



Marian Catholic College

# 2016 Annual Report

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## About this Report

Marian Catholic College is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about Marian Catholic College performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the Marian Catholic College community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors the Marian Catholic College has the appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to College newsletters and other forms of communication. Further information about the College may be obtained by contacting the College or by visiting the Marian Catholic College website.



## Section 1: Message from Key Groups in Our School Community

### Message from the Principal

It is with pleasure that I present the 2016 Annual Report which highlights a year of many achievements.

Marian is a vibrant faith community engaging with Jesus and His message. A *lived* faith, is asked of us by Christ. Having a heritage from the Sisters of Mercy and the Marist Brothers, proclaiming our faith draws upon the model of His Mother Mary, to be courageous, active and inclusive to ensure our motto, Christ's promise of *The Way, The Truth and The Life*, is the best expression we can be as a person and as a *faith-filled* community.

Student learning and academic growth has been strong within our senior students. Prominent analyst of NSW Catholic school HSC data, Dr John DeCourcy has indicated that Marian Catholic College 2016 HSC results continued to show marked improvements with 75 % of all results falling the tops Bands 4 to 6. In fact, 41% of all results were Bands 5 or 6. A remarkable achievement in itself but reflective of four years of deliberate focus on lifting student achievement through improvements in quality teaching and learning linked with student support and high expectations.

Preparing students for the challenges of a dynamic, interconnected world where knowledge comes from a wide range of sources, requires a far different learning model than what we have used in the past. Learners work collaboratively and lessons are not teacher centred and knowledge is generated not just delivered. To enable learning to be flexible and collaborative, new learning spaces have been created through the purchasing of new furniture throughout many classrooms and open spaces, giving a fresh look to many rooms.

The musical 'Grease' received nine nominations from the Canberra Area Theatre Awards. The most ever indicating the abundance of talent within the College. Our Transition Program is continuing to grow and involve deeper analysis of students coming to us from our Catholic primary schools to support learning and the Marian Community Action Team received a National Award for helping the homeless by providing *ICare* personal hygiene kits.

Alan Le Brocque  
Principal

### Message from the Parent Body

As 2016 draws to a close it is time to reflect on the year and to look forward to the year ahead. At the start of 2016 we opened our new carpark for students, and drop off/pick up point for parents which has greatly improved safety and convenience. The large new maintenance shed, built beside the new carpark, awaits power connection due to supply issues in the immediate area, and this should be resolved soon.

The School Council has been discussing how to meet the challenges of growth and the needs of 21<sup>st</sup> Century learning. The Catholic Schools Office has engaged an architect to prepare a master plan for the School to help address these challenges. The School Council has been providing feedback on the process and the draft master plan.

The School Council meets monthly and this year our agenda had included talks by key learning area coordinators, about their areas of interest and helped us gain a greater appreciation of their departments. There are many ways for parents to participate at Marian Catholic College as evidenced by the numbers who attend parent/teacher interviews and award ceremonies. The School Council is another opportunity for parents to be involved.



The 2016 School Council is a diverse and committed group who no doubt find their involvement a rewarding experience. I would like to thank all School Council members for their participation, and on behalf of the school community thank Alan Le Brocque and staff for their commitment towards the education and development of our children.

Michael Ryan  
Chairperson  
MCC School Council

### **Message from the Student Body**

Starting high school we were all hesitant of change, yet we were quickly introduced to a community of 'learning, safety and belonging', and taught to DREAM BIG at Marian. We made truffles on Oh Day, boxer shorts in food tech, and were always eager to learn and have fun at school. Lucky we had Mrs Segrave to guide us, help us look our best and stay on track.

We have all had an incredible time at Marian, going above and beyond to get into character for our socials, as well as being continuously dedicated to fundraising with cupcake stalls and various themed days. We have had plenty of excursions and bonding days to bring us closer as a group and teach us valuable life skills, as well as some fun adventures like the annual ski trip and school musicals. Through all this, we created endless bonds with teachers, maintained the notion of having a GROWTH mindset, and established everlasting memories as an amazing year group.

