



# Marian Catholic College

## 2017 Annual Report



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### **About this Report**

Marian Catholic College is registered by the NSW Education Standards Authority. 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 College's 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 College has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority 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 pride and pleasure that I present the Marian Catholic College 2017 Annual Report. The College Vision Statement states, "Marian Catholic College is a vibrant faith community engaging with Jesus and His message. Embracing Mary's way of courageous acceptance, we fulfil Christ's promise of 'The Way. The Truth and The Life' in a dynamic and diverse learning environment."

At Marian Catholic College, we value a faith-centred approach to life, offering to all people in our diverse community a Catholic Education, which reflects our belief and trust in God.

Our College spirit comes from Gospel values and emphasises prayer reflection and the development of the whole person - their uniqueness, integrity and dignity.

We prize a caring environment where there is equity and justice, and where talents, responsibilities and resources are shared. We believe that everyone should reach their full potential.

Our community reflects the joy of life through providing opportunities for growth and development in a variety of ways and as such, this report reflects a lived expression of our Vision Statement and highlights elements how we have attempted to enact our Vision through Faith, Learning, Care, Service and Stewardship.

### Message from the Parent Body

The College Council is a parent body which acts as a sounding board for the school leadership. Our monthly meetings provide an opportunity for interaction and insight into the workings and challenges of our school, from resourcing to teaching priorities. People who wish to join the College Council are invited to nominate in March before the AGM each year.

The College Council provides input and feedback to the school leadership on a diverse range of topics such as reviews of academic performance in the HSC and NAPLAN and the school master plan. Our agenda includes talks by key learning area coordinators providing us a greater appreciation of their departments.

There are a number of ways for parents to participate at Marian Catholic College such as parent/teacher interviews and award ceremonies. The College Council is a unique forum offering more in-depth understanding about present and future decision-making by our College leaders.

I would like to thank all the College Council members for their participation, and on behalf of the school community thank the Principal and MCC staff for their commitment to the education and development of our children.

### Message from the Student Body

Year 12 has been a process of negotiation and change. From our retreat in 2016, lasting bonds were forged. Through many activities and much study we have continued to RISE to the challenges set before us. One of the most important lessons, and mottos is; 'do the things others won't, to have what they never will'.

Marian is a place where fun, faith and learning are all skillfully mixed together by the staff to ensure that we benefit immensely. So a special thank you to all at Marian for creating our amazing faith opportunities that help each and every one of us grow.

We thank our teachers, who have given us limitless support in all our endeavours, and the guidance they provided, can cannot thank you enough. Each of you have given countless hours of dedication to us. Your endless effort and enthusiasm to help us reach the potential you saw in us is appreciated beyond words. You have taught us to rise to our opportunities and grasp everyone with a positive outlook and attitude

To us, MCC has been a place of learning, safety, belonging, the home of a growth mindset, and most importantly our school. The place we were proud to attend everyday and are sad to say goodbye to. As we go , we remember that we are not alone, and we will always find a way back home. So we wish good luck to the future Captains of MCC, and all the students and staff here to today. Remember, life is an occasion... RISE to it.

## Section 2 : School Features/Context

Marian Catholic College is a coeducational, systemic school which draws students from Griffith and the surrounding satellite townships, including Hanwood, Yoogali and Yenda. The College has a high number of students with a Language Background other than English (LBOTE) enrolment, reflecting the demographics of our community.

The College has a rich tradition of Catholic faith and the Marist Brothers and Sisters of Mercy have both shaped our faith story and in 2006, governance of the the school was transferred over to the Diocese of Wagga Wagga, Catholic Schools Office. The College enjoys a close association with the Sacred Heart Parish, Griffith with the Marcellin Hall being used each Sunday for Parish Mass.

In 2016 Marian Catholic College reconnected with our Marist heritage by joining Marist Schools Australia. This organisation will provide invaluable faith formation, opportunities for students and staff in the years to come. Reminders of our religious formation are now with us every time we enter our assembly hall by the two beautiful paintings of St Marcellin Champagnat, founder of the Marist and Venerable Catherine McAuley, founder of the Sisters of Mercy. These gifts are presented to the college by our Class of 2017.



One area that highlights how the efforts of the College does have influence over the lives of others can be seen in the work that students and staff have recently done in Samoa. We financially support two catholic schools and the secondary school, Paul VI College has also received a shipping container full of desks and chairs, computers, chargers and stools. Archbishop Alipati of Samoa, recently told me that our efforts have helped keep the school open. The staff and students at Paul VI are very excited about refurbishing the school and the commencement of the new school in 2018.





### Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
318	325	143	8	643

\*Language background other than English

### Enrolment Policy

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

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

The implementation of this policy is monitored by the Catholic Schools Office and supported by the following College processes and procedures:

[Enrolment Policies](#)

[Enrolment Process and Timeline](#)

[School Fees](#)

[Scholarship Information](#)

<sup>†</sup>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 phone: 0269370000.

### Student Attendance and Retention Rates

Year	Attendance %
Year 7	93
Year 8	90
Year 9	89
Year 10	88
Year 11	90
Year 12	91

The average student attendance rate for 2017 was 90%.

Regular attendance at school is essential if students are to maximise their potential. The **College or School**, 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/School** 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 well being and belonging to the **School/ 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 non-attendance, 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.

The management of non-attendance is in accordance

## Section 4: Staffing Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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 the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	63
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
63	27	90

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

0%	Percentage of staff who are indigenous	
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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 in 2017 continued to target the following areas:

- Improving student writing with a focus on an inquiry cycle to improve Narrative and Persuasive Writing and paragraph structure
- Focus on Reading Comprehension - Gr8 Thinking Comprehension Project
- Improving Literacy and Numeracy Outcomes - Understanding and application of NAPLAN Data analysis and mapping Learning Gains
- NAPLAN results interpretation in Literacy and Numeracy
- Contemporary learning and collaborative inquiry practices to improve student learning and achievement - Creating Professional Learning Teams and a whole staff Professional Learning Community
- Differentiation and catering for diversity
- Implementation of the Australian Curriculum
- Teacher Induction, Mentoring and Accreditation
- Google Apps for Education
- Unpacking the AITSL (Australian Institute of Teaching and School Leadership) Standards
- Academic Pastoral Care to improve student learning and wellbeing with Individual Student Goal Setting - learning and well-being goals
- Differentiation and EAL/D Outcomes: Adjustments to the Curriculum to meet the diversity of learning needs
- Understanding assessment in all forms: Assessment for, as and of Learning
- Inquiry learning in Mathematics
- Marzano Vocabulary Instruction: Explicit teaching of Tier 2 vocabulary
- Google Apps for Education: Effective Use of Technology
- Project Based Learning and Cross KLA Curriculum creation and planning
- Contemporary Teaching and Learning - Improving Teacher Practice and Pedagogy with Gr8 Teaching and Learning Process, Elements of an Effective Lesson and Instructional Rounds
- Development of professional learning plans (PLPs)
- Understanding NESA A-E Descriptors and grading requirements
- Using DeCourcy Data Analysis and the Results Analysis Package (RAP) for HSC analysis
- Spirituality Sessions: connecting with our Founders

All new staff have been involved in an Induction Program and, in 2017, three teachers completed their NSW Institute New Scheme Teachers' accreditation at Professional Competence, whilst six teachers completed their five year cycle of maintenance of Professional Competence. All KLA and Pastoral Leaders 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 NSW Education Standards Authority. Furthermore, a number of teachers were involved in HSC marking, both in Sydney and regional centres, whilst others completed various QUELI Leadership and Growth Coaching Programs.

Marian Catholic College has continued to focus time and energy on the successful implementation of the National Curriculum for English, Mathematics, History, Geography and Science. 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 targeted professional learning, action and reflection which is informed by data.

## **Section 5: Catholic Life and Religious Education**



## 5.1 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.

Whilst the College staff reflect the cultural demographics of a multi-cultural town, many of the teachers and support staff are Catholics. Everyone employed at Marian, actively supports the mission of the Church in Catholic Education, role-modelling for students ways to live their lives in accordance with Catholic values and principles.

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 College Vision and Mission statement.

## 5.2 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 are 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.

Four 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 Middle Leadership Team continued their involvement in the CSO's 'Connections: Go Make Disciples' which assisted in the development of their faith and leadership within a Catholic School. This was completed in 2017. Three staff members also attended the CSO's 'Connections: Come and See' spirituality retreat in Albury.

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 2017 our Marian Feast Day was attended by the local Mercy Sisters, John Robinson, the MSA Regional Director who officially inducted MCC into Marist Schools Australia, as well as past long standing staff members who shared in the Mass and morning tea. Students participated in activities on the College Oval supplied by Tony Joes Entertainment and Jumping Beans Wagga Wagga.

