Marian Catholic College Griffith 2015 Annual Report

1. Message from Key Groups in Our School Community

1.1 Message from the Principal

It is with pleasure that I present the 2015 Annual Report. This year has been a justifiably proud one with many notable highlights.

Marian Catholic College is a living faith community and, as such, is a local expression of the universal Catholic Church, sharing in its evangelising mission. Faith formation is an active element of College life and has been given expression throughout the year in student leadership in Liturgy, Social Justice and Community Service. In 2013, the College established a sister school relationship with Paul VI College, Leulumoega, Samoa. The second visit from Marian took place in November 2015. Funds raised by Marian to the value of $10000(tala) was donated to Paul VI College as well as another 60 computers. Connections have also been made with St Peter's Primary School, Falefa and a second donation of $2500 was made.

In 2015 Marian Catholic College continued to reconnect with Marist Schools Australia to seek new ways of providing spiritual formation and growth for students and staff alike and staff have attended spiritual formation programs and have had sessions on leadership led by members of the Marists. It is hoped that the formalisation of the connection will be finalised in 2016.

The key priority of continued high academic achievement was reflected in the College's ongoing efforts to engage students in their learning and address their individual needs. Of particular significance were the outstanding Higher School Certificate results of 2015. ***The College was above state average in 18 out of 22 subjects with 85% of all grades being from Bands 4-6 and 10% of students having all Band 5 and 6. The College also had 13% of students score an individual ATAR above 90. This was the most successful year in the history of the College and the third year in a row that Marian Catholic College has had strong improvement in HSC results.***

Alan Le Brocque
Principal

1.2 Message from the Parent Body

The Marian Catholic College Parent Council comprises the Principal, Business Manager, Parish Priest, Staff Representative and Parents Representatives. The School Council provides advice and support to the Principal.

The Parent Council meets eight times per year. Reports are tabled at each meeting including Principal, Finance, Maintenance, Parish and Staff. At each meeting the Council discusses the reports including

matters arising from:

- Principal's Report (staff, learning and community)
- School finances including month and year to date revenue and expenses and outstanding fee collections;
- School maintenance;
- Development works;
- Compliance and auditing.

This year the work of the Council involved a number of school projects. In 2016 we will open our new carpark for students, and drop off and pick up point for parents which will greatly improve safety and convenience. The shape of the oval has changed and when building works are complete we will have the benefit of more oval space with the new land on Probert Street.

The school survey undertaken in Term 3 had a strong response from staff, parents and students. The survey has provided valuable information and the School Council is assisting in the analysis of and response to this survey.

MCC continues to grow and the challenges of accommodating this growth and meeting the needs of 21st Century learning continue to be discussed by the School Council. We now have an educational design brief. In 2016 MCC will call for proposals from suitable architects to assist in determining the future direction for our school facilities and supporting grant applications to fund building works.

The 2015 School Council comprises, Alan Le Brocque, Christie Scoble, Joanne Smith, Simon Aventi, Michael Ryan, Lindy Golden, Michael Favero, Brendan Catanzariti, Nigel Kennedy, Father Grace and Father Rafter. The 2015 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 to the education and development of our children.

Michael Ryan
Chair—MCC Council

1.3   Message from the Student Body

2015 has been a great year at Marian Catholic College. We are so proud to have been the College's Captains and Vice Captains. Firstly on behalf of Year 12 2015, to all our teachers and staff, thank you for providing us with the knowledge and skills required not only to take on the HSC but also to be successful in our future endeavors. Year 7 to 11 can be confident that the teaching and learning

provided at the College is a solid foundation for future success.

To Mr Le Brocque, Mr Holloway and Ms Scoble, your continued guidance and dedication through our junior and senior years has been an undoubted foundation of support for each and every one of us. We appreciate the amount of time and effort you have given in order to deepen our schooling experience. You have taught us what it is to be a good leader.

This final year reflected the unbreakable bonds we share with our parents. Mums and Dads - thank you for everything that you are and everything you have enabled us to be. We are the product of your love, support and willingness to make sacrifices. We could have achieved nothing without you.

To our Year Group Team, Year 12, thank you all for your friendships and support. We have no doubts that the relationships made here at this school will withstand the test of time and bring happiness in our future. Work hard and cherish this school because it has certainly become part of each of us.

To our Homeroom Teachers we thank you for all your kindness, care and compassion. And of course our Year Coordinator, Mr Herb. Your encouragement and assistance has only given us strength in our individual qualities and for this we are grateful. Your ability to continuously assure us that we were in fact the best year group of the College only adds to your commitment and coach-like figure to our year group.

Finally and most importantly we wish to thank the entire student body of MCC. Thank you for supporting us as College Captains and making this year so great. We wish Lachlan, Emma, Elena and Karl, the future 2016 leaders, all the best. We will never forget Marian Catholic College and we hope MCC and its extended family, will not forget the legacy that we have left behind.

Alanah Jeffrey and Michael Monteleone, College Captains
Francine Barbaro and Antonio Fattore, College Vice-Captains

2. School Profile

2.1 Introduction

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.

2.2 Student Profile

Boys	Girls	Indigenous	LOTE*	TOTAL
332	330	7	107	662

2.3 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.

2.4 Staff 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:

d) to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and

e) as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

f)

A	B	C	Total
54	0	0	54

2.5 Teacher Satisfaction

The college has a strong sense of welcome for all staff and like previous years, 2015 began with a welcome BBQ for staff and their families. Staff members regularly socialise out of hours, indicating that there is a strong connection between all members of the team. There are often opportunities to be together for fun, as well as work. The staff adopted the theme "Walk of Fame" which focused on walking on the journey to be the best person you can be.

The College has continued to have a focus around raising expectations academically with a specific focus on improving targeted learning outcomes of students. Once again, this has been 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. Building a strong community of learners at all levels and strengthening the professional capital of staff is obviously a common thread for the decisions made at the College.

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.

Areas contributing to staff satisfaction were highlighted in the external survey we conducted and can be seen below.

Your school's Top 10 Strengths (compared with benchmark)

1.	Technology and Resources	I am encouraged to keep up with advancing technology.	+20.2%
2.	Goal Congruence	I feel enthusiastic about my teaching.	+16.2%
3.	Technology and Resources	The computers and other resources are easily accessible.	+15.9%
4.	Technology and Resources	I am able to monitor students' use of computers in effective manner.	+13.5%
5.	School Curriculum	Class sizes are manageable.	+9.9%
6.	School Environment	I look forward to working at this school each day.	+9.9%
7.	School Environment	Students respect the staff members.	+8.0%
8.	Goal Congruence	I understand this school's objectives and goals.	+6.3%
9.	Technology and Resources	The resources in this school are of high quality.	+6.2%
10.	Morale	This school has a sense of team spirit.	+5.8%

2.6 Student Attendance and Retention Rates

YEAR	Average student attendance rate (%)
7	92%
8	92%
9	91%
10	87%
11	90%
12	92%

The average student attendance rate for 2015 was 90.66%. Of the students who completed Year 10 in 2013, 68.91% completed Year 12 in 2015.

2.7   Management of non-attendance:

In order to manage school refusal or non-attendance, there is a process that flows from the Homeroom teacher (who contacts home after three days absence) to the Pastoral Coordinator (who makes follow-up phones calls or home visits) through to the Director of Pastoral Care, Assistant Principal and the Principal (who provide written reminders of the obligation to attend school and the consequences of not attending). Weekly attendance data is also passed on to Pastoral Coordinators to ensure that all attendance issues are addressed. This also has a pastoral element where the College's Pastoral Care Worker and/or College Counsellor may support with home visits and counselling. The culmination may be a meeting with the Principal and the parent/s. If the student is over 17 years of age, the College's Careers Advisor may support a transition to work program.