We truly thank everyone that has helped us come to this place in our lives, for none of these incredible moments would have been possible without the love and support from our teachers, family, friends, principals Mr Le Brocque and Miss Scoble, and year coordinators, Mr Lawler and Mrs Segrave. We wish our succeeding captains Daniel and Erin, and their vices Megan and Jack all the very best for 2017, and know that alongside your entire year group, you will receive the unconditional support of the Marian Community throughout your final year of high school.

We would like to thank everyone for giving us the opportunity to have had such a large part in the amazing school community, and for the endless dedication of so many people in ensuring that our Marian Catholic College journey was full of guidance, fun and everlasting memories.

Captains Lachlan Guertin and Emma Zanotto, Vice Captains Karl Panarello and Elena Turunen  
2016 College Captains



## **Section 2 : School Features/Context**

Marian Catholic College is a coeducational systemic school which draws students from Griffith and the surrounding villages, including Hanwood, Yoogali and Yenda. The College has a high number of students with a Language Background other than English (LBOTE) enrolment and growth in numbers for Year 7 is strong.

The College enjoys a close association with the Sacred Heart Parish, Griffith with the Marcellin Hall being used each Sunday for Parish Mass.

More information about the College profile can be found at our website <http://www.mccww.catholic.edu.au>.



### Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
329	312	102	8	641

\*Language background other than English

### Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.

### Student Attendance and Retention Rates

Year	Attendance %
Year 7	94.93%
Year 8	92.40%
Year 9	91.56%
Year 10	88.74%
Year 11	90.39%
Year 12	89.75%

#### CSO to fill in % rates.

The average student attendance rate for 2016 was 98.56 %.

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff/ school staff as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the Marian Catholic College community;



- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

### Senior Secondary Outcomes

The table below sets out the percentage of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior Secondary Outcomes</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	35%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories.

Destination data Year 12, 2016	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
Graduation Class	66%	12%	7%	15%



## Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by BOSTSES.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	56
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
56	28	84

\*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	1.2%
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### **Professional Learning**

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

Besides Compliance Training in Child Protection and Workplace Relations, whole staff professional learning has taken place in the following areas:

Whole staff professional learning in 2016 continued to target the following areas:

- Improving student writing
- Contemporary learning and collaborative practices
- Differentiation and catering for diversity
- Implementation of the Australian Curriculum
- Teacher Induction, Mentoring and Accreditation
- Google Apps for Education

The focus of the majority of professional learning at Marian is for staff to engage in collaborative inquiry into best practice to improve student learning. The emphasis is for staff to learn together onsite through action and reflection, informed by data.



## Section 5: Catholic Life and Religious Education

Marian Catholic College recognises its role in the call to 'new evangelisation' and the importance of witnessing this faith to the community through their everyday actions. The staff at Marian Catholic College support the school ethos and the goals of the Catholic Church in education of beliefs and practices for the Christian way of life.

**Marian Catholic College** follows the Wagga Wagga Diocesan Religious Education Curriculum, ***Sharing Our Story***.

### Catholic Heritage

As a mandatory component of the curriculum at the College, Religious Education aims to develop students' understanding and appreciation of the faith, tradition, history, life and mission of the Church through informed teaching practices and exposure to positive experiences throughout their school life.

### Liturgical Life of the College

Throughout the year the school community celebrates a range of liturgies including those for Ash Wednesday, Easter, Assumption, All Saint's Day, Advent and each year begins and ends with a special and meaningful liturgy. Accompanied by the school choir and band, these events were respectfully attended by students.

In 2016 the College embraced the opportunity to fully participate in Parish Masses on Sundays in the Marcellin Hall. The Student Leadership Team had an active part in this. The College is blessed to have the involvement of the College Chaplain, Fr Christian, both in a liturgical way and as an excellent educational resource for the classroom.

School liturgies and reflection days for junior years are inclusive and are based around units that are covered in class through the *Sharing our Story* course. Year 12 participate in liturgies as key experiences during their retreat program in Warrumbui.