### **5.3 Liturgical life of the College**

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, 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.

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 10 students of each house had the opportunity to organise and lead the All Saints Day liturgy in their respective House groups.

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 our school.

In 2017 the College continued to embrace 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. The College is blessed to have the involvement of our College Chaplain, Fr Christian, both in a liturgical way and as an excellent educational resource for the classroom.

### **5.4 Staff and Student Faith Formation**

Students in Year 12 participated in a retreat at Warrumbui, 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.

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.

Year 9 had the opportunity to participate in a session delivered by RealTalk. Students were able to engage in Single Sex Seminars based on Catholic values on love and life and what it means to be male and female in today's society.

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 Christian,



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.

### 5.5 Social Justice

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.

### 5.6 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 2017, at Marian Catholic College there were two participating teachers in the scholarship program for the Graduate Certificate in Theology through the University of Newcastle.

Staff spirituality was enhanced through the participation in a staff Spirituality Day which deepened our Catholic faith and understanding of Missionary Discipleship. This was supported by Chris Cotter from the CSO, Lana Turvey from Catholic Missions who, with Alan Le Brocque, organised for four staff members to give their personal accounts of their own missionary journey. Staff have also been involved in a number of Marist Schools Australia Faith formation programs.

CSO also supported two staff to attend the Catholic Mission conference *Mission: One Heart, Many Voices*. This provided them with the opportunity to attend workshops which developed their concept of Mission and enabled them to reflect, engage and revitalise their personal and professional lives.

## Section 6: Curriculum

The College/ School follows the NSW Education Standards Authority 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. Furthermore, 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, Extension Mathematics 2, 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, Mathematics and English.

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 Stage 6 English, Stage 6 Mathematics, Stage 6 Science, Stage 6 History and Stage 4 and 5 Geography for Years 8 and Year 10.

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 Adjusted Curriculum and 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 and a variety of School-based Apprenticeships are also offered to our students.
- 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.
- Extra consolidation of learning support is provided via before and after school tutorials and Edrolo tutorials and resources for senior students.
- Targeted literacy and numeracy intervention programs and initiatives are provided for individual students. The programs and initiatives used in 2017 were QuickSmart Literacy, QuickSmart Numeracy, Literacy Planet, Accelerated Reader Program, the Gr8 Thinking Comprehension Project and our Targeted Writing Initiative for Narrative and Persuasive Writing.
- 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**

### **• National Assessment Program – Literacy and Numeracy (NAPLAN)**

Students in Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. 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.

In 2017, The College continued with 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. Furthermore, various whole school initiatives were implemented at the College to support improvement in literacy and numeracy outcomes. These initiatives were the Gr8 Thinking Comprehension Project, the Targeted Writing Program for Narrative and Persuasive Writing and the Numeracy and Literacy Individual Student Intervention and Action Plans for Years 7 to 10 students.

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



## Marian Catholic College - 2017 Annual Report

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	8.2	5.4	9.8	10.7	12.6		13.5
Band 8	18.2	8.0	28.6	17.0	18.0	32.4	24.3
Band 7	39.1	24.1	34.8	30.4	36.0	36.0	26.1
Band 6	22.7	30.4	17.9	23.2	23.4	24.3	22.5
Band 5	8.2	25.9	7.1	12.5	9.9	5.4	9.9
Band 4	3.6	6.3	1.8	6.3	0.0	1.8	3.6
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 10	5.1	5.9	9.3	11.9	9.3	7.6	11.9
Band 9	20.3	10.2	22.9	11.0	17.8	16.9	14.4
Band 8	27.1	22.9	19.5	28.8	28.8	35.6	31.4
Band 7	22.9	27.1	26.3	24.6	25.4	20.3	24.6
Band 6	20.3	19.5	16.9	18.6	18.6	14.4	17.8
Band 5	4.2	14.4	5.1	5.1	0.0	5.1	0.0

## NAPLAN School Summary - Below National Minimum Standards

### Standards table

	% below NMS	% at or below NMS	% at proficiency	
Years	7 School	7 State	9 School	9 State
Reading	5%	7%	5%	7%
Writing	7%	10%	15%	18%
Spelling	3%	6%	6%	8%
Grammar & Punctuation	7%	9%	6%	10%
Numeracy	1%	4%	1%	3%

In the % below NMS tab the percentages include exempt students. The below NMS percentages of achievement represent the bottom band of achievement reported for NAPLAN. For example in Year 3 it is Band 1, in Year 5 it is Band 3, in Year 7 it is Band 4 and in Year 9 it is Band 5.

