Marian Catholic College
Griffith
2014 Annual Report
1. **Message from Key Groups in Our School Community**

1.1 **Message from the Principal**

It is with pleasure that I present the 2014 Annual Report. This year has been a justifiably proud one with many notable highlights.

Marian Catholic College is a living faith community and, as such, is a local expression of the universal Catholic Church, sharing in its evangelising mission. Faith formation is an active element of College life and has been given expression throughout the year in student leadership in Liturgy, Social Justice and Community Service. The new undertaking in 2013, the establishment of a sister school relationship with Paul VI College, Leulumoega, Samoa has continued to deepen in 2014 with ongoing support both financially and in the form of computer equipment being donated. Marian Catholic College is also reconnecting with Marist Schools Australia to seek new ways of providing spiritual formation and growth for students and staff alike and staff have attended spiritual formation programs and have had sessions on leadership led by members of the Marists.

Student enrolments continue to be strong with over 120 enrolling in Year 7. This base level of enrolment has been a trend over many years and aligned with a stable staff who have had significant professional development, the school can be confident that it is providing a contemporary, well balanced and challenging curriculum within a Catholic environment that is creative and energetic and bringing out the best in all.

The key priority of high academic achievement was reflected in the College's ongoing efforts to engage students in their learning and address their individual needs. Of particular significance were the outstanding Higher School Certificate results of 2014. The College was above state average in 22 out of 24 subjects with 85% of all grades being from Bands 4-6 and 10% of students having all Band 5 and 6. The College also had 13% of students score an individual ATAR above 90. This was the most successful year in the history of the College.

Alan Le Brocque
Principal

1.2 **Message from the Parent Body**

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

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

- Principal’s Report (staff, learning and community)
- School finances including month and year to date revenue and expenses and outstanding fee collections;
- School maintenance;
- Development works;
- Compliance and auditing.
In 2014 the Parents Council addressed a range of matters including:

- Report from a representative of Project SAM to learn about the success of the trip to Samoa in late 2013;
- Ongoing discussion about successful School events such as the Show ‘n’ Shine and the Wiz Musical;
- Parents Council representative participated in the Assistant Principal interview process;
- The new car park planned for Macarthur Street and associated works, which has been considered across many meetings. The design and approvals process is now complete. Expressions of interest for construction are now being sought, and works are expected to commence in early 2015.

The College said farewell to Fr Neru this year. On behalf of the Parent Council I would like to thank Fr Neru for his spiritual guidance and support of our community since 2008 and wish him well in his new appointment at Narrandera.

The development of a School Master Plan will be a key focus for the Parent Council in 2015 and we look forward to working with the School community during this process.

I would like to take this opportunity to thank all members of the Parent Council, their willingness to participate and contribute makes the experience rewarding for all.

Marian Catholic College Parent Council

1.3 Message from the Student Body

Our 6 years at Marian Catholic College have been significant stepping stones to our future endeavours. For this reason we would like to thank everyone, individually.

To our parents, you have given us so much. Not only the opportunity to come to this school, and receive something truly valuable, but to be with us every step of the way. Your support and encouragement has meant the world to us. Thank you.

To our peers, thank you for sharing this journey with us. Together we have experienced the importance of schooling; we have changed each other’s lives, and have supported one another through thick and thin. We all wish each other the very best in the future, we’ve achieved so much together, lets carry through to the end. Our solidarity has allowed and blessed us to give back to the community. Our efforts towards the Show N Shine, Melbourne Cup Day, Harmony Day, Valentine’s Day, JCA, the Wellbeing Committee and so much more have enabled us to raise significant donations to our chosen charities.

To our teachers, thank you for guiding us, inspiring us, and making us who we are today. Without your support throughout the years we would not have been able to shine as brightly as we do.

On behalf of year 12, we would like to thank a very special person, our Year 12 Coordinator: Mrs Griffiths. We cannot thank you enough. You have been with us since the beginning; you are like our second mother. Always there in the morning, checking on our uniform, making sure we are doing ourselves proud and look our best. All your actions have been in our best interest and that has been invaluable to us. Thank you for all your preparations and everything you have done throughout the years leading up to this day. Always working behind the scenes, making sure our schooling life was...
perfect. And it was. We will never forget you and we will cherish everything you have done for us for the rest of our lives. From the bottom of our hearts, we give you our love, like you have given us yours.

Thank you to Mr Le Brocque, you have given us the inspiration to achieve our goals and live our lives to their fullest extent. You have taught us that everyone has the ability to reach their aspirations and dreams. You have taught us the way, the truth and the life. Thank you ever so much for this opportunity. You have also made a major contribution to who we are today, shaping us into the best version of ourselves.

This school has given us so much, things that others are deprived of: - “Education is a powerful tool which can be used to change the world.” So is compassion. Something that each of us is taught here. So delight in the time you have here, as school will one day end, and you cannot go back. But when the time has come for the next chapter in your lives to begin, it is the memories and friendships made here at Marian that will always remain.

To the MCC community thank you for being there and watching us grow. So from us, the leaders of the present, to the leaders of the future, we wish you all the best.

Emily Budd and Tristan Agostini
2014 School Captains
2. School Profile

2.1 Introduction
Marian Catholic College is a coeducational systemic school which draws students from Griffith and the surrounding villages, including Hanwood, Yoogali and Yenda. The College has a high number of students with a Language Background other than English (LBOTE) enrolment and growth in numbers for Year 7 is strong. The College enjoys a close association with the Sacred Heart Parish, Griffith with the Marcellin Hall being used each Sunday for Parish Mass.

More information about the College profile can be found at our website [http://www.mccww.catholic.edu.au](http://www.mccww.catholic.edu.au).

