

Saint Maroun's College



2019 Annual School Report



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1 MESSAGE FROM KEY COLLEGE BODIES

Principal's Message

In my first year as Principal at Saint Maroun's College, a great deal of change took place.

The College's legal structure changed. The formation of Howayek Blessings Ltd was formed with a new Governing Board consisting of members with expertise in Law, Education, Finance and Management.

A new structure of Leadership Management included an Executive Team comprised of the Principal, a new Assistant Principal, External Providers and Cricos Supervisor, Director of Teaching and Learning and the Business Manager. Year Advisors were also introduced into Secondary along with other new administration roles.

NESA approved a 5 year Registration and Accreditation renewal period of the College in September which included CRICOS and TAA approval.

In Primary two streams were introduced for K-5 and in Secondary students were given the opportunity to choose from a wide variety of subjects for their electives for 2020, including Hospitality, Woodwork and STEM.

STEAM Day was a popular event in Primary, music became more specialised from K-9 with the introduction of private tutoring in piano and singing, and choirs for infants, Primary and Secondary.

The Parent Association have provided a necessary link between the College and home, and additional funding for the College through their many activities.

Our fete in September was well received and we had people from all walks-of-life coming through the gates. It was a great community event, enjoyed by all.

The College has invested in a new woodwork room, upgrade of the pond area, relocation of the gym, and installation of refrigerated bubblers across the campus.

Our NAPLAN results were very impressive with Yrs 3 and 5 above the National average in every area and Y7 and Y9 above the National average in most areas.

Our Year 12 cohort performed well in their HSC and many were accepted into their University of preference.

Sr Margaret Ghosn mshf
Principal

Message from Governing Board Chairperson

It gives me great pleasure in presenting the 2019 St Maroun's College Board Report for 2019.

2019 saw the formation of a new College Board under the direction of the newly appointed Principal, Sr Margaret Ghosn. The Board's main purpose is the fulfilment of the educational mission of the Maronite Sisters. The Board is responsible for the governance of the College and delegates to the Principal the leadership, management and conduct of the College. The Principal provides a comprehensive report to the Board at each meeting.

The Board has been very pleased with the planning, implementation and execution of the various strategies and objectives set out in the College's Annual Improvement Plan. As this is our first year, members of the Board have gained strategic oversight of the College's achievement targets, finance and overall direction, and have worked in collaboration with the College Administration.

During 2019, the College Board has focused its efforts in the following areas:

- Significant training in Governance completed by all members of the Board.
- Review of College reports presented by the Principal, Assistant Principal, Business Manager, International Students' Coordinator, and on the progress of the College's Annual Improvement Plan.
- Regular updates on the progress of the Department of Education Audit and Compliance Agreement.
- Endorsement of the College's Policies and Registers.
- Updates on the progress of the students' learning and the development of a learning framework to enhance learning growth of all students.
- Evidence of academic achievement such as NAPLAN results and HSC results.
- Updates on staffing appointments as required.
- Planning for The College's Strategic Plan 2020 - 2022 and the Annual Implementation Plan.
- Endorsement of the College's budget and financial arrangements necessary to fund the school objectives, priorities and directions.
- Updates on Government funding, planning for School fee increases and communication to the School community.
- Review and endorsement of current and future repairs and maintenance of the College.

The Board congratulates the graduating Class of 2019. Their academic performance is to be commended. Their results, are a testament, not only to the students and their families, but also to the Principal, and the College staff as a whole.

Special thanks to Sr Margaret Ghosn, Principal, who has seamlessly and successfully led the College through a challenging year. Sr Margaret along with her Leadership Team and staff worked tirelessly and relentlessly in ensuring the College overcame all challenges in a seamless and positive manner. They are to be praised on all the successes achieved thus far.

Serving on the College Board is a privileged opportunity allowing us to assist in contributing and creating better outcomes for the College, students, staff, parents and community. Members of the Board generously give their time and I thank them for their efforts and dedication during this inaugural year - Daniel Azzi, Christopher Bettiol, Chahine Chahine, Debbie Draybi, Sr Irene

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Boughosn, Sr Katy Sawma and Anthony Yacoub, Sr Margaret Ghosn and Mary Flaskos (Company Secretary).

The Board welcomes input and encourages feedback from the College community. We look forward to continuing our work during in 2020 and wish the College every success.

Antoinette McGahan

Chairperson

St Maroun's College Board

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Message from the Parent Association

The Parents Association works on a volunteer basis to pursue its mission to bring together the College Community through supporting and promoting the interest and image of our College, staff and students. The aim of the PA is to raise funds to assist the College in providing extra resources for students.

During 2019 the Parents Association hosted a wide range of fund-raising activities and along the way there were opportunities for social interactions and fun entertainment. The events held included:

- Mufti Day (Footy Fever)
- Mother's Day Stall
- Bunnings Sausage Sizzle
- Sausage and Burger Day
- Bacon and Egg Foundation Day
- Father's Day Stall
- Food Stall/Mediterranean Deli stall for School Fete
- Food Stall for end-of-year concert

Apart from fund raising the PA also assisted in advertising Saint Maroun's College through various local preschools, encouraging a partnership.

Other Contributions by the PA included:

- Hosting a Parent Information Night
- Created jewelry and Rosary beads for Mother's Day Stall
- Hosted College Book Fair
- Provided refreshments for both Mothers ad Father's Day liturgies
- Visited various preschools delivering information packages.

For 2019 we are pleased to have raised over \$7,000.

The PA's contribution is to ensure the continued growth of Saints Maroun's College.

Dianne Abeni - President



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Student Representative Council (SRC)

The Student Representative Council (SRC) at Saint Maroun's College consists of Yr 12 Leaders and representatives from Secondary, along with Primary Year 6 leaders.

Assemblies

The College Leaders are required to prepare and host the morning assemblies which includes set up, assisting the Principal and Assistant Principal, making announcements and other related tasks.

Harmony Day

The SRC, along with the Year 12 cohort, organised the activities and catering for Harmony Day. It was a successful event where the SRC organised food stalls, activities and lessons. It was a day enjoyed by all and in which students wore their National costume and tasted the culinary delights of different countries.

