

2018 ANNUAL SCHOOL REPORT



Marian Catholic College, Kenthurst

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Marian Catholic College is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2018 and gives information about the 2019 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

This Annual School Report for Marian Catholic College represents a snapshot of the life of the college in 2018. Marian Catholic College is a living faith community of students, parents, staff and pastors that explicitly witnesses Catholic beliefs, values and traditions. As such the college is a local expression of the universal Catholic Church and shares in its evangelising mission.

Our *Mission* states: Through education, we inspire and empower our students as they *Walk with Christ* on their journey of personal excellence.

Marian Catholic College is a learning community that values the interdependent core activities of learning and teaching, and strives to create a vibrant learning environment which is safe, challenging, collaborative and built on mutual respect. It is an environment which enables members of the college community to access the knowledge, attitudes, values, skills and love of learning necessary to realise their human potential and live full and productive lives. The college promotes: the development of positive relationships; mutual respect; an understanding of individual and communal rights; and responsibilities and practices which promote inclusiveness and acceptance of individual difference.

Parent

Once again in 2018, parents and staff of Marian Catholic College successfully worked in collaboration in the areas of pastoral care, academic, performing arts and sport.

The parent body were most appreciative of the time, effort and dedication given to our children on a daily basis by all Marian staff. In particular, we were extremely grateful to the college counsellor for her counselling assistance and advice given to our children when required. We were also indebted to the Year leaders of learning for their hard work and commitment to ensure our children grow and develop and achieve their best whilst at college. We also would like to acknowledge the outstanding devotion by the executives of the college to all students, providing a multiplicity of opportunities that enabled the students to achieve their dreams and aspirations.

Special thanks must be given to all teachers who generously gave their time and expertise to facilitate extra-curricular activities. The dedication by the staff in relation to activities such as sporting teams, the High School Musical performances, Mock Trial, music, dance, drama and agricultural competitions was truly exceptional and, as a result, our children were able to develop persistence and resilience whilst experiencing success and life long memories.

Finally, the parent body appreciated the many occasions provided by the college throughout the year to inform and discuss the progress of our children with the teachers. The strong relationships developed with the college staff over the six years of secondary education has significantly contributed to the ultimate success of our children in the Higher School Certificate (HSC) and beyond.

Student

Marian Catholic College is a faith based community which grounds itself on the pillars of respect, responsibility and integrity.

In offering secondary education in 2018, the college prepared students to be leaders in 21st century thinking, made possible through our 1:1 iPad program and flexible, open learning environments.

In a community surrounded by passionate staff, there was recognition of the unique abilities of each student. This helped to develop a learning culture that celebrated creativity, engagement and critical thinking.

For students, there were countless extra-curricular opportunities, including academic competitions such as University of New South Wales (UNSW) International Competitions, University of Wollongong (UOW), Science, Technology, Engineering and Mathematics (STEM) competitions, and International Competitions and Assessments for Schools (ICAS) Mathematics, English and Science competitions.

Simultaneously, we embraced Creative and Performing Arts (CAPA) with events such as our annual Marian Catholic College Creative Arts Festival (MCCAF), our Marian Arts and Design (MAD) festival and the 2018 school musical, *High School Musical*. The college actively participated in a range of diocesan and statewide sporting competitions resulting in notable success.

Students had the opportunity to develop their faith through enjoyable experiences such as our senior retreats and reflection days. It was occasions such as these that strengthened friendships and created memories.

The college encouraged students to put their faith into action by participating in social justice initiatives such as our Sew A Smile program and Pen Pal system to children in East Timor. Students also gave generously to support these.

Marian Catholic College continued to develop a student leadership team which sought to promote student involvement and school pride by hosting events such as R U OK? Day, Soccer World Cup, the World's Greatest Shave and other inter-house competitions.

Who we are

History of the school

Marian Catholic College was founded in 1988 which was proclaimed a Marian Year of the Church. Thus, the college was called Marian Catholic College and adopted Mary as its patron. The college motto, *Walk With Christ*, reflects the journey Mary made every day with Jesus and is reflected in the daily journey we make as individuals, and as a community, with the God who loves us.

Our *Mission* states: Through education, we inspire and empower our students as they *Walk with Christ* on their journey of personal excellence.

