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ANNUAL SCHOOL REPORT 20 23



Marist Sisters' College

66A Woolwich Road, WOOLWICH 2110

Principal: Dr Anne Ireland

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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 'Proprietor' with Catholic Schools NSW (CSNSW) as 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 SCS. This Report has been approved by SCS 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 2023 Annual Report of Marist Sisters' College Woolwich. The 2023 academic and co-curricular year has been quite remarkable at MSCW. It began with much excitement as all COVID restrictions had been lifted. This enabled the return of parents in record numbers to our on-campus Year-Group events and functions. To see the enormous numbers attending Mass and Supper on Mother's Day and Mass and Breakfast on Father's Day was uplifting. The introduction of each individual House Mass and Suppers proved very popular, not just for the social connections, but to meet and chat with each girl's tutor as well. I acknowledge each of our energetic Parent Engagement Groups for their wonderful preparation and hospitality when hosting a key year event. To set our students up for success and to nurture a strong academic and learning culture we began the year by introducing our new 'O Week' Program. This Program involved transition activities, study skills, curriculum preparation, wellbeing strategies and goal setting. As part of goal setting, students discussed their goals with Tutor Teachers and parents through our annual process of 'My Marist Compass Goals' meetings. The continued building of these strong relationships adds to our vision for each girl to develop her Marist Compass for Life – a Compass to use now and a Compass to take her into the future.

This year, the College invested heavily in 'relevant and multi-tiered' levels of Professional Development for all staff – teaching and administration. One of our Annual Improvement Plan strategies was to provide continual professional learning opportunities for staff so that their skill-sets and interpretation of the NSW Curriculum was optimised. As a consequence, Professional Learning days and courses, both internally and externally provided, were a feature in most weeks of the academic calendar. In addition, we appointed a third Instructional Specialist to assist staff in their teaching, syllabus interpretation and higher performance targets. Our new program of mentoring and coaching Early Career teachers and middle leaders has already shown positive growth as it develops further. This significant financial allocation to Professional Learning took place in every Faculty course and subject area, wellbeing, technology, coaching, mentoring and leadership formation. As a result, a number of staff were recognised with awards for their excellence, experience and commitment to teaching.

Without intending any comparison, our 2023 sporting and co-curricular year was simply remarkable. The girls, benefitting from excellent and spirited coaching, produced results that ensured that Marist Sisters College was the top sporting college in the SCS system of secondary schools. Our trophy cabinet, burdened under additional weight, bears clear testimony to the many victories in competitions and representative championships.

Consequently, the college has established an outstanding reputation for success in many sports and co-curricular activities:

Debating, Oratory and the Performing Arts across Sydney Catholic Secondary Colleges, in addition to claiming overall championship sport awards in all categories.

- Conference Girls' Champions
- Sydney Girls' Champions
- Sydney Community Girls' Champions

Further to this, the return of our College Musical, "Frozen Jnr" was a highlight in 2023, reflecting a vibrant tone and amplifying an elevated school spirit. Students also participated in Immersions to Cape York and Cambodia as well as an overseas experience in the NASA Space Program.

Throughout 2023, our Marist girls searched out and supported many high-impact and ethical charities such as Caritas, St Vincent De Paul, Catholic Mission, 'Kids Giving Back' and Mary's House to name a few. The generosity of the girls ensured that MSCW was awarded the Humpty Dumpty Foundation Trophy for being the highest fundraiser school across Sydney in the gruelling Balmoral Burn. The International Women's Day Assembly "Embrace Equity" and the Student Union "Dignity Drive" provided further evidence of Marist Women in Action.

The continual upgrade of College facilities has also been a focus in 2023 to ensure a quality environment for our girls to thrive. Some examples include:

- New synthetic sustainable turf laid
- Upgrade to stairways, including safety stripes
- Refurbished student bathroom & toilet blocks
- New student water stations

Parent Body Message

2023 has been another year of gratitude and resilience building for our girls. Students saw a continued increase in activities within school life, experiencing excursions and camps, while co-curricular activities returned to full attendance and travelling opportunities opening up for many. But we have also experienced continued natural disasters and an increase in global tensions that has impacted our communities here and afar. The values embedded within the Marist College community has ensured the girls are supported during these challenging times and has empowered them to navigate our evolving world, particularly those who commence new adventures beyond school in 2024.

