



Marian Catholic College

2018 Annual Report



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About this Report

Marian Catholic College is registered by the NSW Education Standards Authority. Catholic Education Diocese, 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 the colleges 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 Education Diocese, Wagga Wagga. This *Report* has been approved by the Catholic Education Diocese, 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 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 2018 Annual Report. Marian Catholic College is a co- educational secondary college within a system the schools, known as Catholic Education, Diocese of Wagga Wagga. Founded by the Marist Brothers and Sisters of Mercy in 1970 we are a vibrant learning community, committed to developing the whole person, spiritually, physically, emotionally and intellectually. 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."

Each member is encouraged to be a lifelong learner. We believe that each of us has the capacity to learn; and parents, students and staff work together to achieve learning outcomes for all students. Learning at Marian is personalised, inclusive, contemporary and challenging. We offer a diversity of subjects, co-curricular activities and learning support programs. We just don't talk about quality learning and teaching, we deliver it.

We share many hopes and dreams with our Marian students-that they will realise their goals, that they will go out and make a difference in our world, that they will continue to grow as people of faith, and continue live out our motto, "The Way, The Truth, The Life."



Message from the Parent Body

In 2018 the College finally received an occupation certificate for the new shed! Expressions of interest for construction were received in late 2014, so this project has been a long time in the making. New plans for a refurbishment of the TAS Block have progressed to being close to tender, so there has been much discussion throughout the year on buildings and plans.

Topics discussed by our College Council during 2018 included analysis of HSC and NAPLAN results, the continued College growth and the master plan as we look to the needs of 21st Century learning.

In 2018 we continued with presentations by key learning area co-ordinators at our meetings which provided a valuable insight into the College's functions and operations.

The College Council is a diverse and committed group and no doubt you find your involvement a rewarding experience. I would like to thank all College Council members for their participation and welcome our new members. On behalf of the College Council I would also like to thank Alan Le Brocque and staff for their commitment towards the education and development of our children.

Michael Ryan

Chair – MCC College Council



Message from the Student Body

“Stronger together” - not only was this our year 12 motto but it also summed up our year perfectly and defines who we have become during our sincerely memorably years here at Marian. Although we were leaders and wore our badges proudly, this unity and communal strength is what made not only year 12 but every year of schooling so enjoyable and of course memorable. Whether one retained a badge or not, we were all individual leaders who worked hard towards our own personal goals.

Students generally and the Student Leadership team were involved in numerous activities throughout the year, including the Griffith City Council 10th Anniversary of the National Apology to the Stolen Generation, Rotary Driver Awareness, Peer Support, Lions Youth of the Year, Cybersafety, R.U.OK? Day, Leadership Camps, RYPEN Youth Program, Farmers Markets, United Nations Evatt Competition, Multicultural Events and many charity fundraising events and over \$20,000 was raised over the year!

Our sports teams represented Marian with pride and distinction. Notable was the Open Boys Soccer Team who won the NSWCCC Soccer Competition. A first for Marian and given that we are a small regional rural school, we punched well above our weight! In fact all our soccer teams were in the top eight of NSW, as our Senior Girls and Year 9/10 Boys narrowly missed the finals as did the Bill Turner Boys and Girls teams. Our cricket teams are on the rise as well with our Berg Shield team finishing as Diocesan Champions.

Finally, the students wish to thank all staff who have supported us in so many areas in 2018. None of our achievements would have been possible without their dedication and encouragement.

Marian School Leadership Team 2018.



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. Information concerning this detail can be found further into this report.

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 2018, the College increased its focus on Student and Staff faith formation. Details can be found in that section of this report. The effect of growth in faith formation can be experienced as action or “lived faith”. Whilst Marian is a catholic school, we are also multi-faith as we reflect the community demographics. An inclusive community will give faith-expression in many areas and the environment of the College is vibrant and dynamic and universally “catholic” in nature.

Planning for redevelopment of the site has seen a Master Plan for buildings completed. All windows in every building have been replaced and other buildings will be improved over the 2018 Christmas holidays. The TAS Block will have a major upgrade in 2019/20 and preparations for future staff/office and classroom upgrades are underway.



Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOT E*	Indigeno us	Tota l
334	333	156	9	667

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an [Enrolment Policy](#)† The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly.

2. Student Attendance and Retention Rates

Year	Attendance %
Year 7	93
Year 8	90
Year 9	90
Year 10	89
Year 11	91
Year 12	92

The average student attendance rate for 2018 was 90.66%.