2.2 Student Profile

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indigenous</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tr>
<td>313</td>
<td>333</td>
<td>4</td>
<td>101</td>
<td>646</td>
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2.3 Enrolment Policy
The Diocese of Wagga Wagga has established an [Enrolment Policy](http://www.mccww.catholic.edu.au)† which is implemented by all systemic schools in the Diocese.

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

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website or by contacting the Catholic Schools Office.

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

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
d) to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
e) as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.
2.5  Teacher Satisfaction

The college has a strong sense of welcome for all staff and like previous years, 2014 began with a welcome BBQ for staff and their families. Staff members regularly socialise out of hours, indicating that there is a strong connection between all members of the team. There are often opportunities to be together for fun, as well as work. The staff adopted the theme “The Power of One” which focused on the power of one to make a difference to the whole.

The College has continued to have a focus around raising expectations academically with a specific focus on improving targeted learning outcomes of students. Once again, this has been directly linked to the professional learning of the staff.

Staff have continued the WOW program (Watching Others Work) to directly support improvement in pedagogy. This is a voluntary program and indicates the willingness of teachers to work together to improve their professional practice.

Staff are encouraged to work collaboratively with others using the inquiry cycle model to improve student learning. The College recognises the value of onsite professional development with a collaborative approach. The WAM 2.0 team (Writing at Marian) was formed as a cross KLA group, whose primary focus is on improving students' confidence and ability to write. The team was supported by the expertise of one staff member who had previously been a literacy consultant. This team continued to provide an opportunity for substantive professional dialogue about various aspects of effective learning. The Committee is a vehicle for transferring contemporary pedagogical ideas back to each of the KLAs. Building a strong community of learners at all levels and strengthening the professional capital of staff is obviously a common thread for the decisions made at the College.

Each staff meeting has evolved to being solely for the purpose of professional learning and members of the staff share with others a new or successful teaching strategy that can improve pedagogy.

There are opportunities for early career teachers to experience a range of extra-curricular and higher duty responsibilities. All staff have the opportunity for development of their professional learning, with the support of the Principal and Assistant Principal-Learning and Teaching.

2.6  Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Average student attendance rate (%)</th>
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<tbody>
<tr>
<td>7</td>
<td>92.87%</td>
</tr>
<tr>
<td>8</td>
<td>90.45%</td>
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</tbody>
</table>
The average student attendance rate for 2014 was 98.10%.

Of the students who completed Year 10 in 2012, 73.58% completed Year 12 in 2014.

### 2.7 Management of non-attendance:

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

### 2.8 Student Satisfaction

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

- Willingness to be involved in school service and wider community service
- Desire to be involved in spiritual leadership and social justice initiatives, such as Josephite Community Aid refugee program and Diocesan Social Justice camp
- Pairing with a sister school in Samoa – Project Sam inauguration and visit and fundraising
- Continuation of the Well-Being Committee- a student driven project
- Teachers want to support students and help them with their learning
- Attendance of the senior students at tutorials, holiday workshops and Support Evenings
- The positive response to the Year 12 student Mentor program
- Desire of Year 10 to be part of the Peer Support program to welcome prospective Year 7 students
- Year 11 actively facilitating the Peer Support program
- Student leadership and active participation in group activities on Harmony Day
- Active participation in various Liturgies and Spirituality Days
- Involvement in, and personal growth during Community Days and Retreats
- Involvement of students in community service, such as ‘Carevan’
- Participation in the annual ANZAC march of the Griffith city during the holidays
- Suggestions for fund-raising come from the students
- Compliance and pride in wearing the uniform
- Increased participation in sporting carnivals
Increased participation in extra-curricular activities such as the College Musical ‘The Wiz’, Chess and Games Club, public speaking, Mock Trial, Festival of the Word, Pi Day, performances and catering for various charity events.

A strong representation in a variety of sporting events, as individuals, teams or as whole school.

The Student Leadership team acknowledges the consistently supportive approach of the teaching and administration staff.

*Student Leadership Team*

### 2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2014 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 47%.

### 2.10 Student Destinations

Marian Catholic College continues to have strong links with local employment and training agencies, especially with the transition to work programs. Students exiting school beyond the compulsory years of schooling regularly find local traineeships and apprenticeships. The College has been ably supported by Youth Pathways agencies and regular visits by these groups throughout the school year to assist students identified as “at risk” have enabled many to find suitable and lasting employment or introduced them to further study options outside of the College. A traineeship and pre-apprenticeship work placement and work readiness program has continued in 2014 with some students already benefitting from the opportunities.

A program of merit, ‘Make It Happen Project’, was continued for targeted Year 10 boys “at risk”. Funding was received from the NSW Department of Education and Training to run a project which was delivered in partnership with Western Riverina Community College and the Riverina Institute of TAFE, Griffith Campus.

*The statistics for the students who completed Year 12 in 2014 are as follows:-*

- University offered places – 50 students (this is consistent with 2013)
- Apprentice/traineeships – 5 students
- TAFE/similar courses – 9 students
- Employed or seeking full time employment - 14
3. Catholic Life and Mission

Marian Catholic College recognises its role in the call to 'new evangelisation' and the importance of witnessing this faith to the community through their everyday actions. The Staff at Marian Catholic College support the school ethos and the goals of the Catholic Church in education of beliefs and practices for the Christian way of life.

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

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

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

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

3.1 Catholic Heritage

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

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

Catholic discipleship maintains a firm position in Marian Catholic College, not only as it is taught in the classroom but throughout a range of events which are encouraged within and beyond the College. Peer
support, 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.

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

The official Marian Feast Day celebrations continued with a College mass and activities. The decision was made to purchase a Mary statue for prominent placement in gardens entering the MacKillop Language Centre.

### 3.2 Religious Life of the School

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

School liturgies and reflection days for junior years are based around units that are covered in class through the *Sharing our Story* course. Year 12 participate in liturgies as key experiences during their retreat program in Warrumbui. Year 12 students also plan, prepare for, and participate in a Graduation Mass.

