



2019 Annual Report

Marian Catholic College, Griffith





2019 Annual Report

About this Report

Marian Catholic College Griffith is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Marian Catholic College Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures 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 School's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Marian Catholic College has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Marian Catholic College newsletters and other forms of communication. Further information about Marian Catholic College may be obtained by contacting the school directly or by visiting the [school's website](#).



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Section 1: Message from Key Groups in Our School Community

Message from the Principal

There have been many people who have assisted in the development of the College as a Catholic learning community. In particular, special thanks are extended to the parent body and college staff for all their generous efforts. Marian Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the College. The College fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Marian Catholic College offers students a quality Catholic education based on the teachings of the Church and within the context of a strong faith community.

The College aspires to provide an excellent education in the Catholic tradition for the young men and women of the Griffith region. We achieve this through a growth mindset and a vibrant and holistic curriculum, that is adaptable and data-informed to target individual student needs. Each member is encouraged to be a lifelong learner. We offer a diversity of subjects, co-curricular activities and learning support programs.

We are proud of our strong community engagement with families and parishes and seek out service opportunities that align with our mission statement. 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 to live our motto; "The Way, The Truth, The Life".

Alan LeBrocque
Principal

Message from the Parent Body

The College Council meets monthly and provides parents an opportunity to participate in discussions with college staff in relation to curriculum, staffing, parish, finances and maintenance issues. I want to thank the many staff who have attended and presented at these meetings, keeping the committee informed of current changes in education and new methods that are being adopted. It was very interesting to recently view the presentation on the growth of the College through NAPLAN results.

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Mr Alan Le Brocque, Mrs Joanne Smith and office staff have assisted the committee to understand the workings and complexities of the school and its management and I thank them for this.

I would like to thank the current committee for their dedication and work on behalf of all parents. I would encourage everyone to consider joining the College Council; nominations will be open in March prior to the Annual General Meeting. It is through the diverse range of skills that each parent brings to the table, that we can assist the Principal and staff.

As our college increases in size, it is important that we provide the support and assistance to staff that is needed as they work towards the development and education of all students. The College has some exciting times coming up with the increase in enrolments, the redevelopment and expansion and I wish the College well for the future.

Lindy Golden

Chairperson

Marian Catholic College Council

Message from the Student Body

Starting high school in 2014 as little Year 7s, all excited and ready for our new chapter, we began bonding with our new peers and finding our place in the Marian community. We chatted over chocolate truffles on Oh Day, helped each other to sew together our boxer shorts in Tech, and laughed together each time someone slipped off the tiny stools in art. We were always eager to learn, but most importantly we were excited to be making new friends. We had our first of many year coordinators, Bernie McGinnity who then left, leaving us in the hands of the lovely Mrs Centofanti.

Through our high school experience we have had many opportunities to become more than just a group of students. Year 8 Survivor Day turned homerooms from simple notices and prayer in the morning to small families. The Year 10 Wombaroo trip brought us closer as a year group, as we battled the plastic mattresses and cramped rooms. The Year 12 retreat helped remind us to be ourselves and to grow together as we embarked on our final year.

The final stretch has been the greatest conclusion to our high school career. We have learnt to dream big and as we reminisce on the journeys we have travelled, with the friendships we have made, what a year it has been for everyone. From the unconditional support from our families to the immeasurable amount of hours spent doing assignments, study and



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shameless procrastination. We learnt to change our sleeping patterns to make sure we got a prime car park, all the while avoiding our classmates 'reserved' car spots. The amount of

growth that each of us has obtained throughout our time at Marian is something to be proud of.

The past six years have been a roller coaster ride, full of friendships, challenges, growth and an abundance of support. We have reached this great milestone today because of the compassionate and caring people around us, so we would like to take a minute to thank you all. To our family and friends who have guided us through each part of this journey, supporting each endeavour and ensuring we are well equipped to face the world. To our Principal, Assistant Principals and all our teachers who provided us with the resources and knowledge necessary to achieve our best and prepare for the real world, we are so grateful for your patience, dedication and care towards us. To Mr James Moore, who took on the role of acting coordinator as our year group transitioned from junior high school to the HSC years, thank you so much for your constant positivity and support towards each of us. And lastly to our wonderful Mrs Centofanti who has been with us through the worst and best parts of each year, we consider ourselves extremely lucky to have such a strong and compassionate teacher guiding our cohort. Thank you for everything you have done for us. You will be greatly missed.

Our Year 12 2019 cohort, together with our friends and family, have grown together through the most challenging and unpredictable time of our lives; and come out the other side as clever, confident, brave, semi-mature young adults. We are so thankful to have been granted the honour of spending the past six years together.

Teneeka Andrezza & Josh Golden, Captains

Emma Monteleone & Julian Davidge, Vice Captains



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Section 2: School Charism/Features/Context

Marian Catholic College Griffith is a co-educational, 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 the local community.

The College enjoys a rich tradition of Catholic faith and the Marist Brothers and Sisters of Mercy have both shaped the story of the College since its beginning in 1970. In 2006, governance of the school was transferred to the Diocese of Wagga Wagga, Catholic Schools Office. The College enjoys a close association with the Sacred Heart Parish, Griffith with Marcellin Hall being used each Sunday for Parish Mass.

School Feature - Reconciliation Action Plan

Marian Catholic College strives to be an inclusive college that fosters spirituality and culture. This includes the importance of acknowledging the college's connection to the indigenous community including its history; present and future.

In collaboration with the Aboriginal Schools and Community Worker, Lorelei Wray, the Director of Mission, Heath Neville and CEDWW Education Officer, Kelly Humphrey, a three year Reconciliation Action Plan was drafted with the aim of being formally recognised.