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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

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



Senior Secondary Outcomes

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

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	32%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination data	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
Year 12, 2018 Graduation Class	50%	27%	15%	8%



Section 4: Staffing Profile

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

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

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

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

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



Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority

Teacher Qualification		Number of Teachers
A	Those having formal qualifications from a recognised higher education institution or equivalent	59
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	nil

d) The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
59	32	91

*This number includes Full-time teachers and part-time teachers

Percentage of staff who are indigenous	1
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning has taken many forms at Marian Catholic College, including whole staff NESA accredited professional learning sessions every Wednesday afternoon, KLA professional learning meetings, whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga. Besides Compliance Training in Child Protection and Workplace Relations, whole staff professional learning in 2018 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, PAT and Minimum Standards Data analysis and mapping Learning Gains
- 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, Individual Student Interventions and Action Plans
- 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 and investigations in Mathematics
- Google Apps for Education: Effective Use of Technology
- STEM and Project Based Learning and Cross KLA Curriculum creation and planning
- Contemporary Teaching and Learning - Improving Teacher Practice and Pedagogy with the Gr8 Teaching and Learning Model, Elements of an Effective Lesson and Gr8 Walks
- Understanding NESA A-E Descriptors and grading requirements, current NESA Curriculum changes and new regulations for Stage 6 Assessment



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- Using DeCourcy Data Analysis and the Results Analysis Package (RAP) for HSC analysis to improve teacher practice

All new staff have been involved in an Induction Program and, in 2018, five teachers completed their NSW Institute New Scheme Teachers' accreditation at 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, in both Sydney and regional centres, whilst others completed various QUELi Leadership and Growth Coaching Programs and a Marian Mathematics teacher completed her PHD in Mathematics Education.

Marian Catholic College has continued to focus time and energy on the successful implementation of the National Curriculum for English, Mathematics, History, Geography, Science, Technology Mandatory and PDHPE. 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 that is informed by data.



Section 5: Catholic Life and Religious Education

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

Catholic Heritage

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

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.

Six staff in leadership positions attended a spiritual retreat, 'Footsteps - 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. Nine staff members conducted the induction program to teach in Marist schools facilitated by Paul Harris in our College hall 'In the Marist Way'. 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.



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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 2018 our Marian Feast Day was attended by the local Mercy Sisters, as well as past long standing staff members who shared in the Mass and morning tea. Certificates were presented to staff of Marian Catholic College in recognition of 5, 10, 15 or 20 years service to the College. Students participated in activities on the College Oval supplied by Tony Joes Entertainment and Bubble Soccer 2 U.

Continued efforts to reconnect with our founding charisms were made which saw Marist and Mercy Sisters conduct professional development opportunities on College grounds and invited to participate in College assemblies and sacraments such as Reconciliation.

Our College leaders also participated in a Marist Youth Ministry program in Warrambui for the first time. They joined 75 Student Leaders and 18 dedicated teachers from across the Marist schools. The students explored the heart of Marist leadership in the context of our 5 Marist characteristics. Jesus, Mary and St Marcellin Champagnat were presented as role models to aid students in developing their own leadership style.

Our patron saint days of the four houses of Patrick, Marcellin, Brendan and McAuley were targeted to improve awareness and house spirit. Staff House leaders were asked to assist and direct Student leaders in celebrating the day in the best way they felt suited their house.

Preparation for the Plenary Council Submission took place in term 4 with students from Yr 8 to 11 participating in listening and dialogue sessions. They also commenced preparation for a college mural based around a representation of their faith resulting from the sessions.



Liturgical Life of the School/ 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 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 11 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 2018, 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.



Staff and Student Faith Formation

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'. This vision inspires us to be a Catholic community of Faith, Learning, Care, Service and Stewardship.

2018 saw the implementation of a new executive role, Director of Mission. The Director has responsibility to give expression to the College Vision and Mission through the development and implementation of meaningful, relevant and contemporary educational programs and faith experiences within the College and broader College community. The Director of Mission works collaboratively with the Religious Education Co-ordinator and Liturgy Co-ordinator to ensure an integrated and coherent approach to the formation of all staff and students.

2018 also saw the initiative of a MCC Spirituality day included into the newly developed Transition program. This day was created to allow staff and students to express and demonstrate the faith filled community to future family and students.

Marian was involved in two Catholic Youth Festivals and had the added honour of Musical evangelist, John Angotti touring from America performing in the school hall. The John Angotti Youth Concert included the local primary schools being invited onto our grounds to be apart of the faith celebration. He spent nearly two days with the school, and worked alongside our students for nearly two weeks. In this time he also assisted in writing the lyrics of our new school song in collaboration with fellow teacher Don Hillam. It also resulted in additional artworks and signage being displayed around the college to further cement the Catholic Identity of the school.

All students from Years 7 to 10 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. Reconciliation was also assisted by the Mercy Sisters with aim to strengthen this in 2019.

Year 10 also 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.



Students in Year 12 once again participated in a retreat at Warrambui, near Murrumbateman. This enabled the students to spend some quality time to explore their spiritual life in a supportive and reflective environment in small groups and as a year group. In addition, Year 12 students participated in a Spirituality Day, on the eve of their graduation from the College.

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.