The year started with the introduction of a new series of House mass and suppers, which was a welcome addition to the Marist Sisters' College social calendar. This gave girls and their parents an opportunity to build relationships across year groups, allowing new

community members to meet other families, while more established families had a chance to reconnect after a few years of being disconnected. This set the benchmark for an enjoyable series of activities across the year from the Year 7 Welcome evening to the Year 12 Farewell supper, where families were able to build connections and participate in Marist Sisters' College life.

Foundress Day also looked a little different this year. Following the annual Mass and the leadership handover, the girls participated in activities that helped build relationships and connections within their home rooms. The connection of girls across years within these groups has always been invaluable and continuing to nurture these relationships embeds the Marist vision of Sisters for Life. Another vision of the college is the girls exploring and refining their gifts, and this year they demonstrated their skills across many competitions. They dominated in the pool for swimming, on the track for athletics and on the field in Oz Tag and Touch football at the Sydney Catholic Schools championships. Netball and Football teams made it to Sydney Finals. The school was awarded the Number 1 Sports Program in the Archdiocese for the second year in a row. Public Speaking competitors made it to the grand final in CSDA competition and there was even success in the Commercial Cookery National Championships. Talents in arts and entertainment also shone this year. The annual TDP Showcase and Performing Arts 'FORM' showcase were incredible performances and exhibition opportunities that demonstrate the talent of the girls. Frozen the Musical cast and crew delivered wonderful performances each night too. The little people in front of us were singing along very enthusiastically! Students across many year groups were recognised for their literary and visual art creations, while a large number of year 12 students were nominated for consideration within performance programs and exhibition opportunities. The talents of the girls, whatever their passion, were again nurtured and supported.

Social justice activities supported a multitude of charities again this year. The Embracing Diversity Bake Sale raised funds for Marist180, a non-profit org that provides services to young people to create positive change in their lives, while many students, led by Dr Ireland, participated in running up a very steep hill, the Balmoral Burn, to support the Humpty Dumpty Foundation. Jersey Day this year supported the Aboriginal Catholic Ministries and the annual St Vincent de Paul appeal in partnership with Baabayn Aboriginal Corporation was again supported through donations. The final activity for the year, Marist Children's Holiday Camp, was led by Year 11 students alongside St Joseph's Hunters Hill and Loretto Normanhurst students to care for children with a disability. They provided carers with much needed respite and offered the campers a memorable holiday. These social justice activities demonstrate the importance of understanding inequity in our daily lives and offer opportunities to the girls to proactively focus on improving this for generations to come and truly be Marist women of action. This Marist tradition of social outreach aligns with embedding catholic faith within the school community. A small group of students were afforded the opportunity to celebrate their faith through participation in World Youth Day in Lisbon in August. This was the first gathering post the Covid pandemic, with 67,000 pilgrims from five continents attending. A life changing experience for all involved. With so much

growth and positivity within the school community this year, Marist Sisters' College and students are well positioned to balance academic achievement, co-curricular success, faith formation and student engagement with their vision to Develop a compass for Life in 2024.

Student Body Message

2023 was a year in which the Marist Sisters' Community embraced opportunities for growth, sisterhood and learning in line with the guiding aspects of our Marist Compass: Courage, Sisters, Empower and Gifts.

A significant event on the MSCW calendar for Term 1 was International Women's Day which aims to celebrate women's achievement, raise awareness about discrimination and take action to drive gender parity. Amongst campaigns and fundraisers the MSCW community ran a Dignity drive, donating feminine hygiene products to people in need. These donations helped to empower women, harmonious with our mission as a Marist school.

At the end of Term 2 the school community came together to celebrate the life and works of Jeanne Marie' Chavoïn on Foundress Day. The blue and white Picnic celebrated the Marist Community that Jeanne Marie established and was an opportunity for all students to develop sisterly relationships within their houses and tutor groups in line with the MSCW vision.