### Staff and Student Faith Formation

Students and staff uphold a vibrant prayer life by participating in prayer each morning during Homeroom, which is common to the whole school, with a different prayer said each day. Each Religious Education class has prayer as part of their standard practice, with different approaches being used by a range of RE teachers. In the classrooms, the presence of Catholic symbols and texts such as crucifixes and Bibles act as reminders to students of the spirit of the College.

All students from Years 7 to 10 also participated in reflection and community days which took place throughout the year. These days were facilitated by both Marian staff and outside presenters and each day had a theme or focus suitable for the group. Year 7 to 12 students also participated in Reconciliation in March and December.

### Social Justice

Social justice initiatives, such as community service and fund-raising, are open to all students within the school community. Social justice initiatives are led by the Community Action Team (Year 7 to 10), the Wellbeing Committee (Year 11) and the Student Leadership Team (Year 11 and 12).



Students in Year 10 participated in the Diocesan Social Justice Camp where they meet with students from around the region and learn from experts about social justice issues affecting marginalised groups in Australia and around the world.

### **Professional Learning in Catholic Life and Mission**

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

In 2016, teachers have undertaken the following additional professional learning opportunities:

- Religious Education qualifications at University of Newcastle through the Broken Bay Institute
- attendance at a spiritual retreat, 'Following in the Footsteps of Jesus', facilitated by the Marist Brothers
- attendance at 'Connections: Go Make Disciples' and 'Connections: Come and See' which is facilitated by the Catholic Schools Office



## Section 6: Curriculum

The College follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

The principles for learning and teaching at Marian Catholic College follow those of the Diocese of Wagga Wagga. These are articulated in [The Learning Framework \(2015\)](#). The learning and teaching at Marian Catholic College aims to be student centred and outcome driven. As indicated in *The Learning Framework*, teachers need to promote meaningful learning through collaboration, making connections, operating in a learner-centred and inclusive community, delivering an engaging curriculum and building capacity for sustainable learning habits. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Stage 5 electives include Commerce, Italian, Food Technology, Information and Software Technology, Technology Timber, Technology Metal, Drama, Music, Physical Activities and Sport Studies, Child Studies, Photography and Digital Media and Visual Arts. The number of students in each of these electives varies according to resources and interest.

A wide variety of Stage 6 subjects are offered to students which provide opportunities for both ATAR and non ATAR pathways of study. The College also facilitated a number of students to study subjects through Open High School or via the TAFE. These included Software Design and Development, Geography, Ancient History, PDHPE, Information Technology, Financial Services, Construction, Automotive, Agricultural Machinery, Retail, Early Childhood, Italian Continuers, Visual Arts, Accountancy, Construction and Beauty and Makeup. The College offers HSC extension courses in English and Mathematics.

Particular features of the College's curriculum include:

- Support for students with special learning needs occurs through the Learning Support Staff assisting with in-class support, monitoring students on Life Skills programs and providing remediation programs in reading.
- A substantial Vocational Education and Training (VET) program is available to students with Hospitality, Information Technology and Business Services offered on-site.
- A Mathematics Homework Club is run by Mathematics staff two lunch times each week.
- Senior Writing Workshops and Homework Workshops for all year groups are offered after school each week.
- Targeted literacy and numeracy intervention programs are provided for individual students. These programs are called QuickSmart Literacy and QuickSmart Numeracy.
- A School to Work Transition Program called 'Futures R Us' for students in Year 10.



## Section 7: Student Performance in State- Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 9	4.5	0	5.4	3.6	4.5	8.2	5.5
Band 8	11.7	9.9	22.5	13.5	19.1	20.0	20.9
Band 7	27.0	23.4	32.4	43.2	40.0	28.2	36.4
Band 6	36.9	33.3	28.8	22.5	24.5	31.8	23.6
Band 5	16.2	27.9	6.3	13.5	9.1	7.3	10.0
Band 4	3.6	5.4	4.5	3.6	2.7	4.5	3.6
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 10	3.2	0.8	6.5	3.2	6.5	5.6	6.5
Band 9	12.1	5.7	11.3	9.7	12.1	10.5	14.5
Band 8	24.2	17.1	29.8	13.7	26.6	30.6	25.0
Band 7	33.9	31.7	26.6	40.3	35.5	34.7	35.5
Band 6	23.4	26.0	19.4	25.0	18.5	16.9	16.1
Band 5	3.2	18.7	6.5	8.1	0.8	1.6	2.4