Staff formation was clearly evident through opportunity previously mentioned in this document such as: Marist and CEDWW facilitated retreats. Marian Spirituality Professional Development day was hosted by Marist and Sisters of Mercy. This focused on 'The magic of Creation' and the Marist theme of 'Hope and a Future'. Teachers were also invited to attend the Youth Festivals and an invitation was extended to all staff to be a part of the Marist Online family who posted a Marian Lecture live. We also ran it through our meeting room throughout the day with additional stimulus.

Futhermore, at Marian with a Shared meal, stories, and reflection on the possibilities for local expression of the Marist Association in Griffith, NSW. Ten people who had participated in the Footsteps Program in recent years gathered for a dinner in August, under the leadership and inspiration of Director of Mission Heath Neville, and College Principal Alan Le Brocque. This has started an annual initiative to be known as the "Return to Footsteps Dinner" aimed at fostering faith formation in staff who have attended any of the Footsteps programs

Social Justice

The element of 'Service' is a core feature in our Vision and Mission. This element asks staff and students to "respond compassionately to the needs of others and promote awareness that inspires commitment and active ministry." This is what drives the participation of Social Justice at Marian. A large component of Social Justice is catered by the Community Action Team. This is a team that is made up of students from Yr 7 -10.



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In 2018, they organised or facilitated major fundraising initiatives such as Project Compassion, 37 ICare Kits, 36 Christmas Hampers from students and staff donated to St Vincent De Paul. A Colour Fun Run that rallied funds for Mission Australia, pledged to assist in the purchase of a hospital vehicle for students in Myanmar. 2018 also witnessed a book drive and continual support to the local Carevan through students cooking at lunchtimes once a month and staff participating in service after school hours. This also produced the Students stewardship program of a water bottle recycle system throughout the school with all funds going to Griffith Carevan.

Students were encouraged to seek opportunities to respond to Social Justice and this manifested in numerous cake stalls and similar fundraising sporadically throughout the year. At a whole school level, one of our greatest achievements in 2018 was a the response from students and staff to the Buy a Bale 'Farmers Markets' held for a term that raised substantial amounts to that particular cause.

These initiatives are a product of the awareness that students are receiving throughout various educational programs and opportunities. In particular, Yr 10 students participated in the Diocesan wide Wagga Wagga Youth Festival held at Borrambola. This was a first for the diocese that led from the Australian Catholic Youth Festival the previous year. Although faith based, students from around the region were also exposed to experts about social justice issues affecting marginalised groups in Australia and around the world.

Social Justice was also embedded into certain programs and Pastoral initiatives. Yr 10 conducted Community Service days where they contributed to different businesses and causes throughout the town. The Yr 12 Workstudies program included a whole unit on community service and its importance in society.

In 2018, Social Justice continued to be a strong and prominent feature of Marian.



Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Education Diocese of Wagga Wagga 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 CEDWW network meetings. In 2018, at Marian Catholic College there were three 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 CEDWW, 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.

All staff attended and completed the 'Mary as first Disciple' unit, providing education around the Angelus and workshopped ways in which a college wide implementation of the prayer could be conducted as a CEDWW directive.

Staff were also involved in a number of Marist programs previously mentioned under the Catholic Heritage section.



Section 6: Curriculum

The College 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 Elective Courses include Commerce, History Elective, 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, Dubbo Distance Education and the School of Languages as well as via numerous TAFE and SBAT pathways. These included Software Design and Development, Modern History, Information Technology, Financial Services, Construction, Automotive, Agricultural Machinery, Retail, Early Childhood, Italian Beginners and Continuers, Spanish and Chinese Continuers, Visual Arts, Accountancy, Construction and Beauty and Makeup. The College offers HSC extension courses in English 1, English 2, Mathematics, English, History and Science in 2019.



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 Technology Mandatory and PDHPE.

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.
- An Assessment Task Group is run by dedicated teachers from various Key Learning Areas every Thursday after school for an hour session.
- 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, action plans and initiatives are provided for individual students. The programs and initiatives used in 2018 were 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.
- A Transition to High School and the Middle School for all Year 6 students in two local Catholic Feeder Schools and many Public Schools across the Griffith and surrounding areas.



Section 7: Student Performance in 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 2018. 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 2018, the College continued with direct whole school interventions to support literacy and numeracy. Funds were allocated to the continuation of the Quicksmart Numeracy. 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 reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. This overall performance includes the strands of Number and Algebra, Measurement & Geometry and Statistics & Probability.