This chart shows a comparison between MCC and the state in relation to students falling below national minimum standards (NMS) in the different NAPLAN strands. Looking at the data, overall the results are pleasing in all strands. The data indicates our initiatives and programs for literacy and numeracy are having an impact. It seems Writing is still an area to continue to target.



## NAPLAN School Summary - At Proficient National Minimum Standards

Standards table

% below NMS	% at or below NMS	% at proficiency			
Years		7 School	7 State	9 School	9 State
Reading		26%	31%	25%	25%
Writing		13%	21%	16%	18%
Spelling		38%	41%	32%	31%
Grammar & Punctuation		28%	30%	23%	25%
Numeracy		31%	35%	27%	30%

The % at proficiency tab shows achievement for the top 2 bands reported for NAPLAN testing. For example in Year 3 it is Bands 5 and 6.

Across Years 7 and 9, MCC has less students performing at a proficient level in the literacy and numeracy strands in comparison to the state average. However, there has been substantial progress in all the strands in reaching proficient standards. Areas to continue targeting - Yr 7 Reading, Yr 7 and 9 Writing and Numeracy

### Strategies used in 2017 and to continue in 2018:

- Using SmartData to establish individualised class lists to adjust teaching strategies at the classroom level
- Provide direct and explicit comprehension strategy and instruction across all KLAS via the Gr8 Comprehension Project and using the resources from Tactical Teaching and the Comprehension Project. Embed these strategies in daily lessons and units of work via explicit teaching and integrating the subject content and one comprehension strategy during a minimum of one lesson per week, per class, in every unit of work taught.
- Provide opportunities for extended discussion of text meaning, interpretation and application, using the resources from Comprehension Project and Tactical Teaching
- Writing needs have been placed "at the centre of the school agenda" through the continuation of the work with the Literacy Team and through a whole staff professional learning community of collaborative, professional dialogue, professional learning and inquiry
- Provide explicit vocabulary instruction that is KLA specific, embedding the Marzano vocabulary instruction strategies as a whole school approach
- Explicit instruction and application of Numeracy skills needs to be incorporated into classroom teaching and assessment across all relevant KLAS. The Numeracy and Literacy Action Team will continue to lead this initiative.

### Other actions will include:

- Disseminate the information about trend data at a staff professional learning meetings and identify general consistencies, inconsistencies and patterns with other information
- Analyse data at Curriculum Meetings 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)
- Make plans for interventions for students below the minimum standards through differentiation of curriculum within KLAS, the provision of additional tutorials through learning support or Quicksmart and Accelerated Reader Programs and through the continued implementation of individual student interventions and action plans through an online, digital database forum
- 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 and EAL/D cohorts
- 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 Gifted and Talented 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
- Whole staff professional learning on writing (grammar and punctuation, sentence structure, paragraphing) and Reading Comprehension Strategies through the integration of the various skills in all programs and units of work across all KLAs
- Raising the expectations of teachers and students for Reading and Writing activities during lessons and this to be evident in class work

### • 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 2017 HSC results were yet again outstanding. The breadth of the improvement was excellent. More students continue to attain Band 5 or Band 6 results and considerably less students are achieving in the lower bands of 1, 2 and 3.

Students performed above state average in 17 out of the 26 subjects for the HSC this year. Overall, from approximately eighty HSC students, there were 21 Band 6 results shared across 13 students. Our results have been steadily improving over the years, with the aim to lift as many students as possible into the higher HSC Bands of 4, 5 and 6. It seems that the strategies and pedagogies our teacher employ on a day to day basis are working as our students are achieving amongst the best in the State in large numbers. This is evident in the following statistics for all the exams sat during the HSC period, with 35% of students' subject results were between a Band 5 and 6 and 70% of students' subject results were between a Band 4 and 5. These results demonstrate that our College provides an excellent education for our students and offers an open door for students to pursue their desired post school pathway, whether that be further study or entering the workforce.

The high performing subjects which obtained percentages of at least 4.13% to 10.2% above the NSW State Average were Drama, English Standard, Modern History, Music, Hospitality, Modern History Extension, Personal Development and Health & Physical Education where Music scored 8.05% and Hospitality scored 10.2% respectively.