2.8   Student Satisfaction

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

Your school's Top 10 Strengths (compared with benchmark)

1.	Student Relationships	Bullying is not a problem at my school.	+9.6%
2.	Learning Opportunities	My school provides plenty of opportunities for all students to participate in co-curricular activities.	+9.5%
3.	Student Relationships	Students show respect for each other.	+8.9%
4.	School Environment	Students at this school present themselves with pride.	+8.2%
5.	Guidance and Support	I feel like I belong in this school.	+6.1%
6.	Teacher Quality	My teachers take control when students misbehave.	+5.3%
7.	Student Behavioural Values	Students show respect towards the teachers.	+4.7%
8.	Learning Opportunities	My classes are a good size.	+4.7%
9.	Student Relationships	Students are encouraged to help each other.	+4.1%
10.	Guidance and Support	My school is doing a good job in preparing me for further education.	+4.0%

2.9   Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2015 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 51%.

2.10   Student Destinations

Marian Catholic College continues to have strong links with local employment and training agencies, especially with the transition to work programs. Students exiting school beyond the compulsory years of schooling regularly find local traineeships and apprenticeships. The College has been ably supported by Youth Pathways agencies and regular visits by these groups throughout the school year to assist students identified as "at risk" have enabled many to find suitable and lasting employment or introduced them to further study options outside of the College. A traineeship and pre apprenticeship work placement and work readiness program has continued in 2015 with some students already benefitting from the opportunities.

The statistics for the students who completed Year 12 in 2015 are as follows:-

University offered places –   53 students (this is consistent with 2014)

Apprentice/traineeships – 14 students

TAFE/similar courses –   4 students

Employed or seeking full time employment - 6

3.   Catholic Life and Mission

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.

Many of the teachers and support staff at Marian Catholic College are practising Catholics who actively support the Catholic life and mission, showing students ways to live their lives in accordance with the principles of the Catholic Church.

Teachers have been encouraged and supported in pursuit of further training in Religious Education at recognised institutions and there has been significant and ongoing support from the Catholic Schools Office towards a staff united in understanding, purpose and practices of the Catholic School.

Students throughout the year groups are taught about ways to live a religious life including the practices within the Catholic Church. Sacraments are a focal point of these teachings. Some units within *Sharing Our Story* explore aspects of Christian ministry such as monastic life, priesthood and the lives and works of religious orders within a range of Christian spirituality groups. The College Chaplain has, at times, spoken to students about the life and work of a contemporary priest and there have been guest priests who have spoken to year groups about their missionary works. Fostering an understanding in a religious vocation is provided by Vianney College Wagga Wagga. A team of deacons visit Marian each year. In addition, Missionary priests associated with the parish of Sacred Heart visited the College on a number of occasions and gave insightful talks to the students about various aspects of Catholic life.

The Bishop's Mandate provides a clear decree about the obligations for all staff in evangelising the message of Christ and creating communities of faith, learning, care, service and stewardship. These aspects are clearly reflected in the College's Annual Improvement Plan as well as being integrated into the new Vision and Mission statement for the College.

3.1 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.

There is also a focus to increase students' respectful understanding and appreciation of the religious experiences and traditions of other Christians and people with a range of faith traditions. This is vital in this multicultural school where there is a range of faith traditions within the student and parent population. The Religious Education Program has been designed and tailored to the students' place in their journey of faith, addressing the core of our faith and inviting a response. For students who are 'other than Catholic' or 'under catechised', every effort is made to support them as they participate in the Religious Education Program.

Catholic discipleship maintains a firm position in Marian Catholic College, not only as it is taught in the classroom but throughout a range of events which are encouraged within and beyond the College. Peer support, community service, fundraising, school prayer, support and awareness in times of global and local tragedy are examples of this. Speakers at school assemblies, year assemblies (for example missionary priests) and a range of social justice initiatives encourage students and staff to embrace a life of discipleship.

Six staff in leadership positions attended a spiritual retreat, 'Following in the Footsteps of Jesus'. The retreat is facilitated by the Marist Brothers and it is intended that all of our school leadership will attend in the following years.

The official Marian Feast Day celebrations continued with a College mass and activities based on the founding orders of the school, the Marist brothers and Sisters of Mercy. In 2015 our Marian Feast Day was attended by both Orders and shared in the celebration of the blessing of the College's new statue of Our Lady and the launching of the new Vision and Mission statement.

3.2   Religious Life of the School

Marian Catholic College is, first and foremost, a Catholic school. All assemblies, Homeroom activities, meetings and information nights commence with a prayer. This is augmented by individual class prayer services and meditations in the chapel. Throughout the year the school community celebrates a range of liturgies including those for Ash Wednesday, Holy Week, Easter, the Assumption, All Saint's Day and Advent. Accompanied by the school choir and band, these events were respectfully attended by students.

School liturgies and reflection days for junior years 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. Year 12 students also plan, prepare for, and participate in a Graduation Mass. For each Liturgy, students from each year level as well as staff are nominated to

participate in readings and offertory. Student led liturgy services continued this year. The Year 11 House Leaders and Prefects have had the opportunity to organise and lead the All Saints Day liturgy in House groups.

Homeroom provides the opportunity for all students to participate in morning prayer, 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 our school.

3.3   The School in the Life of the Parish and the Diocese

In 2015 the College embraced the opportunity to fully participate in Parish Masses on Sundays in the Marcellin Hall. A full choir, band and student readers contributed to the liturgy each term. The Student Leadership Team had an active part in this.

Students in Year 12 participated in a retreat at Warrambui, near Murrumbateman. This enabled the students to spend some quality time in small groups to explore their spiritual life in a supportive and reflective environment. In addition, Year 12 students participated in a Spirituality Day, on the eve of their graduation from the College. The day concluded with the sacrament of Reconciliation.

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 11 students also participated in Reconciliation in March and November.

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

There are a number of students from Marian Catholic College who are actively involved in parish activities such as the local youth group, ActiV8. Our local priests, in particular Marian Chaplain, Father Rafter, are actively involved in the life of the College community, guiding, teaching, and supporting students and teachers, and making connections on both personal and spiritual levels.

Our Year 8 students participated in the Year 8 Catholic Schools RE Test, which tests students' knowledge and understanding of their Catholic Faith.

3.4 Catholic Worldview

Marian Catholic College is an inclusive school with a multicultural population. The College respects the faith beliefs and practices of both Catholic and 'other than Catholic' students and as such, expects all students to participate in liturgies, reflection days and retreats. Social justice initiatives, such as fund-raising, are open to all students within the school community, regardless of their faith tradition.

The Religious Education Curriculum follows the Board of Studies endorsed course from Years 7 – 12 of *Sharing our Story*, as well as the Board of Studies developed course of Studies of Religion for Years 11 and 12. The aim of this curriculum is to meet the needs of all students and develop the whole person, inspiring a vision of peace, social justice and community spirit, as well as promoting solidarity and a keen interest in learning.

3.5 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.

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student learning outcomes.

Professional development can take many forms including whole College staff days, subject specific inservices, meetings and conferences. All Coordinators were actively encouraged to attend CSO network meetings. In 2015, at Marian Catholic College there were five participating teachers in the scholarship program for the Graduate Certificate in Theology through the University of Newcastle.

Staff spirituality was enhanced through the on-going participation in the CSO's *FaithStory Witness*. This was undertaken by all staff after school throughout the year. The material presented by Jane Plum provoked lively discussion around the Vision and Mission Statement which was launched later in the year. This enabled staff to be actively involved in its development and prompted staff to reflect on the College's values. We also had a presentation by the Mercy Sisters that provided an insight into their charism and it became evident to all that this is still present within the College community. This also enabled all staff to be aware of the College's historical journey with the Mercy Sisters.

4.   Pastoral Care

4.1   Diocesan Policies

The Diocese of Wagga Wagga has established Pastoral Care and Safe Schools Policies which are implemented by all schools in the Diocese. The implementation of these policies is monitored by the Catholic Schools Office.