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Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	7.9%	2.0%	8.8%	9.8%	3.9%
Band 8	11.9%	12.7%	21.6%	10.8%	15.5%
Band 7	30.7%	15.7%	29.4%	22.5%	32.0%
Band 6	29.7%	41.2%	22.5%	36.3%	24.3%
Band 5	16.8%	21.6%	13.7%	14.7%	18.4%
Band 4	3%	4.9%	3.9%	5.9%	5.8%

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	0.9%	1.8%	0%	1.8%	3.8%
Band 9	11.1%	5.5%	2.7%	16.4%	12.3%
Band 8	35.2%	24.8%	18.2%	40.9%	33.0%
Band 7	31.5%	27.5%	40.9%	24.5%	40.6%
Band 6	15.7%	22.9%	27.3%	15.5%	8.5%
Band 5	5.6%	13.8%	3.6%	0.9%	1.9%

For 2017 and 2018, there were direct whole school interventions to support literacy and numeracy outcomes. These included the Gr8 Comprehension Strategies Project, Narrative Writing Workshop Days, and Persuasive Writing in HSIE lessons, targeted individual student interventions and individual action plans, differentiated curriculum across all KLAs and the continuation of the Quicksmart Numeracy Program. All students in Year 7 participated in the Accelerated Reading Program in the Library, using a variety of timetabled classes.



In **Year 7**, the following areas were identified as needing additional support (**Literacy and Numeracy**):

- **Infer an attitude in retelling**
- **Synthesising information to identify a theme**
- **Spelling and vocabulary**
- **Compound sentences**
- **Identifying a noun with the same base**
- **Probability**
- **Algebraic Techniques**
- **Fractions and Decimals**
- **Properties of Geometrical Figures**

In **Year 9**, the identified areas needing additional support were (**Literacy and Numeracy**):

- **Interpretation of expression and tone**
- **Purpose and correct use of punctuation**
- **Sentence structure including compound sentences**
- **Calculating angles for triangles**
- **Problem solving for percentages**
- **Area of triangles**

In 2018, the Year 9 Reading, Writing, Spelling, Grammar and Punctuation results all demonstrated *satisfactory 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 Narrative and Persuasive Inquiry Projects, our focus on PEEL paragraph structure, a whole school approach for the embedding of eight comprehension strategies and key vocabulary terms across all KLAs. Our numeracy inquiry includes real world problem solving to teach the various mathematical strands, our targeted individual student interventions and Action Plans led by the Numeracy and Literacy Team and Quicksmart Numeracy and Accelerated Reader.



In 2017 and 2018 one of our initiatives has been the continuance on improving paragraph structure through the PEEL method, with a particular focus on the conventions for persuasive and narrative writing. Formative processes and teaching practices have been used to reinforce student learning and improve the structure of their writing. The 2018 NAPLAN data indicates that explicit teaching of paragraph structure and persuasive writing techniques and conventions will need to continue to be a focus to improve student writing in 2019 so that more students are able to construct paragraphs that contain a main idea and elaboration at appropriate stages throughout the text.

See the detailed 2018 NAPLAN Data Analysis Report – Understanding the NAPLAN Data and planning a response, at the following [link](#).

Recommended Strategies for 2019

Using the results from NAPLAN and the Minimum Standards Level Prescriptors, the following strategies are recommended goals across all KLAs in 2019.

- **Recommendation 1:** Using SCOUT Data to establish individualised class lists to adjust teaching strategies at the classroom level;
- **Recommendation 2:** Continue to provide direct and explicit teaching of comprehension strategies and instruction, and embedding these strategies as a whole school approach;
- **Recommendation 3:** Provide opportunities for extended discussion of text meaning, interpretation and application;
- **Recommendation 4:** Continue to place writing needs at the centre of the school's agenda through the continuation of the Literacy Team;
- **Recommendation 5:** Continue to provide explicit vocabulary instruction that is KLA specific;
- **Recommendation 6:** Explicit instruction and application of Numeracy skills needs to be incorporated into classroom teaching and assessment across all relevant KLAs via the support of the Mathematics Faculty teachers and the continuation of the Numeracy and Literacy Team.



Higher School Certificate Results and Achievements:

Again MCC had strong HSC results. Students demonstrated their learning through their achievement of high bands, but also through their learning growth. The table shows the percentage of students who achieved in the top two bands and show comparison with results from previous years.

HSC Results - % Percentage of students in top 2 bands (Bands 5 and 6)

Subject	2016 School	2016 State	2017 School	2017 State	2018 School	2018 State
Biology	56%	35%	14%	39%	47%	37%
Business Studies	29%	34%	36%	36%	22%	37%
English Advanced	86%	62%	62%	64%	62%	62%
English Standard	13%	13%	11%	16%	15%	15%
Legal Studies	90%	42%	25%	43%	46%	45%
Mathematics General 2	23%	26%	24%	25%	7%	28%
Music	100%	63%	100%	65%	78%	65%
PDHPE	69%	34%	44%	30%	27%	33%
Society and Culture	75%	48%	36%	47%	50%	47%
Studies of Religion 2 Unit	42%	48%	45%	46%	43%	41%



BAND 6 RESULTS BY COURSE			
Biology	3	German - Beginners	1
Studies of Religion 2 Unit	2	Industrial Technology	1
Mathematics 2 Unit	2	Legal Studies	1
Mathematics General	1		
Community and Family Studies	1		
Design and Technology	1		