The HSC Courses which achieved a Band 6 result for the 2017 HSC included: Personal Development, Health & Physical Education, Music, Mathematics, Mathematics General 2, Modern History, English Advanced, Business Studies, Visual Arts, Community & Family Studies, Italian Beginners, Hospitality, History Extension and Legal Studies.

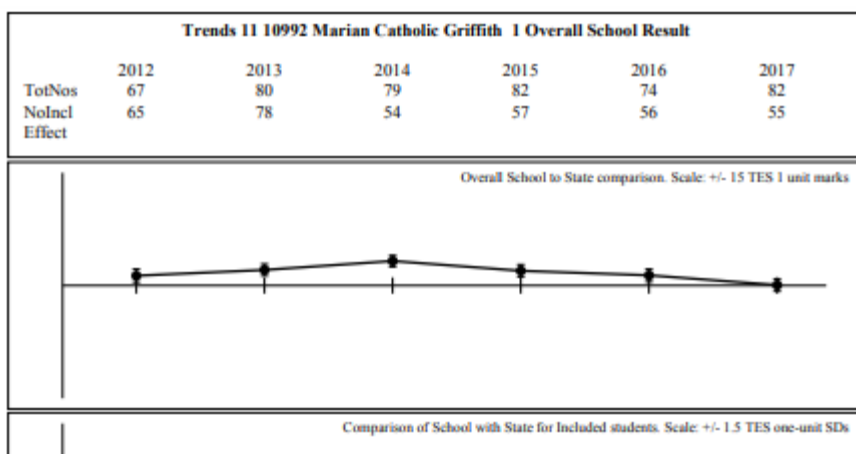
### Distinguished Achievers

The Distinguished Achievers are those students who have received a Band 6 in one or more of their HSC Course subjects. Thirteen students from the Class of 2017 received this honour in a variety of subject areas.

### ATAR over 90

Four students from the Class of 2017 achieved an ATAR of over 90. Achieving an ATAR of 90 plus places these students in the top 10 percent of all the students in NSW and it is a great accomplishment.

### Trend Analysis for Overall School Results:



According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, Marian has continued to maintain their upward trend in achievement, however the Overall School Result in 2017 was slightly down from previous years.





'Overall School to State comparison' and 'Comparison of School with State' are both on 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 rated slightly above the State average.

DeCourcy Data analysis also demonstrated that one in five of our Year 12 students performed better than expected in the HSC.

**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

**Section 8: Pastoral Care and Well Being**

The Pastoral Care of our students plays an essential role in the promotion of Well Being and the effectiveness of student Learning. Pastoral Care transcends all College boundaries as the 'whole' student becomes the focus, regardless of religious affiliation, ability, culture, status and position. All staff are responsible for the Pastoral Care of students and this is seen everyday through daily interactions and activities designed to promote and enhance student well-being. This is demonstrated by:

- A consistent Homeroom environment at the beginning of each schooling day
- Weekly Cohort contact through the Academic Pastoral Care Program, Year meetings or College student briefings
- Recognition of service through our Merit scheme and the presentation of 'Marian All Star Awards', these can be nominated by both students and teachers.
- The availability of a school counsellor
- The availability of a pastoral care worker
- A series of workshops conducted by local police covering topics such as 'cyber-bullying',
- 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
- Access to a cultural and Aboriginal liaison officers to promote inclusivity
- Leadership opportunities for students to 'step up' as well as groups designed to promote good mental health, social justice opportunities and fundraising

Our student Management Policy was updated in 2017 and demonstrates our ongoing commitment to restorative practises to enhance resilience, responsibility and empathy. This policy outlines the expectations of staff and students regarding appropriate behaviour, personal responsibilities as well as a focus on the Teach More Manage Less model designed by Christine Richmond. The Student Management Policy provides explicit instruction regarding behaviour processes and referral as well as College expectations regarding balance, acknowledgement and correction.

Our Pastoral Care Policy was also updated in 2017 to clearly ensure that students:



- maximise their talents to achieve their personal best
- become responsible contributing members of society
- play an active part in shaping a 'better world for all'
- build positive and harmonious relationships.
- teaching and learning experiences are based on mutual respect and acknowledgement of individual differences.
- co-operation between all members of the College community is evident.
- foster and develop of a philosophy of self-discipline.
- reflect on Gospel values of love, service and justice in all aspects of College life.
- recognise and accept cultural diversity within the College

This policy highlights that Marian Catholic College offers a formal Pastoral Care Program that is based on the care of the individuals within each year. We provide specialist services and referral systems for students with special needs and undertake just and fair discipline practices. We recognise the importance of and maintain open communication with parents and guardians and develop and review structures and procedures that ensure the care and safety of all individuals within the community. This is further supported by the drills we run to ensure the physical safety of our staff and students e.g. Lockdown and Fire Drill practise.