The AMICA program is an initiative that creates a mentor-mentee relationship between year 10 volunteers and the incoming Year 7 students. This initiative provides an opportunity for those who participate to smoothly transition into High School life and learn what it means to be a member of our community.

The 2023 year has been one of excitement, learning and growth for MSCW, with opportunities for sisterhood and empowerment strengthening the bond amongst our community.

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 900 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.

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 2023:

Girls	Boys	LBOTE*	Total Students
980	0	601	980

* 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 2023 was 91.06%. 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
91.56	91.23	88.47	90.02	90.87	94.18

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 2021, 96% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	27 %
% 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 2023 Year 12 cohort advised:

- 80% of students intend to study at university
- 10% of students intend to study at TAFE or another vocational institution
- 10% of students intend to enter the workforce full time.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	110
Number of full time teaching staff	61
Number of part time teaching staff	17
Number of non-teaching staff	32

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 1,560 teachers
- Provisional 978 teachers
- Proficient 6,131 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 may be NESA Accredited or it may be Elective which is identified by the teacher. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS).

The College takes responsibility for planning, implementing and evaluating 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's - Staff Wellbeing focusing on Staff self-care 'The Foundations of Thriving' 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 3 Staff Development Day's - Curriculum focusing on Assessment Practices for Impact using backward design and building the capacity of staff in Coaching as a way of being.
- Term 4 Staff Development Day's covered mandatory compliance training including Emergency Care First Aid.

Teaching staff in 2023 engaged with a professional learning program every Thursday afternoon, which focused on curriculum differentiation, programming, assessment and key College strategic priorities. Professional learning continued to focus 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 - 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.

The College is a Catholic community that follows in the footsteps of 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 2023, 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 as well as at the beginning of subject classes. 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. House Masses are another way Catholic life is lived out at the College by engaging parents, students and families. 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 youth activities at Holy Name of Mary Parish, Hunters Hill and St Therese Primary School, Denistone.

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, Christmas hampers and the Baabayn Community Christmas appeal. The College has a global concern for all people. The College's House fundraising supported Marist Mission and

Marist Sisters projects. This has also been lived out through our immersions to Cambodia and Cape York. 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.

Vocational education and training (VET) opportunities may be accessed by all students. Students may participate in VET delivered at school, or through one of the training centres, or an external provider (EVET), or via a school-based apprenticeship or traineeship (SBAT).

In 2023 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, Languages and Sport.

Years 9 and 10: All mandatory NESA courses plus Religious Education and Sport plus two electives chosen from: Commerce, Dance, Drama, Design and Technology, Food Technology, History Elective, Italian, Philosophy, 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. Accelerated Mathematics is also offered for suitable students.

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 were 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 2023.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Marist Sisters' College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	77%	64%
	Reading	85%	68%
	Writing	86%	63%
	Spelling	86%	73%
	Numeracy	77%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	77%	56%
	Reading	81%	63%
	Writing	81%	58%
	Spelling	87%	71%
	Numeracy	76%	64%

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 2023, Marist Sisters' performed very well in the Higher School Certificate. Highlights of their achievements include:

- 84% of all courses studied were above the average across the state.
- 137 Band 6 results (an HSC Course Mark of 90 or greater), shared amongst 68 students.
- 14 students were nominated for HSC showcases with 4 students selected.
- 1 student was a Top Achiever placing First in State for Studies of Religion I.
- 11 students obtained the top mark in their subject in the Sydney Archdiocese.
- 27 students received an ATAR over 90.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Ancient History	80 %	34 %	71 %	34 %	62 %	33 %
Armenian Continuers	-	-	100 %	50 %	100 %	82 %
Business Studies	46 %	36 %	45 %	35 %	51 %	36 %
Community & Family Studie	47 %	32 %	61 %	33 %	65 %	36 %
Design and Technology	69 %	55 %	86 %	47 %	78 %	47 %
Earth & Environmental Sci	-	-	43 %	32 %	73 %	34 %
Economics	100 %	50 %	31 %	49 %	65 %	49 %
Engineering Studies	100 %	36 %	0 %	30 %	100 %	29 %
English (Advanced)	84 %	69 %	81 %	67 %	81 %	67 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
Japanese in Context	-	-	-	-	100 %	90 %
Legal Studies	66 %	42 %	57 %	41 %	71 %	43 %
Modern Greek Continuers	100 %	83 %	-	-	100 %	75 %
Modern History	52 %	38 %	50 %	34 %	60 %	35 %
Music 1	100 %	64 %	100 %	70 %	100 %	69 %
Personal Dev Health & PE	-	-	-	-	60 %	31 %
Personal Dev,Health & PE	54 %	31 %	50 %	26 %	-	-
Textiles and Design	70 %	57 %	100 %	54 %	100 %	52 %
Visual Arts	95 %	63 %	93 %	66 %	81 %	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 2023, the number of students issued with a RoSA was 7.

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 policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. 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 the 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) released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Archdiocese. The Policy

provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

The full text of the [Prevention and Management of Student 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 a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. 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, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) was reviewed and updated in 2023 to reflect changes in the legislative framework and new national Child Safe Standards. 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.

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.

Through collaboratively working with students, parents and Tutor teachers My Marist Compass Goals provided an environment for students to develop their 'compass for Life.' Goal setting at the College continues to enable students to flourish and become independent people of our world. This opportunity continues to build a learning environment that is inclusive, safe and grounded in fostering connection through respectful positive relationships.

Teachers continued to instruct students in evidence based Wellbeing Programs under the leadership of the House Coordinators through Community time. 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 gained 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 student new to the College and two Year 10 students. The Student Leadership Team contributed positively to making a difference at the College and the wider community.

School Improvement

The College is committed to fostering an environment of continuous improvement, with a particular focus on enhancing student learning outcomes. To this end, the school implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement.

The College's approach to strategic planning and its Inquiry and Review cycle are underpinned by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities. This strategic plan provides a comprehensive blueprint that guides the school's efforts towards creating a dynamic, flourishing Catholic community that promotes holistic student development.

Each year, in line with this strategic plan, the College formulates an Annual Improvement Plan. This plan serves as a roadmap delineating the key areas of improvement aimed at boosting student learning outcomes for that particular year. The creation of this plan involves a rigorous, systematic process of review and inquiry.

Drawing from various data sources and insights, the Annual Improvement Plan identifies target areas for enhancement, sets precise objectives, and outlines strategic actions to achieve these goals. This process ensures that the school remains focused on its mission of continuous improvement and excellence in education.

The College's adoption of the Sydney Catholic Schools' Inquiry and Review Cycle of improvement, coupled with its strategic planning rooted in the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities, underscores its unwavering commitment to delivering high-quality education and fostering an environment of continuous improvement with students at its heart.

Key Improvements Achieved

The College endeavoured towards the following key improvements in 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 in Action' continues 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.

Priority Key Improvements for Next Year

The College has identified the following priorities for 2024:

- Continued implementation of the Faith Formation Framework to enhance family engagement in the faith life of the college.
- Continue to build a culture of knowing students and their learning and wellbeing needs through the ongoing implementation of our Learning & Wellbeing Framework.
- Continue to grow the culture of staff knowing our students and challenging them to achieve their personal best.
- Continue to apply emerging digital tools and technologies that support and complement transformative practices in learning and wellbeing.

Community Satisfaction

The opinions and ideas of all stakeholders in the educational process, which includes parents, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the College has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the College, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the College. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

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 2023 year including:

- 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
- Consistent understanding of the College's Faith Formation Framework and Learning and Wellbeing Framework.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$10,993,656
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,941,559
Fees and Private Income ⁴	\$5,672,547
Interest Subsidy Grants	\$104,585
Other Capital Income ⁵	\$691,206
Total Income	\$20,403,553

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$3,679,118
Salaries and Related Expenses ⁷	\$14,221,914
Non-Salary Expenses ⁸	\$7,642,991
Total Expenditure	\$25,544,023

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 2023 REPORT