Footy Jersey Day

The College and Sport leaders set up a footy jersey day along with a street hockey competition amongst the homerooms. The donations raised contributed to the water bubblers.

Easter

In term 1, the SRC collaborated to organise 2 events to celebrate Easter and provide students with a pleasant end to the term. These events included an 'Easter egg hunt' and an Easter raffle.

Easter Egg Hunt

In this event, small Easter chickens were hidden throughout the College which students could look for during lunch and recess. These chickens could be exchanged for a chocolate or a sweet.

Easter Raffle

An Easter egg hamper was donated by a staff member, and the SRC had the role of going around selling raffle tickets to students. Money was donated to Caritas.

Winter Appeal

The St Vinnies Winter appeal involved the College Leaders and Homeroom Leaders creating a list of various items to be compiled into a care package for the homeless. Each leader had to ensure students from their roll call donated an item for those in need. Packages of donations created by the primary and secondary and given to the St Vinnies Winter Appeal.

Christmas Hamper Appeal

The St Vinnies Christmas hamper appeal involved the College Leaders and Homeroom leaders creating a list of various items to compile into Christmas Hampers for families. Each leader had to ensure students from their roll call donated an item. The completed Hampers were donated to the St Vinnies Christmas Appeal.

2 COLLEGE CONTEXT AND IDENTITY

Charism of the Maronite Sisters of the Holy Family

The first female Maronite Congregation, The Maronite Sisters of the Holy Family, was founded by Patriarch Elias Howayek, Rosalie Nasr and Stéphanie Kardouche, on 15th August 1895. Historically the Maronite Sisters of the Holy Family was 'founded for' the ministry of educating village girls. The Congregation from the very beginning was focused on the needs of the times, committed to educational, humanitarian and spiritual service.

The Congregation is deep-rooted in the Antioch Syriac Maronite Church and is open to the universal Church. It perceives the needs of the Lebanese and Expansion, while serving all, in the Body of Christ.

The wave of immigrants from Lebanon hit Australian shores, beginning in the late 1800s and steadily increased in the latter half of the 1900s. Many later Maronite migrants wanted to preserve their Maronite faith and tradition. As a result, the Sisters were sent to Australia in 1968, settling in Sydney, and have since then established two K-12 Colleges, a childcare and a preschool as well as two aged care facilities.

Brief history of Saint Maroun's College

The history of Saint Maroun's College began in 1968 when the Maronite Sisters of the Holy Family arrived in Australia at the invitation of the head of the Maronite Church in Australia, Monsignor Ziade of Saint Maroun's Cathedral in Redfern, New South Wales.

Renowned for their teaching methods that respect the individual's right to meet their full academic potential whilst preserving their language and knowledge of their cultural identity, the Maronite Sisters immediately set about to establish an educational facility that could meet the cultural and academic needs of the Maronite migrant children in Australia.

With the commitment of the Maronite Community and the support of the New South Wales Department of Education, the Maronite Sisters in 1970 opened their first Maronite Primary School in Australia with Sr Marie Henriette as its first Principal. Saint Maroun's College would be located in the grounds of the Cathedral at Redfern, until its relocation in 1989, to the current site at Dulwich Hill. The purchase of the current site from the Carmelite order of Nuns meant that the growing needs for a culturally specific education of the children from the Maronite community could be met. The new site covered almost eight acres of land and could not only accommodate the Primary School from Redfern but also a Pre-school, which was established in the same year. The existing convent on the site also meant that the Maronite Sisters of the Holy Family now had a permanent home.

The growing demand by the parents for continued education in a culturally and linguistically adapted learning environment meant that the students would be offered a Secondary education as well. Therefore, the first group of Year 6 students progressed to Year 7 in 1998 who also continued as the first stream of Secondary Students to graduate from Year 12 in 2003.

What seemingly was a culturally specific purpose of establishing the College is now a multicultural approach to preserving the unique educational methodology under the Maronite Sisters of the Holy Family. Saint Maroun's College today is proud to have students from many different nationalities who work and learn together in an environment of harmony, tolerance, and love and where they are encouraged to compete academically to achieve at the highest educational level.

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College Ethos

The College, through the ministry of the Maronite Sisters of the Holy Family (MSHF) and its staff, strive to instil in the students the teachings of Jesus. Emphasis, is firstly given to providing a strong Maronite Catholic foundation. This is expressed through staff, students and parents regularly worshipping and praying together, celebrating liturgy and Sacraments. There is commitment to the Scriptural Word and emphasis on the working of the Holy Spirit that nurtures each person's spirituality.

Secondly emphasis is given to love and service. All students are encouraged to see the best in themselves and in one another and to achieve their full potential. The College Ethos can best be achieved in the words of Saint Paul, 'Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things' (Phil 4:8).

The College is more than an educational institution; it is a community which promotes a sense of family among the Sisters, staff, students, parents and friends. It emphasises values of treating all with dignity, service, forgiveness and justice. Staff, students and parents are encouraged to grow in their relationship with God, as reflected in the College motto, 'Friendship, faith and honesty.'

Mission Statement

Saint Maroun's College, in serving the educational needs of the broader community seeks:

- To build a College community in which the Gospel values of faith, justice and love are reflected in all aspects of daily life.
- To identify the unique needs of each student, so as to allow each child to develop to their fullest potential – spiritually, academically, physically and socially.
- To encourage each student to take pride in their Religious and cultural identity as Australians living in a multicultural society.
- To recognise and affirm the pre-eminent role of parents in the education of their children and encourage their active involvement in the College community.
- To live out the College motto of Friendship, Faith and Honesty.

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3 PROFESSIONAL LEARNING AND TEACHER STANDARDS

The staff at Saint Maroun's College are committed to the Teacher Accreditation process and ongoing Professional Learning to maintain and develop teacher knowledge, skills and practices. The Australian Professional Standards for Teachers are embedded in all professional learning. All staff have access to professional learning, both at the College in the form of College Development Days and outside the College in the capacity of specialist subject and leadership workshops, which are offered by external providers including, but not limited to, Australian Independent Schools, Teacher Training Association and other specialist providers like the English, Science, HSIE Teacher's Associations.

Professional Development Days include teacher welfare, classroom and curriculum based support, as well as Child Protection and First Aid.

In addition, staff were given the opportunity to attend subject specific curriculum and planning days.

Professional learning and development opportunities are essential to ensure that College staff develop the knowledge and skills pertaining to their work and to improve student outcomes. Professional learning can take many forms including whole College professional development days, meetings and conferences and subject specific training.

The Accreditation Program at Saint Maroun's is overseen by the Principal and the Assistant Principal.

In 2019 all Saint Maroun's College pre 2004 teachers were accredited with NESAs.

The table below summarises the qualifications of staff at the College in 2019:

Staff Qualifications - Primary	Number Qualified	Staff Qualifications - Secondary	Number Qualified
Diploma of Teaching	5	Diploma in Education / Teaching	6
Bachelor of Arts	1	Advanced Diploma in Information Technology	1
Bachelor of Education	12	Graduate Certificate in Physical and Health Education	1
Bachelor of French Language	1	Certificate in Religious Education	2
Bachelor of Teaching	3	Bachelor of Teaching / Education	10
Certificate in Religious Education	2	Bachelor of Science / Applied Science	4
Certificate III in Educational support	1	Bachelor of Natural Science	1
Master of Teaching	1	Bachelor of Animal and Veterinary Science	1
Master of Arts	1	Bachelor of Sociology	1
		Bachelor of Arts	8
		Bachelor of Visual Arts	1
		Bachelor of Physical and Health Education	1
		Bachelor of Theology	1
		Master of Arts	1
		Master of Teaching / Education	4
		Master of Leadership and Management	1
		Master of Theology	1
		Doctor of Ministry	1

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Accreditation at Proficient Teacher

The Professional Engagement domain highlights the ability of teachers to engage in personal and collegial professional learning. As a distinct professional community within the College, beginning teachers at Saint Maroun's College participate in an induction to the College Accreditation program. This program highlights the importance of engaging and reflecting on professional development. It aims to assist teachers to translate newly acquired learning into effective classroom practice. An integral aspect of the mentoring program is for teachers to keep a professional development journal.

Maintenance of Accreditation

In 2019 teachers progressing to their Maintenance phase participated in an Induction process. Maintenance Phase Professional development was validated by relevant department heads. Teachers were given opportunities to share their newly acquired skills and knowledge during K-12 staff meeting, held each term.

Highly Accomplished and Lead Teacher

These Accreditation levels are voluntary. Teachers considering to move towards these levels are encouraged to work independently and collaboratively to improve their own practice by researching and engaging in self-identified professional development opportunities.

In 2019 the College had 36 staff who were classified as Proficient Teachers and 8 teachers Conditionally Accredited working towards professional competence of Proficient Teacher.

Staff participated in PDs over the course of the year. They are listed below:

Date	Area
February	
21-22/02/19	Stage 6 Extension Course resource Writing Project - AIS
March	
07/03/19	NAPLAN Online Implementation
04/03/19	NCCD Moderating Workshops 1 & 2 CS NSW
22/03/19	Hospitality Network Day
23/03/19	HTANSW Stage 6 Teachers
26/03/19	PDHPE Syllabus – NSW Health at St Brigid's Marrickville
April	
05/04/19	New Primary Science Curriculum
29/04/19	First Aid Training
May	
07/05/19	SOR Aboriginal Spirituality
09/05/19	Supporting Student Digital Wellbeing
10/05/19	Primary Road Safety Course
20/05/19	eSafety Commissioner - Empowering families and communities - webinar
24/05/19	Mathematics
25/05/19	Meet the Markers (Saturday- Week5)
30/05/19	TAA - AIS
June	
All June	Disability Standards online training

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03/06/19	RoSA and HSC curriculum requirements for registration and accreditation - AIS
03/06/19	eSafety Commissioner – Inclusion and Digital Wellbeing & Digital CPR
06/06/19	EduTECH BUILD Learning@Work Expo 2019
11/06/19	AIS – survey platform discussion – planning for accreditation 2020
14/06/19	Planning and Programming for the new NSW PDHPE K-10 Syllabus
17/06/19	Copyright for Education - AIS
17/06/19	Registration Requirements for Schools Renewing Registration in 2020
27/06/19	Effective Implementation of Online Learning
July	
22/07/19	Angela D'Angelo, Carol Amorim and Marinko Colak staff PD on using Data to Improve Student Outcomes
15/07/19	Moneysmart Maths (Secondary) NESA registered course
19/07/19	Self care for teachers and staff NESA registered course
24/07/19	Networks for 12 Mathematics Standard NESA registered course
31/07/19	Arabic extension writing project
August	
05/08/19	Hospitality Professional Learning Day
07/08/19	Conceptual Fluency vs Procedural Fluency NESA registered course
13/08/19	Supervising Accreditation at Proficient 1 NESA accredited
14/08/19	Building Mathematical Mindsets NESA registered course
20/08/19	Cricos - AIS
21/08/19	Autism Spectrum Australia Workshop for Teachers working with students with Autism
22/08/19	Supervising Accreditation at Proficient 2 NESA accredited.
26/08/19	Preparing for the 2019 HSC Biology Exam
28/08/19	Supervising Accreditation at Proficient 3 NESA Accredited
September	
03/09/19	Analytics and Data at Rydges
03/09/19	NSW Commerce Workshop Online webinar
04/09/19	Lightening the Load: An introduction to concepts in Cognitive Load Theory and tips to help students NESA registered course
11/09/19	Be you program - Headspace
12/09/19	WHS training
October	
14/10/19	Student engagement with Dr Rich Allen / ACU Practical Workshop
29/10/19	Centacare Solidarity Program at Belmore
30/10/19	Geography Concepts
30/10/19	TAS concepts by CEO Sydney
November	
12/11/19	Extension Mathematics TTA
15/11/19	Engaging Students to Enhance Learning
22/11/19	Primary PDHPE Road Safety and eSafety Education
29/11/19	Adobe PhotoShop – CCE.Sydney
December	
09/12/19	Reading Eggs & Mathletics PD
10/12/19	Google Docs session

4 WORKFORCE COMPOSITION

Saint Maroun's College employed a total of 52 staff in 2019. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Accountant and Business Manager.

Workforce Composition and Number of Staff	Full Time		Part Time	
	Male	Female	Male	Female
Principal		1		
Total Teaching Staff	8	27		10
Specialist Support				1
Total Non-Teaching staff	1	3		2
Total	9	30		13

The College did not employ any Aboriginal and Torres Strait Islander people during 2019.

5 CHARACTERISTICS OF THE STUDENT BODY

In August 2019 there were 462 students enrolled. The number of girls and boys (as of Census date) is identified in the table below, which indicates a higher number of boys compared to girls enrolled.

Stage	1			2		3		4		5		6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	11	14	19	16	19	19	12	18	20	16	11	11	15	201
Boys	28	21	19	17	23	13	19	13	19	24	25	24	16	261
TOTAL	39	35	38	33	42	32	31	31	39	40	36	35	31	462

The majority of the students at the College attend from Kindergarten to Year 12. There are a number of new enrolments from other schools in both Primary and Secondary and there are regular, but small, numbers of new enrolments from overseas, mainly Lebanon.

The majority of students are Maronite Catholics with Lebanese heritage, other religions include, Orthodox, Melkite and Roman Catholic. Other cultural backgrounds include Greek, Vietnamese, Chinese, Spanish, and Australian.

The College draws its enrolments predominantly from Dulwich Hill, Marrickville, Petersham and Earlwood.

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International Department

Full Fee International Students

In 2019, Saint Maroun's College continues to provide educational services to overseas students with Student Visa 500, utilising the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) provider number, 03333K. A total of 38 students were enrolled across Kindergarten to Year 12 predominantly from China, Korea, Vietnam, Russia and Thailand. Enrolments in 2019 also include a small percentage of students from USA, England, Lebanon and India. A total of 1 full-time EAL/D teacher was employed to support the students in developing English proficiency.

Year	2015	2016	2017	2018	2019
Total Students Enrolled	6	14	34	39	38

Immersion Program with Short Stay/Tour Groups Students

In the January-February and July-August periods, Saint Maroun's College welcomed study tour students from China and South Korea, with a single student from Italy. Each student visitor was paired with a student buddy in the same grade from the College and participated in a range of curriculum and extra-curricular activities. The College has maintained a consistent number of study tour visitors in 2019 with a total of 234 visiting students across both Semester 1 and 2.

6 ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

In 2019:

36 Students in Yr. 10 stayed to achieve their RoSA: 25 were boys, 11 were girls.

31 Students in Yr. 12 stayed to achieve their HSC: 16 were boys, 15 were girls.

Student Attendance

Year Level	Attendance Rate	Year Level	Attendance Rate
Kindergarten	98%	Year 7	99%
Year 1	97%	Year 8	95%
Year 2	95%	Year 9	96%
Year 3	97%	Year 10	94%
Year 4	98%	Year 11	97%
Year 5	96%	Year 12	95%
Year 6	98%	Total College	96%

Management of Non-Attendance

Non-attendance at school can occur for a range of reasons including:

- The student is unwell.
- The Principal has asked that the student remain home due to a communicable disease.
- The student is absent with a valid reason in the opinion of the Principal.
- The student is absent without a valid reason in the opinion of the Principal but with parent or carer consent.
- The student is absent with parent or carer consent.

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and wellbeing outcomes of students. This includes both explained and unexplained absences. As such, the College has protocols in place to investigate and assess concerns for ongoing absences, unexplained absences, and punctuality.

Early intervention of students who are developing patterns of poor attendance and punctuality; reduces the risk of escalation in later years.

School Attendance Legal Actions

The College will be following the "School Attendance Legal Action Guidelines."

Where there are issues of non-attendance, parents will be notified by the school in writing. Failure to resolve these issues at the local level will result in the matter being forwarded to AISNSW who is the College's notification authority. This will be done through the 'Notification for for unresolved breaches of attendance.' Referrals to AISNSW will be submitted to DEC.

7 ENROLMENT POLICY

Saint Maroun's enrolment policy follows State and Commonwealth requirements. Additionally, the College is committed to the use of the Interstate Student Data Transfer Note (ISDTN) when students enrol from an interstate school.

Primary

Kinder students attend an individual interview with their parents to conduct a simple assessment for social, literacy and numeracy development.

Students also attend an orientation session where they participate in activities to assess their knowledge and ability in numeracy and literacy. Observations are used to determine the student's ability to adjust to school life and to provide teachers with an insight into individualised adjustments which may be required to assist students.

Attendance at both the interview and orientation session is compulsory.

Secondary

Continuity of schooling is encouraged and as such the majority of the Secondary students have been at the College since Kindergarten.

Saint Maroun's College has a requirement that all students re-enrol and confirm their enrolment for Years 7 and Year 11.

Year 6 students are asked to indicate enrolment options for the following year. The College will normally welcome students who have been cooperative in their school life. Those students deemed to be 'at-risk' in terms of behaviour and attitude are counselled during Year 6 with the College reserving the right to withhold Secondary enrolment offers. In term 2, all Year 6 students receiving an enrolment offer undergo an enrolment interview with their parents conducted by the Principal, where a contract is signed.

Outside applications are processed with emphasis being placed on NAPLAN results as well as reports and recommendations from other schools. Upon receiving an enrolment offer the student undergoes an enrolment interview with their parents conducted by the Principal.

Applications for enrolment other than for Year 7 are determined by factors including the availability of placements, academic ability, NAPLAN results and references concerning behaviour.

The school recognises and appreciates that educational programs and school procedures may need to be altered in order for students to attain equity in the school environment. All applications for enrolment involves an interview process. Careful consideration is given to every student.

Parents wishing to enrol students are asked to bring with them their Birth, Baptismal/Confirmation and Immunisation certificates, passports or visas if relevant, as well as copies of their most recent reports from their current school and their NAPLAN results. Once the child is accepted after meeting with the Principal, an enrolment fee is payable.

8 OTHER POLICIES

Student Behaviour Management Policy

Saint Maroun's College has in place and implements a Behaviour Management policy to provide students, staff and parents with a guide to behaviour management at the College and to develop effective relationships with students, so that the whole-school environment is one in which individuals want to learn and where each person is challenged to develop their own potential in a stable and supportive environment.

Saint Maroun's College prohibits corporal punishment in the discipline process of students. Further more, the College does neither explicitly nor implicitly, sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline.

Procedures to discipline students have been developed based on procedural fairness that are consistent and positive. Procedural fairness relates to the right of students to be heard and the right to an unbiased outcome.

It is the responsibility of the school to provide a comfortable and secure environment where individuals feel safe, valued and respected.

Complaints and Grievances Resolution Policy

Saint Maroun's College has in place and implements procedures whereby students and parents/carers can raise complaints or grievances and have these responded to in a safe and supportive environment. All complaints will be addressed with confidentiality and procedural fairness.

All parties involved in a complaint will be expected to maintain confidentiality, to be sensitive and show respect for all individuals who may be involved in the process. Every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned. If the complainant is a parent/carer, their child's enrolment will be maintained throughout the grievance process.

PROCEDURES

Any allegation of reportable conduct against a school employee or volunteer will be dealt with in accordance with the Saint Maroun's *Child Protection Policy*. The procedures for raising an allegation of staff misconduct or reportable conduct are described in section 2 of this document.

Procedures for Raising General Complaints

It is acknowledged that, sometimes complaints about a decision, behaviour, communication, act or omission may arise. While most matters can be resolved through direct discussion with the parties, there may be instances in which this is not possible.

A person may feel unable to approach the relevant person directly or not be satisfied with their response. In such instances a person may wish to contact the College. The procedures for raising complaints are described below and are provided in a summary diagram in Appendix 2.

A response cannot be given to anonymous complaints and the College encourages students and parents/carers with concerns to identify themselves and use the processes described so the matters they raise can be dealt with appropriately and with confidentiality.

1.1 Raising Concerns

- For complaints or grievances relating to teaching practices or learning outcomes (excepting results and assessment tasks), the first point of contact is the classroom teacher. If the teacher is unable to find an acceptable solution to the matter raised the complainant must put the matter in writing to the Assistant Principal, this may also be done through the administration office.
- The Administration Staff will:
 - take the contact details of the complainant and record when the document was received
 - inform the Principal / Assistant Principal in writing the day the complaint is received.
- The Principal / Assistant Principal:
 - within 3 days acknowledge to the complainant in writing and/or verbally, receipt of the complaint
- The Principal / Assistant Principal will review all the information relating to the complaint and will contact the complainant to arrange a meeting or to discuss the matter by phone in seeking to achieve a satisfactory/acceptable resolution to the complaint.
- Following the resolution of a complaint:
 - the school will not engage in further discussion or negotiation with the complainant except if additional concerns are expressed
- The outcome of the investigation will be recorded in the Complaints/Grievances File by the Principal
- Every attempt will be made by the College to seek a resolution to the complaint within the framework of these procedures. However, if the complainant is still unsatisfied they may seek advice from external organisations at their own expense.

Raising Academic Concerns – refer to Assessment Handbook for appropriate Year level

1.2 Raising Pastoral Care Concerns

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- For concerns relating to student welfare, family matters, health issues and other non-academic concerns, the first point of communicating the concern is the Year Coordinator for Secondary students and the class teacher for Primary students.
- To contact the Year Advisor/Primary teacher, contact the College Administration Office. The Administration Staff will:
 - take the contact details of the complainant and record a brief description of the complaint
 - inform the Year Advisor / Primary teacher in writing on the day the complaint is received.

The Year Advisor / Primary teacher will follow the same procedures as for handling academic complaints in 1.1 above.

1.3 Possible outcomes

A complaint may be resolved in a variety of ways. This will depend on whether or not the complaint is substantiated and the seriousness of the matter.

A complaint is said to be substantiated if the person investigating it believes that on the balance of probabilities the allegation did occur. If the complaint is upheld or sustained, the following are possible outcomes depending on the nature of the complaint:

- an agreement between parties involved
- a verbal or written apology
- the review of a policy or procedure
- mediation
- dissemination of information
- a meeting with parties involved
- where a student is the subject of the complaint, referral to counselling or a range of sanctions as set out in the College Behaviour Management Policy may be imposed
- where a staff member is the subject of the complaint, targeted professional development or training may be provided, referral to counselling or disciplinary action may follow.

If a complaint is not upheld or not substantiated (e.g. the evidence is insufficient on the balance of probabilities) but issues surface from the investigation that require action, possible outcomes can include:

- relevant training for staff or students
- monitoring of behaviour of staff, students or parents
- counselling for the parties involved
- mediation at local level
- review of policy or procedure

If the complaint is proved not to have happened at all, or if there is evidence that the complaint was made with the main purpose or intent of causing distress to the respondent the following are possible outcomes:

- counselling for one or more of the parties involved
- a verbal or written apology
- disciplinary action (where the person involved is a student)

Anti-Bullying Policy

In the light of the College Mission Statement we want to build a College community in which the Gospel values of faith, justice and love are reflected in all aspects of the College's daily life.

Bullying behaviours impact the lives of the person/people being bullied, those who are bullying and the bystanders who watch on.

Saint Maroun's College is committed to providing a safe and caring environment which fosters respect for others. The College takes bullying seriously and will not tolerate bullying in any form.

The purpose of this policy is to outline the school's policy on maintaining a safe and positive environment for staff and students, making bullying less likely to occur.

This policy covers anti bullying within the school through any medium. It applies to all students, employees, volunteers and visitors to the school.

The College approach recognises that preventing bullying is the responsibility of the students, College Staff and Parents/Guardians. The College has in place and implements procedures and practices that provide the tools for responding to, and managing incidents of bullying and longer term preventative strategies.

This Policy should be read in conjunction with the College Student Welfare Policy K-12 and the Complaints or Grievances Policy.

Bullying is viewed as a major breach of the College rules and behavioural expectations. All follow up action will align with the Student Behaviour Management Policy.

All those responsible in the educational setting will work towards preventing bullying through a range of strategies that may include:

- Responding to the Children's eSafety Commissioner to assist in resolving complaints involving cyber bullying.

Student

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school anti-bullying philosophy
- Behave as responsible bystanders
- Report incidents of anti-social behaviour immediately

There are many members of staff at the College who are able to assist – your teachers, your Year or KLA Coordinators, the Counsellor, College Chaplain, Assistant Principal or Principal. They can help you decide how to handle the situation and they can take action.

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- Tell the student who is bullying to stop, let them know that you are not going to put up with their bullying and that you will report it;
- Try and be strong and show that you are not affected;
- Leave the area and go directly to a member of staff or to the administration offices;
- Don't be afraid to talk about it with friends or family;
- Talk to other students at the College, i.e. College Leaders or SRC Representatives;
- Establish a friendship network;
- Be smart about avoiding high risk places and times.
- Report all incidents to a member of the College staff as soon as you can. You may need to establish that you want privacy and confidentiality. Alternatively, you may wish to make an anonymous report that will advise of a potential bullying incident;

There is a fear that if you report the bullying incident you can become the target of bullying, or be labelled a 'dobber', but to be effective the College needs to work together with members of staff, students and parents.

- Be aware of what bullying is and how to prevent it;
- Contribute to a safe learning environment by respecting others and their differences
- Assist those who are the targets of bullies – offering to help, identify the student who is bullying, being vocal and showing your disapproval of bullying;
- Report all incidents to a member of the College staff as soon as you can.
- Offer support and friendship to the victim. Encourage the victim to get help through staff, family or SRC members.

9 RESPECT AND RESPONSIBILITY

Saint Maroun's College is committed to providing a safe, supportive and receptive learning environment for all. As a College we teach and model behaviours we value in our students. We implement teaching and learning approaches to support the development of skills needed by students to meet our ambitious standards for respect, safe and engaging behaviour. Promoting the learning, wellbeing and safety of all students is a high priority.

Saint Maroun's College Key Values

- Friendship
- Faith
- Honesty

Saint Maroun's College implements programs which are designed to support students in achieving goals of Respect for Self and Responsibility for One's Actions.

Programs and initiatives in the Primary Years include:

- K-6 Towards Wholeness Program which is based on our religious teachings, students are encouraged to develop positive relationships with themselves and other. This program provides a framework for preventive and support programs which aim to meet the social, physical and emotional health needs of students.
- Support of Caritas, through Project Compassion Lenten Appeal means students learn about the lives of the very poor around the world.
- Celebration of Harmony Day, encouraging belonging and awareness and acceptance of cultural differences with the community.
- Students and staff attend Mass throughout the year to strengthen Christian values.
- Praying the Rosary and Stations of the Cross in the College Chapel
- A Vertical Streamed Homeroom was introduced in 2016 and continued successfully into 2019. This is in line with an approach for better relationships between students across the school. There is evidence that Vertical streaming of Pastoral Care homerooms encourages leadership skills amongst older students and provides a mentoring system for nurturing the Year 7 students during their transition from year 6 to Year 7.
- College counsellor supports and conducts student well-being lessons in classes and provides one-on-one support to students.
- Buddy Program is an initiative, which consists of the Year 5 students being paired with a kindergarten student whose role was to be a friend and look after them in their first year of schooling. The students have completed activities such as reading, arts and crafts and eating

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lunch together. This enjoyable experience provided children with stimulating opportunities for learning and skill development.

Our Buddy program provided dual benefits which enhanced Respect and Responsibility such as:

- Older children learning leadership and mentoring skills and had the opportunity to nurture their younger buddy.
- Participation in the buddy program enhanced the children's cooperative learning behaviours such as taking turns, listening, sharing knowledge, praising another's effort, helping one another, and completing a task.
- The kindergarten children bonded with their older buddy and friendships flourish as the year progressed.
- The kindergarten children especially enjoyed the one-to-one attention they received from their older buddy.

At the heart of the pastoral care of students at Saint Maroun's College is the fostering of a College climate where there is:

- respect for the dignity of each person
- the creation of a caring, safe and secure environment
- the development of quality relationships
- support for the growth of the individual
- the existence of an effective care network
- good discipline
- quality teaching and learning
- high expectations of students.

Other strategies employed, which continue to promote respect and responsibility, include:

- A clearly communicated belief system, which informs what is considered acceptable behaviour
- Consistent classroom management practices which include the negotiation, implementation and communication of student and teacher rights and responsibilities
- Acknowledgement and rewarding of positive behaviour, both within the classroom and the playground; and
- Explicit consequences for inappropriate and unhelpful choices of behaviour.

10 SCHOOL RESULTS IN STATE WIDE TESTS AND EXAMINATIONS

NAPLAN Results

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.

An analysis of these results assists College planning and is used to support teaching and learning programs.

Results across Years 3, 5, 7 and 9 Literacy (Reading, Writing, Spelling and Grammar & Punctuation) and Numeracy (Number, Patterns & Algebra and Data, Measurement, Space & Geometry) assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skill and understanding demonstrated in the assessments.

32 Year 3 students, 32 Year 5 students, 25 Year 7 students and 37 students from Year 9 sat for the NAPLAN tests in 2019.

The following table outlines a three year trend of the percentage of students who scored in the top 2 bands, comparing the school and state cohorts. In many cases, the top 2 band results were also above the state as shown in the following table.

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Test	Year	Year 3		Year 5		Year 7		Year 9	
		%Top two bands		%Top two bands		%Top two bands		%Top two bands	
		School	State	School	State	School	State	School	State
Reading	2019	50.0	55.7	37.5	40.1	36.0	32.1	14.3	25.5
	2018	70.7	56.0	17.9	40.1	22.2	31.4	20.6	24.8
	2017	62.2	51.2	53.6	40.1	24.1	30.9	3.0	24.9
Writing	2019	75.0	58.0	18.8	19.5	24.0	19.1	6.1	13.8
	2018	78.0	49.1	20.7	16.6	19.4	19.5	11.8	15.4
	2017	94.6	53.1	53.6	18.1	48.3	21.4	24.2	18.2
Spelling	2019	56.3	54.3	43.8	40.2	44.0	35.2	24.2	25.7
	2018	63.4	52.9	69.0	37.8	38.9	36.2	41.2	27.0
	2017	64.9	52.4	67.9	37.8	58.6	41.1	33.3	31.1
Grammar and Punctuation	2019	68.8	60.3	40.6	40.7	40.0	32.7	27.3	22.1
	2018	68.3	51.9	62.1	38.3	30.6	31.1	29.4	26.8
	2017	89.2	62.2	64.3	36.2	34.5	30.1	18.2	24.8
Numeracy	2019	50.0	43.2	28.1	32.3	40.0	37.7	27.0	28.7
	2018	48.8	44.7	46.4	33.0	25.0	32.1	26.5	30.4
	2017	50.0	43.5	46.4	32.5	41.4	34.8	33.3	29.1

The following table shows the percentage of Saint Maroun's College students who achieved the National Minimum Standard.

Test	Year	Year 3 ≥ Band2	Year 5 ≥ Band4	Year 7 ≥ Band5	Year 9 ≥ Band6
Reading	2019	100	96.9	92	91.4
	2018	100	92.9	100	94.4
	2017	100	92.9	96.6	100
Writing	2019	100	100	100	87.9
	2018	100	100	97.2	94.2
	2017	100	96.4	100	84.8
Spelling	2019	100	100	100	97
	2018	97.6	100	100	100
	2017	100	100	100	93.9
Grammar and Punctuation	2019	100	100	100	97
	2018	97.6	96.6	100	97.1
	2017	100	96.4	96.6	93.9
Numeracy	2019	100	100	92	100
	2018	100	100	97.2	100
	2017	100	96.4	100	100

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RECORD OF STUDENT ACHIEVEMENT YEARS 10 AND 11

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records the completion of Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the Higher School Certificate (HSC).

In **2018**, all 42 Year 10 students received a RoSA Grade. Students who complete Year 11 receive a Preliminary Certificate which supersedes the RoSA.



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HIGHER SCHOOL CERTIFICATE RESULTS

In 2019, 31 students from Saint Maroun's College sat for the NSW Higher School Certificate across 21 courses studied at the College and 7 courses studied externally.

External courses included: Chinese and Literature, Korean and Literature, Modern Greek Beginners, Vietnamese Continuers, Construction, Human Services and Beauty Services

The table below shows that the majority of students achieved within the Band 3-4 bracket. There were 13 band 6s attained, with many more achieving Band 5s. Mathematics and IPT were the strongest areas of achievement.

Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	1	-	1	-	-	-	-
Biology	6	-	1	3	2	-	-
Business Studies	10	1	2	3	3	1	-
Chemistry	4	-	3	-	1	-	-
Community and Family Studies	9	-	3	5	1	-	-
English (Standard)	15	-	2	6	5	2	-
English (Advanced)	9	-	4	2	3	-	-
EAL/D	7	-	-	5	2	-	-
Food Technology	10	-	-	8	2	-	-
Information Processes and Technology	7	3	-	2	1	1	-
Legal Studies	4	1	-	2	-	1	-
Mathematics Standard 2	17	-	1	6	4	6	-
Mathematics	11	3	4	2	2	-	-
Modern History	4	-	2	2	-	-	-
Personal Development, Health and Physical Education	6	-	-	1	3	2	-
Physics	5	1	-	2	1	1	-
Studies of Religion I	16	-	5	6	3	2	-
Studies of Religion II	8	1	4	3	-	-	-
Visual Arts	10	-	3	7	-	-	-
Band Total		10	35	65	33	16	0

Course	Students	Band E4	Band E3	Band E2	Band E1
English Extension 1	2	1	1	-	-
Mathematics Extension 1	3	-	2	1	-
Band Total		1	3	1	

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YEAR 12 ATTAINMENT

Of the Year 12 cohort for 2019, an impressive 27 out of 31 students have chosen to continue into tertiary education.

- 21 students enrolled into University
- 3 students enrolled into TAFE
- 2 students enrolled into Industry Specific Colleges
- 1 student studying in NZ

Remaining students have chosen:

- Enter into the Family Business
- Traineeship with Qantas Flight Attendant Program
- Two students have status unknown

Post Higher School Certificate Destination

Total Cohort	16 Boys	15 Girls
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NAME OF UNIVERSITY	Boys	Girls	Total
University of Sydney		2	2
University of New South Wales	2		2
Australian Catholic University (ACU)	1	2	3
University of Technology Sydney (UTS)	2	1	3
Macquarie University		1	1
Western Sydney University	5	2	7
La Trobe University		1	1
Notre Dame University	1	1	2
TOTAL	11	10	21

NAME OF COLLEGE	Boys	Girls	Total
Sydney Conservatorium for Music	1	0	1

NAME OF TAFE	Boys	Girls	Total
TAFE	3	0	3

WORKING	Boys	Girls	TOTAL
	1	1	2

UNKNOWN	Boys	Girls	TOTAL
	2	0	2

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In summary:

In 2019, most students attended university. Both girls and boys performed consistently.

For the student's going to university, majority opted for Western Sydney University.

Other universities students opted for included University of Technology Sydney (UTS), University of Sydney, University of New South Wales, Australian Catholic University, Notre Dame University, La Trobe University and Macquarie University.

Many students were accepted into University on Early Offers such as E12 and SRS (Schools Recommendation Scheme) with conditional requirements. For the students who did not get into their first preferences were accepted into their second or third preferences with pathways available.

Three students attended TAFE with 2 other students choosing the workforce. The destination of 2 students remains unknown.



11 PRIORITY AREAS FOR IMPROVEMENT

1. Continue to promote and expand the successful 'Homework Club' that was initiated by Secondary Year 12 students to assist Primary students with their learning.
2. To improve teaching and learning
 - Internal Review of Scope and Sequence, Assessment Grids, Assessment Plan
 - Programs with a focus on Cross Curricula, Focus on Literacy, Visible Learning
 - STEM / STEAM
 - Professional development focusing on Teacher accreditation processes and requirements.
3. Attract larger number of enrolments
 - Review Open Day process
4. Strengthen pedagogy to further cater for our students
 - Professional learning will focus on differentiation
 - Collaborative Plans
 - ICT implementation
5. Pursue the BYOD program
6. Improve refurbishing and IT infrastructure
7. Develop stronger partnerships with community programs



12 PARENT, TEACHER AND STUDENT SATISFACTION

In 2019 Saint Maroun's College incorporated the 'Perspectives: Your school in focus' survey platform through AISNSW which examined the satisfaction rating of staff, students and parents of the College. The voluntary survey was conducted over two weeks from 26 August to 8 September.

Perspective survey summary for 2019 for Saint Maroun's College

Each stakeholder group was invited to participate in the survey. There were 325 respondents:

- 232 students
- 13 Teachers
- 54 Parents/Guardians
- 21 Leaders
- 5 non-teaching staff

5 Domains were surveyed:

Domain 1: School Environment (Mean 4.8/6, 325 responses)

Dimension 1: Vision, Mission and Values (Mean 5/6, 93 responses)

Dimension 2: Religion and Faith (Mean 4.8/6, 325 responses)

Dimension 3: Sense of Safety (Mean 4.7/6, 325 responses)

Dimension 4: Physical Environment (Mean 4.7/6, 325 responses)

Domain 2: Teaching and Learning (Mean 4.5/6, 325 responses)

Dimension 1: Designing Learning (Mean 4.3/6, 325 responses)

Dimension 2: Quality Pedagogical Practices (Mean 4.5/6, 320 responses)

Dimension 3: Inclusive Learning (Mean 4.6/6, 320 responses)

Dimension 4: Professional Learning (Mean 4.7/6, 39 responses)

Domain 3: Student Wellbeing (Mean 4.7/6, 325 responses)

Dimension 1: Social and Emotional Learning (Mean 4.6/6, 325 responses)

Dimension 2: Respectful Relationships (Mean 4.7/6, 325 responses)

Dimension 3: Inclusivity and Equity (Mean 4.8/6, 325 responses)

Domain 4: Leadership (Mean 4.9/6, 325 responses)

Dimension 1: Growing Leaders (Mean 4.6/6, 39 responses)

Dimension 2: Leading Teaching and Learning (Mean 4.8/6, 34 responses)

Dimension 3: Leadership Practices (Mean 5.1/6, 39 responses)

Dimension 4: Engaging with Community (Mean 4.7/6, 39 responses)

Domain 5: Community (Mean 4.5/6, 325 responses)

Dimension 1: Communication (Mean 4.7/6, 325 responses)

Dimension 2: Reporting (Mean 5.1/6, 88 responses)

Dimension 3: Student Community Engagement (Mean 4.0/6, 286 responses)

Dimension 4: Reputation (Mean 4.9/6, 54 responses)

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Overall the rating for each category was in the positive range which is an excellent indicator that the College is on the right track.

Other comments to be considered for the future improvement of the College include:

- Playground areas need attention
 - a possible grass area where footy can be played
 - a K-2 play area
 - updating the basketball courts
 - more playground equipment
- More sport focus including
 - more gala days
 - more options for Tuesday sports
 - playground sport equipment to be utilised in Primary during recess and lunch
 - competitions with other schools in Primary
 - more rugby and other sports
- More excursions
- More co-curricular activities and more interesting school clubs
- Bathrooms need major renovation (currently looking into this)
- Better bubblers (currently looking into this)
- Extension class
- Bullying needs to be firmly dealt with
- Need to encourage students to be more culturally aware and accepting of all nationalities
- Teachers to be more concerned about welfare of students
- Learning methods in classrooms need to be more immersive of teacher and student interactions and include different methods of teaching
- Reduction in amount of Primary homework

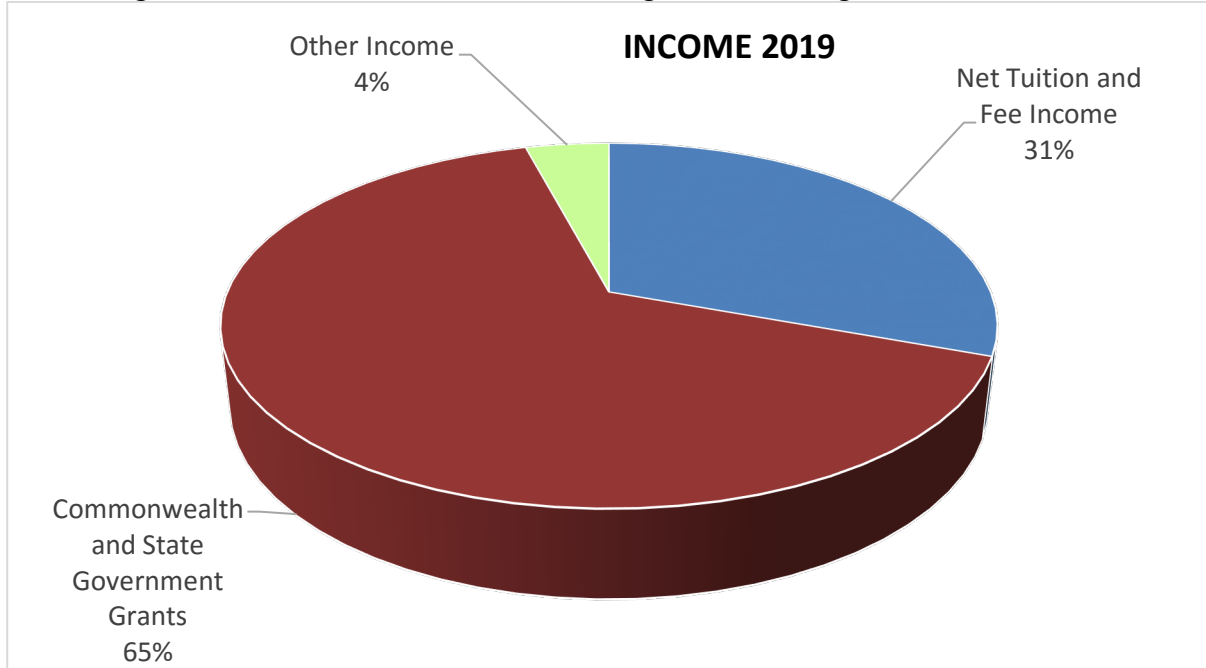
However there were a great deal of strengths including:

- A safe school
- Welcoming school
- Students enjoy being at the school
- Majority of parents would recommend the school to others
- There are excellent teachers

SUMMARY OF FINANCIALS

INCOME

The College derived its income from the following sources during 2019:



EXPENDITURE

The category of expenditure items for 2019 was:

