



Sydney Catholic Schools

2021

ANNUAL SCHOOL REPORT



Marist Sisters' College

66A Woolwich Road, WOOLWICH 2110

Principal: Dr Anne Ireland

Web: <https://mscwoolwich.syd.catholic.edu.au/>

About this report

Marist Sisters' College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the *Education Act 1990* (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

It is with great pride that I present the 2022 Annual Report of Marist Sisters' College Woolwich.

The year began enthusiastically, balancing our annual transition of new students and families against some of the remaining COVID regulations affecting the education sector. Once regulations eased, for the first time in two years, our parents were able to gather socially on the college site. With excitement vibrating across Cerdon Plaza, the MSCW community once again revelled in great conversations, only interrupted by delicious treats while students participated in fun activities within their Houses.

Following twelve months of consultation and discussion, we were delighted to launch our new College Strategic Plan 2022-2025 at our Opening Mass at St Mary's Cathedral. We are proud to say that the fruits of our discussions resulted in a contemporary Strategic Plan for secondary girls which reflects the 'signs of our times'. This Strategic Plan also reaffirms our commitment to keeping the Marist Charism 'alive' by educating our girls in the fullest sense, assisting each to "evolve, endeavour and exceed" as well-rounded, competent and capable graduates.

This fresh and exciting MSCW Strategic Plan 2022 - 2025 invites the College community to engage with and be inspired by our motto "Virtus Super Omnia - Goodness Above All". It amplifies the Marist Compass vision of "developing a compass for Life", to pursue excellence in all its forms, develop young women who will value their self-worth, contribute to the greater good, and make a unique and ethical impact on our world, simultaneously nurturing a love of Life.

To continue our commitment to school-wide improvement, this year the College engaged in the Sydney Catholic Schools (SCS) Inquiry and Review Process. This formal process provides an opportunity for the College to reflect on past achievements and standards, then strategically plan for continuous improvement over the next five years. The reflection involved a formal "Looking Back" process to evaluate the past 5 years, followed by extensive consults by "Looking Forward" at implementing potential improvements throughout the next 5 years. By harvesting information and ideas from a selection of Learning Walks, parent, student and staff focus groups and presentations by the College Leadership Team, the SCS Panel both affirmed and confirmed our future strategic directions.

This year the college continued its investment in school-wide professional development placing a special focus on improved ways of teaching and learning in each faculty to better prepare students from entry level to giftedness. Through the outstanding results of the 2021

HSC, we are beginning to see some fruits of the Newman Program and Classroom Instructional Specialists, especially in extension work. Such professional development is not only equipping our teachers with new skill-sets and understanding of learning styles, but is also allowing every girl to 'stretch' herself academically and maximise her learning potential.

During 2022, MSCW built further on its strong reputation in Debating, Oratory and the Performing Arts across Sydney Catholic Secondary Colleges, in addition to claiming championship trophies in Senior Netball, Soccer, Athletics, Cross Country and both Senior and Junior Touch Football.

Parent Body Message

A year with no lockdowns or closed borders is definitely worth celebrating. Although, Covid has not completely disappeared from our world it certainly no longer dictates our daily lives. For students everywhere this meant they could get on with their learning and enjoying school life to its fullest. And in the spirit of this the young ladies of MSCW most certainly did.

Term 1 started with the community gathering to welcome the new school year. A lovely occasion to express gratitude for our good health, our loving College community and to pray for the year ahead and all that it bestows upon us. Retreats, Reflection Days and camps resumed this year, with Year 12 attending their retreat in term 1. These experiences give MSCW girls a wonderful opportunity to spend time with their peers strengthening their friendships and making many new ones.

Traditions within schools are so incredibly bonding, not only giving us the chance to connect to years gone by but also to look forward to the years ahead knowing that into the future others will also participate and uphold them. Needless to say this is most certainly the case for the Mother, Daughter Mass and Supper and also the Father Daughter Mass and Breakfast – both of which were successfully held this year and enjoyed by many within the College community.