Our Student Attendance Policy continues to be refined to ensure that student absenteeism is monitored and addressed with strategies put in place to encourage student attendance. Communication with parents is vital in this regard and a collaborative approach enables staff and families to support these students.

Our connection with Community providers regarding Mental Health, Youth Issues and Safety, combined with our Academic Pastoral Care Program ensure that our Anti Bullying Policy covers a range of platforms and permeates through all College expectations. The Student Diary contains a plethora of information about Healthy Relationships and is constantly referred to in a range of subjects and within the Homeroom environment. Visits from the School Police Liaison Officer regarding Cyber Safety as well as sessions in our Academic Pastoral Care Program ensure that students are aware of the implications of their actions, it also enhances their ability to become positive members of the College community. The Academic Pastoral Care has continued to develop and the allocated time is now embedded firmly into the College timetable. The actual program has evolved, as Pastoral Coordinators and the Director of Pastoral Care, have identified areas of both academic and social needs within a year group. This program aims to enhance the Great 8 Literacy skills while raising awareness of important social issues.

Once again the College has undertaken numerous Initiatives that promote Respect and Responsibility. Our Community Action Team (CAT) once again involved the students in contributing goods and created ICARE Hygiene hygiene kits for the less fortunate, they fundraised for Needy Paws, worked with the Carevan, Meals on Wheels and also collected food for the St Vincent and De Paul Christmas Hampers. The Yr 11 Well-Being Committee hosted their annual 'RU OK Day' and Stress Less Day, destigmatising youth mental health issues and new social benches were placed outside the library, promoting social inclusivity. Our Yr 12 took part in the Walk and Mile in her Shoes, march against domestic violence and Harmony Day and Project Sam Day were overwhelmingly supported both staff and students, once again highlighting the College's cultural diversity.

Community Days, Year 10 Camp and Year 12 Retreat, combined with performances and school visits allowed bonding experiences for students as did the Leadership Training of both the College Leadership team and the Peer Support leaders, tasked with working with our year 7 students for their first term at High School. The Oh Day and transition school visits allowed the new Yr 7 students to transition seamlessly to the College. 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.

### 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. **All schools are to have a link to the Complaints and Suggestions Policy on the school/college website.**

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.

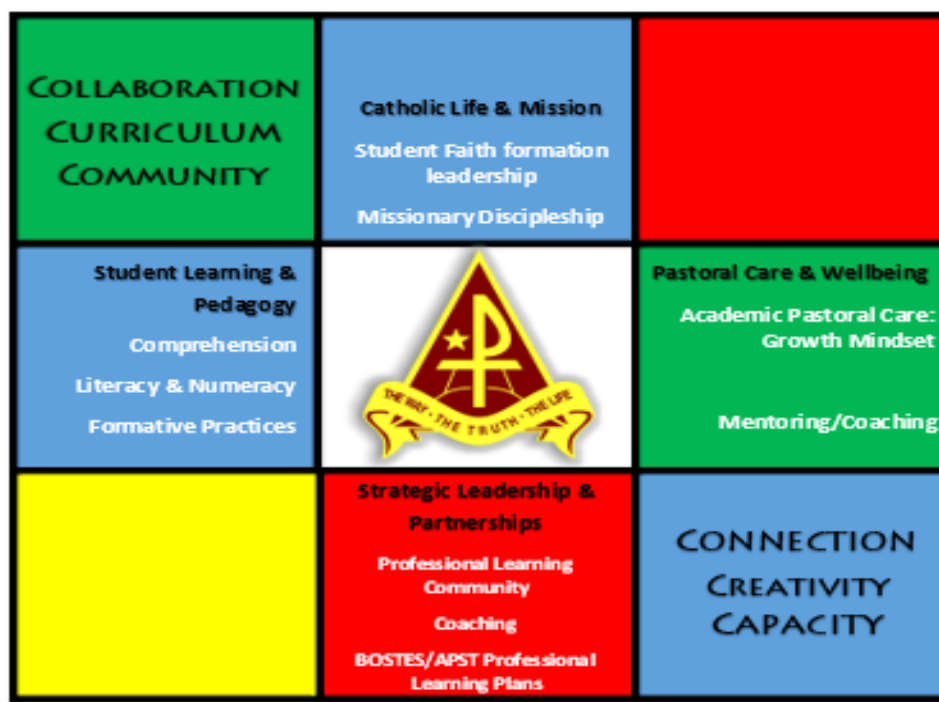
Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools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

## Section 9: School Review and Improvement

Each year the **School/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 **School/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.