### Higher School Certificate Results and Achievements:

The results of the Marian Catholic College's Higher School Certificate (HSC) candidature are reported for subjects studied at the College. The table shows the percentage of students who achieved in the top two bands and show comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6)					
	2014		2015		2016	
Subjects	School	State	School	State	School	State
Ancient History	49.99	32.74	40.00	32.60	35.70	30.68
Biology	18.18	28.23	50.00	27.96	55.55	35.11
Business Services	22.22	19.35	20.00	23.35	12.50	24.47
Business Studies	24.99	36.95	49.99	35.88	29.41	34.33
Chemistry	44.44	46.09	0	41.05	14.28	40.94
Community and Family Studies	60.00	36.68	37.50	31.95	66.66	30.53
Design and Technology	70.00	37.22	19.04	35.98	0	40.80
Drama	-	-	33.33	42.36	37.50	42.60
English (Standard)	5.00	8.16	26.82	8.31	13.15	13.39
English (Advanced)	100.00	59.30	68.18	57.81	89.35	61.92
English Extension 1	100.00	92.99	100.00	94.00	100.00	94.94
English Extension 2	100.00	77.44	-	-	0	79.35
Hospitality	53.84	31.10	86.66	22.48	25.00	22.41
Information Processes and Technology	-	-	37.50	32.03	-	-
Industrial Technology (Multimedia)	-	-	-	-	25.00	25.79
Italian Beginners	-	-	12.50	40.21	-	-
Italian Continuers	50.00	57.71	-	-	-	-



Legal Studies	-	-	74.99	40.12	90.00	42.27
Mathematics General 2	16.00	25.00	14.28	25.64	23.25	25.63
Mathematics	90.00	53.74	33.32	52.31	30.00	52.51
Mathematics Extension 1	100.00	84.40	100.00	84.11	0	79.37
Modern History	-	-	37.50	43.65	-	-
Music 1	66.66	59.58	62.50	61.84	100.00	62.74
Personal Development, Health and Physical Education	50.00	30.49	53.83	29.62	68.75	24.31
Physics	33.32	31.09	16.66	28.75	-	-
Society and Culture	88.88	45.00	100.00	46.93	75.00	48.18
Studies of Religion 1 Unit	75.00	48.72	60.00	50.87	0	49.92
Studies of Religion 2 Unit	36.35	44.18	41.66	39.96	41.81	47.94
Visual Arts	55.00	48.60	71.42	53.40	50.00	54.38

Overall, from seventy HSC students, there are 27 Band 6s shared across 11 students. Marian students also received 108 Band 5s, which is similar to last year. This was across the range of subjects and a range of students. Students performed above the mean state average in 15 out of 24 of subjects. Above state average achievement of Bands 4 to 6 was achieved in 16 out of 24 subjects and 75% of students' subject results were between a Band 4 and Band 6 and 42% of students achieved between a Band 4 and Band 6 in all of their subjects. 40% of students' subject results were a Band 5 or Band 6.

Some of this success can be attributed to:

- The Year 12 mentor program, where every Year 12 student nominates and invites a staff member to be their mentor;
- The HSC Support Evenings for parents and students covering topics relating to management of learning, understanding the tertiary options, goal setting, managing stress, striking a balance, understanding examination requirements;
- Tutorials run in mornings, after school and workshops delivered during holidays breaks;
- Senior Writing Workshops after school;
- Encouragement to submit drafts of assessment tasks to obtain detailed feedback;
- Whole school focus on assessment for learning and feedback;
- Sharing of effective teacher practice amongst staff;
- Extensive data analysis of RAP and DeCourcy for each subject/KLA;
- Additional teachers who have experience as HSC markers.