Location/drawing area

Located in Kenthurst, Marian Catholic College serves the parish communities of St Benedict's, Arcadia; Our Lady of the Rosary, Kellyville; St Madeleine Sophie Barat, Kenthurst; and Our Lady of the Angels, Rouse Hill. Students are drawn from the feeder parishes which include the Catholic primary schools of St Madeleine's Primary School, Kenthurst; Our Lady of the Rosary Primary School, Kellyville; St Angela's Primary School, Castle Hill; and Our Lady of the Angels Primary School, Rouse Hill.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	81
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	27
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	27
Percentage of teachers who are indigenous	0
The average teacher attendance for 2018	94
Percentage of 2018 teaching staff who were retained from 2017	91

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The college community has a strong prayer life. Morning prayer, prepared and led by staff and students, was based on gospel readings using a modified *Lectio Divina* process. Prayer opened student and staff meetings and college assemblies. The *Angelus* was also integrated into the daily life of the college, and the Rosary was prayed in our prayer room.

The liturgical life of the college was reflected in Eucharistic celebrations to open the school year, on Marian Day, induction of our college leaders, and to mark the graduation of our Year 12 students. Other liturgical celebrations marked the significant events in the church's year: Ash Wednesday, Holy Week, Easter, Pentecost, the Feast of the Assumption and Advent.

All students attended mass in the Parish of St Madeleine Sophie Barat in house groups and were offered the opportunity to attend Reconciliation in their Religious Education classes. Students enjoyed reflection days, and retreats in their senior years. The junior reflection days were age-appropriate opportunities for students to reflect on their relationships with their family, friends and God. The senior retreat experiences were rich opportunities for the students to reflect on their own personal journey of faith, the direction of their life, and relationship with God.

Some senior students volunteered as catechists in state primary schools.

Social Justice

As a Catholic community, we strived to raise awareness of local and global justice issues. We encouraged all members of our community to be compassionate to the needs of others and to have an informed view on social justice issues. This reaching out to others promoted a positive sense of self and community, and enabled us to live out our school motto, *Walk with Christ*.

The year began by supporting Caritas' Project Compassion. In term 2 we focused on the annual St Vincent de Paul's Winter Appeal, with students donating winter clothing and raising funds to purchase backpack beds for the homeless at St Vincent de Paul's Caroline Chisolm Centre at Mt Druitt.

The charity that we supported in term 3 was the Jesuit Refugee Service, with students raising funds to donate to the Jesuit's Arrupe Project in Parramatta. Last year we donated food items, but as we do this for the Christmas appeal, we decided to donate money this year.

Term 4 saw us collating nearly 1000 food items to make hampers for the St Vincent de Paul Christmas Appeal, along with a cash donation. In term 4 we also collected gifts and delivered hampers to two retirement villages in Dural. Students wrote lovely Christmas cards to send with the hampers.

Another ongoing social justice initiative was the 'Sew a Smile' project where we transformed colourful pillow cases into little dresses for children in many Asia-Pacific and African countries. We also sewed shorts for the boys.

Other activities included:

- 'Vinnies Van'
- Catechists for Dural Public School
- World's Greatest Shave
- R U OK? Day
- collecting donations for a number of local charities (eg Share the Dignity)
- attending social justice related forums

School home and parish partnerships

The college enjoyed a strong partnership with the parent community and the pastors from Our Lady of the Rosary, Kellyville; St Benedict's, Arcadia; and St Madeleine Sophie Barat, Kenthurst, who fully supported the spiritual, liturgical and pastoral life of the college community – staff, students and parents. They worked individually and collectively to minister to the community

throughout the year and were involved in the enrolment process for new students wishing to join the college community.

Parents, as the first educators of their children, worked in close partnership with the school. The school enjoyed positive and constructive two-way communication with parents as we worked together to navigate through the many personal, social, spiritual, health and academic challenges teenage students face during their years in high school.

Religious Education

Students in the junior years followed the Parramatta Diocesan Religious Education syllabus *Sharing Our Story*. All senior students studied NESA endorsed course, Catholic Studies, or the NSW Education Standards Authority (NESA) developed courses, Studies of Religion 1 Unit or 2 Unit. Religious Education across the curriculum occurred when members of each Key Learning Area (KLA) included Catholic values across the curriculum and in opportunities to consider the church's teachings on issues covered in classes.

Religious Education also went beyond the classroom in the multitude of opportunities that students and staff experienced in outreach to the community through social justice initiatives.