4.2   School Implementation of Diocesan Policy

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. We believe that pastoral care is ongoing and operates throughout the entire school day, made effective by each member of staff in their responsibilities.

A key pastoral care structure is that of the Homeroom and the Homeroom Teacher whose role in the student's life is integral. Each of the 36 Homerooms consists of around 20 students. The Homeroom Teacher is responsible for and supportive of the well-being of their students, including their overall academic progress, as was indicated through the pastoral comment on the student reports.

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
- SLIPS (Student learning Improvement Program)
- 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

There is a continuation of the development of strategies for Student Management. The Student Management Policy was written in 2012, with a view to making expectations for appropriate, responsible and respectful behaviour more explicit and to improve the consistency of sanctions for inappropriate behaviour. The professional learning undertaken by staff on 'Teach More , Manage Less', particularly on being explicit in expectations and balancing the acknowledgement and correction, has been built into the practice of staff. We also 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.

The collaborative development of mapping a whole school Wellbeing and Pastoral Care program was consolidated, so that there is cyclical and continuing development in the areas of spirituality, reflection, leadership, understanding issues such as harassment and bullying, building esteem and confidence. New opportunities for assisting in developing students' resilience and well-being were investigated. The Academic Pastoral Care program was initiated and timetabled fortnightly into Homeroom time. The program is developed by Year Coordinators and The Director of Pastoral Care to maximise student learning outcomes while focusing on skills to promote confidence and wellbeing within the learning process.

In addition, a group of students attended a youth mental health forum. This resulted in an 'R U OK day' continuing to be presented by senior students. Resources were purchased and the promotion of mental well-being became a strong presence at College events, such as Walk a Mile in her Shoes and the annual celebration of Harmony Day.

In addressing the issue of bullying and cyber-bullying, an overview for 'Promoting Healthy Relationships' was inserted into the student diary and became the basis of discussion in Homerooms. Year 8 and 9 boys took part in a 'Good Fellas' Workshop while the girls worked on the program 'Gorgeous Girls' which were both designed to understand the implications of your actions and how to be a positive member of the school community. Project Rock presented their dynamic 'Cyber bullying' performance, while performance tours presented 'Escape from Worryville' detailing issues related to adolescence and bullying.

The new evacuation and lockdown procedures were practised to ensure a safer environment for students and staff. Modifications continue to be made to refine the model.

Interactions with students continue to be based on the restorative model. The aim is to *centre* the restorative justice program within the pastoral care and student management.

Transition between primary and high school was well supported with trained Peer Support Leaders in Year 11 embracing the Year 7 students and regularly meeting with them formally and informally. All prospective 2016 Year 7 students participated in a Transition program that helped them adjust to high school. Year 6 classes were visited by the 2016 Year 7 Coordinator and the Director of Pastoral Care.

Upon enrolment, all students were interviewed and participated in an orientation day (Oh!Day) at the College at the end of November. On this day students worked with senior students in familiarising themselves with the College and participating in a variety of subject areas. Year 6 students with special

learning needs attended the College a number of times in Term 4 to ensure that their needs would be adequately met.

The social justice committee, the Community Action Team (CAT), undertook the organisation of numerous activities to highlight to students some of the struggles encountered by others. The community action team was also developed and took part in the 'Sleep out for the homeless' as well as assisting the community through the Carevan and Meal on Wheels programs.

The Living and Learning Program for Year 10 students was again undertaken in Term 4. This was an opportunity for the students to participate in a variety of vocational, academic, spiritual, recreational and personal development activities. The students also had the option of participating in a day's community service.

A regular feature of the College Assemblies is the presentation of Merit Certificates and the 'Marian All Star Award'. This popular award is nominated by staff or students for those who have achieved a personal best in some field either in school or beyond school.

4.3 Pastoral Care of Families

There were three opportunities for Parent/Teacher/Student Conferences in 2015 to enable open discussion of student progress, both academic and pastoral. The SOBS on-line booking system made it easier for parents to make the appointments and ensured better contact with teachers. The focus of the conferences was achievements and goals.

In addition to these meetings, Marian College helped to keep parents informed by holding information evenings at transition points and Preliminary and HSC Support Evenings. Typically, the attendance by parents was more than eighty percent. The prospective students evening for current Yr 6 students also enabled parents to experience the different academic, pastoral and extracurricular opportunities available for students.

The College Pastoral Care Worker maintained positive relationships with parents of students who required additional support or who were in a crisis. There was also a liaison with other schools where students came to Griffith and were gainfully engaged in community service. The Pastoral Care Worker acted as an advocate for students who were experiencing difficulty.

Year Coordinators and the Director of Pastoral Care regularly met or communication with their students as did KLA coordinators and teachers whenever issues arose.

4.3 Resolving Issues

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

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

4.4 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work, 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.

The Principal, in consultation with the relevant CSO personnel, is 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. Marian was audited in 2014. A staff member has been fully trained in the requirements of the new WHS legislation requirements.

5.   Excellence in Teaching and Learning

5.1   Quality Teaching and Learning

<u>**Current Curriculum Initiatives**</u>

The College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the Diocese of Wagga Wagga's strategic plan and policy statements.

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 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, Visual Arts, Accountancy, Construction and Beauty and Makeup. The school 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.

- Targeted literacy and numeracy intervention programs are provided for individual students. These programs are called QuickSmart Literacy and QuickSmart Numeracy.

The College also addresses the range of learning needs and interests of our students by offering a wider choice of subjects than is usual in a school of its size. The curriculum structure allows for a broad subject choice. In Stage 6 (Years 11 and 12), the College has utilised its strong link with local high schools and the Griffith TAFE campus to provide an extensive course selection in Board Developed Courses and VET courses.

Extensive professional learning and preparation has continued to be provided to ensure effective implementation of the new Australian Curriculum in English, Mathematics, Science and History for Year 8 and Year 10 in 2015.

5.2 Student Achievement

National and State-wide Tests and Examinations

Students in Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide diagnostic information to parents and teachers about the achievements of students in aspects of literacy and numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. Each year the results are analysed by the College to inform teaching with a view to *improving student performance.*

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as 'national minimum standards'. Student performance in NAPLAN in our school is compared to these standards.

For 2014 and 2015, there were direct whole school interventions to support literacy and numeracy. Funds were allocated to the continuation of the Quicksmart Numeracy (10 hours support per week) and the implementation of the Quicksmart Literacy (10 hours support per week). These programs have shown to have very positive growth on student learning. All students in Year 7 undertook the Accelerated Reading Program in the Library, using a variety of timetabled classes.

Year 7

Standards for Year 7

	% below NMS		% at or below NMS		% at proficiency	
	School	**State**	**School**	**State**	**School**	**State**
Reading	2%	4%	22%	16%	31%	32%
Writing	9%	12%	34%	32%	19%	19%
Spelling	9%	8%	19%	15%	38%	40%
Grammar & Punctuation	8%	9%	22%	18%	26%	34%
Numeracy	0%	3%	17%	18%	25%	29%

The following graphs indicate the **trend data for students entering Year 7** in each of the core areas.