In 2019, significant progress was made in the area of Aboriginal Education and Cultural Awareness at Marian Catholic College. This plan will be continued in 2020 with a revision of set goals at the start of Term 1. The three year strategic plan will be reestablished at the end of 2021 and evaluated by Executive Leadership. The full plan can be viewed on the [Marian Catholic College Website](#).



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Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
333	339	172	17	672

*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 CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or by contacting the school.

2. Student Attendance and Retention Rates

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

The average student attendance rate for 2019 was 90%



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Regular attendance at school is essential if students are to maximise their potential. The 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, school staff as part of their duty of care monitor part or whole day absences.

Marian Catholic 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 well being and belonging to the school community,
- Maintaining accurate records of student attendance,
- Recognising and rewarding excellent and improved student attendance, and
- 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 the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

Student Retention Rates

Year 10 Total Enrolment 2017	119
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2019	103
Actual Retention Rate in Percentage	87%



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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.	59%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination data Year 12, 2019 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	63 %	9 %	26 %	2%



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Section 4: Staffing Profile

There were a total of 58 teachers and 30 support staff at Marian Catholic College. This included 52 full-time and 6 part-time teachers.

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	4
Proficient	54

A	Those having formal qualifications from a recognised higher education institution or equivalent	58
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil

Number 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 can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

Staff at Marian Catholic College had a clear focus for their Professional Learning Program for 2019. This Professional Learning was built around the research of Lyn Sharrat and her text 'Clarity'. Four members of the Leadership Team attended the *Learning Collaborative* sessions with Lyn and the rest of the Diocesan Schools in Wagga Wagga.

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As a result, the College began professional learning around school vision, improvement and understanding, before moving into Sharratt's Parameters of School Improvement. Staff successfully engaged in this learning and were able to understand the four focus parameters that would drive professional learning within the College.

Following this, staff moved on to learning about using data and experimenting with data walls to gauge student learning and build interventions. Staff collaborated to build an Online Data Wall for Year 8.

The biggest element of Professional Learning throughout the year was the Gr8 Learning Walks initiative. All staff participated in a visit to another's classroom and 75% of staff hosted these walks. The walks were registered for 2 hours with NESAs. Each walk had four to five teachers and included a 30 minute professional learning session on the Gr8 Teaching and Learning Model and Sharratt's 5 Learning Questions, before visiting four different classes for 15 minutes each. Teachers then returned to the meeting place for a review, reflection and debrief of their learning and observations.

These initiatives will continue into 2020, through Wednesday Staff Professional Learning, Monday Middle Leaders Meetings, Teaching, Learning and Intervention Teams and Gr8 Learning Walks



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Section 5: Catholic Life

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

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. This is supported by the College's Vision and Mission statement.

Seven staff members attended a spiritual retreat, 'Footsteps - Following in the Footsteps of Jesus'. This was targeted at Leadership, with only four of the current Middle Leaders having not attended to date. The retreat was facilitated by the Marist Brothers with the aim to invite a minimum of six staff members in ensuing years. A further five staff members conducted the new teacher induction program 'In the Marist Way'. This was facilitated by Paul Harris in the College hall. Staff from St Francis College, Leeton were also invited to participate in this program. Marian continued to offer all staff the opportunity to be involved in the CEDWWs various 'Connections' programs, which assist in the development of faith and leadership within a Catholic School.

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 2019 the 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 the 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 with items supplied by Tony Joes Entertainment and Bubble Soccer 2 U.

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

For the second consecutive year, Marian Catholic College student leaders participated in a Marist Youth Ministry program at Warrambui. A connection with St Francis De Sales, Leeton was established and both schools' leaders attended together. They joined 75 Student Leaders and 18 dedicated teachers from across Marist schools. The students explored the heart of Marist leadership in the context of the five Marist characteristics. Jesus, Mary and St Marcellin Champagnat were presented as role models to aid students in developing their own leadership style.



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Following the establishment of House patron saint celebration days in 2018, 2019 saw the inclusion of a variety of activities that educated the Marian community on the spirit and heritage of these saints. This included the St Patrick Galic Games House Trophy. Staff House leaders were asked to assist and direct Student leaders in celebrating the day in the manner they felt best suited their house.

The Plenary Council Submission took place in Terms 1 and 2 with students from Years 8 - 11 participating in listening and dialogue sessions. Marian completed their submission through the Director of Mission with a total of 32 individual Year 12 submissions, 26 individual Year 8, over 100 Year 10 and a student organisation mural submission that was presented to the College and placed on the wall where students enter the main office.

Liturgical Life of the School

Marian Catholic College is, first and foremost, a Catholic school. All assemblies, Homeroom activities, meetings and information nights commence with a prayer. This is augmented by individual class prayer services and meditations in the chapel. Throughout the year the school community celebrates a range of liturgies including those for Ash Wednesday, Easter, All Saints' 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 at Warrambui. 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 (available on the teacher portal). Each Religious Education class prays as part of their standard practice, with different approaches being used by a range of RE teachers. In the classrooms, the presence of Catholic symbols and texts such as crucifixes and Bibles act as reminders to students of the spirit of the school.

In 2019, the College continued to embrace the opportunity to fully participate in Parish Masses on Sunday mornings in the Marcellin Hall. Each term, a different year group was allocated to host the Mass. The year group was then responsible for organising the choir, musicians, readers and morning tea for the liturgy. The Student Leadership Team also played an active role. Compared to previous years, increased involvement in these masses



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by

college staff was observed. For the first half of 2019, the College was blessed with the involvement of College Chaplain, Fr Christian, both in a liturgical way and as an excellent educational resource for the classroom. In July, Fr Christian was relocated to Albury and Fr Paul was inducted as the new College Chaplain.