**The 2017 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.**

### MARIAN CATHOLIC COLLEGE Annual Improvement Plan 2017



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

- Student Faith Formation and leadership-linking roles with a faith leadership focus
- Missionary Discipleship-Linking our vocation with God's Mission through Catholic Education

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

- Developing links between learning and wellbeing across all year levels
- A focus on a positive growth mindset to enhance learning opportunities
- Providing staff professional learning connected with mentoring and coaching to support collaboration

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



- Use of data to guide collaborative inquiry to improve literacy and numeracy outcomes
- Whole school approach to vocabulary, writing and reading comprehension instruction
- Continue the development of Senior Writing sessions after school
- Continue professional learning on formative practices to improve teacher practice for effective writing and reading comprehension
- Embed the Gr8 Thinking Comprehension Project for improvement in student reading comprehension across all KLAs
- Continue to embed the Marzano technique for vocabulary instruction across KLAs
- Contemporary Learning and teaching practices and pedagogy by improving teacher practice through guided professional learning of the elements of an effective lesson and through the introduction of Instructional Rounds
- Improvement in literacy and numeracy outcomes for all student through Individual Student Interventions and Individual Action Plans via an online digital database forum
- Individual Student Goal Setting Plans for Learning and Well-being Goals, with teacher and student monitoring and reporting to parents
- Professional learning supported by external expertise and school visits
- Differentiation and catering for diversity and EAL/D students
- Professional learning on adjustments to the curriculum and personalised learning
- Staff collaboration to create learning experiences that provide choice, support and extension for students
- Improving the accessibility and quality of all forms of assessment tasks
- Continue to refine the reports so that they are in plain English and more 'user-friendly' for parents with meaningful and purposeful commendations and recommendations
- Continue with initiatives such as 'Learning to Learn' program and a 'Managing Assessments' program to build capacity to manage learning in secondary setting
- ACER Pat Testing of students will inform teachers of literacy and numeracy learning needs
- Continuation of QuickSmart Literacy and Numeracy, Accelerated Reader and MULTILIT programs
- Continue to embed the processes for 'Teach More Manage Less' and restorative practices
- Create a web-based Professional Learning Site which records presentations and resources on all Professional Learning delivered on Campus and to encourage a professional learning community where all staff have access to contemporary research and resources
- Continue support to build teacher capacity with Google Apps for Education and IT skills and encourage collaboration between schools
- Continue support with Google Apps and ICT Programs to assist with Assessment for Learning
- Continue to use NAPLAN analysis for inquiry cycle projects including the Gr8 Comprehension Project, Narrative and Persuasive Writing Projects and a continuation of the Maths project to encourage authentic inquiry to enhance understanding of measurement, conversion and analysis of graphs.
- Continue to develop programs to reflect the contemporary pedagogy to assist with the smooth transition and implementation of the Australian Curriculum in Stage 6 English Mathematics, Science and History and Geography for Stage 4 and 5
- HSC analysis: each KLA Leader to present a report to Principal and Assistant Principal
- Continue the development of a Transition to Work program