Student led liturgy services continued this year. Year 10 students organised, led and reinacted the Stations of the Cross at the Easter liturgy. The Year 11 House Leaders and Prefects have had the opportunity to organise and lead liturgies in House groups. The student House Leaders took up a new part of their role description and actively developed and led the liturgy in House groups for All Saint's Day in November.

Homeroom provides the opportunity for all students to participate in morning prayer, which was common to the whole school, with a different prayer said each day. Each Religious Education class has prayer as part of their standard practice, with different approaches being used by a range of RE teachers.

In the classrooms, the presence of Catholic symbols and texts such as crucifixes and Bibles act as reminders to students of the spirit of our school.

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

In 2014 the College embraced the opportunity to fully participate in Parish Masses on Sundays in the Marcellin Hall. A full choir, band and student readers contributed to the liturgy each term. The Student Leadership Team had an active part in this.

The Josephite Community Aid program was undertaken by a small but enthusiastic group of senior students. They travelled to Sydney for a five day street retreat with refugees and their families. Their
goal was to provide respite care for the families. The work of St Mary of the Cross MacKillop continues through these students.

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

All students from Years 7 to 10 also participated in reflection and community days which took place throughout the year. These days were facilitated by both Marian staff and outside presenters and each day had a theme or focus suitable for the group. Year 7 to 11 students also participated in Reconciliation in March and November.

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

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

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

### 3.4 Catholic Worldview

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

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

### 3.5 Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student learning outcomes.
Professional development can take many forms including whole College staff days, subject specific inservices, meetings and conferences. All Coordinators were actively encouraged to attend CSO network meetings. Currently at Marian Catholic College there are five participating teachers in the scholarship program for the Graduate Certificate in Theology through the University of Newcastle.

Staff spirituality was enhanced through the on-going participation in the CSO’s *FaithStory Witness*. This was undertaken by all staff after school for four sessions throughout the year. The material presented by Laura Vardanega and Alan Le Brocque provoked lively discussion and allowed staff who were previously students of the school to share their memories of the College during their school years. This enabled all staff to be aware of the College’s historical journey. Part of this included a presentation by the Marist Brother’s that provided an insight into their charism and it became evident to all that this is still present within the College community. It was discussed that future presentations should involve the Sisters of Mercy as the co-founding order of the College.
4. Pastoral Care

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

4.2 School Implementation of Diocesan Policy
Pastoral care is integral to every aspect of learning and is based on the belief that good relationships are at the heart of good education. The value of the individual, irrespective of ability, status, position, religious affiliation or cultural background is uppermost at all times. We believe that pastoral care is ongoing and operates throughout the entire school day, made effective by each member of staff in his/her responsibilities.

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

There are many structures and programs within the College that contribute to the pastoral care of students. These include:

- availability of a school counsellor
- availability of a pastoral care worker
- a series of workshops conducted by local police covering topics such as 'cyber-bullying', 'young people and the law' and 'safe celebrating'
- regular Support Evenings for senior students and their families.

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

The collaborative development of mapping a whole school Well-Being and Pastoral Care program was consolidated, so that there is cyclical and continuing development in the areas of spirituality, reflection, leadership, understanding issues such as harassment and bullying, building esteem and confidence. New opportunities for assisting in developing students’ resilience and well-being were investigated.

In addition, a group of students attended a youth mental health forum. This resulted in a ‘well-being day’ continuing to be presented by senior students. Resources were purchased and the promotion of mental well-being became a strong presence at College events, such as the Show ‘n’ Shine and the annual celebration of Harmony Day.

In addressing the issue of bullying and cyber-bullying, an overview for ‘Promoting Healthy Relationships’ was inserted into the student diary and became the basis of discussion in Homerooms. Motivational Media presented their dynamic ‘Making the right choices’ program and school
performance tours presented ‘Escape from Worryville’ detailing issues related to adolescence and bullying.

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

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

Transition between primary and high school was well supported with trained Peer Support Leaders in Year 11 embracing the Year 7 students and regularly meeting with them formally and informally. All prospective 2015 Year 7 students participated in a Transition program that helped them adjust to high school. Year 6 classes were visited by the 2015 Year 7 Coordinator and the Director of Pastoral Care.

Upon enrolment, all students were interviewed and participated in an orientation day (Oh!Day) at the College at the end of November. On this day students worked with senior students in familiarising themselves with the College and participating in a variety of subject areas. Year 6 students with special learning needs attended the College a number of times in Term 4 to ensure that their needs would be adequately met.

The ‘Rock and Water’ program continued to support students to develop ways of being and decision-making that is based on self-awareness and respect. Boys in Year 9 and 10 attended a seminar by Celia Lashlie “Building Good Men” and were confronted with the consequences of making poor choices.

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

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

A new level for the Merit Program was developed at the end of 2012 in recognition of the growing number of students who are undertaking significant community and school service and extending themselves in the form of academic achievement and representation across a variety of areas. The new level is called a Marian Gold Star Honours. This acknowledges students who have undertaken community service, school service, regional representation, participation in a cultural event and who have academic awards. The first Honours Award was presented for Year 9 and Year 12 students. Students received their recognition at the Annual Awards Ceremony.

Marian designed our inaugural orange sculpture. Students were given the opportunity to be part of the 700 community volunteers participating in the Griffith sculptures which lines the Griffith main street for two weeks in October every year.
4.3 Pastoral Care of Families

A positive rapport with new parents was established at a welcoming social function early in the year. This was hosted especially for the new parents and their families and was catered for by the senior Hospitality students.

There were three opportunities for Parent/Teacher/Student Conferences in 2014 to enable open discussion of student progress, both academic and pastoral. The SOBS on-line booking system made it easier for parents to make the appointments and ensured better contact with teachers. The focus of the conferences was achievements and goals.