HOW WE COMPARE IN NSW (Percentage Band 6 Results)					
SUBJECT	MCC	STATE	SUBJECT	MCC	STATE
Biology	20%	8.69%	Industrial Technology	7.69%	6.19%
Community and Family Studies	7.4%	3.92%			

HIGH PERFORMING SUBJECTS (Percentage above State Mean)			
Chemistry	2.4%	Modern History	3.3%
Community and Family Studies	3.3%	Music	1.6%
English Standard 2 Unit	2.3%	PDHPE	1.2%
Hospitality	5.7%	Society and Culture	.3%
Industrial Technology	3.6%	Studies of Religion 1 Unit	1.7%
Legal Studies	1.4%		

11 of 24 subjects performed above State average

Distinguished Achievers

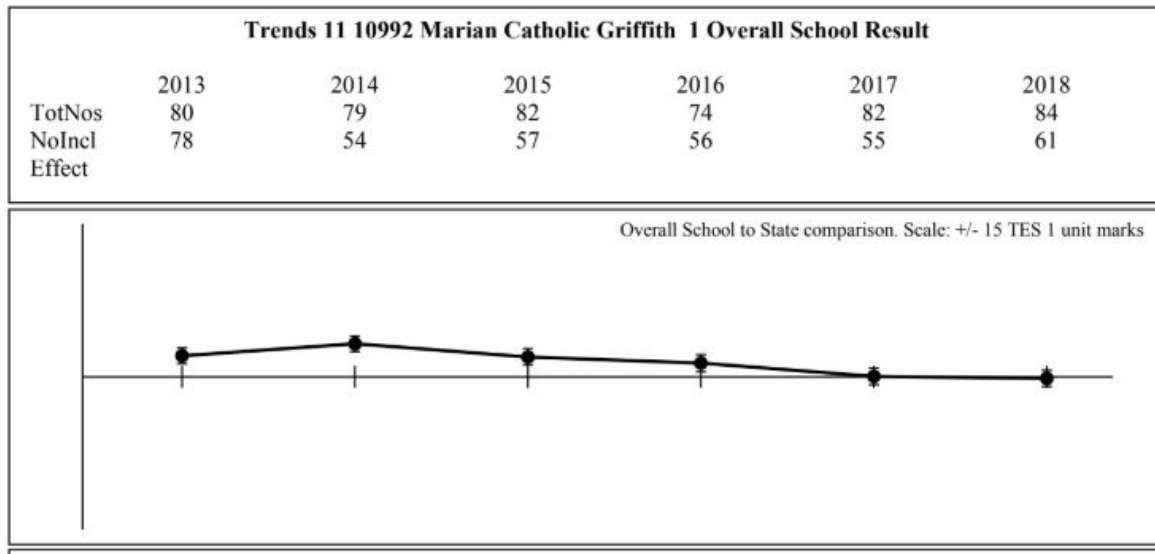
The Distinguished Achievers are those students who have received a Band 6 in one or more of their HSC Course subjects. Eight students from the Class of 2018 received this honour in a variety of subject areas.

ATAR over 90

Four students from the Class of 2018 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 2018 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 many 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

2018 the number of students issued with a RoSA (Record of School Achievement)	19
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Section 8: Pastoral Care and Well Being

Information here about your school's policy on caring for students under **Pastoral Care/ Academic Care/ Well Being**

The Pastoral Care of our students continues to be a growing focus at the college. The promotion of wellbeing and mental health played an essential role in the raising awareness of the impacts mental health has on student Learning. At Marian, pastoral Care transcends all College boundaries as the 'whole' student becomes the focus, regardless of religious affiliation, ability, culture, status and position. Staff are encouraged to take responsibility for the wellbeing of students within their classroom and with the assistance of the Pastoral Care team:

- Co Assistant Principals (wellbeing)
- Pastoral Coordinators (Yr 7-10)
- Pastoral Care worker
- Cultural Liaison Officer
- College Councillor

All staff are keep up to date with the needs of our students and strategies on how best to support them.

Our fortnightly 'Student at Risk' meeting, allow the Pastoral team to debrief regarding the students we need to focus on and allows for the promotion of positive 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 full time school counsellor
- The availability of a pastoral care worker
- A series of workshops conducted by local police covering topics such as 'cyber-bullying',



2018 Annual Report

- Regular Support Evenings for senior students and their families.
- Community Day activities held in each year group
- Academic Pastoral Care Program - written by Pastoral care team 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
- Professional development with staff around the GROWTH goal program to be implemented in 2019 for students to identify areas of growth in their learning and social interactions, to promote the establishment of self regulated independent learners.

Our Student Management Policy was updated again in 2018 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 2018 to clearly ensure that students are able to maximise their talents to achieve their personal best, become responsible contributing members of society, play and active part in shaping a 'better world for all' while building positive and harmonious relationships. These elements combined with teaching and learning experiences that are based on mutual respect and acknowledgement of individual differences foster and develop of a philosophy of self-discipline and respect.



