All-round Effort in School Life
The Thomas Foley Memorial Cup
For Second Aggregate in Year 12



JACK MAGEE

The Brother Andrew Memorial
Trophy for Third Aggregate in
Year 12



KILIAN FRUNZ

The Brother Ignatius Memorial
Trophy for Senior Proficiency



STANLEY KERN

The Brother Cyprian Memorial
Trophy for Conspicuous Effort in
Study



RYAN ROBINSON

The Brother Cyprian Memorial
Trophy for Conspicuous Effort in
Study



SENIOR AWARDS



JAMES BARKER

The Brother Harold Memorial
Award for Applied Vocational
Studies



ROLY BROSNAV

The Brother Harold Memorial
Award for Applied Vocational
Studies



BEDE PRINCE

The Parents and Friends
Association Award for
Conspicuous Effort in Creative
Arts



CALUM MACKAY

The Des Ridley Memorial Trophy
for Sportsman of the Year



WILL MILLER

The Des Ridley Memorial Trophy
for Sportsman of the Year



XAVIER THORNTON

Matthew Hayden Award FOR
Contribution to Cricket



MATTHEW DANGERFIELD

Father Tom Maloney Award 2nd XI
Cricket



EMOSI TUQIRI

John Eales Award
Contribution to Rugby





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