Professional Learning of staff in Religious Education

Religious Education teachers continued their professional learning as members of each of the Religious Education Year teams through sharing of resources and in working together on curriculum development throughout the year. As teachers continued their work towards accreditation to teach Religious Education and beyond, the opportunities for ongoing professional learning enabled staff members to experience new ideas and techniques for the teaching of Religious Education and to share their knowledge within the Religious Education KLA.

All staff had the opportunity to learn more about their house's patron saint through lecture, workshop and experience.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2018. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning 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. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2018		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	94	92	56	58
	Literacy	97	91	56	50
	Reading	98	94	61	56
	Writing	99	87	48	36
	Spelling	96	93	64	59
	Numeracy	98	95	66	58

NAPLAN RESULTS 2018		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	97	92	59	49
	Literacy	97	88	56	44
	Reading	100	94	52	51
	Writing	94	80	55	32
	Spelling	96	90	60	52
	Numeracy	100	96	55	56

In 2018, Marian Catholic College, achieved above the national minimum standard in all areas of NAPLAN testing.

In Year 7, 53% of students met, or were above, expectations in reading and 64% of students met,

or were above, expectations in writing and 59% of students met, or were above, expectations in Numeracy.

In Year 9, 68% of students met, or were above, expectations in reading and writing and 66% of students met, or were above, expectations in Numeracy.

All staff members at Marian Catholic College had access to, and worked with, the NAPLAN data to recognise overall trends and to identify the learning needs of individual students.

This data analysis was then used to develop and implement programs and learning strategies to meet the identified needs of the year cohort and individual students within classes.

Record of School Achievement (RoSA)

In 2018, eight Year 10 students, 21 Year 11 students and eight Year 12 students requested a Record of Student Achievement (RoSA) from the NSW Education Standards Authority (NESA).

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2018	
	School	State
Studies of Religion I	49	70
English Standard	67	51
English Advanced	89	90
Dance	100	84
Software Design and Development	100	66

In 2018, a total of 132 students studied 36 HSC subjects. Seventy nine percent of results across all courses were in bands 4, 5 or 6. Eleven students achieved Australian Tertiary Admission Ranks (ATARs) in excess of 90. The Dux achieved an ATAR of 98.2. Marian Catholic College featured 35 times in the Distinguished Achievers list. One student was nominated for ARTEXPRESS HSC *Showcase*. Two Dance students were nominated for HSC *Callback*.

One hundred percent of students in Dance, Design and Technology, Music 1, Software Design and Development and Visual Arts achieved results in the top three bands.

School curriculum

The curriculum of the college has been designed to be diverse, balanced and appropriate for a range of abilities, while challenging each student to enjoy learning and to succeed.

The college offered a wide range of subjects in Stages 4, 5 and 6, including the Higher School Certificate (HSC) study options and additional opportunities to participate in vocational subjects.

In 2018, 36 HSC courses were offered at a senior level including NESA developed and endorsed courses. In addition, the college offered Vocational Education and Training (VET) courses in Hospitality, Construction, Entertainment and Business Services.

Students in Stage 5 were offered electives that catered for a wide range of interests and abilities. The extensive list included: Agricultural Technology, Commerce, Industrial Technology (Timber), Industrial Technology (Automotive), Information and Software Technology, History Elective, Geography Elective, Dance, Drama, Music, Physical Activity and Sport Studies (PASS), Textiles Technology, Visual Arts, Food Technology, Child Studies, Graphics Technology and Science Technology Engineering Mathematics (STEM).

In 2018, STEM was introduced into the curriculum for Year 7, giving students the opportunity to develop communication and thinking skills while applying their understanding of the digital world, mathematics and science to 21st century problems.

The college offered a wide range of co-curricular activities. Students participated in Maths Olympiad, Mock Trial, the school musical, MCCA, and other competitions across a range of subjects. In the sporting arena, Marian Catholic College students participated in the Hills Zone and Parramatta Diocese competitions.

Initiatives to promote respect and responsibility

The college actively promoted respect and responsibility in all aspects of the daily life of the learning community. The pastoral care structure was Year-based and each class was supported by a homeroom teacher, year leader of learning, the leader of learning – pastoral care, learning support teachers, teachers aides and the school counsellor.

The importance of building life-giving relationships based on respect, tolerance, forgiveness, kindness, consideration and generosity was emphasised.

The student planner contained two important sections: *Catholic Values* and *Values for Australian Schooling*, which highlighted the importance of respect and responsibility.

Students were encouraged to respect the rights of other students to learn. In dealing with student management and disciplinary matters every opportunity was taken to encourage students to make good decisions; to be honest and to accept responsibility for their own actions. All students were encouraged and supported to develop self-discipline.

As a Catholic faith community, students were encouraged to be of service to others. Some of the ways in which we did this was by involving students in a wide range of community appeals such as 'Vinnies Van', St Vincent de Paul Winter Appeal, St Vincent de Paul Door Knock, Caritas' Project Compassion and making Christmas hampers for the needy in the community. Students were also encouraged to support each other and the staff by participating in college community activities or by becoming college or peer support leaders.

In 2018, the new framework for building positive relationships continued to be implemented for staff and student wellbeing, based on respect, responsibility and integrity. The revised merit system coincided with this to ensure that the framework formed a strong foundation in all areas of wellbeing. Further, the newly implemented vertical homeroom/house structure continued to build a culture of inclusivity and community.

Professional Learning

Staff at Marian Catholic College attended various professional development courses including the following:

- Teacher Goal Setting – formation, literacy and numeracy
- Case Management and Personalised Plans
- Cardiopulmonary Resuscitation (CPR) and First Aid Training
- Reviva First Aid Course
- Child Protection Training
- Beginning Teachers 2018 Professional Learning (first year)
- Cert IV: VET Training
- Compass Training for Support Staff
- Differentiated Assessment
- Effective Classroom Practices
- English and Mathematics Stage 4 (EM4) Phase 1
- Enhancing Mathematical Understanding (EMU) Data Analysis
- Literacy
- Mandatory Child Abuse Presentation
- VET Training and Assessment Upgrade - Training Plan (Version Code TAE 40116)

Annual school priorities

Priority 1	Ongoing development of Catholic values across the curriculum and within our House system
Reason for priority 1	As a Catholic community, we included patron saints for each of our college houses (during 2017). In 2018 our goal was to embed the saints' (Catholic) values among the students of each colour house and continue the inclusion of Catholic values across the curriculum. Our ongoing outreach to St Vincent de Paul and the spirit of 'Walking with Refugees and People Seeking Protection', the Arrupe Jesuit Project, exemplified our commitment to putting our values into action.
Steps taken to achieve priority 1	<p>These included:</p> <ul style="list-style-type: none">▪ students learning a variety of Catholic values as they were exposed to Catholic values across all areas of the curriculum within the house system▪ teachers learning the contemporary Catholic church teachings and Catholic values in their subject area▪ school leadership team providing ongoing support to KLA teams in the implementation of this initiative▪ parents and the wider community being invited to keep in touch with the values across the curriculum project
Status of priority 1	Ongoing

Priority 2	For all Stage 4 students to demonstrate growth in reading comprehension and use of self-regulating strategies to improve writing for deep learning and understanding
Reason for priority 2	As a school we saw a need to accelerate student learning, improve student self-efficacy and broaden teacher expertise of the literacy continuum and the integration of diverse literacy activities into formative assessment.
Steps taken to achieve priority 2	<p>These included :</p> <ul style="list-style-type: none"> ▪ Students developed awareness of their reading skills and participated in reading comprehension activities. ▪ Teachers developed awareness of students' reading skills through engagement with data and to used this information to plan lessons and assessments. ▪ The school leadership team arranged training to develop the capacity of teachers and appropriate lessons and assessments. ▪ Parents and the community were provided with information about our specific literary focuses.
Status of priority 2	Ongoing

Priority 3	For Year 7 and 8 students to learn, use and be assessed on numeracy skills within the specific curriculum context of each KLA
Reason for priority 3	<p>We recognised that numeracy encompasses a wide range of knowledge, skills, behaviours and dispositions that students needed in order to use Mathematics in different contexts.</p> <p>Numeracy education is every teacher's responsibility as numeracy skills can only be developed when numeracy is implemented across the curriculum and in a range of contexts. This needed a whole-school focus with numeracy skills explicitly taught through every syllabus and by every teacher.</p>
Steps taken to achieve priority 3	<p>These included:</p> <ul style="list-style-type: none"> ▪ students engaging in subject specific learning activities which provide opportunities for students to apply numeracy skills within the KLA ▪ teachers engaging with NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M) data to identify numeracy vulnerability which restricted student ability to engage with subject specific content ▪ the school leadership team overseeing and participating in the implementation of the numeracy plan
Status of priority 3	Ongoing

