2008

Annual Report

Marian Catholic College

CONTACT DETAILS:

PRINCIPAL: Alan Le Brocque
ADDRESS: 185 Wakaden St
Griffith 2680
PHONE: 0269 624655
WEBSITE: HTTP://WEB.MCC.WAGGA.CATHOLIC.EDU.AU/
EMAIL: info@mcc.wagga.catholic.edu.au
Introduction

1. The School

The School/College
The challenges presented to the College this year have been formidable and are not to be underestimated in their importance. There has been a strong sense of renewal in so many areas that it has taken a great degree of trust and courage by all our community to see that the changes put into place at the end of 2007 were able to be implemented with the degree of success we have all witnessed.

There have been changes in the timetable structure, the courses offered, the pastoral care program, the daily lesson arrangements and the uniform. This list is not complete but I hope it gives a sense that every student, teacher and parent would have noticed how different the College has functioned this year and that this has required a great deal of adjustment, patience and tolerance by all.

Marian Catholic College has a spiritual life which has been nurtured in inspiring ways this year. No doubt the experience of celebrating Would Youth Day within the school grounds enabled our community to come together to share this outpouring of God’s spirit.

We have remembered our founding charisms this year through celebrating the work of the Mercy Sisters and dedicated the library as the Mercy Sisters Learning Centre. We took time away to reflect on the work of Marist founder, Marcellin Champagnat and the efforts of the Marist Brothers in building up the traditions and surrounds of the College.

Catholic Life and Mission
The Sisters of Mercy and Marist Brothers together with local priests established and expanded the College as a place where young people could learn about their faith and take part in the sacraments, as well as receive an education comparable to that offered at any other school. In the legacy of the Sisters and Brothers, and of the community that supported them, the College is built, and “Marian” its name is, because of the honour both the congregations give to Mary the Mother of God.

Liturgical Life
Marian Catholic College is committed and passionate about providing liturgical experiences that reflect the life of the community while celebrating the presence of God amongst us.

Mass is celebrated throughout the year, commencing with the opening school mass, and recognising other significant liturgical feasts such as Ash Wednesday, Holy Thursday, commissioning of school leaders, College Feast Day, Graduation and Christmas. Students also participate in the Sacrament of Reconciliation.

May welcomed the celebration of Founders Day and Mary, Help of Christians. Mary, Help of Christians was celebrated with a very special mass which was dedicated to the Sisters of Mercy, acknowledging their contribution to Catholic Education. A PowerPoint presentation was shown which traced back the history of Marian Catholic College, and the developments that have taken place throughout the school’s history. At the conclusion of the Mass, a plaque was blessed, which was dedicated to the Sister’s of Mercy, and placed in the school’s library which is now called ‘The Sisters of Mercy Learning Centre’.

The school community welcomed the World Youth Day Cross and Icon as it travelled around the country. This provided both the staff and students an opportunity to venerate a powerful symbol of our faith. The celebrations commenced with the receiving of the cross and students participated in prayer and reflection followed by a concert that was held at the school. Students were able to affirm and profess their Christian beliefs and celebrate as a community of Catholics.

On the 31st of July students travelled to Sydney for the World Youth Day Celebration, where the students had the opportunity to share their faith with thousands of young Catholic pilgrims from around the world. Students were privileged enough to experience two masses with Pope Benedict XVI and enjoyed the festival activities. This experience touched both the staff and students and many students spoke about their renewal in faith.
The school community was saddened by the passing of three well respected staff members. During this time of sorrow, the school community united to celebrate the lives of these individuals, and offer support to both their families and Marian Catholic College’s staff and students. Liturgies were held in the school chapel and the school hall for each of these individuals, which gave the community the opportunity to come together in prayer, offering their reflections and thoughts on these very special individuals.

Retreats were held each year for Year 11 and 12 students at Harrietville and Amberly respectively. These days provide the students with the opportunity to reflect on their lives and acknowledge the presence of God within them. It also gave the students an opportunity to bond with their year group and affirm the gifts, talents and uniqueness of their peers. All students were expected to attend the Retreat.

Staff and students also uphold a vibrant prayer life by participating in daily prayer during morning meetings and in homeroom groups.

**Religious Education Curriculum**

The Religion Department continued to work on delivering the Sharing our Story programs that were introduced in 2007, whilst also consolidating on the available resources on offer to support the delivery of this course.