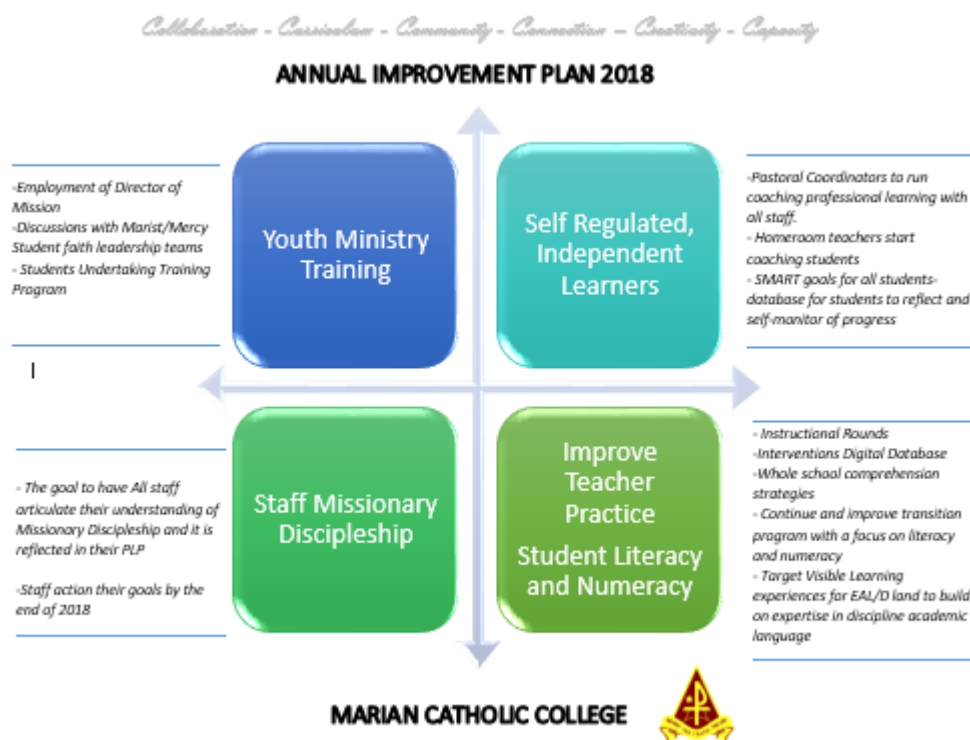
#### **Priority Area 4: Strategic Leadership and Partnerships**

- 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 the development of the Primary Feeder Transition Program



## Priority Key Improvements for 2018

The goals for 2018 continue to centre on **improving the students' learning outcomes** at Marian Catholic College. This is visually represented below.



**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 2018:**

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 2018. 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
- 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 2018** has targeted the following priority areas:

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

- Youth Ministry Training-Employment of Director of Mission
- Involvement of Marists and Mercy Religious Orders in Student Faith Leadership
- Youth Ministry Training
- Staff Missionary Discipleship

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

- Peer Coaching for staff and students
- SMART goals linked to student learning plans

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

- Continue to use data to guide collaborative inquiry to improve literacy and numeracy outcomes
- Continue Senior Writing sessions after school
- Continue professional learning on formative practices; including effective feedback and self-assessment to improve writing and reading comprehension
- Encourage Contemporary Learning and Teaching Practices and Pedagogy by improving teacher practice through guided professional learning of the elements of an effective lesson and an effective teaching and learning process/cycle
- Implement Instructional Rounds to improve teacher practice
- Improvement in literacy and numeracy outcomes for all student through the implementation of Individual Student Interventions and Individual Action Plans via an online digital database forum
- Implementing Individual Student Goal Setting Plans for Learning and Well-being Goals, with teacher and student monitoring and reporting to parents through Academic Pastoral Care Sessions and Homeroom time
- Continue to embed the Gr8 Thinking Comprehension Project across the Curriculum in all KLAS
- 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 ICT skills
- Continue to encourage differentiation and catering for diversity - KLA Leaders to undertake professional learning in Differentiation and collaborate with teams to create learning experiences that provide choice, support and extension for students
- Professional learning around providing access to curriculum for students via adjustments and adaptations to units of work, lessons and all forms of assessment
- Professional learning on how to cater for students with autism and our EAL/D
- Teams of teachers, teacher's assistants and Learning Support Coordinator to collaborate to personalise the learning for Tier 1 and Tier 2 students and our EAL/D students
- Continue to implement the EAL/D Program, using expert teachers and speech pathologist
- Continue to develop the 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
- Building of leadership capacity through QELi Leadership and Growth Coaching courses and programs
- Continue to develop the Transition Program with local feeder primary schools, with a focus on improving literacy and numeracy outcomes

### **Section 10: Parent, Student and Teacher Satisfaction**

#### **Parent Participation**

Parents are the primary educators of their children and are always welcome at the College. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the Marian Catholic College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Information nights, presentations on a variety of topics to parents and students, student performances, work sample displays, liturgical events, awards assemblies and Parent/Student/Teacher Conferences reflect strong parent support.

The College also invites the community to participate in Harmony Day and Project Sam (Samoa) Day and large numbers of our families participate in these events.

The staff of Marian Catholic College are a constant source of motivation for excellence and improvement. Their involvement in leading school professional development, implementing strategies focussed on learning gain and initiating projects that fit within our College Vision and Mission and our Annual Improvement Plan reflect a vibrant professional learning community.



## Financial Report

