

2020 Annual Report

Secondary



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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's 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, Griffith** 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 the strong community engagement with families and parishes and seek out service opportunities that align with the College's Vision and Mission Statement. We share many hopes and dreams with Marian students; that they will realise their goals, that they will go out and make a difference in the world, that they will continue to grow as people of faith and continue to live the College motto; 'The Way, The Truth, The Life'.

Alan LeBrocque
Principal

Message from the Parent Body

The Marian Catholic College Council operated throughout the year focussing on the interests of students and supporting the Principal and his leadership team. Both staff and parent members gave up their time voluntarily, have been very active and had the opportunity to voice views and become engaged. This resulted in real progress on many fronts with the confidence of informed decision making.

In what has been a very trying time for the school community, the impacts of COVID-19 challenged us all. From the school's perspective, the Principal and his team have professionally, calmly and informatively communicated the information available from Catholic Education Diocese of Wagga Wagga to the school community. This was provided in a timely manner despite the constantly evolving situation and I thank him for this. Whilst meetings had to be adjusted to online, we have still been able to maintain our roles and I want to thank all members for this adjustment.

During my time on the College Council, it has been an honour to be involved in the employment of the two Co-Assistant Principals. It is great to see their visions of using data coming to life with the changes to staff development and student programs. We have seen some promising results both in NAPLAN and the HSC thanks to these initiatives. I want to thank the Principal and all College teaching staff for the hard work and dedication that is

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provided to students. The increasing number of enrolments is a direct reflection of these efforts and the school's increasing reputation — something of which we can all be proud.

Looking around the school grounds, it is pleasing to see the progress being made to the building works and grounds of the College, a credit to the support staff; I look forward to returning once the building works are completed. A special mention to College office staff who work behind the scenes to ensure minutes and reports are available each meeting.

I wish to thank all members of the College Council during my tenure, for their support and guidance. A warm welcome to the new members and I wish them well during their term. It's been a big year and it's been a good year, so thank you to all that made it so.

Lindy Golden
Chairperson 2021

Message from the Student Body

Mr Le Brocque, Mrs Segrave, Mr Herb, Mrs Star, staff, students and the Year 12 class of COVID-19, 2020. Due to COVID-19 restrictions the Final Assembly, held on September 25, was live streamed, via Facebook. The year was not how we expected our final schooling year to be. Thanks for that COVID. But, that did not stop us. We gathered in the Hall for our Final Assembly, with just the Year 12 group and the Year 12 teachers present, to congratulate and honour each other and because, Year 12, we finally made it.

We would like to thank the Principal Mr Le Brocque, who worked tirelessly to improve the school, allowing us to flourish and live out the Marian Way, the Marian Truth and the Marian Life. Thank you to Mr Herb and Mrs Segrave for working behind the scenes to maintain the school's values of hard work and kindness. You've taught us how to be good people.

We cannot thank the staff enough for preparing us for our final obstacle — the HSC exams. We thank every teacher for being kind, encouraging, motivating and supportive in helping us grow as students and as people.

Thanks to the library staff for making sure we were all present on the Compass roll each study lesson and for helping us with the fancy printing settings when we needed it. Thank you, Maintenance and cleaning staff for beautifying the school and getting sport equipment off the roof. Thank you to IT staff for dealing with our technical difficulties and lastly, we thank all Year 12 mentors for assisting us throughout the year with study timetables and managing stress.

Furthermore, we would like to give an enormous thank you to our beloved parents at home. Thank you for feeding us, loving us, driving us to school and then fearfully allowing some of us to drive to school once we had attained those Red Ps. Lastly thank you for being there for us through the highs and lows of this eventful and stressful year.

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How could we forget about the third parent to us all, Mrs Star. For six crazy years, you've laughed with us, cried with us, but also cared for us every step of the way. You are someone we will never forget as the most beautifully natured and loving person in our lives. We can't ever describe our gratitude to you that we will cherish so dearly forever. We, the class of 2020, would not be the people we are today, without having you in our lives, so thank you for everything.

Finally, street poet and philosopher Drake, once said, 'started from the bottom and now we're here'. This was exactly the case for the Class of 2020. We've been through so much together; from when we first met in Year 7 and forged the friendships that have lasted years, to the constant nagging about black socks and to then surviving Year 12 through a world pandemic, we have come a long way. Together, we've braved anything and everything life threw at us, and although we leave here together for the last time, we'll forever carry the memories and experiences that Marian gave us. So thank you, Class of 2020, for becoming the young adults we are, for everything we have achieved and for the friendships that have been forged.

Class of 2020, strive to be the best version of yourself, be phenomenal and conquer anything that stands in your way.

Darian Le Cornu and Aribo Kaibwa- Marian Catholic College Captains

Samuel MacRae and Julia Forner- Marian Catholic College 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 enrolment of students with a Language Background other than English (LBOTE), 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 Catholic Schools Office, Diocese of Wagga Wagga. The College enjoys a close association with the Sacred Heart Parish with Marcellin Hall being used each Sunday for Parish Mass.