Projected school priorities

Priority 1	For students to engage in experiential and inquiry based learning, enabling students to understand its surface, deep and transfer aspects
Reason for Priority 1	We want to build capacity in teachers to prepare experiential and inquiry based learning activities, particularly around the new Religious Education (RE) Syllabus.
Steps to be taken to achieve Priority 1	<p>These will include:</p> <ul style="list-style-type: none"> ▪ students engaging in experiential and inquiry based learning in the junior years in Religious Education ▪ teachers engaging in professional development in experiential and inquiry based learning, incorporating their learning into the teaching of Religious Education and other KLA subjects ▪ school leadership team providing ongoing support to KLA teams in the implementation of this initiative
Priority 2	For all Stage 4 students to engage in activities to improve their writing across all KLAs
Reason for Priority 2	In 2018 the Year 7 NAPLAN results identified that writing was an area that needed improvement. It was decided that a college-wide approach would have the greatest impact. The 'Marian Hamburger Special' initiative was designed to build capacity in teachers and students to write purposefully and clearly and to employ a common language across all KLAs.
Steps to be taken to achieve Priority 2	<p>These will be for:</p> <ul style="list-style-type: none"> ▪ students to engage in specific writing activities targeting specific writing areas like Structure, Purpose, Evidence, Clarity, Ideas, Audience, Links (SPECIAL) ▪ teachers to teach writing, explicitly focusing on different elements and using formative assessment to track student growth ▪ the school leadership team supporting teachers in the implementation of the initiative by providing time in staff meetings to develop programs and assessments

Priority 3	For all students to be explicitly taught the numeracy skills within the relevant units of work in Stages 4 and 5, as identified by each KLA
Reason for Priority 3	HSC analysis has indicated that numeracy skills are weaker in KLA areas other than Mathematics and that having numeracy identified and explicitly taught in other KLAs will strengthen students' skills and link the skills to real-life situations.
Steps to be taken to achieve Priority 3	<p>These will be for:</p> <ul style="list-style-type: none"> ▪ students to engage in subject specific learning activities which explicitly address misconceptions, misunderstandings and gaps in numeracy skills within the KLA context, using the subject specific language and notation ▪ teachers to engage with data to identify the students who are vulnerable in numeracy and use the Numeracy Skills Framework (NSF) to plan teaching and learning activities which provide opportunities for students to apply numeracy skills within their subject area

Community Satisfaction

Parent satisfaction

(Written by a parent representative)

This was another successful year for the students at Marian Catholic College. They were given many opportunities to grow and develop with the provision of extra-curricular and sporting activities.

The success that the college achieved in the past 12 months was directly attributable to the joint cooperation between members of the entire community.

The ultimate recipients of the teachers' work were the students and for this the parents felt indebted to all who had organised activities.

Parents were pleased to be informed about college activities through Schoolstream, the college Facebook page and the fortnightly newsletter.

They felt that the various information evenings were practical and very informative. They assisted the students to make good decisions about their education.

Parents expressed their thanks to the outstanding leaders of learning at the college who always made themselves available to discuss the progress of the students and were consistently willing to help students achieve their goals.

Parents looked forward to continuing to work closely with the staff to maintain the excellent reputation and ongoing success of the college.

Student satisfaction

The Tell Them From Me (TTFM) survey data collected and reported to our parents, students and staff, showed that our students identified that they felt positive about their ability to achieve and learn. The students said they held a strong connection to the school and that they felt safe and supported here. They also reported experiencing classes that were engaging, and believed that the staff were meeting their needs in all aspects of their development.

Teacher satisfaction

The TTFM survey data collected showed that our teachers possessed a very positive tone, energy and passion about teaching at the college, and believed that the students were focused on their learning in the classroom. Teachers felt positive about working together and that there was a real sense of community present. Our teachers felt that they mutually supported each other in their professional growth which, in turn, translated into improved learning outcomes for our students. Further, teachers continued to be very supportive of extra-curricular activities, social justice and outreach activities, as well as opportunities for retreat, reflection and liturgical celebrations, giving generously of their time and energy in support and leadership.

Student Profile

Enrolment Policy

Marian Catholic College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be obtained from the school office or can be accessed on the CEDP website showing the [CEDP Enrolment Policy](#), [Procedures](#) and [Guidelines](#).

Current and previous years' student enrolment

Year	Boys	Girls	Total
2016	489	574	1063
2017	467	610	1077
2018	465	610	1075

Our school supported a large, growing area of North Western Sydney and as a result, our Year 7 enrolments were under considerable pressure. Our school enrolments are trending upward as our retention numbers from Year 10 into Year 11 continue to increase and therefore our senior student enrolments remain at a higher level than in previous years.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	94
Year 8	92
Year 9	92
Year 10	91
Year 11	92
Year 12	93
School average	92

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	235
Students with disabilities (SWD)	39
Indigenous	2

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving

their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 82%.

The students who left Year 10 or during Stage 6 prior to the completion of the HSC, enrolled in a range of Technical and Further Education (TAFE) courses, traineeships, other study opportunities (such as school-based traineeships or apprenticeships), or secured full-time employment. Our student numbers in Stage 6 continued to increase.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	26
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

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

Destination of students leaving Year 12	%
University	78
Technical, and Further Education (TAFE)	9
Workforce	5
Other/Unknown	8

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The college's policies relating to student management are set out in the student planner which is updated and provided to each student annually. Students and parents/caregivers are required to read and acknowledge their understanding of a number of policies in relation to uniform, attendance, safety and wellbeing.

Excerpts from the policies regarding student management, welfare and discipline are also featured throughout the year in the college newsletters. Additional information relating to student welfare, including expectations of students, are posted on the college website.

Staff access all college and Catholic Education, Diocese of Parramatta (CEDP) policies and procedures via the *Staff Handbook* and the college's website. These policies include: *Privacy, Complaint Handling Procedures; Information and Learning Technology; Excursions/Incursions; Asthma; Beyond Bullying; Chemical Safety; Workplace Health and Safety; Evacuation/Lockdown Procedures; and Child Protection.*

The student management, welfare and discipline policies are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

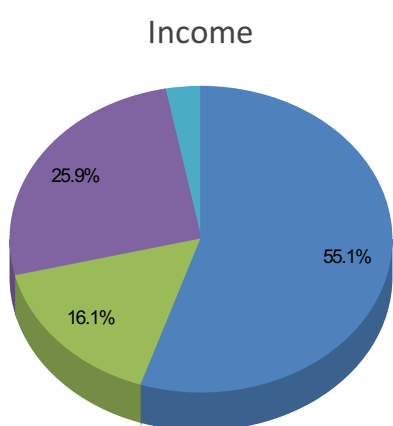
Policies are reviewed and updated annually.

Complaints and grievances policy

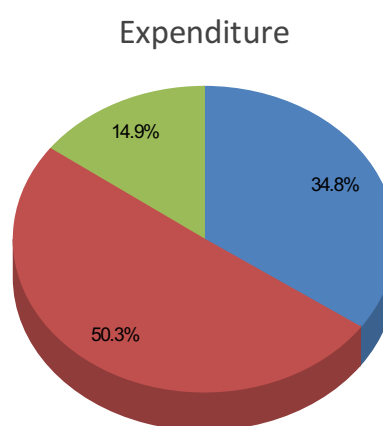
The school has formal written policies in place that are consistent with the Catholic Education, Diocese of Parramatta (CEDP), *Complaints Handling* policy and procedures. Complaints are acted on in accordance with CEDP guidelines and procedures. They are investigated thoroughly and appropriately and timely action is taken. The outcomes are made known to the complainant. The policy is on the Marian Catholic College website and a copy of the written policy is available from college reception on request or is available on the CEDP website <http://www.parra.catholic.edu.au>

The complaints handling process did not change during 2018.

Section Eleven: Financial Statement



- Commonwealth (55.1%)
- Capital (0%)
- State (16.1%)
- Fees (25.9%)
- Other (3%)



- Capital (34.8%)
- Salary (50.3%)
- Non-Salary (14.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,127,077
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,665,880
Fees and Private Income ⁴	\$4,285,950
Other Capital Income ⁵	\$499,949
Total Income	\$16,578,856

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$8,000,421
Salaries and Related Expenses ⁷	\$11,586,258
Non-Salary Expenses ⁸	\$3,433,986
Total Expenditure	\$23,020,665

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.