Marian Catholic College
Griffith
2012 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 2012 Annual Report. It features input by all groups within our community and incorporates many important aspects of the rich and divergent College life here at Marian.

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. We are unashamedly a Catholic institution based on the values and teachings of Jesus Christ and this is evidenced in all aspects of College life. The College strives to create an effective learning environment which is safe, challenging, collaborative and built on mutual respect.

The strong sense of community was also in evidence throughout the year. This was particularly on display through Harmony Day, College assemblies and sporting carnivals, and during the many times community service initiatives were taken by students and staff to support members of the College, and the local and wider communities.

Marian Catholic College has once again journeyed through a year of growth and development across a spectrum of indicators. Student enrolments have stabilised with over 650 students passing through our doors. There has been a corresponding stability in staffing. Together the mix of new and old, fresh and familiar have created an atmosphere and energy that has brought added life into the school.

Education continues to be first and foremost, and the College was invited to be the host for a significant regional forum on education with the NSW Minister for Education, Adrian Piccoli. The topics on the table included: teacher training, equity of resources, attracting teachers to the region and access to professional learning.

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 was the focus on continuing to improve teaching practices and assessment tasks, with an emphasis on challenging the academically capable students, whilst providing differentiation for those who needed a more supported structure.

Reflecting on our practice is an on-going challenge and this report is part of that process.

Alan Le Brocque  
Principal

1.2 **Message from the Parent Body**

Marian Catholic College continues to be successful, with enrolment numbers remaining very strong reflecting what we believe is the wider community's recognition of the College's strengths. During the year, the College has had many major and minor projects undertaken, such as the installation of the solar panels and the refurbishment of the Chapel and Hall. The most significant project, however, would be the installation of the cross at the front of the College, affirming to the wider community that Marian Catholic College is a place of faith.
The ongoing local and global economic instability still presents challenges for the College to provide for the students of the present and future. This continues to be an area that must be monitored by the College and community.

We would like to thank everyone who has played a role in contributing to the College community during 2012, including the teachers, support staff, students, parents and their families. Additionally, Alan Le Brocque and Frances Robertson should be recognised for their continuing guidance and faith. Without his combined efforts of all, the College would not be what it is today.

Marian Catholic College Parent Council

1.3 Message from the Student Body

Students are clearly the centre of this College. We are very proud to belong to Marian. We have learned together and worked together. This was especially the case in 2012, when we united to support one another during the devastating floods in the region.

The Student Representative Council gives the opportunity for the students from Year Seven onwards to learn about leadership and commitment to our community. Our Senior Student Leadership Team has an energetic, observable presence and is recognisable through their involvement in many different activities. They lead and encourage others to become involved in as many ways as possible.

During 2012, the Student Leadership Team played a vital role in raising the College’s profile in the community. There was active participation in College working bees and volunteering to support others in the community. Fund-raising was also a priority with a movie night, catering, socials, cake stalls, gelato days and casual dress days. Together, we managed to raise over $8,000. This amount grows every year.

As a group, the Student Leadership Team continued to lead the College assemblies, as well as assist in annual events including the sports and swimming carnivals, collection of Christmas hampers and fund-raising, especially for the Catholic Missions and St Vincent de Paul. The Student Leadership Team were also key contributors to the blessing of the College’s new cross.

The Student Leadership Team became involved in leadership training, social justice activities, The religious life of students was enhanced with the newly created student leadership portfolio, ‘Catholic Life and Spirituality’, which provided a student voice in the direction of the prayer life of the College.

In so many ways, we have the opportunity to show that we are very proud to belong to Marian.

Student Representative Council and Student Leadership team
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 is presently rapidly expanding in student numbers. A significant feature of this rapid growth has seen new building projects accommodate this increased demand for Catholic education in Griffith.

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.

2.2 Student Profile

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indigenous</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>303</td>
<td>345</td>
<td>3</td>
<td>107</td>
<td>648</td>
</tr>
</tbody>
</table>

2.3 Enrolment Policy
The Diocese of Wagga Wagga has established an Enrolment Policy† 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.
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>0</td>
<td>0</td>
<td>56</td>
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</tbody>
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### 2.5 Teacher Attendance and Retention Rates

### 2.6 Teacher Satisfaction

The year began with a welcome BBQ for staff and families, and 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.

Raising the academic expectations and learning outcomes of students has been given a priority and this has been directly linked to the professional learning of the staff. This has given a common focus, collective purpose and direction to the teaching and learning within the College.

Staff have begun 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 craft.

Substantive professional dialogue about an aspect of effective learning is a feature of the meetings of the Teaching and Learning Committee and this is transferred 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.

Teaching and Learning Committee
2.7 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>91.68%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89.60%</td>
</tr>
<tr>
<td>Year 9</td>
<td>85.46%</td>
</tr>
<tr>
<td>Year 10</td>
<td>83.65%</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.79%</td>
</tr>
<tr>
<td>Year 12</td>
<td>91.57%</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2012 was 88.75%

Of the students who completed Year 10 in 2010, 70.83% completed Year 12 in 2012.

2.8 Management of non-attendance:

To best 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 Assistant Principal and the Principal (who provide written reminders of the obligation to attend school and the consequences of not attending). 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 programs
- Development 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 new Year 7 students
- 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
- 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 ‘Creative Arts Showcase’, Science Club, Chess Club, public speaking, MUNA, Mock Trial, Tournament of Minds, performances and catering for charity
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 2012 was 98%.
The percentage of students in Year 12 undertaking vocational or trade training was 20%.

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 2012 with some students already benefitting from the opportunities.

The statistics for the students who completed Year 12 in 2012 are as follows:

University offered places – 43 students (this is consistent with 2011, but higher than 2010)
Apprentice/traineeships – 5 students
TAFE/similar courses – 4 students
Employed or seeking full time employment - 13
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. 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.

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.

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.

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 which include the beliefs and expectations around marriage. 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 interest in a religious vocation is encouraged through the support of 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 talks to the students about being grace-filled people and seeking an active role in the Church.

*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.

### 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 (for example a representative from a local charity at our end of year assembly in 2012), year assemblies (for example missionary priests) and a range of social justice initiatives encourage students and staff to embrace a life of discipleship.

The introduction of the official Marian Feast Day revolved around the blessing of the new installation of a large cross in the front of the College. The theme of having a cross visible continued with the painting of another mobile wooden cross with indigenous artwork. Other installation artwork reflecting the religious life is being developed, and ready for placement in 2013. The reminder to ‘take up the cross’ daily is evident to all.

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 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. Years 11 and 12 participate in liturgies as key experiences during their retreat programs. Year 12 students plan, prepare for, and participate in a Graduation Mass.

The student House Leaders took up a new part of their role description and actively developed and led the liturgy in House groups for Remembrance Day in November.

Homeroom provides the opportunity for all students to participate in morning prayer, which was usually common to the whole school, with a different prayer usually 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 2012 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.

Although it was delayed as a result of the floods, 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, beginning with a dawn breakfast at Lake Wyangan, 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.

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.

### 3.4 Catholic Worldview

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.

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.

### 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 four participating teachers in the scholarship program for the Graduate Diploma in Theology through the University of Newcastle.

Staff spirituality was enhanced through the on-going participation in the BBI’s *Spirituality of Mary* Program. This was undertaken by all staff after school for five sessions throughout the year. The material presented provoked lively discussion and allowed staff to renew their faith through connecting with the Gospels and sharing their understandings. This was an important part of increasing the understanding of the charism of being a Marian school.
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 and pastoral worker
- the Student Representative Council, which gives both a voice to students and an opportunity for leadership
- a series of workshops conducted by local police covering topics such as 'cyber-bullying', 'young people and the law' and 'safe celebrating'.

There was a collaborative development of revised Pastoral Care Policy and Student Management Policies. The Student Management Policy was written, with a view to making expectations for appropriate, responsible and respectful behaviour more explicit and to improve the consistency of sanctions for inappropriate behaviour. This will continue to be revised after staff participated in the two professional learning days with Dr Christine Richmond on ‘Teach More, Manage Less’ in Term 4 of 2012. Being explicit in expectations and balancing the acknowledgement and correction will be built into the policy in 2013.

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 two youth mental health forums. This resulted in a ‘well-being day’ being organised and presented by senior students. Resources were purchased and the promotion of mental well-being became a strong catch-cry.

An overview for ‘Promoting Healthy Relationships’ was inserted into the student diary and became the basis of discussion in Homerooms.
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 new Year 7 students and regularly meeting with them formally and informally. All prospective 2013 Year 7 students participated in a Transition program that helped them adjust to high school. Year 6 classes were visited by the Assistant Principal and a Pastoral Coordinator.

Upon enrolment, all students were interviewed and participated in an orientation day (Oh!Day) at the College in December. 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.

Students in Year 10 and 11 were given the opportunity to be trained as Blood Ambassadors, with the goal of promoting blood donation as an active community service.

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.

The Living and Learning Week 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. To conclude the week, leadership skills were taught through the Peer Support program.

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 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 Honours Award will be presented in Year 9 and Year 12. Despite the planned introduction in 2013, there were already students who had met the criteria and these students received their recognition at the Annual Awards Ceremony.
4.3 Pastoral Care of Families

The floods of early 2012 severely affected many families, and Marian put in place some tangible support systems. This included three clean-up days where staff and students travelled to the neighbouring areas and supported those trying to clean up their houses, particularly at Yoogali and Yenda. Many students were also involved in filling sandbags in Griffith. There were fund-raising events and the College made significant donations of educational materials to our sister Primary schools affected by floods.

The College also recognised that many families were living in temporary accommodation for extended periods, so the College Library was opened each afternoon after school until 5.30pm, so affected students could access support, resources and the internet in order to continue their learning, homework and assessment tasks as normally as possible.

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 2012 to enable open discussion of student progress, both academic and pastoral. The SOBS on-line booking system makes 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 Carer 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 and sought additional funds for their support from various agencies.

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 (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the 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. A staff member has been fully trained in the requirements of the new WHS legislation requirements.

**Excellence in Teaching and Learning**

### 4.6 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 principles for learning and teaching at Marian Catholic College follow those of the Diocese of Wagga Wagga. These are articulated in *The Learning Framework (2010)*. 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.

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.

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.

The College also facilitated a number of students to study subjects through Open High School or via the TAFE. These included Spanish, French, Visual Arts, Accountancy, Construction, Child Studies and Beauty Therapy. The school offers HSC extension courses in English, History and Mathematics.

Particular features of the school'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.

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. The timetable has been structured to include a common line for Stage 6 with GHS and WHS.

Preliminary preparation has begun for the implementation of the new Australian Curriculum in English, Maths, Science and History.
4.7 Student Achievement

National and State-wide Tests and Examinations

National Assessment Program – Literacy and Numeracy [NAPLAN]

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2012. The purpose of this test is to provide diagnostic information to parents and teachers about the achievements of students in aspects of literacy and numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the College to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as ‘national minimum standards’. Student performance in NAPLAN in our school is compared to these standards.

In Year 7, there were several areas identified as needing additional support as these were more than 10% below the State: some examples of spelling and understanding of the purpose of repetition and some aspects of fractions and decimals. The percentage of students below national minimum standards is 6.7% in Writing, 2.2% in Spelling and 1% in Numeracy.

In Year 9, the areas needing additional support were interpretation of a poem, understanding scale and chance. In contrast to the Year 7 results, in Year 9 there were eight areas where the school percentage was 10 or more above the state percentage.

The percentage of students below national minimum standards is 10.4% in Writing, 4.8% in Spelling, Grammar and Punctuation 3.2% and 1% in Numeracy. This has decreased since these students undertook their previous NAPLAN in Year 7 in 2010.

As can be seen from the Year 9 table below, the percentages of students in the top three bands in both Literacy and Numeracy components are pleasing compared to State figures.

In 2012, the Year 9 Reading, Spelling and Numeracy results showed strong learning growth. This data is encouraging and indicates the success of the various programs that have been introduced over the last two years to support student learning with explicit teaching of Literacy and Numeracy skills throughout the whole curriculum. However, some particular areas have been identified as needing additional support and explicit instruction in 2013 for this group of students and these include:

- Making inferences and identify assumptions
- Summarising information
- Interpreting use of a literary technique
- Identifying purpose or main ideas in a text
- Applying comprehension for cause and effect
Using the results from NAPLAN, the meta-analysis done by Graham and Perin 2007 and the recommendations from the Institute of Education Sciences, the following strategies are goals across all KLAs:

- Recommendation 1: Provide explicit vocabulary instruction
- Recommendation 2: Provide direct and explicit comprehension strategy instruction
- Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation
- Recommendation 4: Writing needs to be placed “squarely in the centre of the school agenda” (National Commission on Writing, 2003, p. 3)

Other actions will include:

- Disseminate the information about trend data at a staff professional learning day. Identify general consistencies, inconsistencies and patterns with other information
- With Teaching and Learning Committee, KLA Coordinators and Year 7 and 9 Pastoral Coordinators undertake structured analysis for each aspect (reading, writing, language, numeracy)
- Make plans for interventions for students below minimum standards through differentiation of the curriculum within KLAs and the provision of additional tutorials through Learning Support
- 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 below the State average
- At a staff meeting, KLA groups, led by KLA Coordinators, identify possible interventions to address problem areas to be built into the normal programs
- Collate and map across the whole school on a table
- Identify high performing students who are not indicating growth from Year 5 to 7 or Yr 7 to 9. Link to the G&T plan for College.
- Provide and revise the structure, features and requirements for a persuasive writing task
- Provide a variety of instructional websites and textual resources to assist with classroom instruction and allocation for each KLA
- Implementation of specific spelling strategies in each KLA
- Display of charts supporting literacy, especially the understanding of persuasive texts
- Each KLA to identify an additional specific literacy focus for Year 7 and Yr 9 (for 2012), to be mapped across the whole College
### Year 7 Students – Band Distributions

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# Means and Standard Deviations

Number of students: 135

## Aspect of Literacy and Numeracy

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### Means and Standard Deviations

**School:** Marian Catholic College - Year 9 - 2012  
**State:** New South Wales  
**Diocese:** CEO Wagga Wagga

#### Aspect of Literacy and Numeracy

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<th>GROUP</th>
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Number of students: 125
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 sixty five HSC students, there are 20 Band 6s and 90 Band 5s (and 10 of these were a score of 89- one mark off a Band 6). This was across the range of subjects.

When considering the top three bands, the following subjects performed better than the State average: Ancient History, Biology, Business Studies, Design and Technology, English Standard, General Mathematics, Mathematics 2 Unit, Mathematics Extension, Music, PDHPE, Physics, Studies of Religion (1 and 2 Unit), Hospitality and Business Services.
There were other subjects slightly below the state average, but the marginal difference had improved considerably. These included: English Advanced and Visual Arts.

According to the John DeCourcy analysis of all HSC results in Catholic schools in NSW, on two scales Marian was on an upward trend: ‘Overall School to State comparison’ and ‘Comparison of School with State’ are both above state average.

On other scales, which measured what the students achieved in comparison to their Year 10 School Certificate results (‘Achieved vs Expected’) and the ‘Mean Overall Difference’, 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, managing stress, striking a balance, 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;
- Additional teachers who are becoming HSC markers.

Additional information:
- Number of subjects that have Bands 4-6 above state average: 14/22 (in comparison to 13 out of 24 subjects on 2011 and 8 out of 24 subjects in 2010)
Number of subjects that have Bands 1-3 less than the State average: 14/22 (in comparison to 13/24 subjects in 2011 and 8/24 subjects in 2010)
Number of students with a Band 5 or above: 33 students out of 65 (in comparison to 28/75 students in 2011 and 19/63 students in 2010)

**Consideration of same cohort for School Certificate 2010**

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<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
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**Note:** Variations and State percentages are provided for comparison.
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<th>Subject</th>
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<th>Variation in Exam Mean between 2011 and 2012</th>
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Note: The table above shows the percentage of students achieving different bands in various subjects at the high school level. The variation in exam mean between 2011 and 2012 is also provided for some subjects.
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4.8 Extraplricular Activities

The College came alive with the musical FAME, which involved over 100 students and many staff. There was major community support with a variety of sponsors and an incredible four sell-out performances at the Griffith City Theatre. It was a real showcase of talent and dedicated hard work. The College’s performance was nominated in the 2012 ACTEWAGL Canberra Area Theatre Award for ‘Best Orchestra for a School Production’ and ‘Best Youth Actress in a leading role in a Musical’. The Musical will be a bi-annual event, with the alternating years showcasing a cabaret evening.

A significant cultural highlight included Harmony Day. Once again the diversity of the nationalities which make up our school was celebrated. In 2012, the College hosted the Griffith City Citizenship ceremony. Nineteen new Australians were naturalised in front of a gathering of over 700 in the College’s Hall, with the Deputy Mayor officiating.

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 through the Marian Community Care Team. This 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.

Many Year 12 students also undertook a considerable number of hours of school service as they created new gardens and rejuvenated existing gardens at school during weekend working bees.

Students took up the challenge of Tournament of Minds, Model United Nations Assembly (MUNA) and 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.

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. The transit of Venus was observed in an early morning session. Students undertake the Maths Challenge and participate in Pi Day and World Maths Day activities and World Education Games.
The Marian Art Attack explored many different artistic styles in after school sessions with the support of two teachers. This enrichment program encouraged experimentation and produced some interesting artworks.

The Marian Choir has grown in strength in 2012, 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, with the development of various bands.

Late in the year, parent and families were invited to attend the Creative Arts Showcase, which highlighted artistic, dramatic and musical talent of the students. This was combined with the Festival of the Word; a feast of reading, writing, public speaking, listening and viewing.

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.

4.9 Professional Learning

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

- **Tactical teaching: being the teacher of reading**
- **Read and Write Gold**
- **MORE Project: Differentiating assessment tasks, using Action Research Model**
- **NAPLAN results interpretation in Literacy and Numeracy**
- **Development of professional learning plans**
- **Understanding the Board of Studies grading requirements**
- **Using the Results Analysis Package for HSC analysis**
- **Secondary Student Wellbeing, using National Safe Schools Framework**
- **Visible Learning: an introduction to John Hattie’s research**
- **Understanding Asperger Syndrome**
- **Teach More Manage Less** by Christine Richmond
- **Lead More Manage Less** by Christine Richmond
- **Mind Matters**
- **Spirituality of Mary program over five sessions after school**
- **CPR Training**
- **First Aid Training**

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 has generated much interest. Staff in the English, Mathematics, History and Science faculties have commenced reading the documents, preparing for implementation in Year 7 and Year 9 in 2014. 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 2012, six 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.
Two 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 2012, the emphasis continued for improving the standard of writing for our students. All staff engaged in Phase Three of the Stepping Out program which was delivered during the year. Commitment to developing ICLT skills has seen time set aside at staff meetings for professional learning.

**Strategic Initiatives**

4.9.1. **2012 Priorities and Achievements**

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

**Catholic Identity and Religious Education**

- Revision of the College’s Vision and Mission statement
- Formalising an annual feast day for the College
- Faith formation: “The Spirituality of Mary”
- Articulating the Catholicity of the College
- Consolidation of service to the community as a compulsory part of Year 10 Living and Learning program and optional for Year 11 and 12 students, through the JCA program
- Celebration of Catholic Schools’ Week in public places

**Student Learning**

- Improving the accessibility and quality of assessment tasks
- Redesigning the student reports so that they are in plain English and more user friendly
- Strategic Planning for VET in preparation for the Trade Training Centre construction
- Submit TTC application for the 2012 funding round.

**Pedagogy**

- WOW-Watching others work; Teachers observing other teachers in their classes and providing feedback on an area where improvement is desired
- NAPLAN analysis from 2011: Building subject specific vocabulary with each unit of work having a specific word bank displayed, tested and/or included in assessment tasks
- Improving the teaching of reading comprehension
- WAM-Writing at Marian: Increasing the quantity and quality of writing in daily lessons
- Development of a structure for personal professional learning plans for staff

**Finance and Resources**

- Begin the process to purchase the currently leased land on the northern boundary of MCC
- Install an internal ceiling in the Marcellin Hall
- Build a verandah and refurbish internal courtyard
- Install new lockers for all Year 9 & 10
Install security cameras and locked gates
Provision of refrigerated water drinkers for students

All of these goals were achieved in 2012. Some goals have an on-going nature, as new staff become part of the Marian community.

4.9.2. 2013 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:
- 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 2013:
- 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 2013. This involved students, parents and staff. The process is as follows:

Stage 1: Gathering
Focussed discussion groups
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 2013 has been distilled to the following priority areas:

**PRIORITY AREA 1: Catholic Identity and Religious Education**

Revision of the College's Vision and Mission statement: Aligning Learning Framework to College practices (Mission)
Using a visioning exercise, identify direction, purpose and commitment (Vision)
Provide clear icons of the Catholic faith for display
Formalising an annual feast day for the College
Formation of a student liturgy team to prepare and/or lead school liturgies
Faith formation of all staff
Students led College/Parish Masses with Sacred Heart parish in Marcellin Hall once per term

**PRIORITY AREA 2: Student Learning**

Formation 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
Creation of student designed assessment tasks: each KLA will have one task collaboratively designed by students
Portfolio of student learning: each KLA will have one unit of work that is formatively assessed through a portfolio of student work
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

**PRIORITY AREA 3: Pedagogy**

Implementation of ‘Teach More Manage Less’ program
MORE Project 1: Differentiated Assessment
ICTL Coordinator to timetable time in classrooms with staff across KLAs and with strategic intent of demonstrating strategies to use interactive programs/resources to improve pedagogy
Preparation for the implementation of the Australian Curriculum in English, Mathematics, Science and History
NAPLAN analysis from 2012: building subject specific vocabulary and improving the teaching of reading comprehension
WAM- Writing at Marian: Increasing the quantity and quality of writing in daily lessons in Term 1
MORE project 2: Read & Write Gold
Training for QuickSmart Literacy
HSC analysis 2012: each KLA to present a report to Principal Term 1 2013
Staff professional learning for effective grading of assessments for RoSA Yr 10 and Prelim
WOW-Watching others work; Teachers observing other teachers in their classes and providing
feedback on one area where improvement is desired

Priority Area 4: Knowledge Management and ICT
Renewing provision of computers for students
Development of a new College website

Priority Area 5: Employee Services
Development of a structure for personal professional learning plans with Teaching and Learning Committee

Priority Area 6: Finance and Resources
Improve recycling and reduce waste
Provide regular feedback to staff on energy usage
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, install fire stairs and renew air-conditioning
Resurface asphalt areas in front of canteen
Replace roof of Science Block and repair flood damage
Purchase the currently leased land on the northern boundary of MCC
Update student welfare and attendance software
Purchase texting software to inform parents of student absences
2013 Project: Improving Student Learning Outcomes at Marian

Marian Catholic College School Improvement Plan 2013
Implementing Bishop’s Mandate
‘Continuing the Adventure’
- Catholic identity: Vision
- Catholic identity: Marian Day
- Faith formation: Staff professional Learning
- Faith formation: Parish/College Sunday Mass
- Faith formation: Student Liturgy Team
- Care: Formation of Student Well-Being Team
- Stewardship: Refurbishment of resources

Improving pedagogy to maximise student learning achievement
- Implementation of ‘Teach More Manage Less’
- Improving quality and accessibility of assessment tasks
- Reframing assessment: Creating portfolios of student learning & student designed assessment tasks
- Supporting learning: Year 7 ‘Learning to Learn in High School’ Yr 11 R&W Gold, Yr 10/11/12 Support Evenings
- Planning for Australian Curriculum
- Improving literacy: WAM, Tactical teaching, QuickSmart Literacy

Building teacher capacity
- Expansion of WOW
- Professional learning for grading for RoSA
- Growth Coaching
- Development of PLPs
5. Parent Participation

5.1 Introduction

Marian Catholic College sees its role as in partnership with parents, and sought ways to strengthen the relationship in 2012. Invitations to attend Liturgies, Information Evenings, Support Evenings, sporting events, assemblies and award ceremonies were taken up by a significant number of parents.

Parents are also very active in supporting school socials through supervision, as well as 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: 20%
- State Recurrent Grants: 21%
- Commonwealth Recurrent Grants: 58%
- Government Capital Grants: 2%
- Other Capital Income: 0%

**School Expenses**

- Salaries, Allowances & Related Expenses: 75%
- Non Salary Expenses: 17%
- Other Capital Expenditure: 8%