This year marks the 50th year anniversary of Marian Catholic College. The College celebrated the anniversary by highlighting the 50 years with displays of uniforms, newspaper articles and numerous pictures of College life from 1970 to 2020. On November 16, newly consecrated Bishop of Wagga Wagga, Mark Edwards blessed the College's statue of Venerable Catherine MacAuley from the Sisters of Mercy and a symbol of the Marist Brothers, 'Water From The Rock', connecting the present College community with College founders.

Coinciding with the 50th year, the College embarked on a major building project of approximately 12 million dollars. A new technology building, hospitality teaching room and coffee shop, five new classrooms, new administration and staff centre, plus new entrances and roofline will transform the built environment and learning spaces, providing quality working and more importantly, teaching and learning areas for many years ahead. We acknowledge the support of the Federal Government of Australia, Catholic Education-Diocese of Wagga Wagga, Catholic Schools NSW, the Marian Catholic College Council, as well as all staff who have contributed to the successful bidding, development and acquisition of this ambitious build.

No 2020 report would be valid without mentioning the impact of COVID-19, where all manner of freedoms were curtailed, and at one stage, where schools were closed and everyone was sent home to continue learning. Fortunately, students were well prepared for the shift to home learning. Staff, students and their families made a successful 'new normal' transition as the community worked towards solutions to the problems presented to school and home life. Thank you to the staff for adapting so quickly to converting lessons to on-line learning, quickly responding to the countless changes needed, as COVID-19 guidelines were constantly reviewed and altered to keep everyone safe and the College functioning.

The impact of COVID-19 meant that only one Year 6 Transition on Orientation Day could occur. The College held the Annual Swimming Carnival and a few other sporting events over the year. No House or Sports Champions were announced and for most of the year there was an absence of whole school assemblies. There were many Zoom meetings, Google Classrooms and live streamings to compensate for not being together as one in the same space. Hopefully, this situation will not be replicated too often in the future.

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The College community returned in late January against a backdrop of prolonged drought and the most devastating bushfires the nation has ever seen. Large sections of the country from suburbia to bushland were destroyed, seeing many lives lost and massive damage to property across eastern Australia. The Marian Community Action Team, as always, found a way to harness the community's desire to help. Students immediately responded by raising \$3,000 for wildlife restoration with koalas and bee regeneration. The students' wholehearted effort saw nearly \$15,000 raised throughout the year for various charities. They led the way with \$4,000 raised for a family in need, 38 I-Care Kits for the homeless, 36 Christmas Hampers, Carevan cooking, Legacy Bin Service for elderly residents and a Knitting and Sewing Club to make blankets for those underprivileged in our community.

Finally, thank you to the students, led by College Student Leaders, who every day displayed their 'resilience'. Combined with staff, the College prevailed despite the challenges presented. Looking back, the community has thrived in its 50th Anniversary Year. The hard work of 2020 has set up wonderful foundations for many years to come as Marian Catholic College continues to live the motto, *'The Way, The Truth, The Life'*.

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Section 3: Student Profile

The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Indigenous	Total
356	347	138	22	703

*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	94
Year 8	91
Year 9	92
Year 10	91
Year 11	93
Year 12	93

The average student attendance rate for 2020 was 92%.

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.

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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 2018	119
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2020	85
Actual Retention Rate in Percentage	71%

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.	60%
% 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 School 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, 2020 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	62.35 %	16.55 %	21.1 %	0%

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Section 4: Staffing Profile

There were a total of 61 teachers and 33 support staff at Marian Catholic College. This included 52 full-time and 9 part-time teachers.

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

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	Nil
Proficient	61
Number of staff who are indigenous	1

A	Those having formal qualifications from a recognised higher education institution or equivalent	61
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil

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.

This year, staff engaged in a range of purposeful Professional Learning Programs despite the COVID-19 interruptions. A key focus in Semester 1 was building staff capacity in online learning pedagogy. This was achieved through sharing of resources, using expert teachers and engaging in online forums.

Staff were introduced to their own Professional Learning Plans through the MyPAD Program and these goals and targets were used as a personal focus for Growth and Development. In conjunction with this, Professional Learning was provided to Middle and Emerging Leaders in building leadership capacity and engaging in personal leadership reflection. The three learning teams, Gr8 Thinking, GAP and Numeracy, took part in their own Professional Learning to build their capacity to develop and present professional learning themselves.

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As a result of this, a College focus was developed on Assessment for Learning and Assessment as Learning. Staff spent KLA time, Staff Development Days and after school Professional Learning sessions understanding the types of assessment, experimenting with formative assessment and beginning to create and contextualise ideas gathered from discussions and reading.

Staff engaged in Numeracy PL, another College focus area. Staff learnt the difference between Numeracy and Maths and began to develop strategies to embed the explicit teaching of Numeracy into their programs. Data suggests this is still a key improvement area for 2021 at the College. Staff participated in professional learning on intervention and case management, with knowledge from others within the staff leading others in the development and implementation of strategies to engage and grow students.