Year 7 Reading
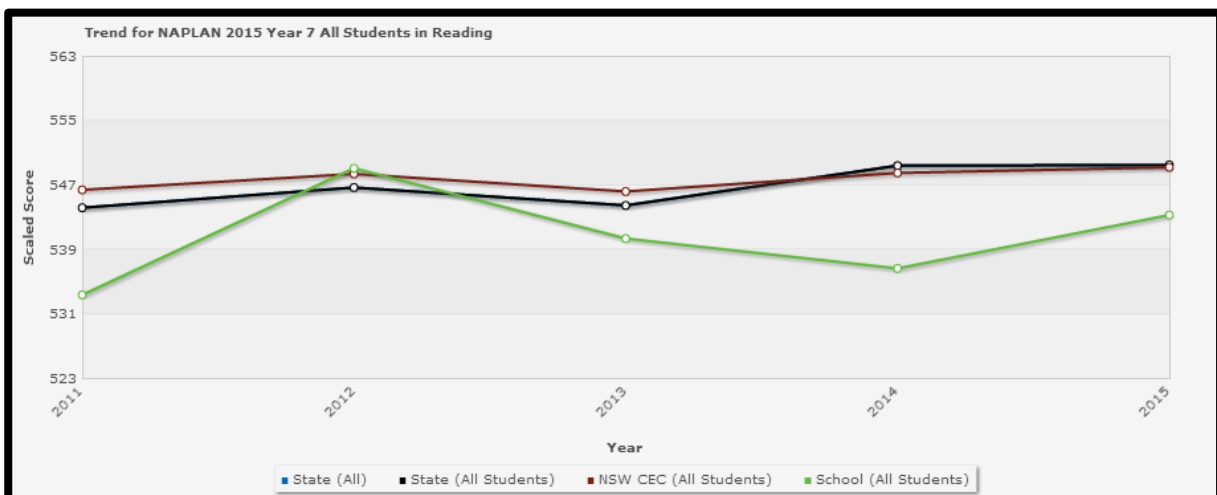
Year 7 Writing

Year 7 Numeracy

Trend for NAPLAN 2015 Year 7 All Students in Numeracy

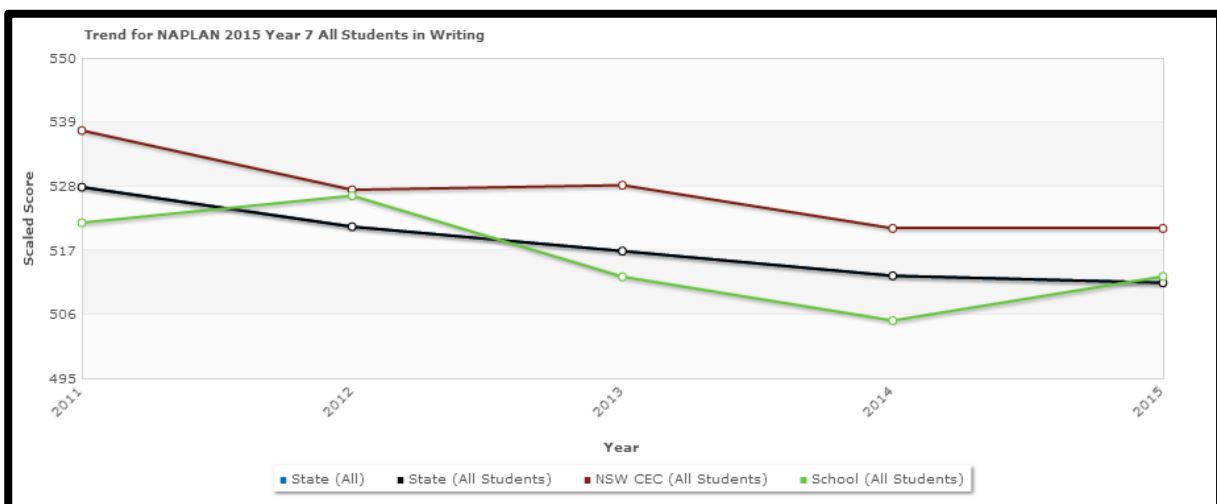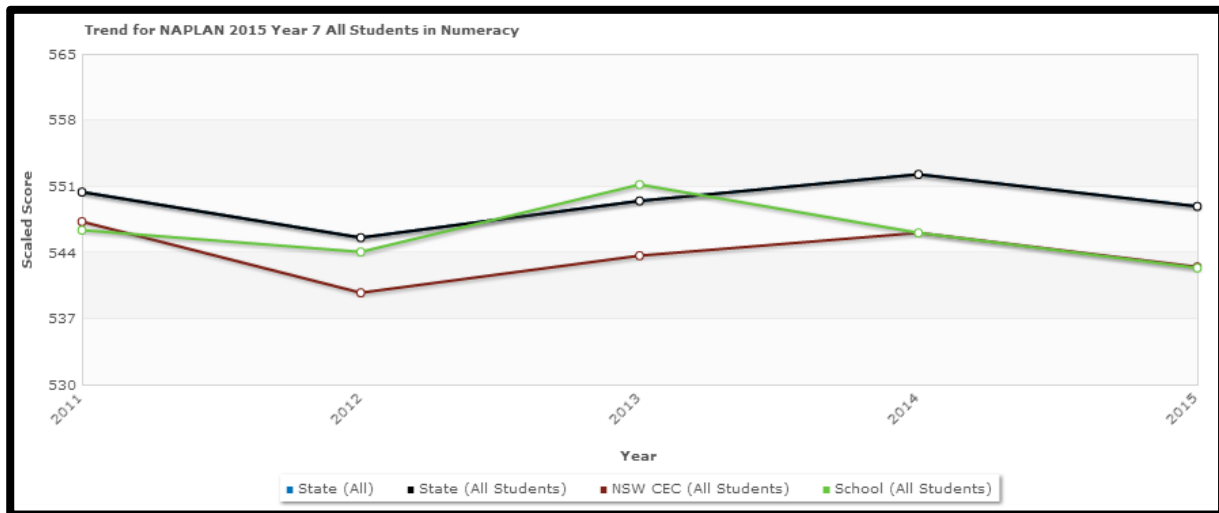**Learning Growth for Year 7**

Growth in	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	42.5	27.7	50.7	38.4	53.1
NSW CEC	41.3	29.4	49.9	35.6	53.5
School	44.6	34.5	48.9	38.8	60.5

Expected Growth

Less than expected growth (%)										
Greater than or equal to expected growth (%)										
Growth in	**Reading**		**Writing**		**Spelling**		**Grammar & Punctuation**		**Numeracy**	
Year 7	51.3	48.7	38.7	61.3	42.9	57.1	45.4	54.6	29.7	70.3

The majority of our Year 7 cohort achieved 'greater than or equal to expected growth' in all areas except for Reading. Reading and comprehension skills will need to be addressed for Year 8 in 2016 as over half of the cohort experienced less than expected growth. Comprehension strategies, including those from the Tactical Teaching resource, will be strategically embedded to address this learning need. This lack of growth was even more pronounced for those of a Language Background other than English.

Year 9

Standards for Year 9

	% below NMS		% at or below NMS		% at proficiency	
	School	**State**	**School**	**State**	**School**	**State**
Reading	3%	8%	21%	25%	12%	25%
Writing	11%	22%	34%	40%	9%	15%
Spelling	4%	10%	16%	19%	21%	28%
Grammar & Punctuation	4%	12%	26%	32%	14%	19%
Numeracy	1%	4%	11%	17%	26%	29%

It is pleasing to see that there are less students 'below' and 'at or below' the national minimum standards in all areas of NAPLAN.

However, significantly less students are achieving 'at proficiency' than the State across all of the domains. This data, indicates that action needs to be taken in order to extend our more able students.

Learning Growth for Year 9

Growth in	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	**38.6**	**27.2**	**31.7**	**27.7**	**47.6**
NSW CEC	**39.5**	**31.3**	**32.1**	**26.1**	**48.7**
School	**36.4**	**38.9**	**36.9**	**34.3**	**52.1**

Expected Growth

	Less than expected growth (%)									
	Greater than or equal to expected growth (%)									
Growth in	**Reading**		**Writing**		**Spelling**		**Grammar & Punctuation**		**Numeracy**	
Year 9	**39.1**	**60.9**	**35.3**	**64.7**	**32.8**	**67.2**	**39.7**	**60.3**	**28.3**	**71.7**
Quicksmart Literacy students	**44.4**	**55.6**	**44.4**	**55.6**	**22.2**	**77.8**	**55.6**	**44.4**	**50**	**50**
Quicksmart Numeracy students	**30.8**	**69.2**	**42.9**	**57.1**	**21.4**	**78.6**	**28.6**	**71.4**	**14.3**	**85.7**

In 2015, the Year 9 Reading, Writing, Spelling, Grammar and Punctuation results all showed ***strong learning growth*** between Year 7 NAPLAN and Year 9 NAPLAN. This data is very encouraging and indicates the success of various initiatives that support students' learning in the areas of Literacy and Numeracy. These include our WAM 2.0 (Writing at Marian) inquiry, our focus on PEEL paragraph

structure, the embedding of the Marzano instruction of vocabulary across KLAs, our numeracy inquiry into real world problem solving to teach measurement and the continuation of Accelerated Reader.

The learning growth was very positive for both the Quicksmart Literacy and Quicksmart Numeracy groups demonstrating the benefits of both the programs and the personalised learning that one-to-one support provides.
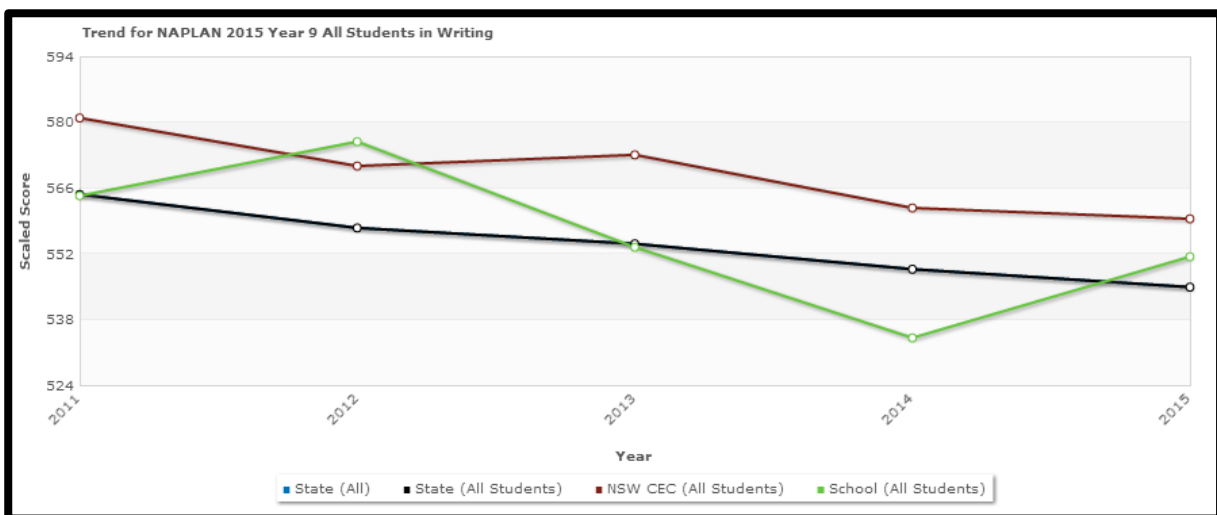
The following graphs indicate the **trend data for students in Year 9** in each of the core areas.
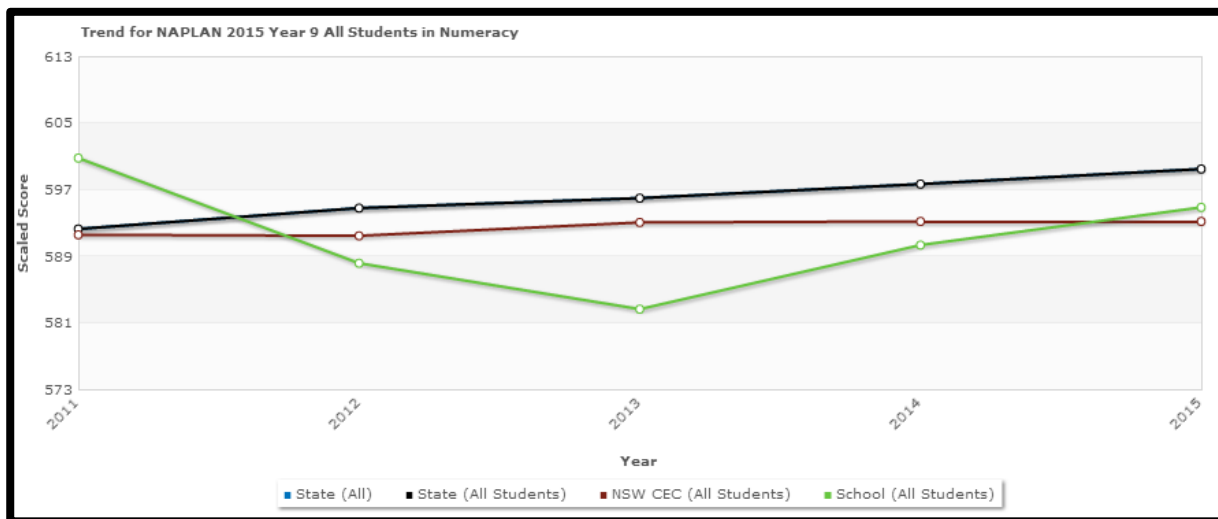
Year 9 Reading
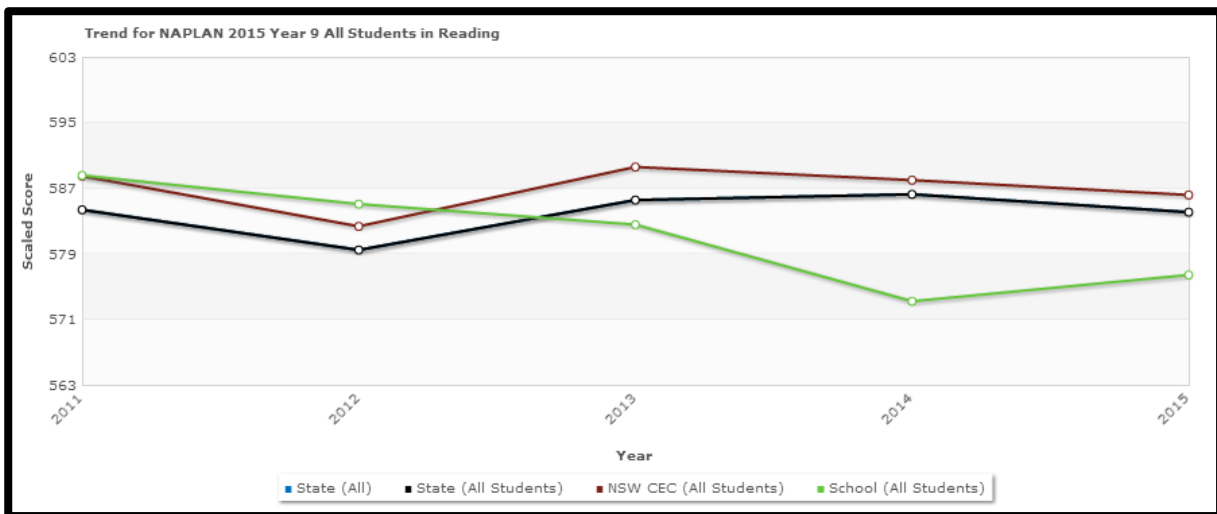
Year 9 Writing

Year 9 Numeracy

Trend for NAPLAN 2015 Year 9 All Students in Numeracy

Strategies for 2015-16

Using the results from NAPLAN, the meta-analysis done by Graham and Perin 2007 and the recommendations from the Institute of Educational Sciences, the following strategies are goals across all KLAs in 2015.

- **Recommendation 1:** Using SmartData to establish individualised class lists to adjust teaching strategies at the classroom level;
- **Recommendation 2:** Provide direct and explicit comprehension strategy and instruction using the resources from *Tactical Teaching;*
- **Recommendation 3:** Provide opportunities for extended discussion of text meaning, interpretation and application, using the resources from *Tactical Teaching;*
- **Recommendation 4:** Writing needs to be placed "squarely in the centre of the school agenda" through the continuation of WAM 2.0 team and whole school inquiry;
- **Recommendation 5:** Provide explicit vocabulary instruction that is KLA specific, embedding the Marzano vocabulary instruction strategies as a whole school approach;
- **Recommendation 6:** Explicit instruction and application of Numeracy skills needs to be incorporated into classroom teaching and assessment across all relevant KLAs.