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, Christ's promise of 'The Way, The Truth and The Life' is fulfilled. This vision inspires Marian Catholic College to be a Catholic community of Faith, Learning, Care, Service and Stewardship.

Four main areas were identified for strategic improvement in 2019. These were the progression of staff and student faith formation, community service, plenary council submissions and a stronger connection to founding charisms.

During 2019, the role of Director of Mission was further established and defined. The Director is responsible 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.

This collaboration was extended in 2019, with the Director supervising other key roles in the College such as Pastoral Care Officer, Multicultural Liaison Officer and Aboriginal and Community Liaison Worker. Regular meetings were established as a whole group and on an individual level to increase the capacity of these roles through the Vision and Mission. This also increased the ability of the school to foster and support the diverse range of faith present in the Marian community.

MCC Spirituality Day was once again included in the Transition Program and run by the Director of Mission. This day was created to allow staff and students to express and demonstrate Marian's faith-filled community to future family and students. This is targeted at prospective primary students, which in 2019 saw the inclusion of public school students to the Spirituality Transition Program. The program's main focus was 'fun with faith', whilst introducing the College Prayer and College Anthem, "The Marian Way".

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. A targeted effort was



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made to include an opening prayer and reflection activity in every year group's activity.

Years 7 to 12 students participated in Reconciliation which continued to be reassessed in its delivery. Once again, further assistance was required by the Mercy Sisters and revision of the process commenced with the beginning of the new College Chaplain, Fr Paul, in December.

A presentation to Year 7 by the Blue Whale Theatre Company on the founding Charism of the Mercy Sisters was well received and it is envisaged to become an annual event. Year 10 had the opportunity to participate in a session delivered by RealTalk. Students were able to engage in Single-Sex Seminars based on Catholic values of 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 quality time exploring their spiritual life in a supportive and reflective environment, in both 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. The College Chaplain was present and administered a Mass on site.

There are a number of students from Marian Catholic College who are actively involved in parish activities. Marian Chaplain, Father Christian left the College mid-2019 and was replaced by Fr Paul, he quickly became 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. Further development of this role has been identified for growth in 2020.

Staff formation was clearly evident through opportunities 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 'growing in awareness of life in and around us' and the Marist theme of 'Holy Today'. Assistant Principals attended the Marist Assistant Principals Retreat in Mittagong. The Director of Mission, Leader of Curriculum and Principal attended the Marist Conference in Melbourne with the Director and Principal also attending the Mercy Conference in Sydney.

Evangelisation and Social Justice

The element of 'Service' is a core feature in the College's 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 Years 7-10.

In 2019, this team organised or facilitated major fundraising initiatives such as Project Compassion where over \$3300 was raised in 5 weeks during Term 1. In the remainder of the



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year, 39 iCare Kits, 38 Christmas Hampers from students and staff were donated to St Vincent De Paul. 2019 also focused on student involvement in Carevan through students cooking at lunchtimes once a month and staff participating in service after school hours. Further development was also made on the Water Bottle Recycle Stewardship Program. This system, operating throughout the school, donated all funds to Griffith Carevan through increased collection points.

Students were encouraged to seek opportunities to respond to Social Justice and this manifested in numerous cake stalls and similar fundraising occurring sporadically throughout the year. At a whole school level, one of the greatest achievements in 2019 was the response from students and staff to relieve drought in the town of Louth. A ute full of water was supplied by staff and students. A response to a call from the local pound saw homerooms competing in 'Pyramids for Puppies' with an amount of dog food being donated by the Marian Community.

These initiatives are a product of the awareness that students are receiving throughout various educational programs and opportunities. 2019 saw Caritas Australia visit and facilitate on grounds, an education program for Year 10s where once again students from St Francis De Sales, Leeton, were invited to attend.

Social Justice was embedded in certain programs and Pastoral initiatives, including Academic Pastoral Care sessions based on the Vision and Mission. Year 10 conducted Community Service days where they contributed to different businesses and causes throughout the town. The Year 12 Work Studies program included a whole unit on community service and its importance in society.

Finally, nine students and two staff members travelled to Samoa as members of the Project Samoa Immersion Program. This program was led by the Director of Mission and supported by the Cultural Liaison Officer in 2019. The team visited the two sister schools of Marian Catholic College, St Paul VI College and St Peter's Primary School. This occurred in the middle of a measles epidemic which altered the nature of the trip. Marian pledged to continue to help and assist with funding and maintain a biannual visit in the future.

As is evidenced, Social Justice continued to be a strong and prominent feature of Marian during 2019.

Professional Learning

The Diocese of Wagga Wagga Catholic Education Diocese of Wagga Wagga 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 were 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.

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Professional development can take many forms including whole college staff days, subject-specific in-services, meetings and conferences. All Coordinators were actively encouraged to attend CEDWW network meetings. During 2019, there were three teachers from Marian Catholic College participating in the scholarship program for the Graduate Certificate in Theology through the University of Newcastle.

Staff spirituality was enhanced through participation in a staff Spirituality Day which deepened Catholic faith and understanding of Missionary Discipleship. This was supported by the founding charisms and local parish, as outlined previously in this document. Staff were also involved in a number of Marist Schools Australia Faith Formation programs.

New staff attended and completed the 'Mary as first Disciple' unit and all staff were provided education around the Angelus and workshopped ways in which a college-wide implementation of the prayer could be conducted as a CEDWW directive.

The Director of Mission also facilitated numerous sessions on professional development days on Mission goals and further awareness of the Vision and Mission of the College.

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



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Section 6: Curriculum

Marian Catholic 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 Catholic Education Diocese of 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.