The year twelve students sat the Studies of Religion 1 unit course endorsed by the Board of Studies for the first time in the schools history. All year twelve students completed the 1 unit course in 2008 and many commendable results were obtained.

Religious Education is assessed and reported to parents in semester reports.

**Catholic Worldview**

Marian Catholic College’s mission statement states that the college participates in the mission of the Church to transform the world into the family of God. We achieve this through our connection to the local community, through focus on social justice and through concern for the wider community. In 2008, students continued to be generous in their support for several charity based organisations through the missions and other school based initiatives. These include Caritas Australia, Country Hope, Riding for the Disabled, Can Assist, Drought Assistance, Legacy and the Red Shield Appeal.

**Parent Participation**

Marian Catholic College works in partnership with families and parishes in providing the students with a variety of liturgical experiences throughout the year, with emphasis being placed on the Catholicity of the College.

Parents and the wider school community are invited to celebrate the schools liturgical feasts including the Leadership Commissioning and Graduation Masses.

**Professional Learning in Catholic Life and Mission**

Teachers were involved in Professional learning days throughout the year to help them consolidate on their understanding of both curricula based content and on pastoral care.

Members of staff have also been inserviced in Making Jesus Real and this has been incorporated in Religious Education Stage Four and the Pastoral Care Program.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at: [www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)
2008 Marian Catholic College
Chairman’s Report

“May our schools be places of wonder, learning and peace where the lessons of today prepare us for the challenges of tomorrow”, this is an extract from the Catholic Schools Prayer which begins each Council Meeting at Marian, and our goal is to create that place.

2007 predicted the growth in student numbers we have seen in the 2008 year. The indicators utilised by the school continue to support the view that the schools will grow.

In 2008 we committed the school to the purchase of three general learning classrooms that were on site for the start of the 2009 school year, we have remodelled the staff room to provide better facilities for our teachers, we have also worked with Fr Michael to transfer the residence from the parish to the school with the future use of the residence to be discussed and determined by the school executive and council.

The security of water continues to influence and impact on the community, this coupled with the Global Financial crisis make the undertakings of the council, to provide both for the students of today and the students of tomorrow, exceptionally difficult.

I am proud to be a member of the council and thank each and every member for their dedication. Our council is made up of strong people, willing to give freely of their time to advise and assist the school executive in the task of continuing to make the school relevant to the needs of the community.

I warmly welcome Mr Alan Le Brocque to the school. As we are aware Alan came to the school as acting principal in 2008 and successfully applied for the position of Principle being appointed at the start of the second semester 2008.

Extreme sadness crept into the school when we were advised that Alan Sarah was with god. Alan was a man of honour and integrity, whose impact on the school through his work as our Business Manager cannot be understated, and his support, advice and most importantly friendship will be sadly missed.

I must also recognise the exceptional effort of Mrs Julie O’Keefe and our wonderful office staff. Julie accepted the role of Acting Business Manager during Alan’s illness and we are greatly indebted to Mrs O’Keefe for her support in this regard.

Our retiring members Mrs Toni Wood and Mr Keiran O’Keefe will be missed as the candour of their input and service to the school was greatly appreciated.

On behalf of the council I wish to thank Mr Andrew Mott and Mr Brian Davoren for accepting their nominations and subsequent selection, and welcome them to the council.

The forthcoming years at the school will see more students. More students by default will mean more facilities and the increase in opportunities that greater student numbers bring. It would also be reasonable to suggest that the greater the student population the greater the need for parental involvement in the school. It is incumbent on us all to incorporate as many parents as possible to be actively involved in the needs school.

I look forward to the year ahead with the confidence that the school council has the ability to uphold the mission statement where we undertake that “At Marian Catholic College we aim to create an atmosphere and to teach in such a way that each individual is led to reach his/her full potential.”

Regards
John Beecher
Chair - Marian School Council
2. Information on Key School Programmes

Programmes to Support Students
Current Curriculum Initiatives

The school executive has devoted a lot of time in reassessing the curriculum needs and structures in the school to best cater for this growth. With implementation initiated in term 2 2007, further implementation has been put into place for year 11 in 2008 (transition year) and a view to full implementation at the beginning of 2009.

These structures were designed to address the following areas:

- cater for increased enrolments in years 7 - 12
- cater for abilities ranges of students
- minimising “free periods” in year 11
- reduce the number of units in stage 6
- increase the time per subject in stage 6
- streamline the time allocations per subject in stages 4 and 5
- allow for future collaboration with Wade High School and Griffith High School
- still allow for and involvement in Griffith Link Day
- best use / monitor IT usage
- best utilisation of teaching and support staff
- best model for day structure with homeroom, breaks, number of periods etc

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. This is achieved in Stage 5 by the combination of elective classes across years 9 and 10 and accessing the Open High School especially for languages. 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 BDC’s and VET courses. In year 12 in 2008, for example, 53 students presented a total of 29 courses for the HSC. This range is only possible because of great flexibility in course delivery. Of the 29 courses, the College taught 20 face-to-face and supervised another 2 courses delivered by distance education. The Griffith Link programme enabled our students to study a further 7 subjects.

The College is currently looking at the possibility of further increasing its ties with Wade High School and Griffith High School in order to best cater for students wishing to do low candidature subjects. A common line in stage 6 (which is already in place at Wade High School and Griffith High School) is being considered at the College for 2009. This may help cater for courses such as Physics, Chemistry and Italian in the community.

Communication between parents and teachers about student progress is encouraged: parents are welcome to contact the College at any time with concerns; an interim report is sent at the end of the first term of enrolment at the College; written reports are sent at the end of terms 2 and 4; formal opportunities to discuss progress take place at the end of terms 1 and 2.

There were a number of significant initiatives which were implemented in 2008, with a view to develop further in 2009:

- Strengthen academic results in years 7 - 10
  - revamping of school structure designed to address the above areas of need move to a full 200 hr structure for elective courses in year 9, with a view to separate year 9 and 10 students in elective classes, due to increased numbers, by 2009
  - maintaining a one point IT coordinator:
designed to best help support teachers both in administration duties and teaching pedagogy

- monitoring and improving the school network
- maintaining and strengthening the role of the IT assistant, employed for the assistance of staff and IT coordinator
- increasing aid time, to best cater for the increased number of students with special needs
- additional teaching staff to cater for the increase in student numbers
- creation of an additional stream in year 7 and 8, to best cater for the increased numbers and diversity of students in that year

- G&T
  - Mathematics Enrichment Program
  - provision for History extension

- Strengthen academic results in years 11 - 12
- Introduction of SOR 2 unit year 11 and provision for SOR 1 unit option for year 12 2008/2009 cohort
- Reduction to a 12 unit timetable for year 11 and 13 unit timetable in year 12

- Visual Arts and Design & Technology Major Works
- Planning for 2009, 12 unit timetable
- General School Initiatives
- Curriculum reviews in VET, Creative Arts and TAS
- Curriculum reviews planned for PDH, HSIE and RE for 2009 to complete cyclic review process
- Staff participation in Curriculum Reviews
- Students in Jobskills program

Other Learning Support Initiatives

- Equity Program Initiatives
- Other Learning Support Initiatives
- Equity Program Initiatives / Equity Program Initiatives / Student Support Programs

Marian Catholic College has invested a lot of time ensuring that structures are in place to maximise teaching and support staff. This has enabled us to increase our support staff hours and reduced class sizes by creating five streams in years 7 to 10 in the core subjects and 6 streams in stage 4 practical subjects.

Core subjects have the ability to stream their classes in order to cater for G & T and students with special needs, this has also enabled us to best use our support staff and specialist teachers.

All new students are tested by the Learning Support Teacher and IEP’s are written for students with identified needs.

Teachers have been in serviced on Adjusting the Curriculum in 2008 and a whole school policy has been written and implemented to ensure students with special needs have class work, assessments and reports adjusted to cater for their ability. Further work has also been planned to complement/strengthen this policy in 2009.

The process for determining class groupings for year 7 has also been refined for 2008 - year 6 cohort, after concerns were raised early in 2008. A new policy has been written and implemented to ensure a smooth transition for the current year 6 students. This policy ensures involvement from current year 6 teachers and parental information nights.

The Learning Support Teacher and Year 7 2009 coordinator have been instrumental in this process.

Initiatives Promoting Respect and Responsibility

Marian Catholic College has continued to promote the Catholic identity of the College by having regular College masses and liturgies and continuing to have a Sunday mass on the College grounds each weekend. As a staff we meet each morning to start our day in prayer and reflection, while celebrating significant days in the Colleges’ life, such as Founders Day, Marcellin Champagnet Day and Sisters of Mercy Day. As a College we had the opportunity to welcome and celebrate the World Youth Day Cross and Icon at our College.

Our support programs continued to be reviewed and improved, this included a staff reflection day on the work of Marcellin Champagnet and the Marist Brothers. Staff also had development days looking at aligning the curriculum, reporting and literacy and numeracy within the college community.

For students we invited Celia Lashlie to talk to staff and all our male students on
boy’s education and the significant choices in boys’ lives. While Danielle Millar addressed a wide range of our girls on related girl’s issues surrounding self esteem and bullying.

In July several staff accompanied students to celebrate in World Youth day. In all years time was set aside for days of reflection, years 8, 9 and 10 had successful reflection days lead by Chris Doyle, while year 7 worked with the year 11 support leaders year co-ordinator and homeroom teachers which culminated in a mass and reflection day. While years eleven and twelve went on their much anticipated and successful retreat programs. Year 10 experienced talks on financial literacy and choices for their future regarding TAFE University and subjects in years eleven and twelve.

The College has continued with assisting students with job skills programs while also assisting students in developing greater skills in literacy and numeracy.

The College has continued to work with the other Catholic High Schools in the Diocese in developing and promoting greater leadership amongst our senior students, through leadership day and courses.

As a College we were fortunate to work with Gerard Sullivan from the CSO in developing and promoting Year Norming processes with both staff and students and better teaching practises within the classroom.

Year twelve continued to lead the tradition within the College of helping the less fortunate through volunteering to work with Riding for the Disabled and fund raising for various charities, they were support by the SRC, House Leaders, Prefects and the College community.

Robert Pereria was invited to work with some staff on Teacher Effectiveness Training (TET), while the College continued to work with all Year 7 boys in the Rock and Water program and some Year 9 students in The WHY TRY Program, both courses endeavour to develop a greater self esteem.

The College counsellor and our new Pastoral assistant Mary McPhee have continued to work with staff in the care and needs of the College community.

This year we introduced a new Pastoral Care Program, which work towards a more restorative approach with students and a horizontal Homeroom system which has appeared to be well accepted by the majority of staff and students at the College.

**Student Performance**

**Comparison of student performance to national performance:**

In 2008 118 year 7 students completed the NAPLAN testing in literacy and. In literacy, Marian Catholic College consistently achieved results above the state in all areas. In writing, spelling and grammar and punctuation MCC mean was considerably higher than the state.

In numeracy, MCC scored consistently lower than the state in most areas, with Number Patterns and Algebra being of particular concern. Students did, however, score in line with the state in Space and Geometry.

In 2008 105 year 9 students completed the NAPLAN testing in literacy and numeracy. The above trends were similar in year 9 as they were in year 7, with definite strengths in literacy and similar concerns in numeracy. Year 9 were not as strong as year 7, however, in Space and Geometry.

**Achievement Standards:**

Proportion of students in Years 7 and 9 achieving at or above the national standard in reading, writing, spelling, grammar and punctuation and numeracy are;

Marian Catholic College has participated in ELLA and SNAP since its inception 2002-2006.

In the past we have compared our student performance to state-wide performance and the trends associated with this. The nature of this reporting has shifted from reporting on percentage of students achieving benchmarks to the proportion of students at or above the national minimum standards. Thus, schools/colleges this year are not expected to report on trends in NAPLAN results for the 2008 school year.
School Certificate

In 2008, 85 students completed the School Certificate across eighteen different courses. The School Certificate courses showed a considerable improvement in performance at the top bands, particularly in English and Geography. Mathematics continued to show improvement in 2008.

Science and History have maintained fairly consistent results over the past 5 years, however, students in the top bands are down compared with 2007.

The Computing Skills test showed 41% of students are Highly Competent and the remaining achieved in the competent range, this was consistent with 2007.

Policies and structures have been developed and are further developing in 2008 to help improve these results - with a number of those points listed above in Significant Initiatives. However, we will not see the full implications of these initiatives until year 10 2009.

Higher School Certificate

In 2008, fifty three students from the College presented for the HSC. Students completed courses of study in twenty nine subjects. Of these courses twenty subjects were delivered by the college, two were studied through distance education and the remaining twelve TVET courses were possible through the Griffith Link Program.

The John de Courcy analysis illustrated the Achieved versus Expected Scale shows the College to be above the “expected result”. However, not as significantly as in 2007 (which was also above the “expected result”).

John de Courcy’s School Summary for 2008, shows that all courses studied at the College were either in the expected range or above the expected range with the exception of Studies of Religion 1 unit which was 0.001 below the expected range. This is the first year this course has been offered at MCC and we are continuing to work with CSO to develop teachers in this course and SOR 2 unit in 2008 and beyond.

Individual results have made it possible for many of the students to access tertiary institutions. seven students gained early entry places whilst others have deferred for a year or sort full time employment.

Targets for 2009

- Prepare staff for the cyclical curriculum review of KLA areas.
- Consolidate / review timetable and structural changes.
- Continue to support teachers with the introduction of Studies of Religion 1 & 2 unit.
- Develop Life Skills courses for two year 12 and one year 10 student one year 9 student and one year 8 student and two year 7 students with moderate disabilities.
- Continuation of the job skills program.
- Continue to strengthen Literacy/Numeracy Program including the use of adjustments for students with learning difficulties.
- Make best use of IT coordinator and IT assistant through in servicing / support and up skilling of staff.
- In servicing of staff ahead of the implementation of Computerised Reporting.
- Continue to provide opportunities for staff to engage in NAPLAN, SC and HSC marking.
- Continue to in-service staff in Aligning the Curriculum
- Continue to run extra streams in year levels where this would advantage literacy.
- Take a proactive approach to communication with feeder primary schools especially St Patrick’s School.
- Increase the number of parents attending interviews following reports.
3. School Overview

School Policies

Discipline Policy, Student Welfare Policy, Complaints and Grievances

At Marian Catholic College, Griffith, we value a faith-centred approach to life, offering to all people in our diverse community a Catholic education which reflects our belief and trust in God. Our school spirit comes from the gospel values and emphasises prayerful reflection and the development of the whole person – his or her uniqueness, integrity and dignity.

We prize a caring environment where there is equity and justice, and where talents, responsibilities and resources are shared. We aim to work with parents in enabling all students to reach their full potential as Children of God, as human beings and as responsible citizens of the community.

The Pastoral Care Policy is enacted to foster a school environment where all community members are respected, valued and acknowledged in order that effective teaching and learning can occur.

The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (MCEETYA) emphasizes that schooling must provide a supportive and nurturing environment for the intellectual, physical, social, moral, spiritual and aesthetic development of young Australians. It states that there is a strong link between students’ sense of self-worth, their social and emotional wellbeing, their enthusiasm for learning and their optimism for the future. Marian Catholic College aims to provide such an environment.

The College policy provides for all staff, students and parents the opportunity to express any complaints and grievances through the pastoral care system and the channels provided by the Catholic schools Office Wagga Wagga.

The Diocese of Wagga Wagga has established Pastoral Care, Discipline Policies and Complaints and Grievances Policies which are implemented by all schools in the diocese. The full text of these policies can be found at http://www.cso.wagga.catholic.edu.au

Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at www.cso.wagga.catholic.edu.au. The implementation of this policy is monitored by the Catholic Schools Office.

Student Enrolment Profile:

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<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Indig'</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td>267</td>
<td>265</td>
<td>7</td>
<td>125</td>
<td>532</td>
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*Language background Other Than English

Non-English speaking background 23.5%
Indigenous Australians account for 1.3%
Student Attendance = 91%

Student Retention

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<td>96.47%</td>
<td>62.35%</td>
<td>55.79%</td>
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Structure of Classes

Graded in all year groups where decisions have been made to meet specific student needs, except where only one class group exists.

Staff

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
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<tr>
<td>46.42</td>
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<td>46.42</td>
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Professional Learning
Whole staff compliance in CPR, Workplace Relations, Child Protection occurred in 2008. Each KLA staff has undertaken group and individual professional learning as appropriate. Support staff and ancillary have attended professional learning to support them in their work. Maintenance staff have attended OH&S courses and training relevant to their work situation.

Community Satisfaction
The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with Marian Catholic College

Parents
My child (son or daughter) is usually happy at Marian Catholic College

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>65</td>
<td>25</td>
<td>7</td>
<td>3</td>
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Students
I am usually happy at Marian Catholic College

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>60</td>
<td>30</td>
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<td>5</td>
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Staff
I am usually happy at Marian Catholic College

<table>
<thead>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>70</td>
<td>25</td>
<td>5</td>
<td>0</td>
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Teacher Attendance and Retention
The Federal Schools Assistance Act 2005 requires that each school/college report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 97% was achieved in 2008 by staff at Marian Catholic College.