Other actions will include:

- Disseminate the information about trend data at a staff professional learning meeting in Term 4, 2015 and identify general consistencies, inconsistencies and patterns with other information;
- Analyse data at Curriculum Meetings in Term 4, 2015 and then each KLA group, led by KLA Coordinators, identifies possible interventions to address problem areas to be built into programs;

- With KLA Coordinators and Year 7 and 9 Pastoral Coordinators, undertake structured analysis for each aspect (reading, writing, language, numeracy) in Term 4, 2015;
- Make plans for interventions for students below the minimum standards through differentiation of curriculum within KLAs and the provision of additional tutorials through learning support or Quicksmart in Year 8 in 2016;
- Continuation of targeted support for EAL-D students, engaging the support of a speech pathologist and Teacher's Assistants;
- Continuation of the after school tutorials targeting our Islander cohort;
- Undertake additional testing if there are inconsistencies or further diagnosis required;
- Utilise ACER PAT Testing to further inform our understanding of our students' comprehension and numeracy needs;
- Identify high performing students who are not indicating growth from Year 5 to 7 or Year 7 to 9 and link to a G & T plan for College;
- Provide and revise the structure, features and requirements for a narrative or persuasive writing task in a variety of KLAs for Year 7 and 9 in Term 1 2015;
- Whole staff professional learning on writing (grammar and punctuation, sentence structure, paragraphing) and the integration of it in the programs across all KLAs and raising the expectations for writing in class work.

2015 Higher School Certificate Analysis

The Marian Catholic College results are outstanding for a great number of students, with considerably more students with a Band 5 or Band 6 than previously achieved, and considerably less students in the lower bands.

Overall, from seventy HSC students, there are 24 Band 6s shared across 13 students. Our school also received 126 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 17 out of 26 of subjects. Above state average achievement of Bands 4 to 6 was achieved in 23 out of 26 subjects and 81% of students' subject results were between a Band 4 and Band 6 and 45% of students achieved between a Band 4 and Band 6 in all of their subjects. 42% of students' subject results were a Band 5 or Band 6 and about 8% of students achieved a Band 5 or Band 6 in all of their subjects.
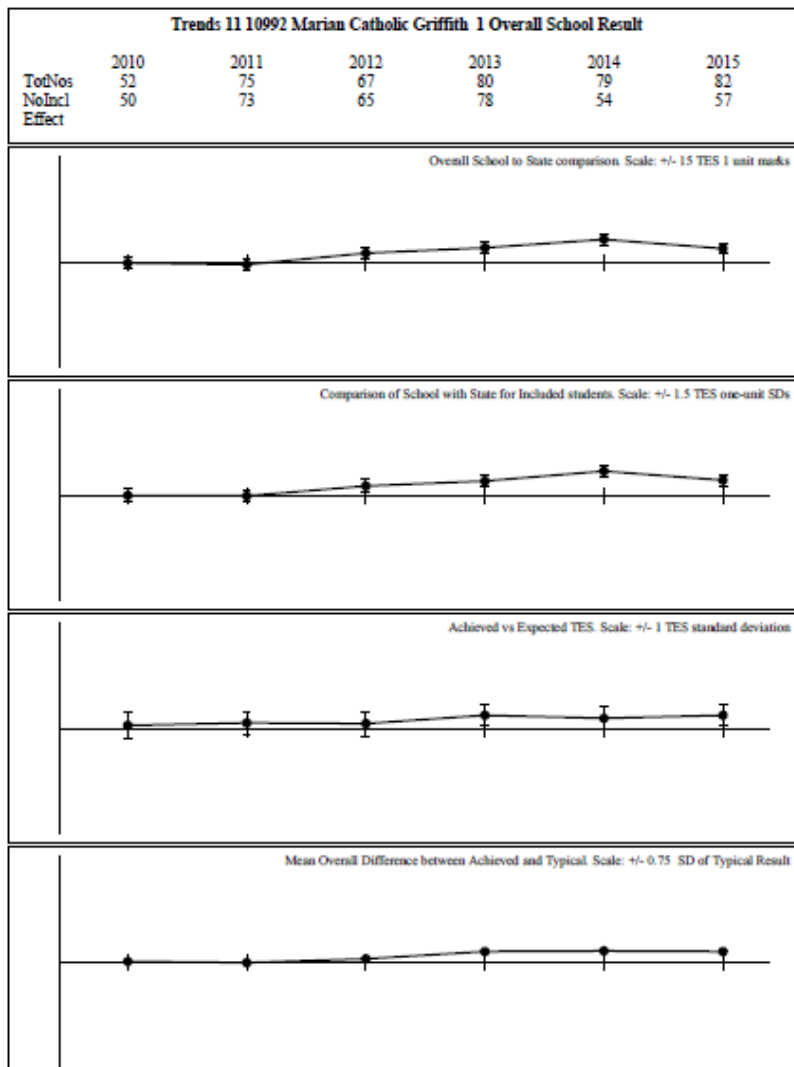
Trend Analysis for Overall School Results

According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, on two scales Marian was on an upward trend: 'Overall School to State comparison' and 'Comparison of School with State' are both above state average.

On other scales, which measured what the students achieved in comparison to their Year 9 NAPLAN score ('Achieved vs Expected') and the 'Mean Overall Difference', the College also rated above the average.

Trends 11 10992 Marian Catholic Griffith 1 Overall School Result

	2010	2011	2012	2013	2014	2015
TotNos	52	75	67	80	79	82
NoIncl Effect	50	73	65	78	54	57

Overall School to State comparison. Scale: +/- 15 TES 1 unit marks

Comparison of School with State for Included students. Scale: +/- 1.5 TES one-unit SDs

Achieved vs Expected TES. Scale: +/- 1 TES standard deviation

Mean Overall Difference between Achieved and Typical. Scale: +/- 0.75 SD of Typical Result

DeCourcy data analysis also showed that one in five of our Year 12 students performed better than expected in the HSC. None of our students performed below the expected range, which is an outstanding achievement.

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;

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.

Additional information:
In 2015,

Number of Bands	Band 1	Band 2	Band 3	Band 4	Band 5	Band6
2012	1	24	63	132	90	20
2013	1	14	86	142	124	19
2014	1	7	46	123	129	28
2015	**3**	**13**	**65**	**126**	**126**	**24**

Number of students with a Band 5 and/or Band 6	
2010	19 out of 63 students
2011	28 out of 75 students
2012	33 out of 65 students
2013	52 out of 79 students
2014	51 out of 70 students
2015	**50 out of 82 students**

Number of subjects that have more students in *Bands 4-6 above State average*:	
2010	8 out of 24 subjects
2011	13 out of 24 subjects
2012	14 out of 22 subjects
2013	18 out of 25 subjects and 7 subjects had *100% of students* in Bands 4-6
2014	22 out of 24 subjects and 11 subjects had *100% of students* in Band 4 – 6
2015	**23 out of 26 subjects and 9 subjects had *100% of students* in Band 4 – 6**

In 2015,

Number of subjects that have less students in *Bands 1-3 than the State average*:	
2010	4 out of 24 subjects
2011	13 out of 24 subjects
2012	14 out 22 subjects
2013	20 out of 25 subjects and 7 subjects had *no students* in Bands 1-3

2014	22 out of 24 subjects and 11 subjects had *no students* in Band 1 - 3
2015	**23 out of 26 subjects and 9 subjects had *no students* in Band 1 - 3**