Another important part of educating MSCW young ladies is the development of their social justice awareness and it is tremendous that the College exposes them to so many of these issues. The MSCW Winter Sleepout is one such event and this year it was wonderful to see that it was able to return and that it was so strongly supported by students and staff.

This year the Foundress Day Mass was able to be held at St Mary's Cathedral. A very joyous occasion as everyone was able to attend to witness the handing over of student leadership to the 2022/2023 group. This was then followed by the College Feast Day back at MSCW which involved a barbeque and House-based activities. Other events that continued this year included the College Athletics Carnival and College Swimming Carnival, two events which allow the students to demonstrate their skills and talents beyond the classroom.

Considering the previous couple of years and the impact Covid has had on society 'mental health' is definitely an area of increasing concern in our young. MSCW has successfully continued to strongly promote Student and Community Wellbeing throughout the year. This has been provided through Wellbeing lessons for years 7-10, Community Time programs for all students, guest speakers, parent information evenings, weekly zoom meetings with Dr Ireland and newsletter articles addressing issues pertaining to teenagers. The provision of these opportunities are a credit to the school.

So, 2022 could be seen as a year that slightly resembled 'normal' although we might reconsider what is 'normal' now – especially as we have severe flooding ravaging parts of our country, Covid starting to creep back onto the radar and the economy looking a little glum. Despite these challenges our daughters are blessed to be a part of the wonderful MSCW community. A community that educates them to be 'Marist Women of Action' with 'Goodness Above All' as their motto and where they are encouraged to develop their own compass for life.

Student Body Message

At MSCW, 2022 has been a year of strengthening sisterly connections, embracing unique gifts and taking up new opportunities, guided by the four aspects of our Marist Compass; Sisters, Gift, Empower and Courage.

The sisterly relationships formed between the year 7 and 10 girls in the AMICA program has played an important role in assisting with a smooth and comfortable transition of our year 7 students into MSCW college life.

The year consisted of many events and activities for girls to get involved in their college life and Marist faith. During September we held 'MSCW Goes To Work Day', a future career themed mufti day, to raise money for Catholic Charitable Works. In October, the school community celebrated World Teachers day, to acknowledge the hardwork and dedication of the amazing teachers and staff at MSCW who provide all students with support, skills and knowledge for the future.

The Student Leadership Team has taken up leadership opportunities in both the school and wider community including the Ryde Network Primary School Chess Competition and the Marist Youth Ministry Student Leadership Gathering in Mittagong.

Additionally, the Woolwich Student Union started a Return and Earn bottle collection which has raised almost \$300 to fund WSU initiatives and has diverted plastic and aluminium bottles from landfill.

2022 has been a very enjoyable and exciting year for the MSCW community, filled with opportunity and engagement for all students. We hope that this can continue on into 2023.

School Features

Marist Sisters' College Woolwich is a Catholic systemic girls College located in Woolwich. The College was founded by the Marist Sisters in 1908. It educates girls from Year 7 – 12 in the Catholic tradition and has a current enrolment of over 1000 students. It draws students from fourteen primary feeder schools and parishes in the Lane Cove, North Ryde, Eastwood, Marsfield, North Sydney, Meadowbank, Concord, Strathfield and Drummoyne areas. Enrolments continue to be strong with waiting lists in all year groups.

The College facilities include the heritage-listed original buildings and modern facilities that cater for the learning needs of contemporary students. The College has a dynamic library resource centre, Jarnosse, as well as state of the art facilities in which to deliver courses such as Hospitality, Food Technology, Design and Technology, Visual Arts and the Performing Arts of Music, Dance and Drama. In addition we have gained wonderful learning spaces and grounds that are sympathetic to our natural environment and make use of our magnificent location. Navua, the College's boatshed, facilitates sailing and dragon boating at the College.

Marist pedagogy is differentiated and 'student-centred' focused on meeting the learning needs of each individual student. It is provided in a supportive environment to enable students to extend their learning experience.

The religious teaching and liturgical life of the College underpins the delivery of the curriculum and wellbeing programs. Teaching practice is innovative and responds to the diverse needs and interests of the students. The College is a fully accredited as a Newman Selective Gifted Education Program school.