The Staff Wellbeing Program from 2019 continued in 2020. Staff participated in elective areas of interest, led from within the staff group, aimed at refreshing and rejuvenating staff and providing unique and different skills.

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Section 5: Catholic Life

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Marian Catholic College follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story* (Stages Four and Five), *Studies in Catholic Thought One Unit* (NON-ATAR Stage Six) and *Studies of Religion One Unit* (Stage Six) and *Studies of Religion Two Unit* (Stage Six).

Marian Feast Day celebrations were unfortunately cancelled due to COVID-19 restrictions. Activities were prepared for the students which targeted different areas for each year group.

Sacramental/ 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.

Usually, throughout the year, the school community celebrates a range of liturgies, although in 2020 most of these opportunities were cancelled. The only whole school Mass held this year was the Opening and Ash Wednesday Mass. In November, when restrictions eased, a small outdoor liturgy was held to commemorate the 50th anniversary of the dual charisms working together on this current site. This liturgy was live streamed through the College Facebook page and was celebrated by the new bishop, Bishop Mark Edwards. Two local Sisters of Mercy were able to be in attendance, representing one of the founding charisms.

Students and staff uphold a vibrant prayer life by participating in prayer each morning during Homeroom, 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.

Reflection days for junior years are based around units that are covered in class through the *Sharing our Story* course. Unfortunately, many of the reflection days were cancelled due to COVID-19 restrictions. Year 12 participated in liturgies as key experiences during their retreat program at Warrambui, which was able to proceed due to the easing of restrictions in November. Year 12 students also planned, prepared for and participated in a Graduation Mass which was held at a separate time to the Year 12 Graduation. The Graduation Mass was held during the final week of the Year 12, unlike previous years where it was held before the Formal Graduation. Due to restrictions, only Year 12 students and their teachers were permitted to attend this Mass.

All Sunday Youth Masses celebrated within the parish were cancelled. In lieu of these experiences, as restrictions were eased, class masses were permitted in the College Chapel. These were celebrated by College Chaplain, Fr Paul. Classes were scheduled a time for their Mass, aligned with their Religious Education timetabled lesson.

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Student participation in sacramental life was challenged due to the COVID-19 pandemic. Although this presented the College with an element of surprise, Marian Catholic College was still able to provide students with the opportunity to participate in the rite of reconciliation. Due to the restrictions implemented by the governing bodies, The rite of reconciliation took a new approach. In relation to reconciliation, College classes were allocated a particular time slot in Term 4 with an allocated priest for that class. In order to ensure that safe practices were implemented, the abiding of safe distancing between staff, students and priests was implemented. This meant that whilst students awaited their turn, they would sit 1.5 metres apart from each other in the College Chapel. Furthermore, the priests were spread out in the connecting hall, abiding by the similar safe distance with the student. An entry and exit point were designated to ensure that the students would enter and leave by separate points.

Staff and Student Faith Formation

Marian Catholic College has maintained its stance in being a vibrant faith community engaging with modelling the life and teachings of Jesus and his message. The College embraces Mary's way of courageous acceptance as Christ's promise of living 'The Way, The Truth, and The Life' is fulfilled. This vision inspires the College to be a Catholic community of Faith, Learning, Care, Service and Stewardship.

The year the role of Director of Mission was further established and refined. This role is responsible for giving expression to the College Vision and Mission Statement 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 faith formation of all staff and students within the College.

This collaboration was further expressed with the Director of Mission supervising other key roles within 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 in order to bring to life the College's Vision and Mission Statement. This also increased the ability of the school to foster and support the diverse range of faith present in the Marian community.

Spirituality Days that would normally be included as part of transition days for students and Spirituality Days that contributed to Faith Formation of the students, were either put on hold or cancelled. All students from Years 7 to 10 participated in a modified reflective community day, which took place in the second half of the year. These days were facilitated by Marian staff to ensure that COVID-19 restrictions were taken into consideration. All days had a theme or focus suitable for the group. A targeted effort was made to include an opening prayer and reflection activity in every year group's activity.

Students in Year 12 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 year group Mass on site.

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Staff faith formation took on a new look due to the COVID-19 pandemic. Marian Spirituality Professional Development day was hosted by Marist Brothers Australia through the means of online processes. Through the teaching of the Marist Brothers, challenges were to challenge staff to live 'The Way, The Truth, The Life'. The introduction of 'You're an important piece of the puzzle' initiative was implemented. Staff were challenged to do a good deed for someone on staff whom they wouldn't normally have much contact with. This was done in an attempt to live a life as intended by God. To spread joy and love amongst our working community in a year that was impacted severely with so much negativity, this looked to provide positivity within the working environment.