This policy also 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 each term 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. We work towards electronic roles being completed at the beginning of each lesson and teachers following up on absenteeism when appropriate.

[Absentee Proforma and Policy](#)

Our connection with Community providers has continued to grow this year. Community mental health providers such as Head Space, School Police Liaison Officer, Community and Youth Mental Health services have all allowed for staff Professional Development as well as support for our students. Focusing elements of our Academic Pastoral Care Program on a range on contemporary issues faced by students over a range of platforms has allowed a solution focussed approach to permeates through the college. 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. Access to SchoolTV, Newsletter articles as well as College Briefing items on Mental Health educations have allowed for a pastoral approach to youth related issues. 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 program has continued to develop and the 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.



The students and staff at Marian undertake numerous activities each year that promote Respect and Responsibility. Our Community Action Team (CAT) a driven group of junior students have focussed upon undertaking initiatives to benefit both the Griffith and Broader community. Their work around creating ICARE Hygiene hygiene kits for the less fortunate, fundraising for Needy Paws, initiating a recycling program as well as collecting food for the St Vincent De Paul Christmas Hampers are all notable mentions. The Yr 11 Well-Being Committee once again hosted their annual "RU OK Day" and 'Stress Les's Day, and attended the Youth mental Health Forum in Wagga. They have created another motivational mural in our C Block to remind students it is ok to 'be themselves'. The whole college contributed to our 'Friday Farmer's Market' to raise money for those suffering from the drought, every year took responsibility for a session that raised a large amount of funds for the cause. Our Harmony Day and Project Sam Day celebrations were overwhelming supported both staff and students, once again highlighting the College's cultural diversity and the growing pride Marian possesses in our ability to embrace our diversity as part of who we are.

Our annual Community Days took place once again and built on themes such as 'we are gifted' to 'respect, responsibility, relationships.' Yr 9 were visited by Enlightened Education where the girls worked upon their 'Butterfly Effect' and the boys focused on what it is to be a 'Goodfella'. Our 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.

[Student Management Policy](#)

[Bullying Policy](#)

[Pastoral Care Policy](#)



Complaints and Grievances Resolution Policy

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

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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 Catholic Education Diocese 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.

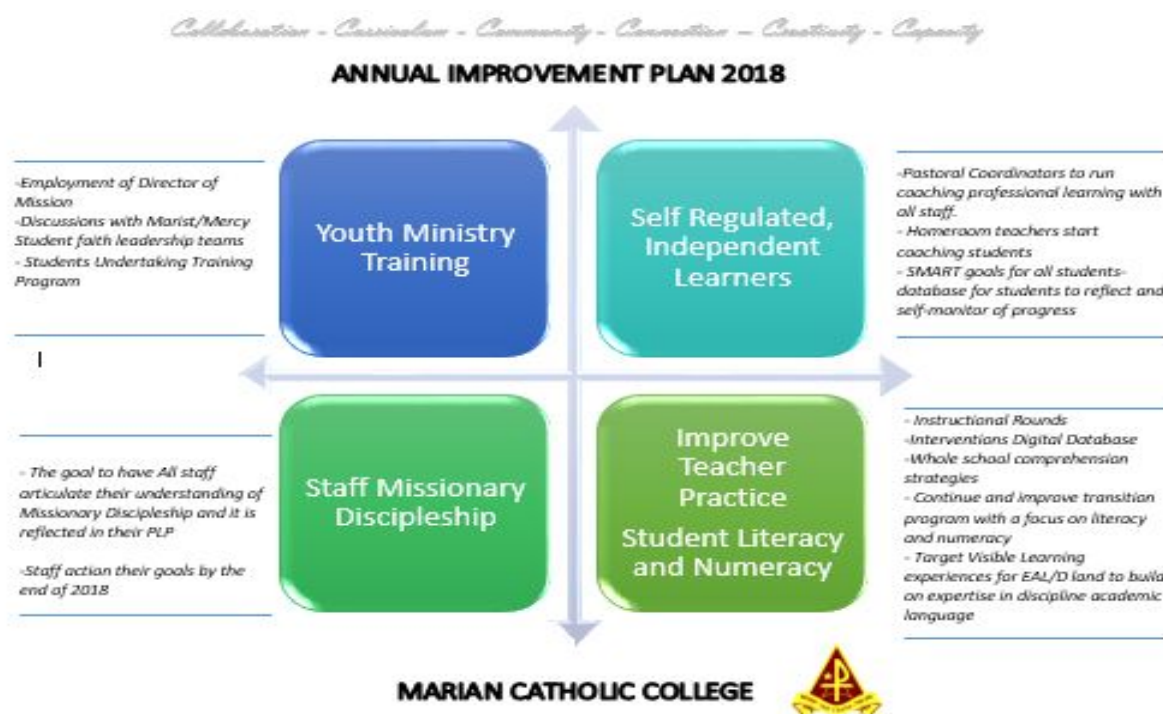
Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across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



Section 9: School Review and Improvement

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

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



The **Annual Improvement Plan for 2018** targeted the following priority areas: **Please note that evidence of this plan in action has been provided in the relevant sections in this report.**



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

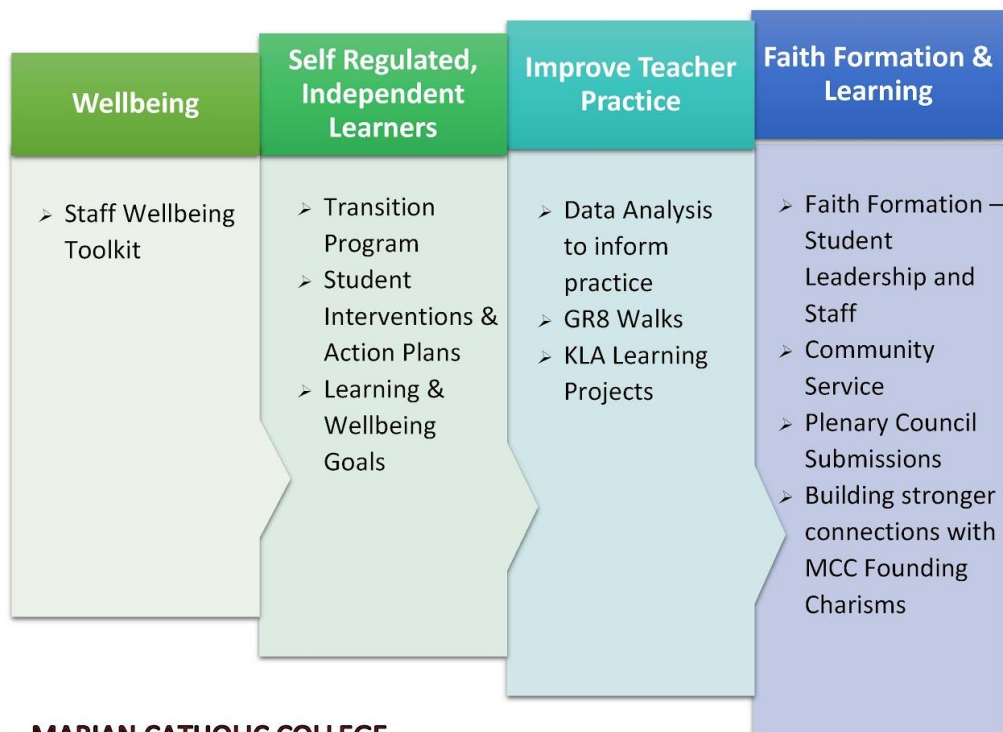
- Continue to utilise AITSL standards to inform and improve teacher practice through professional learning
- Develop professional learning plans drawn from the AITSL Standards
- Building of leadership capacity through QELi Leadership and Growth Coaching courses and programs
- Continue to develop the Transition Program with local feeder primary schools, with a focus on improving literacy and numeracy outcomes



Priority Key Improvements for 2019

Faith - Learning - Care - Service - Stewardship

ANNUAL IMPROVEMENT PLAN 2019



MARIAN CATHOLIC COLLEGE

Priority Area 1

Well Being

- Staff Wellbeing Toolkit will be implemented following Pre-program surveys during Professional Learning Sessions.

Priority Area 2

Staff and Student Faith Formation

- Student leaders training in Marist Leadership Program.
- Class Masses for Junior Year groups
- Increase use of prayer spaces



- Increase connection with College Founders: Mercy Sisters and Marist Brothers
- Encourage student and staff Plenary Council responses

Priority Area 3

Self Regulated Independent Learners

- Transition Program - Yr 6 2019 Catholic Feeder and Public Schools to visit MCC four times
- Individual Student Interventions and Action Plans
- Learning/Well-Being Goal setting in Academic Pastoral Care lessons

Priority Area 4

Improve Teacher Practice

- Importance of Data Analysis implementing Dr Lyn Sharratt Parameters in MCC Professional Learning for Teachers
- Gr8 Walks - Gr8 Teaching and Learning @ MCC model to continue to embed the Gr8 Comprehension Strategies
- Gr8 Learning Sprints/Projects linked to KLA goals



Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
76%	22%	2%

Student Satisfaction

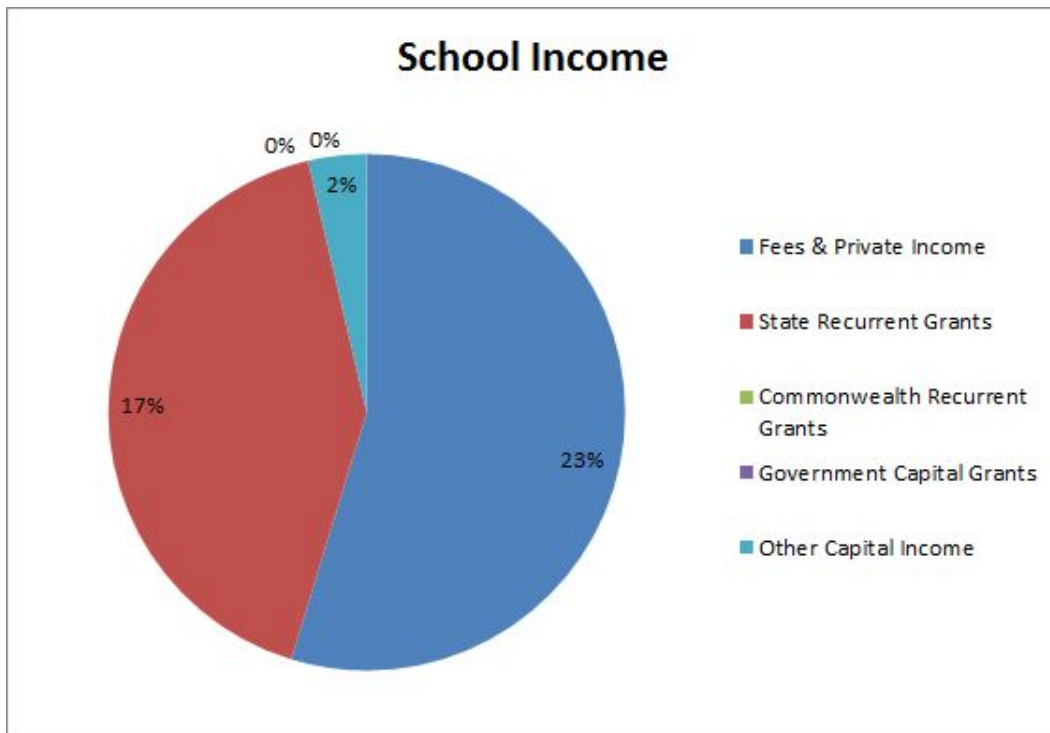
Highly Satisfied	Satisfied	Dissatisfied
85%	14%	1%

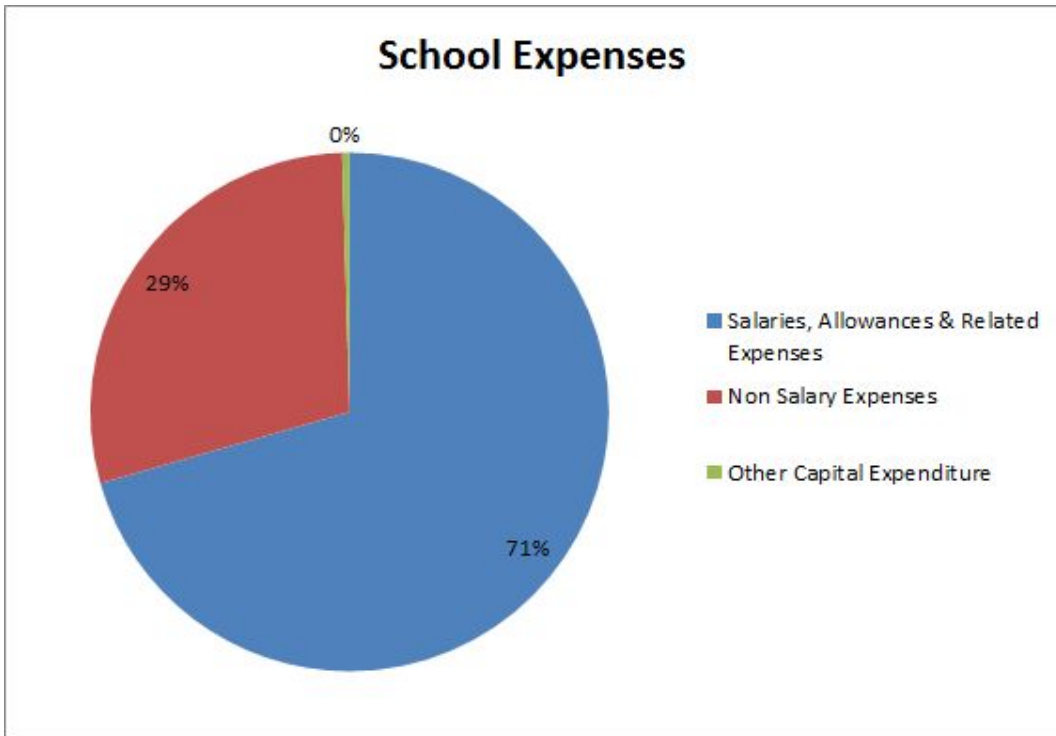
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
88%	12%	nil



Financial Report





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