The College continues to offer a STEM course (IDEAS) for Year 7 and Year 8. Students participate in diverse events including: Science and Mathematics competitions; and immersion and social justice programs. The extracurricular life of the College is extensive, and includes debating and public speaking, creative and performing arts, a wide range of sporting opportunities and social action and community service. The College strives to provide students with extensive curricular and extracurricular choices that enable them to discover their interests and achieve their goals in all areas of College life.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Total Students
978	0	569	978

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2022 was 90.89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.62	90.29	90.53	87.98	91.39	93.52

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2020, 96% completed Year 12 in 2022.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	14 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The 2022 Year 12 cohort advised:

- 85% of students intend to study at university.
- 6% of students intend to study at TAFE or another vocational institution.
- 9% of students intend to enter the workforce full time.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	106
Number of full time teaching staff	64
Number of part time teaching staff	11
Number of non-teaching staff	31

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 784 teachers
- Provisional *Graduate 957 teachers
- Proficient 5927 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole of school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The College held staff development days during the year with areas of focus as follows:

Term 1

Staff Development Day - Staff Wellbeing focusing on Staff self-care and Staff Spirituality with a focus on Marist Mission.

Term 2

Staff Development Day - Curriculum focusing on Assessment Practices for impact using backward design.

Term 4

Staff Days cover mandatory compliance training including Emergency Care First Aid and emergency procedures at the College.

Teaching staff continue to engage with a professional learning program, which focuses on curriculum differentiation, programming, and assessment. Professional learning focused on knowing your student and knowing your learner through a pedagogy of differentiation. With an emphasis on developing learning and teaching techniques to cater for all students, including extension activities for high-ability students and adjusted tasks for students requiring support.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools' (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the RE Online site on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

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The College is a Catholic community that aims to follow Christ by living the Gospel as Mary did. Our College proudly declares its Marist heritage. This year the College continued the tradition of enclosing the names of all staff and students in the Marist Heart, under the protection of Mary. In 2022, the College continued to provide opportunities for students to actively participate in the Catholic Church by providing opportunities for worship, service and witness. Prayer is an important part of the College. Each day the Angelus bell is rung and the Angelus is led by House Liturgy Captains at 12 noon, while daily prayer is part of each Tutor Group each morning. A recording of the College prayer was made available to students each day during remote learning. Liturgy is a significant aspect of College life with celebrations at the College Opening Mass, Foundress Day Mass and celebrating the Liturgical Seasons of the Church. These are tangible ways that the College faith community has continued to express our Catholic identity. A youth ministry inter-school group meet regularly providing opportunities for students to deepen their faith through community and relationship building activities. The College's partnership with the local parishes continues. Students are involved in parishbased youth activities at Holy Name of Mary Parish, Hunters Hill.

Social justice is a key aspect of the College. The Marists in Action meets every second week to plan and run activities across the College such as Project Compassion, the Winter Appeal and Christmas hampers and the Baabayn Community Christmas appeal. The College has a global concern for all people. The College's Houses fundraising supported Marist Mission and Marist Sisters projects. This year a committed group of staff continued on the College Faith Formation Framework implementation plan that provides a guide to transform and strengthen the faith of all in our community through: supporting students and staff to grow an intimate and enduring relationship with God integrating the Catholic faith story with our Marist story responding to contemporary issues fulfilling God's mission.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the *Education Act 1990* (NSW) and implements the curriculum requirements of Sydney Catholic Schools.

Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

In 2022 a wide range of courses supported students' interests. Students are equipped with a variety of learning strategies, and staff are provided with ongoing opportunities to develop as learners and as teachers. The following courses were offered in each year group:

Year 7: All mandatory NESA courses plus Religious Education, "IDEAS" (STEM learning) and Sport.

Year 8: All mandatory NESA courses plus Religious Education, "IDEAS" (STEM learning), Languages and Sport.