In addition to these meetings, Marian helped to keep parents informed by holding information evenings at transition points and Preliminary and HSC Support Evenings. Typically, the attendance by parents was more than eighty percent.

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

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work, Health and Safety Management System (WHMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

The Principal, in consultation with the relevant CSO personnel, is responsible for monitoring the school’s compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system. Marian was audited in 2014. A staff member has been fully trained in the requirements of the new WHS legislation requirements.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Current Curriculum Initiatives

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

The principles for learning and teaching at Marian Catholic College follow those of the Diocese of Wagga Wagga. These are articulated in *The Learning Framework (2011)*. The learning and teaching at Marian Catholic College aims to be student centred and outcome driven. As indicated in *The Learning Framework*, teachers need to promote meaningful learning through collaboration, making connections, operating in a learner-centred and inclusive community, delivering an engaging curriculum and building capacity for sustainable learning habits. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Stage 5 electives include Commerce, Italian, Food Technology, Information and Software Technology, Technology Timber, Technology Metal, Drama, Music, Physical Activities and Sport Studies and Visual Arts. The number of students in each of these electives varies according to resources and interest. In 2014, the College offered a new elective in Stage Five: Child Studies.

The College also facilitated a number of students to study subjects through Open High School or via the TAFE. These included Software Design and Development, Geography, Ancient History, PDHPE, Information Technology, Financial Services, Construction, Automotive, Agricultural Machinery, Retail, Early Childhood, Italian, Visual Arts, Accountancy, Construction and Beauty and Makeup. The school offers HSC extension courses in English and Mathematics.

Particular features of the College's curriculum include:

- Support for students with special learning needs occurs through the Learning Support Staff assisting with in-class support, monitoring students on Life Skills programs and providing remediation programs in reading.
- A substantial Vocational Education and Training (VET) program is available to students with Hospitality, Information Technology and Business Services offered on-site.
- A Mathematics Homework Club is run by Mathematics staff two lunch times each week.
- Targeted literacy and numeracy intervention programs are provided for individual students. These programs are called QuickSmart Literacy and QuickSmart Numeracy.

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

Extensive professional learning and preparation has been undertaken for the implementation of the new Australian Curriculum in English, Maths, Science and History for Year 8 and Year 10 in 2015.
5.2 Student Achievement

National and State-wide Tests and Examinations

Students in Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2014. The purpose of this test is to provide diagnostic information to parents and teachers about the achievements of students in aspects of literacy and numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the College to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as ‘national minimum standards’. Student performance in NAPLAN in our school is compared to these standards. For 2014, there were direct whole school interventions to support literacy and numeracy. Funds were allocated to the continuation of the Quicksmart Numeracy (10 hours support per week) and the implementation of the Quicksmart Literacy (10 hours support per week). All students in Year 7 undertook the Accelerated Reading Program in the Library, using a variety of timetabled classes. The improvement for Quicksmart Numeracy students was supported by NAPLAN evidence as seen below. The impact of Quicksmart Literacy will be able to be assessed in 2015.

Year 7

In Year 7, there were several areas identified as needing additional support as these were more than 10% below the State (Literacy and Numeracy):

- Interpreting meaning from imagery
- Interpreting the purpose and main idea in online comment
- Identifying the turning point in a narrative
- Spelling and vocabulary
- Identification of adjectives and verbs
- Identifying the correct use of a hyphen
- Ability to compare column and pie graphs
- Reading scale of given depths
- Solving equations with two quantities
- Converting fractions to decimals

The percentage of Year 7 students below minimum standards is 5% in Reading, 9% in Writing, 6% in Spelling, 7% in Grammar and Punctuation and 5% in Numeracy. The percentage of Year 7 students at or below minimum standards is 19% in Reading, 28% in Writing, 14% in Spelling, 20% in Grammar and Punctuation and 13% in Numeracy. The percentage of Year 7 students at proficiency is 24% in Reading, 9% in Writing, 31% in Spelling, 29% in Grammar and Punctuation and 26% in Numeracy.

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

These results are indicative of our Year 7 cohort. NEALE testing of reading ability indicated that 42 students of 127 have identified areas of concern in relation to accuracy, comprehension and/or rate. This feature makes this particular cohort unique. In 2014, the College implemented various strategies to provide additional support to these students including time taken from KLA teaching time for targeted literacy interventions.

Year 7 Writing

Year 7 Spelling
Year 7 Grammar & Punctuation

The positive results in grammar and punctuation may indicate the success of the targeted literacy intervention for this cohort, led by Rose Turunen, our Learning Support Coordinator.

Year 7 Numeracy

Considering the reading ability of the cohort and the literacy demands inherent in the numeracy paper, these results are quite pleasing.
Year 9
In Year 9, the identified areas needing additional support were (Literacy and Numeracy)

- Making an inference about methodology
- Interpreting information across a paragraph
- Spelling and vocabulary
- Identifying conjunctions and direct and indirect speech
- Identifying triangles with the same area
- Recognises an algebraic equation
- Calculates a temperature

The percentage of students below minimum standards is 9% in Reading, 18% in Writing, 3% in Spelling, 9% in Grammar and Punctuation and 2% in Numeracy.
The percentage of students at or below minimum standards is 26% in Reading, 45% in Writing, 14% in Spelling, 25% in Grammar and Punctuation and 16% in Numeracy.
The percentage of students at proficiency is 19% in Reading, 6% in Writing, 23% in Spelling, 16% in Grammar and Punctuation and 26% in Numeracy.