Evangelisation and Social Justice

The element of 'Service' is a core feature in the College's Vision and Mission Statement. 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 a year that provided so many stoppages, Marian Catholic College ensured that its College service projects were still brought to life. Once the College campus life resumed in Term 2, the resurgence of service was made. This year, 39 iCare Kits and 38 Christmas Hampers from students and staff were donated to the Society of St Vincent de Paul. Another focus area for student and staff involvement was Carevan with students cooking at lunchtimes once a month and staff participating in service after school hours. Further development was made on the Water Bottle Recycle Stewardship Program. This system, operating throughout the school, donated all funds to Griffith Carevan through increased collection points.

Social Justice was embedded in certain programs and pastoral initiatives, including Academic Pastoral Care sessions based on the Vision and Mission Statement. 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.

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. Furthermore, the implementation of the whole Diocesan staff professional Faith Formation Accreditation, [Accreditation to Work, Teach and Lead in Catholic Education](#). The purpose of this document is to assure Catholic Identity of Catholic Education and formal recognition that all employees share in the responsibility of maintaining and growing the mission and purpose of Catholic education.

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.

Three teachers from Marian Catholic College undertook the study journey of completing the CEDWW endorsed course, Graduate Certificate of Catholic Thought, through the tertiary education institution University of Notre Dame.

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

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Section 6: Curriculum

Marian Catholic College follows the NSW Education Standards Authority (NESA) 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(CEDWW).

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)'. 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 2020. 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, SBAT and Extension courses to enable students to follow ATAR, non ATAR and Industry pathways.

Twenty six students were enrolled in nine TVET courses including Automotive, Beauty Therapy, Construction, Electrotechnology, Financial Services, Early Childhood, Human Services and Salon Assistant. VET courses in Hospitality, Business Services and Fitness were provided on campus. An additional 12 students studied SBAT courses. The College offered extension courses in English, Mathematics and History.

Stage 5 Elective Courses included Commerce, Elective 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 varied 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 Beginners, Greek Beginners, German Beginners, Korean Beginners and Food Technology.

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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 College planning and is used to support teaching and learning programs.

Due to the COVID-19 pandemic, NAPLAN testing was not carried out in Australian schools during 2020.

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.

2020: The number of students issued with a RoSA (Record of School Achievement)	30
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Higher School Certificate Results and Achievements

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

HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
Subjects	School	State	School	State	School	State
Biology	47%	37%	22%	31%	33%	31%
Business Studies	22%	37%	19%	33%	53%	35%
Chemistry	43%	42%	33%	36%	29%	43%
Design and Technology	35%	46%	42%	46%	40%	47%
Extension 1 English	100%	95%	100%	94%	100%	92%
English Advanced	62%	62%	57%	62%	71%	53%
English Standard	15%	15%	5%	12%	6%	11%

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Legal Studies		46%	45%	36%	41%	33%	39%
Standard Mathematics	1	NA	NA	20%	12%	20%	11%
Mathematics General /Standard 2	2	7%	28%	6%	21%	5%	24%
Mathematics Advanced		29%	52%	55%	49%	50%	52%
Extension Mathematics	1	67%	80%	56%	80%	63%	74%
Modern History		80%	42%	NA	NA	46%	37%
Music		78%	65%	100%	66%	86%	64%
PDHPE		27%	33%	40%	31%	13%	34%
Physics		0%	34%	11%	27%	50%	40%
Society and Culture		50%	47%	33%	44%	NA	NA
Studies of Religion 1 Unit		17%	37%	20%	46%	57%	44%
Studies of Religion 2 Unit		43%	41%	35%	45%	44%	44%

DISTINGUISHED ACHIEVERS - Band 6/E4				
Piriyarathan Karunapalan	5		Oliver Lorincz	1
Nathan Bortolin	5		Bonnie Browne	1
Marcus Sartor	4		Alayna Piccoli	1
Samuel MacRae	3		Sarah Quarisa	1
Aditha Jayasuria	2		Michael Salvestro	1
Laurence Catanzariti	2		Joshua Feltracco	1
Thomas Terrazas	2		Selina Leilua	1
			Anastasia Comarim	1

BAND 6/E4 RESULTS BY COURSE				
Music	5		Maths Standard 1	1
Business Studies	3		PDHPE	1
Maths Advanced	3		Physics	1
Studies of Religion 2	3		Studies of Religion 1	1
Maths Extension 1	3		History Extension 1	1
Chemistry	2		English Extension 1	1
Legal Studies	2		Design and Technology	1
Modern History	2		Spanish Beginners	1

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HOW MCC COMPARES IN NSW (Percentage Band 6/E4 Results)						
SUBJECT	MCC	STATE		SUBJECT	MCC	STATE
Music	83%	22%		Maths Standard 1	10%	2%
Chemistry	29%	13%		Modern History	15%	10%
History Extension	33%	21%		Studies of Religion 2	12%	7%
Business Studies	20%	9%		Physics	17%	13%

HIGH PERFORMING SUBJECTS (Subjects above State Mean)	
Business Services	History Extension
Business Studies	Hospitality
CAFS	Maths Advanced
Drama	Maths Standard 1
English Advanced	Modern History
English Extension 1	Music
English Extension 2	Physics
English Standard	Studies of Religion 1