Marian continued to deliver a wide range of courses in 2019. These courses supported students to pursue a range of pathways to best suit their needs and interests. These pathways enabled students to explore a wide range of elective courses either at the college or via distance education. Marian also provided numerous TVET and SBAT and Extension courses to enable students to follow ATAR, non ATAR and Industry pathways.

Stage 5 Elective Courses include Commerce, History, Italian, Food Technology, Information and Software Technology, Technology Timber, Technology Metal, Drama, Music, Physical Activity and Sport Studies, Child Studies, Photography and Digital Media, Science Technology Engineering and Mathematics (STEM) 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 were offered to students which provided opportunities for both ATAR and non ATAR pathways of study.

The College facilitated a number of students to study subjects through Open High School, Dubbo Distance Education and the School of Languages. These courses included Italian Beginners and Continuers, Spanish Continuers, Spanish Extension, Chinese Beginners, French Beginners, German Beginners, Modern History, Industrial Technology Multimedia, Economics and Food Technology.

TVET courses offered included Automotive, Construction, Design Fundamentals, Early Childhood, Financial Services, Human Services and Electrotechnology. Students pursued SBAT pathways in both stage 5 and 6 in the following courses. These included Community Pharmacy, Construction, Screen and Media, Business Services Auto Electrical, Salon Assistant, Automotive, Tourism, Cabinet Making, Metals and Engineering and Veterinary Studies. The College offered HSC extension courses in English, Mathematics, History and Science in 2019.



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

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

The tables below show the percentage of students who achieved particular skill bands in numeracy and the strands of literacy. Marian Catholic College results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 7	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	0.9%	0%	0.9%	0.9%	0%
Band 9	5.3%	3.6%	10.5%	10.5%	7.8%
Band 8	17.5%	15.2%	31.6%	16.7%	19.8%
Band 7	37.8%	25%	26.3%	25.3%	41.4%
Band 6	28.9%	37.5%	23.7%	28.1%	22.4%
Band 5	7%	14.3%	6.1%	16.7%	6.9%
Band 4	2.6%	4.5%	0.9%	1.8%	1.7%



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Year 9	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	2.3%	6.9%	4.6%	7.7%	6.9%
Band 9	18.3%	9.2%	20.6%	11.6%	21.5%
Band 8	35.1%	31.5%	37.4%	30.6%	26.9%
Band 7	29%	26.2%	26.7%	30.6%	31.6%
Band 6	11.5%	17.7%	9.9%	15.4%	12.3%
Band 5	3.8%	8.5%	0.8%	3.2%	0.8%
Band 4	0%	0%	0%	0.9%	0%



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Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and preliminary Stage 6 courses and grades as well as participation in any uncompleted preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

2019: The number of students issued with a RoSA (Record of School Achievement)	34
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Higher School Certificate Results and Achievements

The results of Marian Catholic College HSC candidature are reported for subjects studied at the school. The table shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2017		2018		2019	
Subjects	School	State	School	State	School	State
Biology	14%	39%	47%	37%	22%	31%
Business Studies	36%	36%	22%	37%	19%	33%
English Advanced	62%	64%	62%	62%	57%	62%
English Standard	11%	16%	15%	15%	5%	12%
Legal Studies	25%	43%	46%	45%	36%	41%
Mathematics General /Standard 2	24%	25%	7%	28%	6%	21%
Music	100%	65%	78%	65%	100%	66%
PDHPE	44%	30%	27%	33%	40%	31%



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Society and Culture	36%	47%	50%	47%	33%	44%
Studies of Religion 2 Unit	45%	46%	43%	41%	35%	45%

BAND 6 RESULTS BY COURSE			
Ancient History	1	Personal Development, Health and Physical Education	1
Biology	1	Studies of Religion I	1
Chemistry	2	Studies of Religion II	1
Design and Technology	1	Italian Beginners (OHS)	1
English Advanced	1		
Mathematics	1		

HOW WE COMPARE IN NSW (Percentage Band 6 Results)		
SUBJECT	MCC	STATE
Ancient History	12.35%	9.50%
Biology	5.55%	7.36%
Chemistry	13.33%	16.12%
Design and Technology	5.26%	14.37%
English Advanced	7.14%	13.48%
Mathematics	5.00%	23.56%
PDHPE	4.00%	6.31%
Studies of Religion 1 unit	4.00%	10.94%
Studies of Religion 2 unit	2.70%	7.39%

HOW WE COMPARE IN NSW (Percentage Band 5/6 Results)		
SUBJECT	MCC	STATE
Extension 1 English	100%	94%
Hospitality	100%	34%
Industrial Technology	29%	22%
IDT	25%	25%
PDHPE	40%	31%
Mathematics	55%	49%
Mathematics Standard 1	20%	17%
Music 1	100%	66%

SUBJECTS ABOVE STATE MEAN	
English Standard	Maths Standard 1
English Studies	Music 1
Hospitality	PDHPE
Industrial Technology	Studies of Religion 2 Unit

Distinguished Achievers

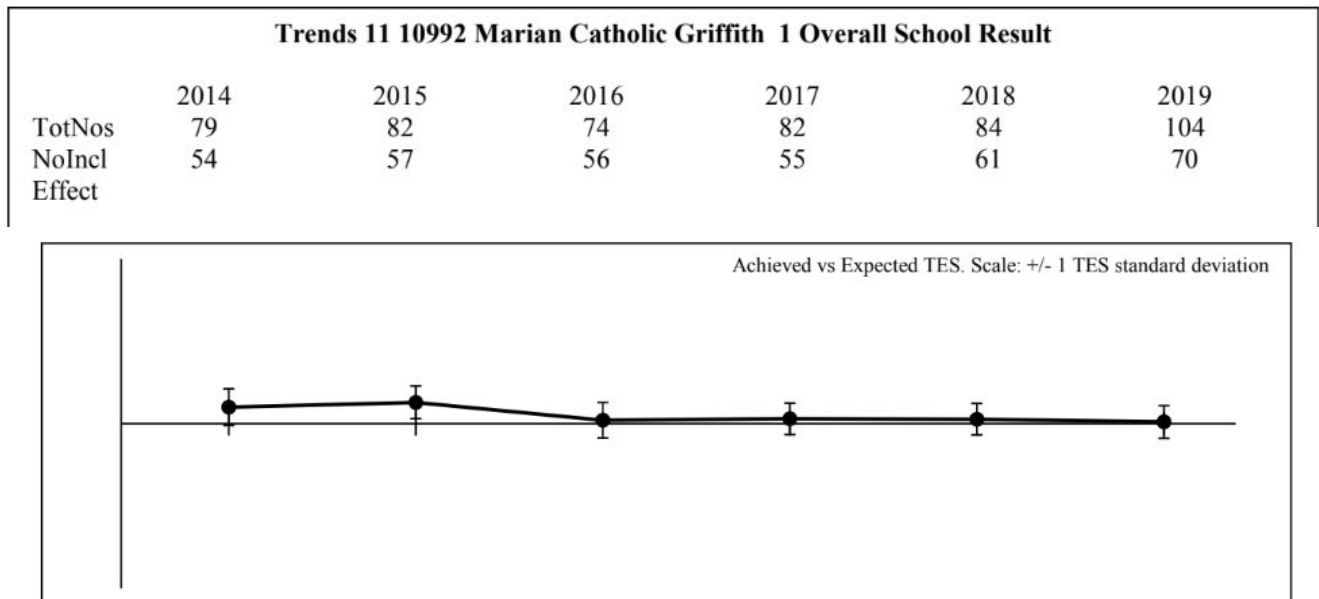
Distinguished Achievers are those students who received a Band 6 in one or more of their HSC Course subjects. Eleven students from the Class of 2019 received this honour over ten different subject areas.



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ATAR over 90

Four students from the Class of 2019 achieved an ATAR of over 90. Achieving an ATAR of 90 plus places these students in the top 10 percent of all students in NSW and it is a great accomplishment.



According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, Marian continued to maintain high expectations in achievement, however the Overall School Result in 2019 was slightly down from previous years. Marian Catholic College included a number of measures to increase performance in Stage 6.

These measures included:

- A greater emphasis on students better utilising study time
- The Year 12 mentor program, where every Year 12 student nominates and invites a staff member to be their mentor
- 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 and understanding examination requirements
- Tutorials run in the mornings and after school, and workshops delivered during holidays breaks
- Senior writing workshops conducted 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
- Engaging additional teachers who have experience as HSC markers



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Section 8: Pastoral Care and Well Being

The establishment of a wellbeing focus for both staff and students continued throughout 2019. The Pastoral team continued to expand the day to day processes of the college and were focussed on awareness, promotion and preservation of good mental health and wellbeing. A holistic approach was maintained towards the students and as such, the 'whole' student became a focus. Diversity is both valued and celebrated, while realising that the intrinsic needs of students are unique and personal. Work continued with staff around their interactions with students and the clear expectations on the treatment of those in their care. This was achieved with the assistance of the Pastoral Care team:

- Assistant Principals (wellbeing/teaching and Learning)
- Pastoral Coordinators (Years 7-12)
- Pastoral Care worker
- Cultural Liaison Officer
- College Counselor

Each fortnight the Pastoral leaders held a 'Students at Risk' meeting. Students of concern were discussed, particularly those with attendance, mental health or wellbeing issues. The team worked together to record information and to come up with strategies to assist. Mainstream staff were notified of any students that needed special support or assistance and were provided with strategies to assist them.

A focus was maintained on the promotion of positive daily interaction, restorative practice and the harbouring of respectful attitudes and actions. These were achieved through:

- Positive interactions in daily Homeroom with a consistent teacher
- A wellbeing program embedded in tri-weekly Academic Pastoral Care Program
- Consistent communication through frequent year meetings and College briefings
- Positive reinforcement through the merit system and moving to use Compass as a positive communication tool.
- Full time access to a College Counsellor, Pastoral Care Worker and Cultural Liaison officer.
- Year group information nights with a focus on skills to enhance wellbeing and resilience.
- Year group Community Days to improve the bond within Year groups
- Pastoral leaders as contacts for both Academic and Pastoral issues.
- Newly established Assistant Principal Roles with a focus on Welfare and Wellbeing
- Roll out of the GROWTH Goal program to explicitly teach students how to make meaningful goals.



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- Completed the Staff Wellbeing Program. Looking to embed a new Program in 2020 due to its surveyed success.

The Student Management Policy was updated in 2019 to reflect the ongoing commitment to restorative practises to enhance resilience, responsibility and empathy. This policy outlines the expectations of staff and students regarding appropriate behaviour and 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.

The Pastoral Care Policy, which was updated during 2019, clearly ensures that students are able to maximise their talents to achieve their personal best, become responsible contributing members of society and play an 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 a philosophy of self-discipline and respect.

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. Specialist services and referral systems are provided for students with special needs. The importance of and maintaining open communication with parents and guardians is recognised. The review and development of structures and procedures that ensure the care and safety of all individuals within the community is ongoing. This is further supported by the drills run each term to ensure the physical safety of staff and students e.g. Lockdown and Fire Drill practise.

The 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. Electronic roles are completed at the beginning of each lesson with teachers following up on absenteeism when appropriate.

Connection with Community providers continued to grow throughout 2019. Community mental health providers such as Head Space, School Police Liaison Officer and Community and Youth Mental Health services all allowed for staff Professional Development as well as support for students. Focusing elements of the Academic Pastoral Care Program on a range of contemporary issues faced by students over a range of platforms. allowed for a solution focussed approach to permeate 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 education allowed for a pastoral approach to youth related issues. Visits from the School Police Liaison Officer regarding Cyber Safety, as



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well as Academic Pastoral Care Program sessions, ensure that students are aware of the implications of their actions, whilst enhancing their ability to become positive members of the College community. The Academic Pastoral Care Program continued to develop and the allocated time is now embedded into the College timetable. The program evolved, as Pastoral Coordinators and AP Wellbeing identified areas of both academic and social needs within a year group. This program aims to enhance Great 8 Literacy skills while raising awareness of important social issues.

Student academic and wellbeing goal setting became a focus in 2019 with the launch of the GROWTH Goals program. Two sessions a semester were dedicated for students to identify, log and reflect on their goals with the aid input from teachers. The goal for 2020 is for student GROWTH Goals to be included in semester reports.

The Year 11 Well-Being Committee again hosted their annual 'RU OK Day' and 'Stress Less Day' and attended the Youth mental Health Forum in Wagga Wagga. They created another motivational mural in C Block to remind students it is ok to 'be themselves'. Students addressed the College Community to speak about the most significant areas that impact the mental health of young people, with a view to further destigmatising mental health within the community.

Annual Community Days built on themes such as 'we are gifted' and 'respect, responsibility, relationships.' Year 9 were visited by Enlightened Education where the girls worked on their 'Butterfly Effect' and the boys focused on what it is to be a 'Goodfella'. Year 10 Camp and Year 12 Retreat, combined with performances and school visits, allowed bonding experiences for students, as did the Student Leadership Training of both the College Leadership team and the Peer Support leaders, tasked with working with Year 7 students for their first term at high school. The Oh Day and transition school visits allowed the new Year 7 students to transition seamlessly to the College. Year 6 students with special learning needs attended the College a number of times during Term 4 to ensure that their needs would be adequately met.

The transition program for feeder and government schools continued to evolve. Students engaged in four school visits where they undertook activities in specific subject areas. 'Oh, Oh Day' was once again a success.

Staff wellbeing became a focus area with the launch of the staff Wellbeing Toolkit. This program was adapted to the Marian context and delivered over four terms. The staff were very engaged in the program and it was identified in the end of year survey that they valued the focus and time to self reflect on their own wellbeing. This will continue in 2020 with a program developed for the College by staff members.



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[Student Management Policy](#)

[Anti - Bullying Policy](#)

[Pastoral Care Policy](#)

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

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 Catholic Education Diocese of Wagga Wagga Systemic Schools, is 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 relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS

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system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school.



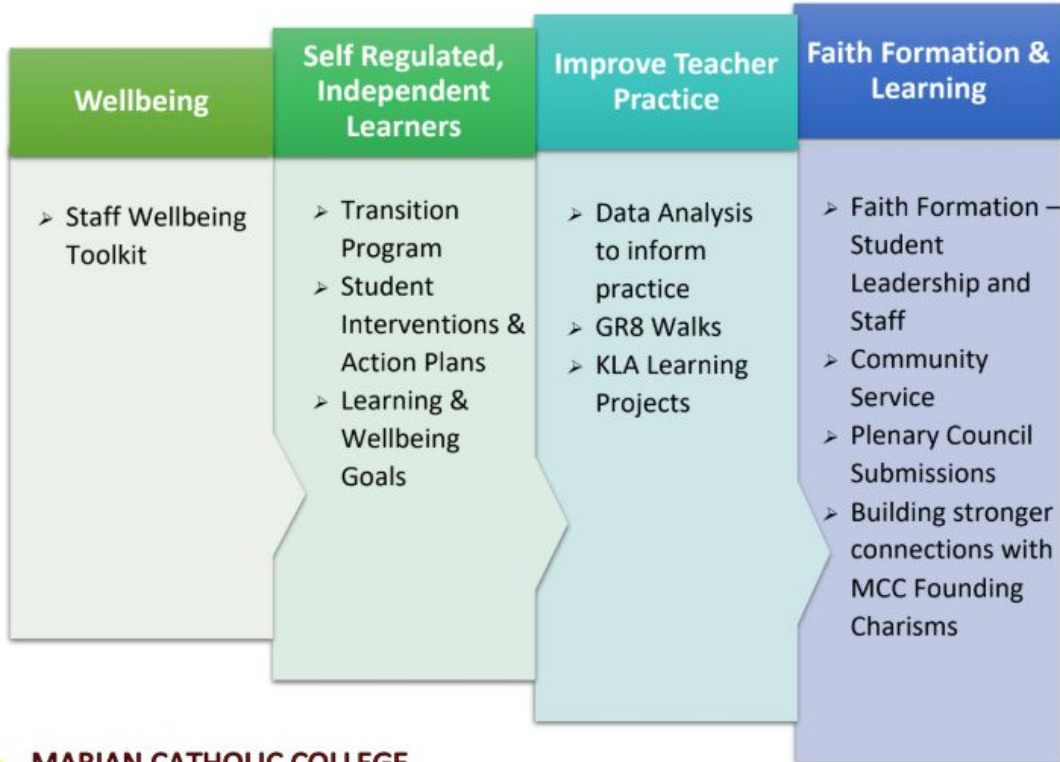
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Section 9: School Review and Improvement

Each year Marian Catholic College develops an Annual Improvement Plan which identifies key priority areas for the given year.

Faith - Learning - Care - Service - Stewardship

ANNUAL IMPROVEMENT PLAN 2019



MARIAN CATHOLIC COLLEGE

Staff Wellbeing Toolkit

Staff wellbeing became a focus area with the launch of the staff Wellbeing Toolkit. This program was adapted to the Marian context and delivered over four terms. The staff were very engaged in the program and it was identified in the end of year survey that they valued the focus and time to self reflect on their own wellbeing. This will continue in 2020 with a program developed by the College by staff members.

Transition Program

The transition program for feeder and government schools continued to evolve. Students engaged in four school visits where they undertook activities in specific subject areas. 'Oh,



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Oh Day' was once again a success. As a result of student and parental surveys, this program was deemed very successful and allowed students to feel very confident transitioning to the College.

Student interventions and Action Plans

Students with additional learning needs had individual plans developed for them throughout the year to assist with their learning and development. This will continue to be an area of focus in the 2020 AIP in order to ensure that all learners participate in meaningful Learning Interventions and quality teaching and assessment is in place.

Learning and Wellbeing Goals

Student academic and wellbeing goal setting became a focus in 2019 with the launch of the GROWTH Goals program. Two sessions a semester were dedicated for students to identify, log and reflect on their goals with the aid input from teachers. The goal for 2020 is for student GROWTH Goals to be included in semester reports.

Gr8 Walks

The biggest element of Professional Learning throughout the year was the Gr8 Learning Walks initiative. All staff participated in a visit to another's classroom and 75% of staff hosted these walks. The walks were registered for 2 hours with NESAs. Each walk had four to five teachers and included a 30 minute professional learning session on the Gr8 Teaching and Learning Model and Sharratt's 5 Learning Questions, before visiting four different classes for 15 minutes each. Teachers then returned to the meeting place for a review, reflection and debrief of their learning and observations.

These initiatives will continue into 2020, through Wednesday Staff Professional Learning, Monday Middle Leaders Meetings, Teaching, Learning and Intervention Teams and Gr8 Learning Walks

Data Analysis to Inform Practice

Staff engaged in professional learning around Data analysis and organisation. The Literacy and Numeracy Team experimented with a range of approaches and then educated staff on this. Staff engaged with NAPLAN, HSC, Minimum Standards and PAT data to create a collaborative data wall and then develop a data led action plan for each KLA. Staff will continue to engage with Data in 2020, in particular with Numeracy, to further develop changes to practice.



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KLA Learning Projects

Each KLA used data to inform their direction and small focus areas. These projects were highly successful in some KLA areas, while others required further refinement. To formalise the process in 2020, as part of the AIP, KLA areas nominated Faculty Learning Goals that staff can collaborate on to improve teaching and learning in their specific areas.

Faith Formation - Student Leadership and Staff

Staff and students engaged in an increased level of opportunity in faith formation as described in the Catholic Life section. Spirituality days were held for staff as well as twilight sessions facilitated by the Director of Mission. Students took part in established retreats and made connections with other schools with a view to encouraging future participation. Specific Mission and Vision sessions were also incorporated in senior leadership training. This priority area will remain ongoing as it was highly successful during its growth and development.

Community Service

This priority area also was successfully enhanced and addressed in the 2019 AIP. Stewardship was highlighted in the College Vision and Mission and specific teams such as the Community Action Team were able to drive successful initiatives. Marian completed one major community service initiative per term and this also linked into the classroom with certain KLA's such as Religion, Geography and Science incorporating some form of charity or recycling program. There will be a higher focus in 2020 to establish further recycling.

Plenary Council Submission

See Catholic Life Section for Detail. Submission was made by the due date in the first half of the year by the Director of Mission. This was utilised as crucial data to drive planning and priority areas for 2020.

Building Stronger Connections with Founding Charisms

The Mercy Sisters and Marist Brothers continue to grow as a presence at the College. In 2019, the Mercy Sisters worked collaboratively with the Marist Brothers to provide faith formation and spiritual growth through professional development opportunities. Mercy Sisters through the work of Sr Tricia and Sr Therese increased their presence at College sacraments and events of celebrations. This priority area will remain ongoing but is highly successful in its continual growth and development.



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Key Improvement Areas for 2020



Faith - Learning - Care - Service - Stewardship



ANNUAL IMPROVEMENT PLAN 2020

Catholic Life – Charism and Witness

- Developing the role of the Chaplain in our community
- Recording system for community service and faith for students and staff
- Engaging stakeholders in Reconciliation to improve understanding and participation

Learning and Teaching

- Teacher Professional Learning & Performance Development
- Quality Assessment & Instruction
- Meaningful Learning Interventions

Community and Wellbeing

- Improved communication and Parent Engagement
- Staff and Student Wellbeing Program

Leadership and Stewardship

- Refurbishment and construction of modern learning spaces
- Review of College Timetable and Curriculum Structure



Marian Catholic College - The Way, the Truth, the Life



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Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. This year Marian Catholic College used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Frequent parent support of College initiatives in large numbers throughout 2019 is a strong indicator of their satisfaction. Information Nights for Seniors, Welcome to Year 7 Evening, Parent/Student/Teacher Conferences, attendance at Academic Ceremonies, liturgies and the wide ranging cultural and extra-curricular events show their connection with the College. The partnership between the parents and the College remains significant and is a vital component in the learning and teaching of students at the College.

Student Satisfaction

Strong and enthusiastic participation in all College Student Leadership programs reflects high levels of student engagement and satisfaction. Students from Year 7 onwards are able to become involved in numerous activities, such as, Community Action Team, Student Wellbeing Committee, Multicultural dance events, Musical and Theatrical Performances, Choir, Liturgical Celebrations, Representative Sports and Homework and Study Club.

"Everyone is very welcoming of each other, we are a vibrant learning community and very supportive of one another. We are like one big family and the resources are excellent." Year 10 Student.

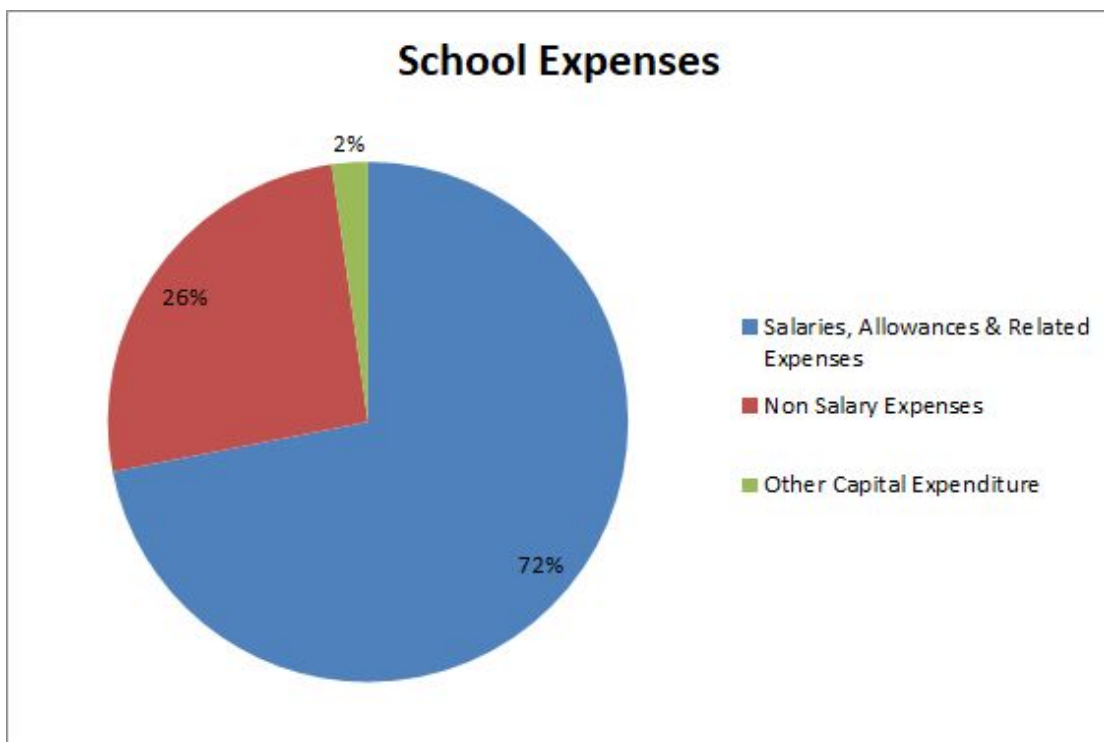
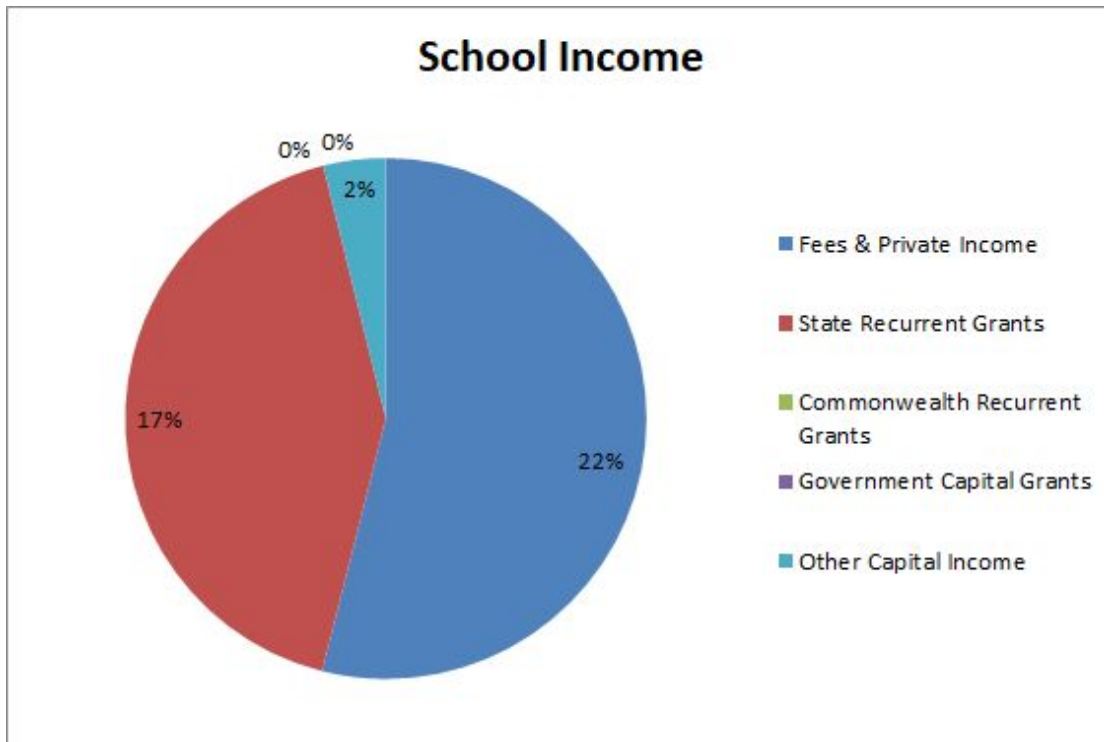
Teacher Satisfaction

Staff initiation, support and leadership of many of the College programs for students indicates the high level of staff involvement and satisfaction. Staff surveys indicate a high level of engagement in the College ongoing Professional Learning Program. A number of staff engaged with extra professional studies related to their educational and leadership goals with some earning higher level degrees in 2019. High staff retention is a further indicator of staff satisfaction.



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