The learning growth for numeracy was above State and NSW CEC average scaled score growth for the entire cohort with an average of 52.9. There were extremely positive results for the students who undertook Quicksmart in Year 8 with an average growth well beyond State, NSW CEC and school average at 76.2.
Year 9 Reading

Trend for NAPLAN 2014 Year 9 All Students in Reading

Student Growth for NAPLAN 2014 Year 9 All Students in Reading (Number of students: 111)

<table>
<thead>
<tr>
<th>Average Scaled Score Growth</th>
<th>Percentile Ranges</th>
<th>Expected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in</td>
<td>Percentile</td>
<td>Growth</td>
</tr>
<tr>
<td></td>
<td>% of students</td>
<td>% of students</td>
</tr>
<tr>
<td>State (All Students)</td>
<td>State (All Students)</td>
<td>Less than 25th</td>
</tr>
<tr>
<td>NSW CEC (All Students)</td>
<td>NSW CEC (All Students)</td>
<td>25th to 75th</td>
</tr>
<tr>
<td>School (All Students)</td>
<td>School (All Students)</td>
<td>75th and above</td>
</tr>
</tbody>
</table>
Year 9 Writing

![Graph showing trends in NAPLAN Year 9 All Students in Writing]

![Graph showing student growth for NAPLAN Year 9 All Students in Writing (Number of students: 109)]

<table>
<thead>
<tr>
<th>Average Scaled Score Growth</th>
<th>Percentile Ranges</th>
<th>Expected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentile</td>
<td>% of students</td>
</tr>
<tr>
<td></td>
<td>Less than 25th</td>
<td>26.6%</td>
</tr>
<tr>
<td></td>
<td>25th to 75th</td>
<td>53.2%</td>
</tr>
<tr>
<td></td>
<td>75th and above</td>
<td>20.2%</td>
</tr>
</tbody>
</table>
The greater than or equal to expected growth may indicate the success of the SCALD project, particularly the teaching of vocabulary using the Marzano method, or the immersion of students in vocabulary with key words on the wall.
Year 9 Punctuation and Grammar

![Graph showing trend for NAPLAN Year 9 All Students in Grammar & Punctuation]

### Average Scaled Score Growth

<table>
<thead>
<tr>
<th>Growth in</th>
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### Percentile Ranges

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</thead>
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<tr>
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<td>46.8%</td>
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<td>75th and above</td>
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### Expected Growth

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Year 9 Numeracy

Average Scaled Score Growth

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Percentile Ranges

<table>
<thead>
<tr>
<th>Percentile</th>
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<tr>
<td>Less than 25th</td>
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<tr>
<td>25th to 75th</td>
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<td>75th and above</td>
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Expected Growth

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<tr>
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<tr>
<td>Greater than or equal to expected growth</td>
<td>69.5%</td>
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</table>
Strategies for 2015
Using the results from NAPLAN, the meta-analysis done by Graham and Perin 2007 and the recommendations from the Institute of Educational Sciences, the following strategies are goals across all KLAs in 2015.

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

Other actions will include:

- Disseminate the information about trend data at a staff professional learning meeting in Term 4, 2014 and identify general consistencies, inconsistencies and patterns with other information;
- With KLA Coordinators and Year 7 and 9 Pastoral Coordinators, undertake structured analysis for each aspect (reading, writing, language, numeracy) in Term 4, 2014;
- Make plans for interventions for students below the minimum standards through differentiation of curriculum within KLAs and the provision of additional tutorials through learning support or Quicksmart in Year 8 in 2015;
- Undertake additional testing (using NEAL) if there are inconsistencies or further diagnosis required;
- Itemise the criteria that indicates either the cohort is below 50% success or well below the State average;
- At staff professional learning meeting on the first two days in 2015, KLA groups, led by KLA Coordinators, identify possible interventions to address problem areas to be built into programs;
- Provide a variety of instructional websites and textual resources, including SmartData to assist with classroom instruction and allocation for each KLA;
- Each KLA to identify an additional specific literacy focus for Year 8 and Year 10 (for 2015), to be mapped across the College
- Using some clerical support, set up individualised class lists for the teachers of Year 8 and Year 10 2015, so that teachers analyse their own class, plan and implement interventions for individual class members;
- Demonstrate the SmartData website at staff professional learning session – Term 1 2015;
- Identify high performing students who are not indicating growth from Year 5 to 7 or Year 7 to 9 and link to a G & T plan for College;
- Provide and revise the structure, features and requirements for a narrative or persuasive writing task in a variety of KLAs for Year 7 and 9 in Term 1 2015.
- Implementation of specific spelling strategies, including immersion through visible vocabulary lists and the Marzano strategies, in each KLA;
- Display of charts supporting literacy, especially the understanding of narratives and persuasive texts and punctuation requirements;
- Whole staff professional learning on grammar and punctuation and the integration of it in the programs across all KLAs and raising the expectations for grammar and punctuation in class work.
### Students coming into Year 7 – Band Distributions

<table>
<thead>
<tr>
<th>Overview of Year 7 NAPLAN results 2014</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
<th>Band 9 +</th>
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Year 7 NAPLAN: Mean and standard deviation comparison

<table>
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<tr>
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<th>State All</th>
<th>Region (All Students)</th>
<th>NSW CEC (All Students)</th>
<th>School (All Students)</th>
</tr>
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<tr>
<td></td>
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<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
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### Year 9 Students – Band Distributions

#### Overview of Year 9 NAPLAN results for 2013

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<th>Band 5</th>
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<th>Band 7</th>
<th>Band 8</th>
<th>Band 9</th>
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</table>
Year 9 NAPLAN: Mean and standard deviation comparison

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<tr>
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<th>Region (All Students)</th>
<th>NSW CEC (All Students)</th>
<th>School (All Students)</th>
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<td>Mean</td>
<td>SD</td>
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<td>87.7</td>
<td>591.4</td>
<td>69.6</td>
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Higher School Certificate Analysis

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

Overall, from seventy HSC students, there are 28 Band 6s shared across 16 students. Our school also received 129 Band 5s, which is an increase from the previous years. This was across the range of subjects and a range of students.

Students performed above state average in 22 out of 24 of subjects. 85% of students' subject results were between a Band 4 and Band 6 and 50% of students achieved between a Band 4 and Band 6 in all of their subjects. 47% of students' subject results were a Band 5 or Band 6 and about 10% of students achieved a Band 5 or Band 6 in all of their subjects.

Trend Analysis for Overall School Results

According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, Marian Catholic College is on an upward trend for a comparison of “Overall School to State” and “Comparison of School with State”.

On other scales, which measured what the students achieved in comparison to their NAPLAN data in Year 9, the College also rated above the average.

Some of this success can be attributed to:

- The Year 12 mentor program, where every Year 12 student nominates and invites a staff member to be their mentor;
- The HSC Support Evenings for parents and students covering topics relating to management of learning, understanding the tertiary options, goal setting, understanding examination requirements;
- Tutorials run in mornings, after school and workshops delivered during holidays breaks;
- Encouragement to submit drafts of assessment tasks to obtain detailed feedback;
- Whole school focus on assessment for learning and feedback;
- Sharing of effective teacher practice amongst staff;
- Additional teachers who have experience as HSC markers.
## Additional information:

### Number of subjects that have more students in Bands 4-6 above State average:

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<tr>
<th>Year</th>
<th>Students above State average</th>
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</thead>
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</tr>
<tr>
<td>2011</td>
<td>13 out of 24 subjects</td>
</tr>
<tr>
<td>2012</td>
<td>14 out of 22 subjects</td>
</tr>
<tr>
<td>2013</td>
<td>18 out of 25 subjects and 7 subjects had 100% of students in Bands 4-6</td>
</tr>
<tr>
<td>2014</td>
<td>22 out of 24 subjects and 11 subjects had 100% of students in Band 4 – 6</td>
</tr>
</tbody>
</table>

### Number of subjects that have less students in Bands 1-3 than the State average:

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<tr>
<th>Year</th>
<th>Students below State average</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4 out of 24 subjects</td>
</tr>
<tr>
<td>2011</td>
<td>13 out of 24 subjects</td>
</tr>
<tr>
<td>2012</td>
<td>14 out 22 subjects</td>
</tr>
<tr>
<td>2013</td>
<td>20 out of 25 subjects and 7 subjects had no students in Bands 1-3</td>
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<td>2014</td>
<td>22 out of 24 subjects and 11 subjects had no students in Band 1 - 3</td>
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### Number of Bands

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<tr>
<th>Year</th>
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<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
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</thead>
<tbody>
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### Number of students with a Band 5 and/or Band 6

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### Variations in Exam Mean between 2012, 2013 and 2014

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### Variation in Exam Mean between 2012, 2013 and 2014

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### Variation in Exam Mean between 2012, 2013 and 2014

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<th>Band 5</th>
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<th>Bands 4-6 2013</th>
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<td>66</td>
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5.3 Extracurricular Activities

In 2014, many students had the opportunity of being involved in the biennial College Musical. The production, 'The Wiz', involved a collaborative effort of dedicated staff and talented students and was a great success, with five performances held at the Griffith Regional Theatre. Members of the wider community commented on the professional quality of the production. Several staff and students were nominated for CAT awards and one student, Janae Rosa in Year 11, received an award for her role as Eveline.

A significant cultural highlight included Harmony Day. Once again the diversity of the nationalities which make up our school was celebrated. The day was celebrated with a flag ceremony, followed by a lunchtime festival of traditional foods, live music and traditional dance.

The College staff continue to provide opportunities for students to show their gifts and talents in many other areas. Students have participated in eisteddfods, performed at various local events (including La Festa), represented at numerous sporting and public speaking competitions, participated in countless academic subject competitions and in many more diverse areas, such as photography competitions.

Leadership programs such as the Rotary Youth Program of Enrichment had good support from the Marian students. Students also competed in the Lions Youth Leadership Quest and the Lions Youth of the Year.

Wide-ranging community service options were encouraged and included regular visits to the Pioneer Lodge to spend time with elderly residents, building gardens for people in crisis and participating in the Street Retreat through the Josephite Community Aid program for refugees. Red Shield Appeal, Red Cross blood donation, Riding for the Disabled and Relay for Life also were well supported.

Students took up the challenge of the Mock Trials. The Sydney Morning Herald Plain Speaking competition was a platform for some successful public speaking. A chess club was active in local and regional competitions. A Warhammer Club and non-electronic games group also met regularly.

A trip to the snow at Thredbo allowed students to explore a completely different sport. On the other end of the spectrum, other students participated in surfing lessons.

Students participated in two Duke of Edinburgh expeditions where they had to navigate rough terrain in Biloela and Bungonia. Students were required to carry their gear, including cooking equipment, food and tents. As part of this program, students must also complete community service hours, participate in physical activity and learn a new skill of their choice.

Three students in Year 11 successfully nominated for the National Youth Science Forum. There is a connection with the Australian Wine Research Institute which ran the annual promotion of 'Life in a Wine Laboratory'. Students were also short-listed for the PICSE-Dow AgroSciences 'Science for Growth Awards’, with one students taking out third prize in NSW. Students undertake the Maths Challenge and participate in Pi Day and World Maths Day activities and World Education Games.
The Marian Choir has grown in strength in 2014, and has been invited to perform at public events, as well as College functions. Music generally continues to go from strength to strength in the College, under the instruction of the Creative Arts Coordinator, Matthew Segrave.

Late in the year, parent and families were invited to attend the Creative Arts Showcase, demonstrating the many artistic talents of our students.

There is a strong connection to the Rotary Aventi Club and this continued with the annual breakfast at the College, hosted by the Student Leadership Team and the Hospitality students. Our Hospitality students continued to engage in various authentic learning activities, strengthening their skills through real world work opportunities for various local charity events.

5.4 Professional Learning

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

- Understanding assessment in all forms: Assessment for, as and of Learning
- Writing at Marian (WAM 2.0): Inquiry cycle to improve writing
- Inquiry learning in Mathematics
- Google Apps for Education: Effective Use of Technology
- Critical and Creative Thinking
- Unpacking the General Capabilities in the National Curriculum
- Exploring opportunities for authentic learning
- SCALD Project: Understanding communication in the Secondary classroom
- NAPLAN results interpretation in Literacy and Numeracy
- Development of professional learning plans (PLPs)
- Understanding the Board of Studies grading requirements
- Using the Results Analysis Package (RAP) for HSC analysis
- Spirituality sessions: connecting with our Founders
- Collaborative Development of a new College Vision and Mission

The Board of Studies Liaison Officer visited the College to work with staff, students and parents in deepening the understanding of the Board’s requirements, particularly in Stage 6. The online release of the National Curriculum for English, Mathematics, History and Science faculties for implementation in Year 7 and Year 9 in 2014 meant intense research and program writing. Planning for the implementation of Year 8 and Year 10 in 2015 was also undertaking. Further documents relating to Geography, Languages and the Arts are due to be released later.

All new staff have been involved in an Induction Program and, in 2014, two teachers completed their NSW Institute New Scheme Teachers’ accreditation at Professional Competence. All KLA and Pastoral Coordinators attended various workshops with colleagues from other Wagga Wagga Diocesan schools to support their leadership and knowledge, whilst teachers were supported by attending professional learning with professional associations and the Board of Studies.

Five teachers have continued their study for Religious Education qualifications at University of Newcastle through the Broken Bay Institute. A number of teachers were involved in HSC marking, both in Sydney and regional centres.
In 2014, the emphasis continued for improving the diversity of vocabulary and the overall standard of writing for our students. A cross KLA team was established with a focus on improving student writing (Writing at Marian, Wam 2.0 team). The work of the WAM 2.0 Team frames their professional learning around the inquiry cycle model, using data to inform teacher practice. The SCALD team, another cross KLA team, continued their focus on vocabulary with the assistance of a local speech pathologist. The Marzano method of vocabulary instruction, trialled by the SCALD team in 2014, is intended to be shared with all staff through professional learning and will become a whole school approach to vocabulary instruction in 2015.

There has been an increased focus on the effective use of technology in the classroom in 2014. Whole staff professional learning sessions were held on the benefits of the Google suite, including the use of Teacher Dashboard and Google Drive. Technology sessions are held each week on a Thursday and staff are invited to attend in order to build their IT skills. Two staff attended the Google Apps for Education Summit in 2014 and opportunities were provided for them to share their learnings at Technology sessions.

Marian staff also participated in a professional learning day with St Francis de Sales, Leeton, where the focus was on teaching students to think critically and creatively. This day was to assist staff with the implementation of the Australian curriculum, as well as to provide teaching strategies which foster creativity in all students.
6. Strategic Initiatives

6.1 2014 Priorities and Achievements

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

PRIORITY AREA 1: Catholic Identity and Religious Education

Revision of the College’s Vision and Mission statement: Aligning Learning Framework to College practices (Mission) and using a collaborative process including the surveying of staff, parents and students
Increasing the profile of the College prayer
Creation of a College song
Providing clear icons of the Catholic faith for display including a statue of Mary for the library lawn
Continue faith formation of staff through the Faith Story Witness program
Formation of a stronger link with Marist Schools Australia
Students led College/Parish Masses with Sacred Heart parish

PRIORITY AREA 2: Student Learning

Continuation of a Student Well-Being Committee and dedicated Well-Being Day to raise awareness for mental health
Improving the accessibility and quality of assessment tasks
Build teacher capacity with Google apps and Teacher Dashboard to assist with Assessment for Learning
Redesign the reports so that they are in plain English and more ‘user-friendly’ for parents
‘Learning to Learn’ program for Year 7 to build capacity to manage learning in secondary setting
Implementation of QuickSmart Literacy and MULTILIT programs

PRIORITY AREA 3: Pedagogy

Strengthen staff understanding and refine processes for the implementation of ‘Teach More Manage Less’
Introduction of the role of Director of Pastoral Care
Creation of Staff Professional Learning Site to encourage a professional learning community where all staff have access to contemporary research and resources
Continuation of the SCALD project for students with language disabilities
Build teacher capacity with Google Apps and encourage collaboration between schools
NAPLAN analysis from 2013: inquiry cycle projects including building subject specific vocabulary and improving the teaching of reading comprehension, development of a MCC Writing project and Maths project to target learning needs
Preparation for the implementation of the Australian Curriculum in English Mathematics, Science and History for Stage 4 and 5
HSC analysis 2013: each KLA to present a report to Principal
PRIORITY AREA 4: Knowledge Management and ICT
- Up skill teachers in Google Drive and Dashboard
- Updating and improvement to new College website
- Promotion of the College through Facebook and Twitter accounts
- Renewing provision of computers for students

PRIORITY AREA 5: Employee Services
- Development of a structure for personal professional learning plans
- WOW-Watching others work; Teachers observing other teachers in their classes and providing feedback on one area where improvement is desired

PRIORITY AREA 6: Finance and Resources
- Reduce printing at school by building teacher skills and confidence with technology
- Commence online roll marking with First Class
- Continue to build a uniquely identifiable Indigenous Garden
- Improve the functionality of the Staff lunchroom area and kitchen
- Install security cameras, secure fencing and lockable gates
- Refurbish E Block, TAS block, staff areas, front office, fences, install fire stairs and renew air-conditioning
- Purchase the currently leased land on the north-western boundary of MCC
- Construct new student/parent/staff carpark and student pick up/drop off area
- Update student welfare and attendance software
- Purchase texting software to inform parents of student absences

6.2 2015 Priorities and Challenges

The goals are centred around first and foremost improving the students’ learning outcomes at Marian. This is visually represented in a one page summary.

This primary goal also implies that there will be:

Use of data and inquiry cycles to improve student achievement
Raising of the aspirations of the students, both during and post-school
Building an expectation that good learning is possible and achievable
Seeking additional ways to support learning needs

In addition, the following key goals have been set for 2015:
- Implementing Bishop’s Mandate ‘Continuing the Adventure’
- Building teacher capacity
- Improving pedagogy to maximise student learning achievement

These goals were the result of a staged Strategic Improvement Plan for MCC for 2015. This involved students, parents and staff. The process is as follows:

Stage 1: Gathering
- Focused discussion groups and surveys
- Key questions: How effective is our Catholic School? What is going to improve the College? What can the College do to help students become successful learners and demonstrate their
learning growth? How can the College better assist students to be self-regulating learners?
What is currently being done that needs to be abandoned? How can the College support quality
teaching? How can the College develop better more collaborative partnerships with parents,
parish and community? How can the College better monitor and report on students’
performance? How can we lift expectations of staff and students? How can we reduce
educational disadvantage for some students? How important is it for students to be a good
learner? How can the College be more inclusive? How can we make learning more engaging?

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

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

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

Stage 5: Sharing, communicating and informing
Stage 6: Action and implementation
Allocate resources, time
Provide optimal conditions for success
Identify supporters and providers
Consider sustainability

The Annual Improvement Plan for 2015 has been distilled to the following priority areas:

PRIORITY AREA 1: Catholic Identity and Religious Education
Providing clear icons of the Catholic faith for display including the installation of Statue of
Mary and Blessing to be held as a community on Marian Feast Day
Revision of the College's Vision and Mission statement and launch
Increasing the profile of the College prayer
Creation of a College song
Continue faith formation of staff through post graduate Theology study and attendance of
leadership at 'In the Footsteps of Jesus' retreat
Formation of a stronger link with Marist Schools Australia
Students led College/Parish Masses with Sacred Heart parish and participation of students at
Italian Masses
College Chaplain to be present in the College and spend time visiting classes
PRIORITY AREA 2: Student Learning

Employment of a new Pastoral Care worker
Continuation of a Student Well-Being Committee and dedicated Well-Being Day to raise awareness for mental health
Redesign the role description of the Learning Support Coordinator
Improving the accessibility and quality of assessment tasks
Expanding the SCALD project to a whole school approach to vocabulary instruction
Build teacher capacity with Google apps and Teacher Dashboard to assist with Assessment for Learning
Continue to refine the reports so that they are in plain English and more ‘user-friendly’ for parents
‘Learning to Learn’ program for Year 7 and a ‘Managing Assessments’ program for Year 8 to build capacity to manage learning in secondary setting
Trial electronic e-planners for Years 9 to 11 to allow for access to Wellbeing and Study Skills resources
ACER Pat Testing of students will inform teachers of literacy and numeracy learning needs
Continuation of QuickSmart Literacy and MULTILIT programs
Collaboration with local Catholic primary schools on a Transition program for Year 6 students with a focus on literacy

PRIORITY AREA 3: Pedagogy

Continue to embed the processes for ‘Teach More Manage Less’ and restorative practices
Introduction of the role of Director of Pastoral Care
Continue to use Staff Professional Learning Site to encourage a professional learning community where all staff have access to contemporary research and resources
Expansion of the SCALD project using the Marzano method for vocabulary instruction across all KLA’s
Build teacher capacity with Google Apps and encourage collaboration between schools
NAPLAN analysis from 2014: inquiry cycle projects including the MCC Writing project (WAM 2.0) and a continuation of the Maths project to encourage authentic inquiry to enhance understanding of measurement
Continue to develop programs to reflect the contemporary pedagogy to assist with the implementation of the Australian Curriculum in English Mathematics, Science and History for Stage 4 and 5
HSC analysis 2014: each KLA to present a report to Principal

PRIORITY AREA 4: Knowledge Management and ICT

Continue to upskill teachers in Google Drive and Dashboard
Staff to attend the Google Apps for Education Summit
Updating and improvement to new College website
Promotion of the College through Facebook and Twitter accounts
Renewing provision of computers for students

PRIORITY AREA 5: Employee Services

Development of a structure for personal professional learning plans using the AITSL standards
WOW - Watching others work: Teachers observing other teachers in their classes and providing feedback on one area where improvement is desired
Professional learning around the process of ‘Formative Walks’ where teachers visit classes to observe student learning
PRIORITY AREA 6: Finance and Resources

- Reduce printing at school by building teacher skills and confidence with technology
- Continue online roll marking with First Class
- Continue to build a uniquely identifiable Indigenous Garden
- Improve the functionality of the Staff lunchroom area and kitchen
- Install security cameras, secure fencing and lockable gates
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7. Parent Participation

7.1 Introduction

Marian Catholic College sees its role as in partnership with parents, and sought ways to strengthen the relationship in 2014. Invitations to attend Liturgies, Information Evenings, Support Evenings, sporting events, assemblies and award ceremonies were taken up by a significant number of parents. The College Council is well supported by strong attendance at monthly meetings.

Parents accepted the move towards electronic communication with the promotion and use of SOBS to arrange Parent-Teacher-Student conferences. Communication is also being encouraged through the launch of a new College website.

Parents are also very active in taking officiating roles at the various College sports carnivals.

The College Canteen is well supported by parent volunteers.

Parents are informed of College news through the newsletter, issued weekly via email throughout the year.

The increasing student enrolment numbers, and parent enquiries concerning future enrolment, indicate strong parent satisfaction in the community.

School Income

- Fees & Private Income: 21%
- State Recurrent Grants: 16%
- Commonwealth Recurrent Grants: 0%
- Government Capital Grants: 0%
- Other Capital Income: 63%

School Expenses

- Salaries, Allowances & Related Expenses: 78%
- Non Salary Expenses: 19%
- Other Capital Expenditure: 3%