16 of 26 subjects performed above State average

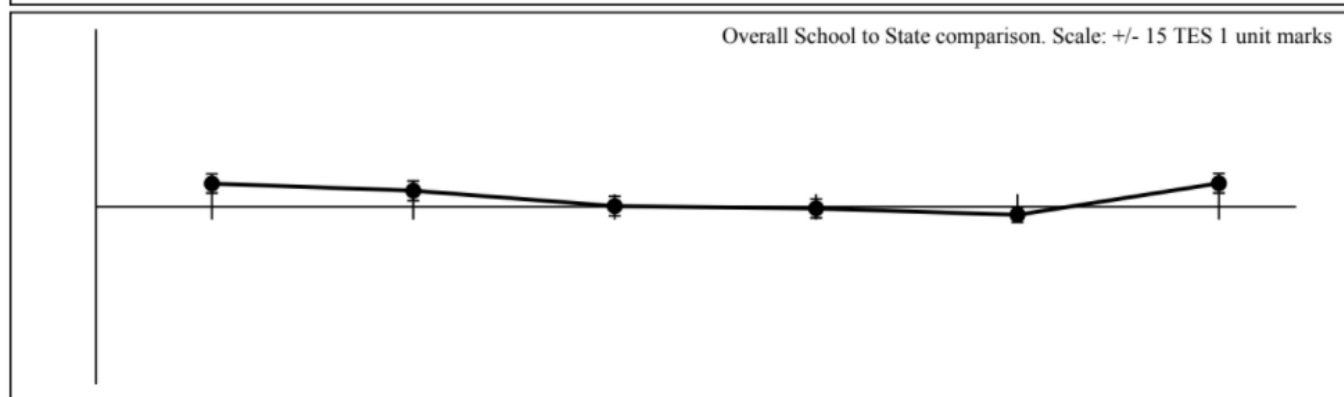
Distinguished Achievers

Distinguished Achievers are those students who received a Band 6 in one or more of their HSC Course subjects. Fifteen students from the Class of 2020 received this honour over sixteen different subject areas.

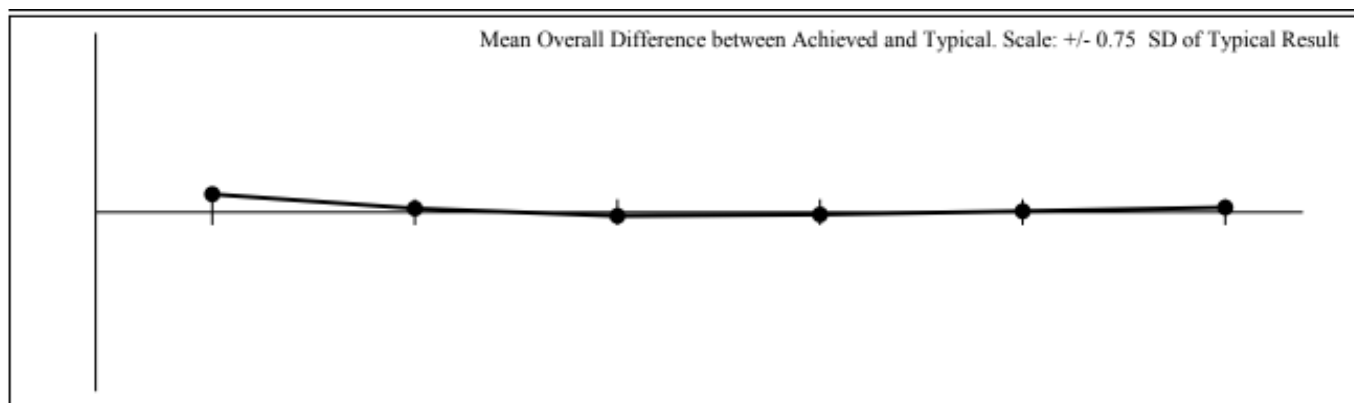
ATAR over 90

Marian Catholic College enjoyed its best results to date including 31 band sixes and 94 band fives. Six students scored an ATAR over 90 with the Dux scoring an ATAR of 98.25. 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.

Trends 13860 10992 Marian Catholic Griffith 1 Overall School Result						
	2015	2016	2017	2018	2019	2020
TotNos	82	74	82	84	104	86
NoIncl Effect	57	56	55	61	70	54



2020 Annual Report



According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, Marian continued to maintain high expectations in achievement, the Overall School Result Achievement in 2020 was slightly higher than what was typical and, compared to the state, was considerably higher.

A number of measures have been put in place at Marian over the past two years to help increase student performance, to help them reach their academic goals. These include:

- A greater emphasis on students 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 which covered 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 wellbeing of both staff and students continued to be a focus. Whilst elements were approached in different ways to cater for COVID-19 restrictions, the College was still able to ensure that a meaningful wellbeing focus was provided.

A holistic approach to student management continued, as pastoral leaders engaged with students and their families on a daily basis. This was done through the implementation of the Compass program which allowed for communication with families to become more timely, valuable and focussed on the achievements and needs of each individual student. It also allowed for there to be a format in which staff could focus upon the awareness, promotion and preservation of good mental health and well being.

Data collected from staff upon the completion of 2019 demonstrated an overwhelming desire to continue with the Staff Wellbeing Program. While COVID-19 made it impossible to bring in external facilitators to equip staff with essential self and peer management skills, staff expertise was harnessed to run sessions encompassing spiritual, physical, educational and emotional in order to enhance their wellbeing. Data collated at the end of 2020 demonstrates that the staff valued this program and felt that the focus and importance placed on their wellbeing allowed for their performance in the classroom to be enhanced.

With this in mind, work continued with staff around their interactions with students and the clear expectations on the treatment of those in their care. A continued focus on the principles of 'Teach More Manage Less' as well as clear presentations around catering for individual students' learning needs, child protection legislation and an enhanced expectation that staff will 'know their students' allowed for every student to feel valued within the College context. The collegial approach in which this took place centered around the Pastoral Team, which comprised of:

- Assistant Principals (Wellbeing/Teaching and Learning)
- Pastoral Leaders (Years 7-12)
- Pastoral Care worker
- Cultural Liaison Officer
- College Counselor

'Students at Risk' meetings continued this year. These meetings allowed for discussions around students of concern. Issues regarding attendance, mental health or wellbeing were discussed with concrete plans and strategies put in place. The team worked together to compile a comprehensive record of students requiring assistance, to ensure staff were able to assist with the mental health provision of students. Pastoral leaders had a scheduled meeting with the Assistant Principal (Wellbeing) on a fortnightly basis, with the College Counsellor in attendance. The purpose of these meetings was to discuss immediate concerns and student wellbeing in order to put further support in place.

2020 Annual Report

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 conducted via Zoom to cater for COVID-19 restrictions
- 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
- Recording year group information nights and the use of Schools TV to provide additional support for parents and students
- 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
- Continuation of the GROWTH Goal program to explicitly teach students how to make meaningful goals. This was combined with the academic goal setting initiatives being rolled out within classrooms
- Continuation of the Staff Wellbeing Program

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 group. 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 — 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

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each lesson with teachers following up on absenteeism when appropriate. Compass and auto text messaging are used as a way to further manage absenteeism.

Connection with community providers continued to grow throughout 2020. 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 well as Academic Pastoral Care Program sessions, ensured that students were 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 Leaders and AP Wellbeing identified areas of both academic and social needs within a year group. In 2021, Years 7, 8 and 9 will take part in a friendship and resilience program during which a longer one hour APC lesson will be embedded into the fortnightly timetable. This year, the College worked with Burn Bright, Enlightened Education and the Smooth Sailing program and affiliated with Macquarie University to embed programs and to provide experiences regarding education around mental health issues and management and referral.

The Year 11 Well-Being Committee altered their approach as COVID-19 made it very difficult to host large gatherings. They harnessed the Newsletter, Zoom and Compass messages as a way of communicating with their peers. The annual 'RU OK Day' and 'Stress Less Day' ran in small groups. Students were unable to attend the Youth Mental Health Forum in Wagga Wagga. They proactively created a social media campaign and graphic around the cognitive, social, emotional, physical and spiritual elements of Mental health, which they released to the community. The transition program was unable to proceed, however, the Assistant Principals were able to visit staff and students at feeder schools to answer questions and calm nerves. Oh Day was able to proceed, as was the Parent Information Evening and tours. These were very successful and saw over 250 people in attendance.

Annual Community Days, built on themes such as 'we are gifted' and 'respect, responsibility, relationships' proceeded in accordance with COVID-19 guidelines. The Year 12 Retreat went ahead, harnessing local providers to provide students with bonding and personal growth opportunities. Training of Yr 10 Peer Support leaders continued, allowing invaluable leadership experience. A renewed focus on the Senior Student Leadership Team took place. asking students to nominate an area of focus from the College Vision and Mission Statement. They began to work in pairs within their portfolio areas, allowing for focused and strategic leadership from the students.

[Student Management Policy](#)

[Anti - Bullying Policy](#)

[Pastoral Care Policy](#)

2020 Annual Report

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga has 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 our 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 2020. A review of the policy will be undertaken prior to 2021.

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, 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 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 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 2020.

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.

2020 Annual Improvement Plan



Overall, the College made strong progress towards the annual goals despite the setbacks associated with COVID-19. The Faith Team built connections with the College Chaplain and worked with CEDWW and the IT department to begin development on a recording system for community survival. Fundraising, missionary activities and awareness continued with large contributions and engagement, particularly in raising money for victims of the bushfires.

