Marian Catholic College Griffith
2013 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 2013 Annual Report. This year has been a justifiably proud one with many notable highlights.

Marian Catholic College is a living faith community and, as such, is a local expression of the universal Catholic Church, sharing in its evangelising mission. Faith formation is an active element of College life and has been given expression throughout the year in student leadership in Liturgy, Social Justice and Community Service. A new undertaking in 2013 was the establishment of a sister school relationship with Paul VI College, Leulumoega, Samoa. The inaugural visit to Paul VI College proved fruitful in providing an understanding of how Marian Catholic College can serve and support their community into the future. Marian Catholic College also began to reconnect with Marist Schools Australia to seek new ways of providing spiritual formation and growth for students and staff alike.

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

The key priority of high academic achievement was reflected in the College's ongoing efforts to engage students in their learning and address their individual needs. Of particular significance were the outstanding Higher School Certificate results of 2013. The school was above state average in 18 out of 25 subjects with 75% of all grades being in Bands 4-6 and a majority of these being in Bands 5 and 6. 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 is yielding significant rewards.

I acknowledge the vibrant and professional dedication of the staff of Marian Catholic College and thank the Parent Council, Parent and Friends Committee, Canteen volunteers and community support who together have helped to make Marian Catholic College the fine school that it is and contributed to such a successful year.

Alan Le Brocque
Principal

1.2 Message from the Parent Body-(2013 school mag)-Alan

The Parent Council of Marian Catholic College wishes to thank everyone within our community who have contributed to the wellbeing and educational outcomes for our students. Parents play a vital part in partnership with staff and clergy in a Catholic School. Harnessed together in a supportive environment our school has become effective and makes a difference to the lives of within the school but contributes to the wider community in positive ways.

2013 saw a continuance of investment in school infrastructure. Playground spaces have been resurfaced, a new fire escape stairwell built on E Block, the veranda replaced on C Block and new perimeter fences erected along Hickey Crescent. Progress has been made on the finalisation of
acquiring land along the north western border of the college and once again school grounds have been maintained beautifully to provide a pleasant aspect for students and staff each day.

The Parent Council wishes to acknowledge the work of Assistant Principal Frances Robertson who is leaving the school after four years. She has been directly responsible for a number of initiatives that have seen overall benefit to the academic success of students and improved pedagogy of teachers. We wish her well in her new appointment as Principal of St Patrick’s Parish School, Cooma.

Marian Catholic College Parent Council

1.3 Message from the Student Body-(School mag)-Andy

2013 has been an outstanding year with some amazing achievements, academically, on the sporting field, creatively and in the HSC. The College has come together to support the Year 12 theme of “Making a Difference” M.A.D 2013. The College has achieved many fundraising and awareness goals. These have included charitable activities on Valentine’s Day, Movember, Melbourne Cup, as well as the establishment of the Well Being Committee and the development of Project Sam, to name just a few. These examples show how, as a College community, we have contributed to the wider community, leaving a legacy which can continue in the coming years.

The Student Leadership Team has been a tremendous support for the College, helping drive the Year 12 events during the year and assisting in leading our College. The Prefects have done an amazing job with the fundraising for charities and have always been willing to help out. The House Leaders have stepped up in their College spirit. Their spirit has spilled over from our sporting carnivals to our College Liturgies. The entire Leadership team has exceeded all expectations.

2013 would not have been the same without the guidance and support of all our teachers who have instructed us throughout the past year as well as putting in the extra hours prior to the HSC for the Year 12 students. We would like to thank all for their dedication to the College.

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 growth in numbers for Year 7 is strong. The College enjoys a close association with the Sacred Heart Parish, Griffith with the Marcellin Hall being used each Sunday for Parish Mass.

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

2.2 Student Profile - Joanne

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indigenous</th>
<th>LOTE*</th>
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<tbody>
<tr>
<td>293</td>
<td>345</td>
<td>4</td>
<td>96</td>
<td>638</td>
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2.3 Enrolment Policy
The Diocese of Wagga Wagga has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

†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.

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<tr>
<th>a</th>
<th>b</th>
<th>C</th>
<th>Total</th>
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<tr>
<td>53</td>
<td>0</td>
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2.5 Teacher Satisfaction

The college has a strong sense of welcome for all staff and like previous years, 2013 began with a welcome BBQ for staff and families. Staff members regularly socialise out of hours, indicating that there is a strong connection between all members of the team. There are often opportunities to be together for fun, as well as work. The staff adopted the theme MAD (Making a Difference) 2013.