Years 9 and 10: All mandatory NESA courses plus Religious Education and Sport plus two electives chosen from: Big History Project, Commerce, Dance, Drama, Design and Technology, Food Technology, History Elective, Italian, Photographic and Digital Media, Languages through Open High School and Saturday School of Community Languages, Music, Physical Activity and Sports Studies, Textiles Technology and Visual Arts.

Years 11 and 12: Studies of Religion I and II, Studies in Catholic Thought, English Standard, English Advanced, English Extension 1, English Studies, Biology, Chemistry, Physics, Business Studies, Economics, Society and Culture, Ancient History, Modern History, Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Dance, Drama, Visual Art, Music 1, Personal Development Health and Physical Activity (PDHPE), Community and Family Studies, VET Business Services, Food Technology, VET Hospitality, VET Entertainment Industry, Design and Technology, Textiles and Design, other Technical and Further Education (TAFE) courses and Languages through Open High School and the Saturday School of Community Languages.

In Year 11, 120 hour courses in Ceramics, Sport Lifestyle and Recreation and Exploring Early Childhood are also offered.

In Year 12, English Extension 2, Mathematics Extension 2, Science Extension are also available for suitable students.

Life Skills courses were also offered in 2022.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. 2021 was the first year where SCS Primary schools engaged with online testing for NAPLAN, Secondary schools began online testing in 2019. Analysis of these results assists College planning and is used to support teaching and learning programs.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	38%	24%	4%	21%
	Reading	46%	27%	2%	15%
	Writing	50%	24%	4%	22%
	Spelling	56%	33%	2%	17%
	Numeracy	38%	32%	11%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30%	22%	10%	27%
	Reading	36%	21%	6%	23%
	Writing	36%	17%	10%	33%
	Spelling	27%	17%	8%	21%
	Numeracy	23%	20%	3%	19%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

In 2022, Marist Sisters' performed very well in the Higher School Certificate. Highlights of their achievements include:

- 85% of all courses studied were above the average across the state.
- 125 Band 6 results (an HSC Course Mark of 90 or greater), shared amongst 52 students. This represents the achievement of at least one Band 6 result by 34% of the year group.
- 8 students were nominated for HSC showcases with 1 student selected.
- 1 student gained a place in the state for 3 courses
- 8 students obtained the top mark in their subject in the Sydney Archdiocese.
- 30 students received an ATAR over 90.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Dance	50 %	58 %	40 %	55 %	100 %	66 %
Design and Technology	90 %	47 %	69 %	55 %	86 %	47 %
English (Advanced)	89 %	63 %	84 %	69 %	81 %	67 %
English (Standard)	36 %	12 %	45 %	17 %	32 %	15 %
English Extension 1	100 %	93 %	100 %	94 %	100 %	93 %
English Extension 2	100 %	82 %	100 %	84 %	100 %	85 %
Society and Culture	41 %	44 %	56 %	45 %	80 %	43 %
Studies of Religion I	51 %	44 %	53 %	42 %	43 %	41 %
Studies of Religion II	69 %	44 %	66 %	46 %	70 %	46 %
Textiles and Design	71 %	57 %	70 %	57 %	100 %	54 %
Visual Arts	72 %	65 %	95 %	63 %	93 %	66 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to

provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 5.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing policies, guidelines and procedures are informed by the [SCS Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the College does not sanction administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Sydney Catholic Schools (SCS) has established an [Anti-Bullying Policy](#) and monitors the implementation of this policy across all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student

bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of SCS and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

'Virtus Super Omnia'. Goodness Above All continues to guide students in their respect of others with a focus on the responsibilities of students as a collective and as individuals. Staff have continued to engage students in restorative practices where there have been disagreements and conflict both horizontally and vertically in the school community. This has enabled those involved to take responsibility for their actions and the impact that these actions have had on others and the school community. With the NSW and Federal Government easing Covid-19 Restrictions throughout the year priority was afforded to re-introducing students to clear expectations of MSCW students and the consequences when they do not meet the expectations as both a learner and an individual. To assist students in being accountable for, and supported in their actions, My Marist Compass Goals was adjusted so that students only focused on 4 goals that they set for themselves with more connection with their Tutor Teacher checking in on their progress. Teachers continued to instruct students in evidence based Wellbeing Programs under the leadership of the House Coordinators. The College Wellbeing Program extends to Community Time where House