In the Learning and Teaching component, the College effectively implemented the MyPAD professional learning plans with staff, in conjunction with new Middle and Emerging Leaders Development Programs. These three programs were so successful, they will continue to run and build capacity in 2021. In addition to this, the College Gr8 Thinking Team drove the annual goal of developing quality assessment and instruction. This was achieved through a range of professional learning sessions, facilitated in small groups due to social distancing requirements. However, this gave staff a chance to engage in collaborative discussions and practical development activities to build resources and understanding in this area. From staff and student data gathered, the College focussed on Student Self and Peer Assessment and used the Lyn Sharratt research on Bump it Up Walls to create KLA based activities and

2020 Annual Report

experiment with self regulated learning. The focus on formative assessment will continue to be embedded in 2021. One of the College's greatest successes was the establishment of the Growth Action Plan Intervention program, with 8 cases established. This success was furthered through the creation of GAP and Numeracy Teams to implement Professional Learning.

In the Community and Well Being domain, staff continued engagement in a well being program. Staff spent one hour per term engaging in a skill based activity to aid in their personal well being and upskilling. Student well being was a priority with Pastoral Leaders finding new ways to communicate with their students.

Due to COVID-19, many additions and changes to goals took place. Online Learning pedagogy took precedence in Terms 1 and 2. Communication with parents, whilst already a goal, changed from face to face information sessions and moved to a range of online communications. This goal was successfully met with communication via Compass, videos, Facebook, Google Classroom, Zoom and the College website.

In the Leadership and Stewardship domain, the College implemented a new timetable and curriculum structure, successfully meeting and exceeding AIP goals. A four week timetable changed to a two week timetable with a more even spread of hours and in built time for Staff Professional Learning , Assembly and Academic Pastoral Care.

The redevelopment of the Staff Centre and TAS block, will be completed by late 2021.

Key Improvement Areas for 2021

Marian Catholic College Annual Improvement Plan 2021



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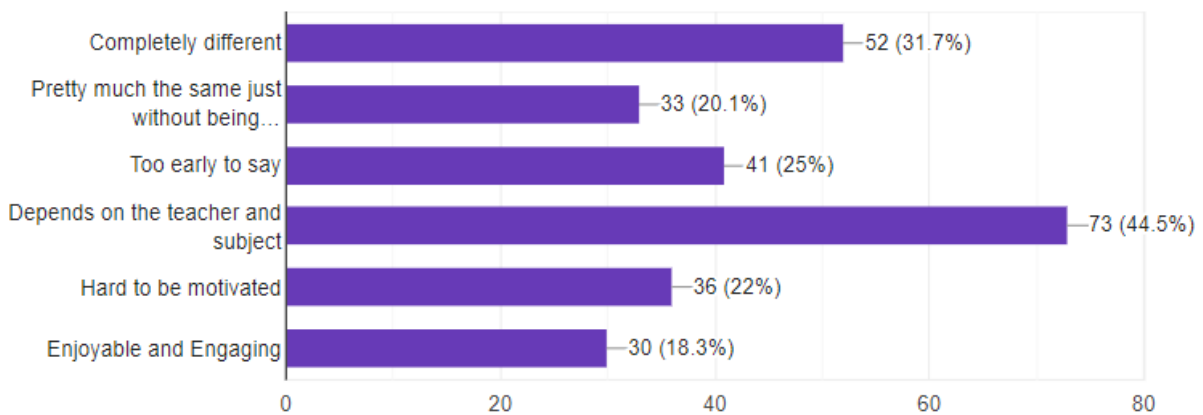
Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at Marian Catholic College. 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 Online Learning

How do you think your children have found the first week of Online Learning? (Tick as many boxes that are relevant)

164 responses



How effective do you think your child is learning through this new Online format?

164 responses

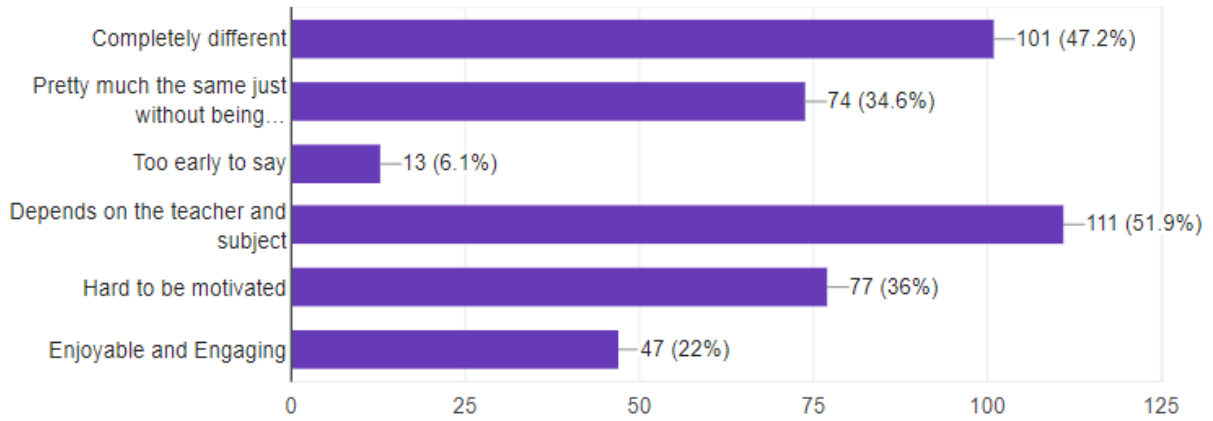


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Student Satisfaction Online Learning

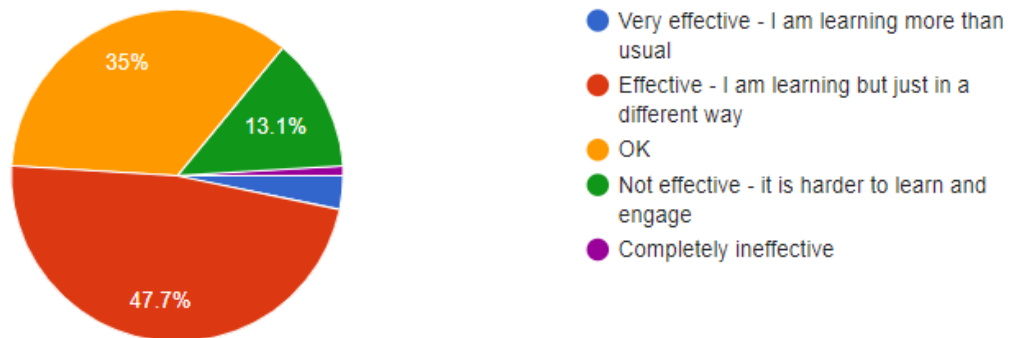
How have you personally found the first week of Online Learning? (Tick as many boxes that are relevant)

214 responses



How effective are you learning through this new Online format?

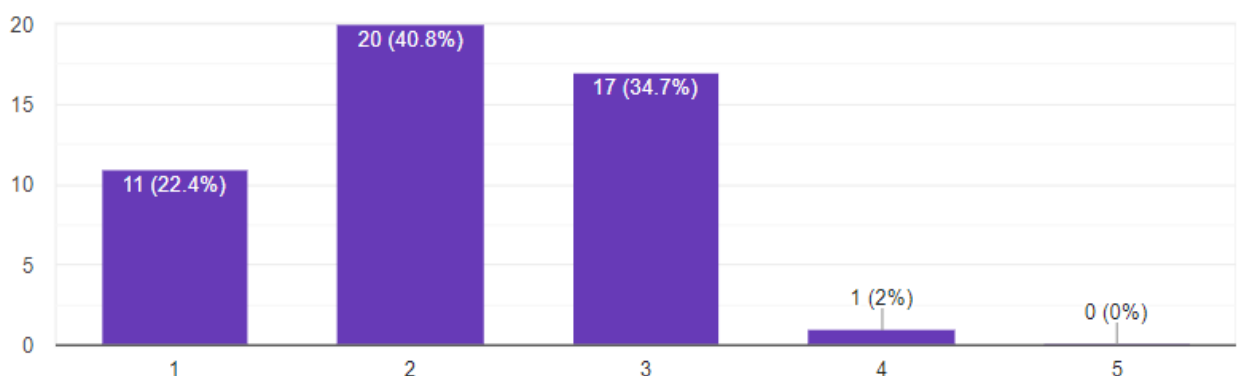
214 responses



Teacher Satisfaction Online Learning

How confident are you so far in effectively planning, innovating and implementing online learning for students?

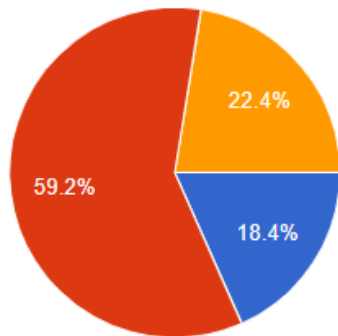
49 responses



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How effectively do you understand the College Online Learning Plan and Process?

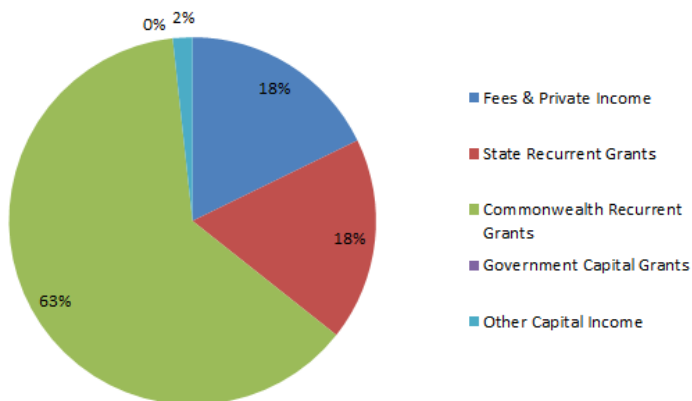
49 responses



- Very effectively - it is clear and has been communicated well
- I am confident that I understand the plan
- I mostly understand the plan
- I am confused by the online learning plan

Financial Report

School Income



School Expenses