In 2016 the number of students issued with a RoSA (Record of School Achievement)	74
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## Section 8: Pastoral Care and Well Being

### Pastoral Care/ Academic Care/ Well Being

Pastoral care is integral to every aspect of learning and is based on the belief that good relationships are at the heart of good education. The value of the individual, irrespective of ability, status, position, religious affiliation or cultural background is uppermost at all times. The College believes that pastoral care is ongoing and operates throughout the entire school day, made effective by each member of staff in their responsibilities.

There are many structures and programs within the College that contribute to the pastoral care of students. These include:

- availability of a school counsellor
- availability of a pastoral care worker
- a series of workshops conducted by local police covering topics such as 'cyber-bullying', 'young people and the law' and 'safe celebrating'
- regular Support Evenings for senior students and their families.
- Community Day activities held in each year group
- Academic Pastoral Care Program - written by Pastoral Coordinators and implemented by Homeroom teachers
- The involvement of the Pastoral Coordinator in both an academic and pastoral role
- The Pastoral Director overseeing all year groups in conjunction with the Pastoral Coordinators to ensure consistency

### Discipline Policy

The Student Management Policy was updated in 2016, with a view to making expectations for appropriate, responsible and respectful behaviour more explicit and to improve the consistency of consequences for inappropriate behaviour. The policy for discipline is based on a positive behaviour for learning model 'Teach More, Manage Less' by Christine Richmond. The primary focus is on being explicit in expectations and balancing the acknowledgement and correction. This has been built into the practice of staff. The College also has a focus on restorative measures as a resolution to issues to allow students to accept responsibility for their actions and recognise the implications their choices have on others.

### Anti Bullying Policy

Marian Catholic College adheres to the Catholic Schools Office Anti-Bullying Policy to promote healthy relationships. In addition to resolving issues using a restorative approach, the College Counsellor provides counselling to individuals and small groups. The College also provides a range of workshops to address the issue of bullying and cyber-bullying. Further information can be found on the College website.

### Initiatives Promoting Respect and Responsibility

There are several initiatives at the College to promote respect and responsibility including:

- The Community Action Team (CAT)
- The Wellbeing Committee
- Academic Pastoral Care Program
- Peer Support



### **Complaints and Grievances Resolution Policy**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

### **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## Section 9: School Review and Improvement

Each year the **College develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The **College** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

### 2016 Annual Improvement

Specific targets are linked to the core areas of **Catholic Life and Mission, Pastoral Care and Wellbeing, Student Learning and Pedagogy and Strategic Leadership and Partnerships.**

#### Priority Area 1: Catholic Life and Mission

Missionary Discipleship: Understanding of Aboriginal Spirituality and its connection to Catholic theology and the Mission of Catholic educators

- Employment of an Aboriginal Education Worker
- Staff Spirituality Day led by local Elders and including visits to Sacred Sites
- Staff sessions on the connection between Aboriginal Spirituality and Catholic Theology
- Increase of Aboriginal symbols around the school
- Student engagement in Three Rivers Art program, student traineeships, planning for the development of the Aboriginal garden and NAIDOC Day celebrations
- Engagement with the Aboriginal community via curriculum in Stage 4, 5 and 6

#### Priority Area 2: Pastoral Care and Wellbeing

Academic Pastoral Care: Student Learning Improvement Program (SLIP) *"No one gets dropped in the slips"*

- Continued to allocate time in the timetable for the Academic Pastoral Care program
- Review and refinement of the study skills program based on data from student surveys
- Director of Pastoral Care and Pastoral Coordinators to undertake Growth Coaching courses
- Coaching and mentoring of students across junior years will be trialled as part of the Academic Pastoral Care program

#### Priority Area 3: Student Learning and Pedagogy

Writing/Literacy

- Use of data to guide collaborative inquiry to improve literacy
- Development of Senior Writing sessions after school
- Professional learning on formative practices to improve writing
- Continued to embed the Marzano technique for vocabulary instruction across KLAs

Contemporary Learning

- Professional learning supported by external expertise and school visits
- Continued support in the use of Google Apps for Education and IT

Differentiation and catering for diversity

- Professional learning on adjustments and personalised learning
- Staff collaboration to create learning experiences that provide choice, support and extension for students
- Development of a Transition to Work program

#### Priority Area 4: Strategic Leadership and Partnerships

- Use of AITSL standards to inform and improve teacher practice through professional learning
- Development of professional learning plans drawn from the AITSL Standards
- Building of leadership capacity through QELi Leadership and Growth Coaching courses
- Continue to develop a transition program with local feeder primary schools with a focus on improving literacy and numeracy



**Priority Key Improvements for 2017**

The goals for 2017 are centred on **improving the students' learning outcomes** at Marian. This is visually represented below.

MARIAN CATHOLIC COLLEGE  
**Annual Improvement Plan 2017**

	<p><b>Catholic Life &amp; Mission</b></p> <p>Student Faith formation leadership</p> <p>Missionary Discipleship</p>	
<p><b>Student Learning &amp; Pedagogy</b></p> <p>Effective classroom practice</p> <p>Comprehension</p> <p>Instructional Rounds</p>		<p><b>Pastoral Care &amp; Wellbeing</b></p> <p>Academic Pastoral Care: Growth Mindset</p> <p>Mentoring/Coaching</p> <p>Intercultural understanding</p>
	<p><b>Strategic Leadership &amp; Partnerships</b></p> <p>PLCs</p> <p>Coaching</p> <p>BOSTES/APST</p> <p>Professional Learning Plans</p>	

2017 Marian Catholic College -Annual Improvement Plan



## Section 10: Parent, Student and Teacher Satisfaction

### Parent Participation

Marian Catholic College sees its role as in partnership with parents, and sought ways to strengthen the relationship in 2016. Invitations to attend Liturgies, Information Evenings, Support Evenings, sporting events, assemblies and award ceremonies were taken up by a significant number of parents. The College Council is well supported by strong attendance at monthly meetings.

Parents are also very active in supporting school socials through supervision, as well as taking officiating roles at the various College sports carnivals. The College Canteen is well supported by parent volunteers.

Parents are informed of College news through the newsletter, issued weekly via email throughout the year. The increasing student enrolment numbers, and parent enquiries concerning future enrolment, indicate strong parent satisfaction in the community.

### Student Satisfaction

Students have indicated that their level of satisfaction can be identified through a variety of indicators:

- Willingness to be involved in school service and wider community service
- Desire to be involved in spiritual leadership and social justice initiatives, such as the Community Action Team and Diocesan Social Justice camp
- Pairing with a sister school in Samoa – Project Sam inauguration and visit and fundraising
- Continuation of the Well-Being Committee- a student driven project
- Students feel supported with their learning
- Attendance of the senior students at tutorials, holiday workshops and Support Evenings
- The positive response to the Year 12 student Mentor program
- Desire of students to take on leadership positions
- Student leadership and active participation in group activities on Harmony Day
- Active participation in various Liturgies and Spirituality Days
- Involvement in, and personal growth during Community Days and Retreats
- Participation in the annual ANZAC march of the Griffith city during the holidays
- Participation in sporting carnivals and representative sport
- Participation in extra-curricular activities such as College Musicals, clubs, Tournament of Minds, public speaking, performances and catering for various charity events

The Student Leadership team acknowledges the consistently supportive approach of the teaching and administration staff.

*Student Leadership Team*

### Teacher Satisfaction

The College has a strong sense of welcome for all staff and this has led to a high level of teacher satisfaction and staff retention. In 2016, the staff adopted the theme “Dream Big” which focused on inspiring staff to work towards the new College Vision and Mission statement.

The College has continued to have a focus around raising expectations academically with a specific focus on improving targeted learning outcomes of students. This is directly linked to the professional learning of the staff.

Staff are encouraged to work collaboratively with others, using the inquiry cycle model, to improve student learning. The College recognises the value of onsite professional development using this approach to enhance teacher practice and student learning.

Each staff meeting has evolved to being solely for the purpose of professional learning and members of the staff share ideas and strategies that can improve pedagogy.

There are opportunities for early career teachers to experience a range of extra-curricular and higher duty responsibilities. All staff have the opportunity for development of their professional learning, with the support of the Principal and Assistant Principal-Learning and Teaching.



## Financial Report

**Charts to be inserted by CSO**