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

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

The Teaching and Learning Committee continued to provide an opportunity for substantive professional dialogue about various aspects of effective learning. The Committee is a vehicle for transferring contemporary pedagogical ideas back to each of the KLAS. Building a strong community of learners at all levels and strengthening the professional capital of staff is obviously a common thread for the decisions made at the College.

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

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

2.6 Student Attendance and Retention Rates

<table>
<thead>
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<th>YEAR</th>
<th>Average student attendance rate (%)</th>
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The average student attendance rate for 2013 was 98.72%

Of the students who completed Year 10 in 2011, 66.12% completed Year 12 in 2013.
2.7 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
- Pairing with a sister school in Samoa – Project Sam inauguration and visit and fundraising
- Continuation of the Well-Being Committee- a student driven project
- Teachers want to support students and help them with their learning
- Attendance of the senior students at tutorials, holiday workshops and Support Evenings
- The positive response to the Year 12 student Mentor program
- Desire of Year 10 to be part of the Peer Support program to welcome 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 Cabaret night, Science Club, Chess Club, public speaking, MUNA, Mock Trial, Festival of the Word, Pi Day, performances and catering for various charity events
- A strong representation in a variety of sporting events, as individuals, teams or as whole school

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

Student Leadership Team

2.9 Senior Secondary Outcomes
The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.
The percentage of students in Year 12 undertaking vocational or trade training was 47%.
2.10 Student Destinations

Marian Catholic College continues to have strong links with local employment and training agencies, especially with the transition to work programs. Students exiting school beyond the compulsory years of schooling regularly find local traineeships and apprenticeships. The College has been ably supported by Youth Pathways agencies and regular visits by these groups throughout the school year to assist students identified as “at risk” have enabled many to find suitable and lasting employment or introduced them to further study options outside of the College. A traineeship and pre apprenticeship work placement and work readiness program has continued in 2013 with some students already benefitting from the opportunities.

A program of merit, ‘Make It Happen Project’, was introduced for targeted Year 9 boys “at risk”. Funding was received from the NSW Department of Education and Training to run a project which was delivered in partnership with Western Riverina Community College and the Riverina Institute of TAFE, Griffith Campus.

The statistics for the students who completed Year 12 in 2013 are as follows:-

University offered places – 51 students (this is consistent with 2011, but higher than 2010)
Apprentice/traineeships – 4 students
TAFE/similar courses – 5 students
Employed or seeking full time employment - 17
3. Catholic Life and Mission

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

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

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

Students throughout the year groups are taught about ways to live a religious life including the practices within the Catholic Church. Sacraments are a focal point of these teachings 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 2013), 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 2014. 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, All Saint’s Day and Advent. Accompanied by the school choir and band, these events were respectfully attended by most students.

School liturgies and reflection days for junior years are based around units that are covered in class through the *Sharing our Story* course. 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.

A new initiative the school has developed is the student led liturgy services. Year 10 students organised, led and re-enacted the Stations of the Cross at the Easter liturgy. The Year 11 House Leaders and Prefects have had the opportunity to organise and lead liturgies in House groups. The student House Leaders took up a new part of their role description and actively developed and led the liturgy in House groups for All Saint’s Day in October.

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 2013 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.

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

All students from Years 7 to 10 also participated in reflection and community days which took place throughout the year. These days were facilitated by both Marian staff and outside presenters and each day had a theme or focus suitable for the group. Year 7 to 9 students also participated in Reconciliation in November.

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

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

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

### 3.5 Professional Learning in Catholic Life and Mission

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

All teachers have been involved in professional development activities during the year. Currently at Marian Catholic College there are three participating teachers in the scholarship program for the Graduate Certificate in Theology through the University of Newcastle.

Staff spirituality was enhanced through the on-going participation in the BBI's *The Holy Spirit*. This was undertaken by all staff after school for four sessions throughout the year. The material presented by Bernie Maginnity and Lucia Dickie 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 charism of being a Marian school. As our final instalment for the Spirituality Program, the Staff had the opportunity to have completed some community service. The staff projected their own connection with the understanding of the Holy Spirit and how the Spirit flows through us.
4. Pastoral Care

4.1 Diocesan Policies

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

4.2 School Implementation of Diocesan Policy

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

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

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

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

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

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

In addition, a group of students attended 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. The ‘R U OK?’ Mural was painted in a prominent position by the students.

In addressing the issue of bullying and cyber-bullying, an overview for ‘Promoting Healthy Relationships’ was inserted into the student diary and became the basis of discussion in Homerooms.
The new evacuation and lockdown procedures were practised to ensure a safer environment for students and staff. Modifications continue to be made to refine the model.

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

Transition between primary and high school was well supported with trained Peer Support Leaders in Year 11 embracing the Year 7 students and regularly meeting with them formally and informally. All prospective 2014 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 at the end of November. On this day students worked with senior students in familiarizing 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 Program for Year 10 students was again undertaken in Term 4. This was an opportunity for the students to participate in a variety of vocational, academic, spiritual, recreational and personal development activities. The students also had the option of participating in a day’s community service.

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

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

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

There were three opportunities for Parent/Teacher/Student Conferences in 2013 to enable open discussion of student progress, both academic and pastoral. The SOBS on-line booking system made it easier for parents to make the appointments and ensured better contact with teachers. The focus of the conferences was achievements and goals.

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

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

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work, Health and Safety Management System (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.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Current Curriculum Initiatives

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

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

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. At the end of 2013, it was decided to begin a new subject in Stage Five: Child Studies.

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

Particular features of the College’s curriculum include:

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

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

Extensive professional learning and preparation has been undertaken for the implementation of the new Australian Curriculum in English, Maths, Science and History for Year 7 and Year 9 in 2014.
5.2 Student Achievement

National and State-wide Tests and Examinations

Understanding the NAPLAN Data and Planning a Response

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. 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 analyzed by the College to inform teaching with a view to improving student performance.

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

For 2013, there were direct whole school interventions to support literacy and numeracy competency. Funds were allocated to the continuation of Quicksmart Numeracy (10 hours support per week) and Quicksmart literacy training in 2013 for school implementation in 2014. All students in Year 7 and Year 8 undertook the Accelerated Reading Program in the Library, using a variety of timetabled classes.

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

- making inferences;
- some examples of spelling;
- understanding of synonyms;
- interpretation of scientific information;
- scale;
- measurement or perimeter and area;
- sector graphs;
- data analysis.

The percentage of students below national minimum standards is 1.7% in Reading, 4.3% in Writing, 0.9% in Spelling, 6.9% in Grammar and Punctuation and 0% in Numeracy.

The following tables indicate the trend data for students entering Year 7 in each of the core areas.
In **Year 9**, the identified areas needing additional support were (**Literacy** and **Numeracy**):

- interpretation of persuasive techniques,
- colloquial language
- solving problems with algebra
- calculating time
- determining a median
- discerning probability
- calculating area and volume

The percentage of students **below national minimum standards** is 4.5% in Reading, 19.8% in Writing, 5.4% in Spelling, 9.0% in Grammar and Punctuation and 5.5% in Numeracy.

In 2013, the Year 9 Reading, Writing and Spelling results showed **strong learning growth** between Year 7 NAPLAN and Year 9 NAPLAN. This data is very 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. This has included ‘Accelerated Reading’ and ‘Writing at Marian’ (‘WAM’: sustained regular writing practice in all KLAs).

The overall learning growth was not as pronounced for Numeracy. However, there were positive Numeracy results for some students who undertook QuickSmart in Year 8 and their growth was above State average.

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<th>Scaled score</th>
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The following tables indicate **the growth above the state average** for Year 9. Of particular note, Year 9 girls are 16 scale scores above the state average growth in the test aspect of Writing.
However, after close item analysis, some particular areas have been identified as needing additional support and explicit instruction in 2014 for this group of students and these include:

- recognising an author's intent, tone and attitude;
- making inferences and identifying assumptions, especially contextual information;
- synthesizing and summarising information from a variety of different texts;
- interpreting expressions and the use of a literary techniques;
- identifying purpose or main ideas in a text;
- applying comprehension for cause and effect;
- time measurement
- applying data analysis and probability;
- calculating perimeter and area;
- calculating volume, 3D space and capacity;
- using algebraic techniques to identify variables and solve a multi-step problem;
- calculating angles;
- using number patterns;
- calculating fractions, decimals and percentages.

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 in 2014:

- **Recommendation 1**: Using SmartData to establish individualised class lists to adjust teaching strategies at the classroom level;
- **Recommendation 2**: Provide direct and explicit comprehension strategy instruction, using the resources from *Tactical Teaching*;
- **Recommendation 3**: Provide opportunities for extended discussion of text meaning, interpretation and application, using the resources from *Tactical Teaching*;
- **Recommendation 4**: Writing needs to be placed "squarely in the centre of the school agenda" (National Commission on Writing, 2003, p. 3);
Recommendation 5: Provide explicit vocabulary instruction that is KLA specific

Recommendation 6: Explicit instruction and application of Numeracy skills needs to be incorporated into classroom teaching and assessment across all relevant KLAs.

Other actions will include:

- Disseminate the information about trend data at a staff professional learning meeting in Term 4, 2013 and identify general consistencies, inconsistencies and patterns with other information;
- With KLA Coordinators and Year 7 and 9 Pastoral Coordinators undertake structured analysis for each aspect (reading, writing, language, numeracy) in Term 4, 2013;
- 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 or QuickSmart in Yr 8 2014;
- Undertake additional testing (using Neal) if there are inconsistencies or further diagnosis required;
- Itemise the criteria that indicates either the cohort is below 50% success or well below the State average;
- At first staff professional learning meeting in 2014, KLA groups, led by KLA Coordinators, identify possible interventions to address problem areas to be built into the normal programs;
- Provide a variety of instructional websites and textual resources, including SmartData to assist with classroom instruction and allocation for each KLA;
- Each KLA to identify an additional specific literacy focus for Year 8 and Yr 10 (for 2014), to be mapped across the whole College.
- Using some clerical support, set up individual class lists for the teachers of Year 8 and Year 10 2014, so that teachers and analyse their own class, plan and implement interventions for individual class members;
- Demonstrate the learning and teaching strategies on the SmartData website at a staff Professional Learning Meeting, Term 1, 2014;
- Identify high performing students who are not indicating growth from Year 5 to 7 or Yr 7 to 9 and link to the College’s plan for differentiated learning and assessment;
- Provide and revise the structure, features and requirements for a narrative or persuasive writing task in a variety of KLAs in Term 1, 2014;
- Implementation of specific spelling strategies, including immersion through visible vocabulary lists, in each KLA;
- Display of charts supporting literacy, especially the understanding of narratives and persuasive texts and punctuation requirements.
Students coming into Year 7 – Band Distributions

<table>
<thead>
<tr>
<th>Overview of Year 7 NAPLAN results</th>
<th>Band 4</th>
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Year 7 NAPLAN: Mean and standard deviation comparison

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## Year 9 Students – Band Distributions

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Year 9 NAPLAN: Mean and standard deviation comparison

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Data, Measurement, Space & Geometry
Higher School Certificate Analysis

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

Overall, from seventy nine HSC students, there are 19 Band 6s and 124 Band 5s (this is approximately a 50% increase on the previous year). 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, Community and Family Studies, Drama, English Standard, English Extension 1 and English Extension 2, Information Technology VET, Mathematics 2 Unit, Mathematics Extension 1, Music, PDHPE, Physics, Society and Culture, Studies of Religion 2 Unit, Visual Arts, Hospitality.

To be amended in 2014 after the Decourcy analysis

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 have experience as HSC markers.
Additional information:

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Subjects Above State Average</th>
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<tbody>
<tr>
<td>2010</td>
<td>8 out of 24 subjects</td>
</tr>
<tr>
<td>2011</td>
<td>13 out of 24 subjects</td>
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<tr>
<td>2012</td>
<td>14 out of 22 subjects</td>
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<tr>
<td>2013</td>
<td>18 out of 25 subjects and 7 subjects had 100% of students in Bands 4-6</td>
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</table>

**In 2013,**

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

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<thead>
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<th>Year</th>
<th>Subjects Below State Average</th>
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<tbody>
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</tr>
<tr>
<td>2011</td>
<td>13 out of 24 subjects</td>
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<tr>
<td>2012</td>
<td>14 out of 22 subjects</td>
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<tr>
<td>2013</td>
<td>20 out of 25 subjects and 7 subjects had no students in Bands 1-3</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
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<td>2012</td>
<td>1</td>
<td>24</td>
<td>63</td>
<td>132</td>
<td>90</td>
<td>20</td>
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<td>2013</td>
<td>1</td>
<td>14</td>
<td>86</td>
<td>142</td>
<td>124</td>
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**Number of students with a Band 5 and/or Band 6**

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<td>19 out of 63 students</td>
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<tr>
<td>2011</td>
<td>28 out of 75 students</td>
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<tr>
<td>2012</td>
<td>33 out of 65 students</td>
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<td>2013</td>
<td>52 out of 79 students</td>
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## Higher School Certificate Results 2013

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<td>35.28*</td>
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<td>5.15</td>
<td>22.22</td>
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<td><strong>Business Studies %</strong></td>
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<td>5.55*</td>
<td>12*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36.84</td>
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* less than State average
### Variation in Exam Mean between 2011, 2012 and 2013

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5.3 Extracurricular Activities

The College came alive with the musical *cabaret* which involved over 100 students and many staff. There was major community support with a variety of sponsors and an incredible sell-out show held in the Marcellin Hall. It was a real showcase of talent and dedicated hard work. Preparation and audition have begun for the biennial musical in 2014.

A significant cultural highlight included Harmony Day. Once again the diversity of the nationalities which make up our school was celebrated.

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

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

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

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

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

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

Three students in Year 11 successfully nominated for the National Youth Science Forum. There is a connection with the Australian Wine Research Institute which ran the annual promotion of 'Life in a Wine Laboratory'. Students were also short-listed for the PICSE-Dow AgroSciences ‘Science for Growth Awards’, with one students taking out third prize in NSW. Students undertake the Maths Challenge and participate in Pi Day and World Maths Day activities and World Education Games.

The Marian Choir has grown in strength in 2013, 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 Drama Showcase, in conjunction 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.

5.4 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
- Understanding assessment in all forms
- MORE Project: Differentiating assessment tasks, using Action Research Model
- SCALD Project: Understanding communication in the Secondary classroom
- NAPLAN results interpretation in Literacy and Numeracy
- Development of professional learning plans (PLPs)
- Understanding the Board of Studies grading requirements
- Using the Results Analysis Package (RAP) for HSC analysis
- Mind Matters
- Spirituality of the Holy Spirit program over five sessions after school
- CPR Training
- First Aid Training (for those for whom their certificate had expired)

The Board of Studies Liaison Officer visited the College to work with staff, students and parents in deepening the understanding of the Board’s requirements, particularly in Stage 6. The online release of the National Curriculum for English, Mathematics, History and Science faculties for implementation in Year 7 and Year 9 in 2014 meant intense research and program writing. 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 2013, four 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.

Three 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 2013, the emphasis continued for improving the diversity of vocabulary and the overall 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.

Four staff members undertook the substantial program for Growth Coaching which was then shared with all staff at a Professional Learning Day and implemented during the development of professional learning plans for most middle management coordinators.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

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

This primary goal implied there would 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 were 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 assessment s 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 are 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

6.2 2014 Priorities and Challenges

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

This primary goal also implies that there will be:

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

In addition, the following key goals have been set for 2014:

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 2014. This involved students, parents and staff. The process is as follows:

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

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

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

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

Stage 5: Sharing, communicating and informing

Stage 6: Action and implementation
   Allocate resources, time
   Provide optimal conditions for success
   Identify supporters and providers
   Consider sustainability
The Annual Improvement Plan for 2014 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 collaborative process including the surveying of staff, parents and students
- Increasing the profile of the College prayer
- Creation of a College song
- Providing clear icons of the Catholic faith for display including a statute of Mary for the library lawn
- Continue faith formation of staff through the Faith Story Witness program
- Formation of a stronger link with Marist Schools Australia
- Students led College/Parish Masses with Sacred Heart parish

**PRIORITY AREA 2: Student Learning**

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

**PRIORITY AREA 3: Pedagogy**

- Strengthen staff understanding and refine processes for the implementation of 'Teach More Manage Less'
- Introduction of the role of Director of Pastoral Care
- Creation of Staff Professional Learning Site to encourage a professional learning community where all staff have access to contemporary research and resources
- Continuation of the SCALD project for students with language disabilities
- Build teacher capacity with Google Apps and encourage collaboration between schools
- NAPLAN analysis from 2013: inquiry cycle projects including building subject specific vocabulary and improving the teaching of reading comprehension, development of a MCC Writing project and Maths project to target learning needs
- Preparation for the implementation of the Australian Curriculum in English Mathematics, Science and History for Stage 4 and 5
- HSC analysis 2013: each KLA to present a report to Principal

**PRIORITY AREA 4: Knowledge Management and ICT**

- Up skill teachers in Google Drive and Dashboard
- Updating and improvement to new College website
- Promotion of the College through Facebook and Twitter accounts
- Renewing provision of computers for students
PRIORITY AREA 5: Employee Services
   Development of a structure for personal professional learning plans
   WOW-Watching others work; Teachers observing other teachers in their classes and providing feedback on one area where improvement is desired

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

7.1 Introduction

Marian Catholic College sees its role as in partnership with parents, and sought ways to strengthen the relationship in 2013. Invitations to attend Liturgies, Information Evenings, Support Evenings, sporting events, assemblies and award ceremonies were taken up by a significant number of parents. The College Council is well supported by strong attendance at monthly meetings.

Parents accepted the move towards electronic communication with the promotion and use of SOBS to arrange Parent-Teacher-Student conferences.

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: 57%
- Government Capital Grants: 2%
- Other Capital Income: 0%

School Expenses

- Salaries, Allowances & Related Expenses: 73%
- Non Salary Expenses: 17%
- Other Capital Expenditure: 10%