5.3   Extracurricular Activities

In 2015, students had the opportunity to participate in the following extracurricular activities:
- Biennial College Cabaret show
- Harmony Day celebrations
- Eisteddfods
- Local Community Productions, eg "Beauty and the Beast"
- Music and Dance Performances at local events, eg Griffith La Festa
- Academic Subject Competitions
- Rotary Youth Program of Enrichment
- Lions Youth Leadership Quest
- Enrichment excursions to Canberra and Sydney
- 100th Commemoration of ANZAC ceremony
- Mock Trial
- Debating
- Community Service experiences, eg Pioneer Lodge visits, JCA Street Retreat, Red Shield Appeal, Red Cross Blood Donation, Riding for the Disabled and Relay for Life
- Chess Club and participation in local and regional competitions
- Games Group
- Snow trip to Thredbo
- Surf trip for PASS students
- Duke of Edinburgh program
- National Youth Science Forum
- Maths Challenge
- Pi Day celebration and competitions, including the family Maths challenge
- Marian Choir and Band
- Authentic Learning in Hospitality, eg catering for the Rotary Avanti Club Breakfast
- Festival of the Word
- Sport Gala Days and CCC and regional competitions for Touch, Tennis, Hockey, Rugby League, Rugby Union, Soccer,

- 'Three Rivers' Aboriginal Art program
- Whitehouse Institute of Design workshops
- Project Sam excursion to Samoa for Year 12 students (alternate schoolies)
- Rotary Mock Interviews for Year 10

5.4 Professional Learning

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

- Unpacking the AITSL (Australian Institute of Teaching and School Leadership) Standards
- Academic Pastoral Care to improve student learning and wellbeing
- Differentiation: Adjustments to meet the diversity of learning needs
- Collaborative Inquiry to improve student learning
- Understanding assessment in all forms: Assessment for, as and of Learning
- Writing at Marian (WAM 2.0): Inquiry cycle to improve writing
- Inquiry learning in Mathematics
- Marzano Vocabulary Instruction: Explicit teaching of Tier 2 vocabulary
- Google Apps for Education: Effective Use of Technology
- Project Based Learning
- Contemporary Learning
- NAPLAN results interpretation in Literacy and Numeracy
- Development of professional learning plans (PLPs)
- Understanding the Board of Studies grading requirements
- Using the Results Analysis Package (RAP) for HSC analysis
- Spirituality sessions: connecting with our Founders
- Collaborative Development of a new College Vision and Mission

Marian Catholic College has continued to focus time and energy on the successful implementation of the National Curriculum for English, Mathematics, History and Science. Planning for the implementation of the National Curriculum for Geography will commence in 2016.

All new staff have been involved in an Induction Program and, in 2015, three teachers completed their NSW Institute New Scheme Teachers' accreditation at Professional Competence. All KLA and Pastoral Coordinators attended various workshops with colleagues from other Wagga Wagga Diocesan schools to support their leadership and knowledge, whilst teachers were supported by attending professional learning with professional associations and the Board of Studies.

Staff were given the opportunity to attend the Google Apps for Education Summit and have shared their expertise with others both informally and via Thursday afternoon technology sessions. Four teachers have continued their study for Religious Education qualifications at University of Newcastle through the Broken Bay Institute. A number of teachers were involved in HSC marking, both in Sydney and regional centres.

Marian staff also participated in a professional learning day with St Francis de Sales, Leeton, where the focus was on educational design thinking. This professional learning was supported by the expertise of the Sydney Centre for Innovation and Learning. Other external expertise has also been sourced at a Diocesan level with a number of staff engaging in professional learning on collaborative inquiry with Helen Timperley.

6. Strategic Initiatives

6.1 2015 Priorities and Achievements

Specific targets are linked to the core areas of **Catholic Identity and Religious Education, Student Learning, Pedagogy, Knowledge Management and ICT, Employee Services and Finance and Resources**

PRIORITY AREA 1: **Catholic Identity and Religious Education**

Providing clear icons of the Catholic faith for display including the installation of Statue of Mary and Blessing to be held as a community on Marian Feast Day

Revision of the College's Vision and Mission statement and launch

Increasing the profile of the College prayer

Creation of a College song

Continue faith formation of staff through post graduate Theology study and attendance of leadership at 'In the Footsteps of Jesus' retreat

Formation of a stronger link with Marist Schools Australia

Students led College/Parish Masses with Sacred Heart parish and participation of students at Italian Masses

College Chaplain to be present in the College and spend time visiting classes

PRIORITY AREA 2: **Student Learning**

Employment of a new Pastoral Care worker

Continuation of a Student Well-Being Committee and dedicated Well-Being Day to raise awareness for mental health

Redesign the role description of the Learning Support Coordinator

Improving the accessibility and quality of assessment tasks

Expanding the SCALD project to a whole school approach to vocabulary instruction

Build teacher capacity with Google apps and Teacher Dashboard to assist with Assessment for Learning

Continue to refine the reports so that they are in plain English and more 'user-friendly' for parents

'Learning to Learn' program for Year 7 and a 'Managing Assessments' program for Year 8 to build capacity to manage learning in secondary setting

Trial electronic e-planners for Years 9 to 11 to allow for access to Wellbeing and Study Skills resources

ACER Pat Testing of students will inform teachers of literacy and numeracy learning needs

Continuation of QuickSmart Literacy and MULTILIT programs

Collaboration with local Catholic primary schools on a Transition program for Year 6 students with a focus on literacy

PRIORITY AREA 3: Pedagogy

Continue to embed the processes for 'Teach More Manage Less' and restorative practices

Introduction of the role of Director of Pastoral Care

Continue to use Staff Professional Learning Site to encourage a professional learning community where all staff have access to contemporary research and resources

Expansion of the SCALD project using the Marzano method for vocabulary instruction across all KLAs

Build teacher capacity with Google Apps and encourage collaboration between schools

NAPLAN analysis from 2014: inquiry cycle projects including the MCC Writing project (WAM 2.0) and a continuation of the Maths project to encourage authentic inquiry to enhance understanding of measurement

Continue to develop programs to reflect the contemporary pedagogy to assist with the implementation of the Australian Curriculum in English Mathematics, Science and History for Stage 4 and 5

HSC analysis 2014: each KLA to present a report to Principal

PRIORITY AREA 4: Knowledge Management and ICT

Continue to upskill teachers in Google Drive and Dashboard

Staff to attend the Google Apps for Education Summit

Updating and improvement to new College website

Promotion of the College through Facebook and Twitter accounts

Renewing provision of computers for students

PRIORITY AREA 5: Employee Services

Development of a structure for personal professional learning plans using the AITSL standards

WOW-Watching others work; Teachers observing other teachers in their classes and providing feedback on one area where improvement is desired

Professional learning around the process of 'Formative Walks' where teachers visit classes to observe student learning

PRIORITY AREA 6: Finance and Resources

Reduce printing at school by building teacher skills and confidence with technology

Continue online roll marking with First Class

Continue to build a uniquely identifiable Indigenous Garden

Improve the functionality of the Staff lunchroom area and kitchen

Install security cameras, secure fencing and lockable gates

Refurbish E Block, TAS block, staff areas, front office, fences, install fire stairs and renew air-conditioning

Purchase the currently leased land on the north-western boundary of MCC

Construct new student/parent/staff carpark and student pick up /drop off area

Update student welfare and attendance software

Purchase texting software to inform parents of student absences
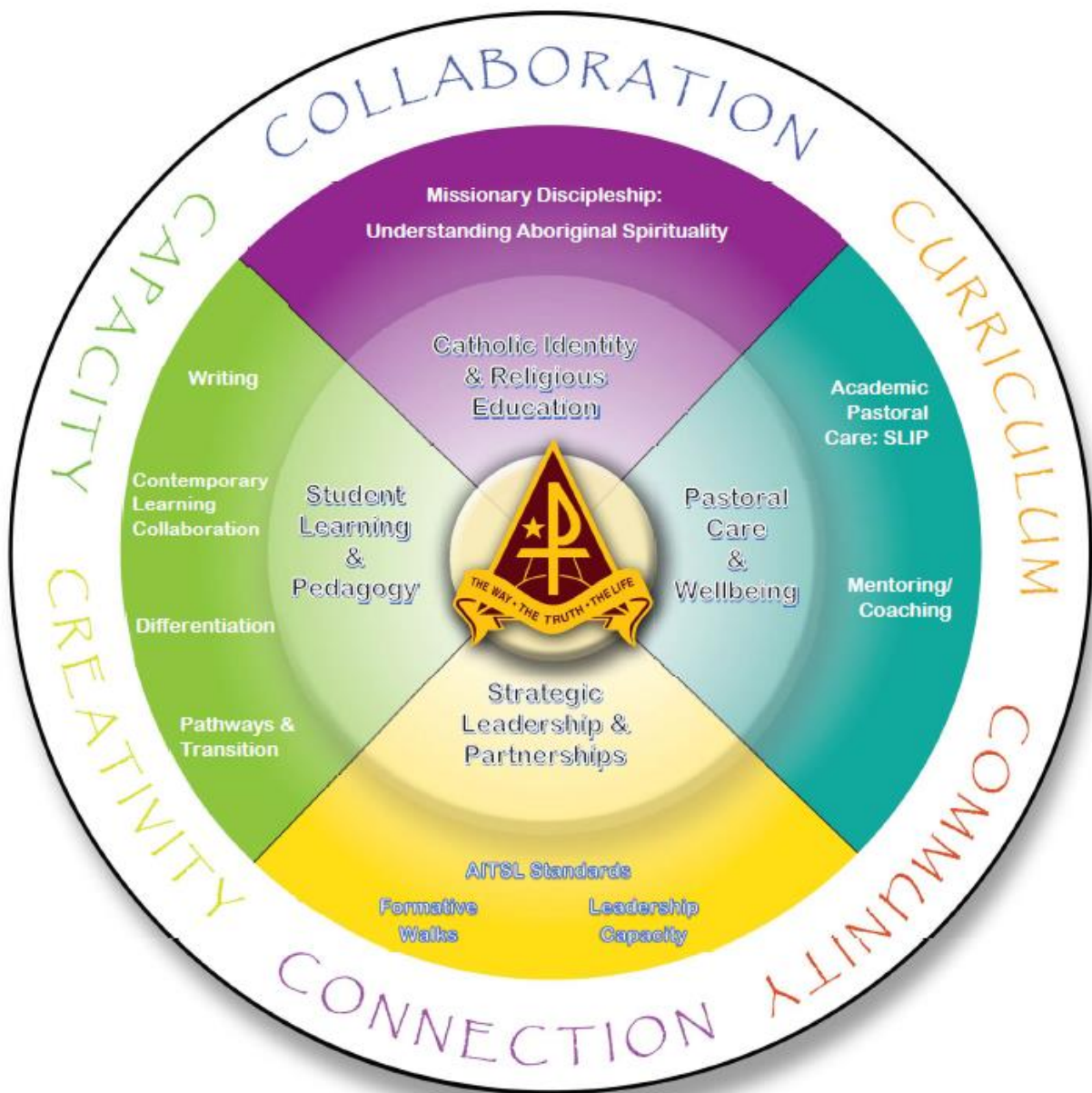
6.2 2016 Priorities and Challenges

The goals for 2016 are centred on **improving the students' learning outcomes** at Marian. This is visually represented in a one page summary.

Marian Catholic College

Annual Improvement Plan

2016

This primary goal also implies that there will be:

- Use of data and inquiry cycles to improve student achievement
- Raising of the aspirations of the students, both during and post-school

- Building an expectation that good learning is possible *and* achievable
- Seeking additional ways to support learning needs

In addition, the following key goals have been set for 2016:

> **Catholic Life and Mission**
> **Pastoral Care and Wellbeing**
> **Student Learning and Pedagogy**
> **Strategic Leadership and Partnerships**

These goals were the result of a staged Strategic Improvement Plan for MCC for 2016. This involved students, parents and staff. The process is as follows:

Stage 1: Gathering
- Focused discussion groups and an externally conducted School Survey of staff, students and parents.

Stage 2: Review of current plan and assessment of success
- Identifying the completed projects
- Assessing progress of all other projects

Stage 3: Deciding
- Discerning: How do we know? What evidence do we have? What are the measures of improvement?
- Analysis of performance data
- Determine the areas where there are gaps between current and best practice
- How is the research informing the decisions?

Stage 4: Planning
- What should be the highest priority?
- Links to CSO Strategic Improvement Plan 2012-2016
- Identifying actions and strategies, targets (success indicators) responsibilities and timelines, resources
- Identifying evaluation benchmarks, methods and timelines
- Document

Stage 5: Sharing, communicating and informing

Stage 6: Action and implementation
- Allocate resources, time
- Provide optimal conditions for success
- Identify supporters and providers
- Consider sustainability

The **Annual Improvement Plan** for 2016 has been distilled to the following priority areas:

Priority Area 1: Catholic Life and Mission

Missionary Discipleship: Understanding of Aboriginal Spirituality and its connection to Catholic theology and our Mission as 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 with Graeme Mundine
- Increase of Aboriginal symbols around the school
- Student engagement in Three Rivers Art program, the planning and 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*"

- Continue 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
- Students to develop personal learning goals based on Semester reports
- Director of Pastoral Care and Pastoral Coordinators to undertake formal professional development in Growth Coaching and share this with the whole staff via professional learning sessions
- 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
- Develop of Senior Writing sessions after school
- Professional learning on formative practices; including effective feedback and self-assessment to improve writing
- Continue to embed the Marzano technique for vocabulary instruction across KLAs

Contemporary Learning

- Professional learning, including support of external expertise and school visits, to support teachers in designing contemporary learning experiences
- Professional learning on effective use of flexible learning spaces
- Continued support in the use of Google Apps for Education and IT

Differentiation and catering for diversity
- Professional learning around providing access to curriculum for students via adjustments and from Aspect on catering for students with autism
- Teams of teachers, teacher's assistants and Learning Support Coordinator to collaborate to personalise the learning for Tier 1 and Tier 2 students
- KLA Coordinators to undertake offsite professional learning in Differentiation and collaborate with teams 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
- Continue to utilise AITSL standards to inform and improve teacher practice through professional learning
- Develop professional learning plans drawn from the AITSL Standards
- Implement formative walks to improve teacher practice
- 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

7. Parent Participation

7.1 Introduction

Marian Catholic College sees its role as in partnership with parents, and sought ways to strengthen the relationship in 2015. 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.

The results from the Parent Opinion Survey conducted (see below) identified the following strengths perceived by our parent body.

Your school's Top 10 Strengths (compared with benchmark)

1.	School Environment	Students present themselves with pride.	+13.1%
2.	Parent Communication	I feel well-informed about school matters.	+9.0%
3.	Leadership and Management	This school is well managed.	+8.7%
4.	Parent Communication	The staff who work in the front office are friendly and helpful towards parents.	+8.6%
5.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in co-curricular activities.	+6.9%
6.	School Environment	This school provides an inviting atmosphere to family members.	+6.0%
7.	Learning Opportunities	Class sizes are suitable for my child's learning needs.	+5.6%
8.	Personal Development	Students have equal opportunities to hold leadership positions	+5.4%
9.	Technology and Resources	The computers and other resources are easily accessible to my child.	+5.1%
10.	Leadership and Management	My concerns are taken seriously by the school's leaders.	+4.4%

8.   Financial Report

School Income

- Fees & Private Income — 21%
- State Recurrent Grants — 19%
- Commonwealth Recurrent Grants — 61%
- Government Capital Grants — 0%
- Other Capital Income — 0%

School Expenses

- Salaries, Allowances & Related Expenses — 58%
- Non Salary Expenses — 17%
- Other Capital Expenditure — 25%