Coordinators lead vertical Houses and Year Groups in developing a compass for life - Sisters, Gifts, Courage, Empower. The content of these workshops were obtained from data obtained from students, including surveys, focus groups and data recorded in COMPASS by teachers. This enabled the program to be tailored to the needs of the students with topics ranging from positive relationships, cyber-safety, body image, study skills, careers, goal setting, bullying and connecting students with local GP's. Peer Support was enhanced through the Amica ('Little Friend') Program that developed strong relationships between a Year 7 students new to the College and two Year 10 students. The Student Leadership Team contributed positively to peer support by facilitating engaging workshops with all of Years 8 and 11 at different times throughout the year.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's strategic planning and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's strategic planning processes and informed by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities and the Network Strategic Plan. The College engages in an annual evidence-based evaluation of its effectiveness. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The College endeavoured towards the following key improvements in 2022:

- Continued implementation of the Faith Formation Framework
- Strengthened and transformed our learning community through the continued implementation of the Learning and Wellbeing Framework.
- Grow our learning community to challenge and engage students, supporting them to thrive.
- Continued to build a culture of knowing students and their learning and wellbeing needs through the ongoing implementation of our Learning & Wellbeing Framework.
- Launched the College's Strategic Plan 2022-2025 with staff and parents.

Priority Key Improvements for Next Year

The College has identified the following priorities for 2023:

- Strengthen and transform the faith of all in our community through the continued implementation of the Faith Formation Framework.
- Seek connections and opportunities for service as 'Marists of Action'
- Continue to grow our learning community to challenge and engage students, supporting them to thrive.
- Build parent understanding of our Learning & Wellbeing Framework.
- Develop in our students a deep understanding of Wellbeing that underpins proactive ownership of self care.
- Identify and develop potential in our staff to support their professional growth.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has engaged a variety of processes, including the Tell Them From Me surveys to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

The College reviewed feedback from the parent community through the 'Tell Them From Me' survey. Evidence of parent satisfaction is shown through the continued high attendance of parents at a range of events across the 2022 year including:

- Consistent parent engagement with Parent Student Teacher Interviews via video conferencing,
- Increase usage of College social media networks as an additional medium of communication
- The continued growth of extra and co-curricular opportunities offered to students

Continued strong demand for enrolments at the College is also an indication of parent satisfaction. Enrolment interviews continue to indicate the high reputation of the College in the broader community

Student satisfaction

The College reviewed feedback from the student community through the 'Tell Them From Me' survey.

- Students indicated satisfaction with the College's teaching and learning and feel they are appropriately challenged.
- Students are socially engaged through their participation in extra-curricular activities and the positive relationships that are formed with both staff and students at the College.
- Students also expressed satisfaction with their connection to the College and engagement with their learning.
- Students indicated the importance of and engagement in a positive learning climate.

Teacher satisfaction

The College reviewed feedback from the teacher community through the 'Tell Them From Me' survey. The following items describe the key areas where teachers expressed satisfaction with the College:

- Staff are strongly motivated and are very positive about their levels of satisfaction in belonging to the Marist faith and learning community.
- Continued engagement with student data to support the College's pedagogical focus on Knowing your Learner and Knowing your Student.
- Continued improvement on formative assessments.
- Continued professional development on supporting all learners in the classroom.
- Staff acknowledged collaboration is important in particular when focussing on teaching and learning.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$9,886,712
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,640,086
Fees and Private Income ⁴	\$5,062,683
Interest Subsidy Grants	\$99,802
Other Capital Income ⁵	\$648,393
Total Income	\$18,337,676

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$195,633
Salaries and Related Expenses ⁷	\$12,705,998
Non-Salary Expenses ⁸	\$5,134,042
Total Expenditure	\$18,035,673

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT