



St Maroun's College

2020 Annual School Report



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1. MESSAGE FROM KEY COLLEGE BODIES

Principal's Message

This year saw the pandemic coronavirus take us into uncharted territory. It was a very challenging time for all and schools had to learn to quickly adapt to ever changing circumstances. Despite the pandemic, life continues to go on and this year there were quite a number of success stories that helped us achieve our strategic plan goals.



Mission and Values

- Celebrated 50 year jubilee of the College (1970-2020) on 7 Feb. It included a Mass presided by Bishop Antoine-Charbel Tarabay, and an invitation extended to past students, parents and staff to join in the celebrations.
- Throughout the year we celebrated College Masses and Reconciliation including the Y4 First Holy Communion on 17 October and on 20 November the Y3 First Reconciliation.
- The annual staff reflection day with MCHF was held at St Joseph Baulkham Hills, led by Brother Robert, on the theme of service to commence the College year.
- Lenten Caritas collection and Christmas hampers
- Rosary held during recess for Secondary students during month of May
- Vinnies Winter Appeal organised by SRC and Social Justice Committees
- Raised funds for the Beirut explosion fall out

Educational Excellence

- Introduced Maths Pathways in Secondary
- Primary staff were inserviced on '7 steps to writing success' and Soundwaves
- Focus this year has been on the quality of assessment tasks and visible learning
- All staff were trained to use Google classrooms and Google meet during Covid-19
- Laptops, iPads and BenQ boards were purchased
- Students from Year 3 upwards are encouraged to BYOD
- Collaboration between Primary and Secondary classes took place
- Staff encouraged to provide informative feedback in class and to all assessments
- Y10 and Y11 students sat the minimal standards test
- Y10 subject taster week
- Students nominated for ADF Leadership and Teamwork and ADF Innovative Awards
- Students nominated for Bishop of Sydney student excellence award
- Merit awards given throughout the year
- Caltex award given to a Y12 student
- Y6 scholarship awards into Y7
- Kindy Orientation and Y6 transition day
- Commenced the Road Map of PDs informed by the Strategic Plan and will run through 2021
- All staff undertook TTA online PD
- Regular KLA, Welfare and Primary Stage meetings
- Staff annual appraisals conducted throughout the year

Holistic Wellbeing

- Students significant achievements highlighted on the website and in the newsletter
- Social media presentations by Police Youth and School liaison officers
- Sporting schools government grants received throughout the year went towards coaching clinics and purchase of sporting resources
- Math club, homework club, assemblies, puzzle club, colouring club and Book week dress up
- Installed solar panels
- Primary Walk safely to school day
- Sports day and swimming programmes
- Staff morning tea and recognition awards for Teacher's Day

Collaboration and Community

- Principal in regular contact with different members of the Board
- Members of the Exec attended relevant webinars in relation to Covid and educational delivery
- Parent info evenings for Secondary and Primary
- Parent Volunteer package developed
- Parent Association sausage sizzle, footy jersey day, Christmas stall, Christmas raffle and Bunnings sausage sizzle fundraisers
- AMPC donated 5 laptops for students and offered career opportunities to students
- Meeting with State MP Jo Haylen to discuss ways of assisting the College
- Students competed in Mock trial against other schools
- Staff assisted Vinnies putting together 200 food packs for families in need during Covid-19
- Council approved extending the Drop off zone
- Due to Covid-19, there was minimal events happening in regards to international students. Short stay was cancelled and new international enrolments were down.
- Training for Engage as the new admin database to be implemented for 2021
- Planned Open Day but due to Covid-19 did not go ahead
- Featured in the local newspaper: <https://www.localnewsplus.com.au/open-for-business-2/>
- Featured in Arabic newspapers and local newspaper in regard to HSC results and 50 Year Jubilee.
- Building renovations: Master Plan, admin area, conference room, staffroom, canteen, STEM room, toilet renovations have been ongoing in 2020 and into 2021.

Sr Margaret Ghosn MSHF
Principal

Message from Governing Board Chairperson

It is with great pleasure that I present the 2020 St Maroun's College Board Report.

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 College Board's mission in 2020 was to fulfill the educational mission of the Maronite Sisters of the Holy Family and focus on developing a Master Plan to be implemented over the coming years.

The Board is provided with strategic oversight of the College's achievement targets, finance and overall direction, through regular meetings with the Principal.

The year 2020 was a year like no other with the Covid-19 pandemic which saw St Maroun's staff transition to new ways of delivering the curriculum to the students. Using ePlatforms, they were able to continue their role of teaching in engaging ways, thanks to the leadership direction of Sr Margaret the Principal and her Executive team.

During 2020, the College Board has focused its efforts in the following areas:

- Continued training in Governance completed by all members of the Board.
- Review of College reports and Annual Improvement Plan.
- Endorsement of the College's Policies and Registers.
- Updates on the progress of the Educational Roadmap.
- Discussion on academic achievements including HSC results.
- Updates on staffing appointments as required.
- Approval of the College's budget and financial arrangements.
- Updates on Government funding, fee increases and communication.
- Review and endorsement of current and future repairs and maintenance of the College.

This year marked a milestone for St Maroun's College which celebrated 50 years as an educational institution. Although celebrations were somewhat subdued due to Covid-19 restrictions, the College did celebrate their Jubilee Mass with past and present friends of the College.

The College also embarked on renovations this year with the Administration block relocated to the front of the College along with a new Primary staffroom and conference centre built for all staff. Further renovations will take place in the following years.

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, Sr Irene Boughosn, Sr Katy Sawma and Anthony Yacoub. We also welcomed a new Board Member with financial expertise, Karen Khadi.

I sincerely thank Sr Margaret Ghosn and the Executive team for another successful year in leading the College towards the holistic development of each child: Sr Margaret Ghosn (Principal), Trish Veness (Assistant Principal), Renee Hajjar (Director of Teaching and Learning), Quang Le (Director of International students) and Mary Flaskos (Business Manager).

I extend my sincere gratitude to the students and families of St Maroun's College who continue to engage, support and contribute, leading to making St Maroun's College an outstanding school community. The Board welcomes input and encourages feedback from the College community. We look forward to continuing our work during 2021 and wish the College every success.

Antoinette McGahan
Chairperson
St Maroun's College Board

St Maroun's College

Message from the Parent Association

In a challenging year for everyone the Parents Association managed to excel with their ideas to fund raise. The hardship that the community was going through seemed to bring out the best in our parents. This year for every event over 90% of all items were donated by our parents. This greatly reduced the spending of the PA and increased the funds raised.

Throughout the year, several events were held at the school where possible. Sausage sizzles and SAJ Days were a hit with the students raising over \$4500. The tragic events in Lebanon brought the community closer together and outside of the extraordinary number of donations of cash, food and goods that the school received to help the Lebanon appeal, a specific sausage sizzle for this appeal raised over \$2000.

Due to the restrictions several stalls and raffles for days such as Mother's and Father's Day had to be cancelled. Towards the end of the year as more restriction lifted the PA was able to hold a Christmas Raffle along with a Christmas stall. Both these events raised over \$4500.

The last event of the year was the Ashfield Bunning Sausage sizzle. The day was a huge success. It was inspiring to arrive at Bunnings at 7am and see so many parents, staff, teachers, and students helping out. Throughout the day many parents, teachers and staff arrived to assist wherever they could for as long as possible. This enabled some people to take a break and then get back to helping. Another massive thank you to the special parents that donated all the sausages and bread rolls for the day. This allowed the PA to raise over \$3100.

In total the PA raised a total of \$15,985.55 for the year. We look forward to the challenge of beating that in 2021!

PA President: Tania Ritchie

PA Secretary: Michelle Abou Nader

PA Treasurer: Zeina Haddad



Student Representative Council (SRC)

This year, the SRC had big plans that were unfortunately shut down due to the COVID-19 Pandemic. Ideas such as the annual harmony day, many SRC meetings where ideas are created and implemented were put to a halt. Luckily we were able to run a few events. On two different occasions, with the help of the roll call leaders, the SRC were able to round up many bags and hampers as donations to the Saint Vincent De Paul Society winter appeal and Christmas appeal. Another initiative that was run was the Footy Jersey and sausage sizzle day. Money was raised and sent directly to Lebanon with the intent to aid in the rebuilding of hospitals and schools after the Port Beirut explosion.



Initiative	Explanation
Christmas Appeal	Students had brought in non-perishable food items, toys and gifts. The items were donated to the Saint Vincent de Paul society and were then spread to many homeless and needy people in Australia.
Winter Appeal	The college leaders compiled a range of care packages to be donated as part of the Winter Appeal. Through the work of all the staff, students and parents within the school, we were able to compile many care-packages to be donated.
Footy Jersey and Sausage	Footy jersey day is a fundraising event where students can wear their favourite team's football jersey or colours. The sausage sizzle, required 5 dollars from students for a sausage and unlimited cordial refills The money raised was sent as donations to Lebanon after the Explosion in Beirut, with the intent of rebuilding hospitals and schools.

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 Zia-de 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.

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.



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.

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

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 2020 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 2020 the College had 40 staff who were classified as Proficient Teachers and 3 teachers Conditionally Accredited working towards professional competence of Proficient Teacher.

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

Date	Area
January	
28.1.20	Reflection/Spirituality day at Baulkham Hills with Brother Robert O'Connor
29.1.20	Strategic planning day
February	
5 & 27.2.20	De Courcy analysis
9.2.20	Disability Standards for Education for primary schools: Part 1 and Part 2 (NCCD)
March	
2.3.20	Disability Support Network - CSNSW
4.3.20	Youth Health Forum
4.3.20	Staff meeting - assessments, Strategic Plan and Professional Development Framework
5.3.20	HSC disability provisions - NESAs
16.3.20	Creating Innovative Classroom Learning
19.3.20	TTA: Use Thinking Tools to Strengthen the Secondary Curriculum
April	
2.4.20	Working with children with ASD
6.4.20	TTA: Teacher Wellbeing

Date	Area
April	
13.4.20	TTA: Level up III - problem based learning
14.4.20	TTA: Teach Mindfulness to Primary Students
15.4.20	TTA: Reading and Spelling Gains with Systematic Synthetic Phonics
19.4.20	TTA: How to Deliver Online Learning with Google Classroom
19.4.20	TTA: Teach mindfulness to Primary students TTA: Reading and Spelling Gains with Systematic Synthetic Phonics
20.4.20	TTA: Productive teaching with Google Apps for Education
20.4.20	MoMA: Modern Art and Ideas (Coursera)
20.4.20	TTA: Mathematics Extension 1 Year 11: In Depth Part I - Combinatorics & Graphical Relationships.
21.4.20	NCCD- Disability standards for education part 1 and 2
22.4.20	TTA: Mentoring and Development
22.4.20	TTA: Teaching Cohesion for Writing and Reading
22.4.20	TTA: Using Matific to Engage the Primary Mathematics Classroom
26.4.20	Killer Depth Studies and SRPs
26.4.20	TTA – Teach Mindfulness to Primary Students
26.4.20	TTA – Mentoring and Development – Dealing with Workplace Challenges
March/April	Infection Control Training COVID19
March/April	TTA: Google Classroom Part 1
April	TTA: How to Deliver Online Learning with Google Classroom (Part 1)
29.4.20	TTA: Using Digital Pedagogy Effectively in the Science Classroom
May	
1.5.20	TTA: Google Classroom: The Next Steps!
4.5.20	TTA: Advanced Module A Textual Conversations
4.5.20	IEU – Remote Digital Teaching – Members Tips
5.5.20	Developing Voices: Successful creative writing in the classroom
25.5.20	Meet the Markers (Physics). New South Wales Science Teachers Association
June	
1.6.20	TTA: The Memory Miracle - Masterclass with Dr Rich Allen
1.6.20	TTA: First Aid for Teacher Wellbeing
30.6.20	TTA: Learning how to Edit Videos in Adobe Premiere Rush
30.6.20	NSW Dept of Ed: 2020 STEM on Demand
July	
8.7.20	NESA - HSC Marking Support Pack
15.7.20	TTA: Tremendously Terrific Teaching
17.07.20	Governance Module 7
29.07.20	Primary Road Safety and eSafety Workshop

Date	Area
August	
9.08.20	TTA: Mentoring and Development - Dealing with Workplace Challenges
17.8.20	IEU: Managing Difficult Conversations with Parents
24.8.20	TTA: Mentoring Made Easy
27.8.20	Seven Steps Writing Workshop – Session 1
28.8.20	TTA: Teaching English Grammar and Vocabulary for Writing and Reading
September	
3.9.20	Seven Steps Writing Workshop – Session 2
10.9.20	TTA: The higher order thinking scaffolding toolkit
17.9.20	Seven Steps Writing Workshop – Session 3
28.9.20	TTA: Autism Awareness and Strategies for the Educational Environment
October	
9.10.20	TTA: Roadmap to Positive Education - Masterclass with Dr Paula Robinson
18.10.20	TTA: Power and Authority in the Modern World 1919 - 1946
24.10.20	TTA: Sustainable Energy - An Unbiased Review of Options
November	
5.11.20	AIS: What is Educational Data? AIS: Moving beyond Numbers: Using qualitative data
11.11.20	TTA - Digital Technologies Curriculum with the BBC micro:bit



4. WORKFORCE COMPOSITION

Saint Maroun's College employed a total of 53 staff in 2020. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Payroll Officer, Admin staff and Business Manager.

Workforce Composition and Number of Staff	Full Time		Part Time	
	Male	Female	Male	Female
Principal	-	1	-	-
Total Teaching Staff	5	33	-	5
Specialist Support	-	1	-	1
Total Non-Teaching staff	2	3	-	3
Total	7	37	-	9

The College did not employ any Aboriginal and Torres Strait Islander people during 2020.

5. CHARACTERISTICS OF THE STUDENT BODY

In August 2020 there were 488 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		TOTAL
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	
Girls	18	17	13	20	16	19	20	8	21	19	17	12	10	210
Boyt	26	25	22	21	19	21	17	20	15	20	28	24	20	278
TOTAL	44	42	35	41	35	40	37	28	36	39	45	36	30	488

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 the Primary and Secondary. There are also a number 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.

International Department

Full Fee International Students

In 2020, 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, 03814D. A total of 42 students were enrolled across Kindergarten to Year 12 predominantly from China, Vietnam, Korea, Russia and Thailand. 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	2020
Total Students Enrolled	6	14	34	39	38	42



6. ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

In 2020:

45 Students in Yr. 10 stayed to achieve their RoSA: 28 were boys, 17 were girls.

30 Students in Yr. 12 stayed to achieve their HSC: 20 were boys, 10 were girls

Year Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Attendance Rate	94.3%	95.6%	95.8%	95.8%	96.1%	96.3%	95.9%	97.1%	96.4%	96.1%	96%	96.4%	96.8%

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 the AIS who is the College’s notification authority. This will be done through the ‘Notification form 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 have an interview process involved. 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. Furthermore, 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 below.

1.1 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.

Anonymous complaints cannot be responded to 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.

1.2 Raising Academic 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.

1.3 Raising Pastoral Care Concerns

- For concerns relating to student welfare, family matters, health issues, uniform, lockers and the first point of communicating the concern is the Year Advisor for secondary students and the Student Welfare Stage Co-ordinators for primary students.
- To contact the Year Advisor/Student Welfare Stage Co-ordinator, 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 for secondary students and the Student Welfare Stage Co-ordinators for primary students in writing on the day the complaint is received.

The Year Advisor/Student Welfare Stage Co-ordinator will follow the process used for responding to academic concerns.

1.4 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.

- 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 2020. 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 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

Due to the Covid-19 lockdown, the National Assessment Program – Literacy and Numeracy (NAPLAN) annual assessment for students in Years 3, 5, 7 and 9 did not take place.

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 2020, all 42 Year 10 students received a RoSA Grade. Students who complete Year 11 receive a Preliminary Certificate which supersedes the RoSA.

HIGHER SCHOOL CERTIFICATE RESULTS

In 2020, 30 students from Saint Maroun's College sat for the NSW Higher School Certificate across 20 courses studied at the College and 6 courses studied externally.
External courses included:

University of Technology, Sydney (UTS) - Engineering Studies

Saturday School of Community Languages - Vietnamese Continuers

NSW School of Languages - Modern Greek Continuers

TVET (TAFE)

- Construction
- Electrotechnology

Total Cohort

21 Boys	9 Girls	Total Number = 30
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The table below shows that the majority of students achieved within the Band 5-3 bracket. There were 9 band 6s attained, with many more achieving Band 5s. Mathematics and English Advanced were the strongest areas of achievement

Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Arabic Continuers	1	0	1	0	0	0	0
Biology	7	0	1	3	3	0	0
Business Studies	15	1	1	6	5	2	0
Chemistry	6	0	1	3	2	0	0
Community and Family Studies	9	0	2	3	4	0	0
Engineering Studies	2	0	2	0	0	0	0
English (Standard)	18	0	0	10	7	1	0
English (Advanced)	8	2	4	2	0	0	0
EAL/D	4	0	2	1	1	0	0
Information Processes and Technology	5	0	5	0	0	0	0
Legal Studies	10	0	2	5	3	0	0
Mathematics Standard 2	17	1	0	5	6	4	1
Mathematics	10	3	3	4	0	0	0
Personal Development, Health and Physical Education	8	0	0	3	3	2	0
Physics	3	0	0	1	2	0	0
Studies of Religion I	10	0	1	5	3	1	0
Studies of Religion II	14	0	2	8	1	3	0
Visual Arts	5	0	3	2	0	0	0
Band Total		7	30	61	40	13	1

Course	Students	Band E4	Band E3	Band E2	Band E1
English Extension 1	3	0	3	0	0
Mathematics Extension 1	6	1	3	2	0
Band Total		1	6	2	0

Course- external	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Engineering Studies	2	0	2	0	0	0	0
Construction	1	0	1	0	0	0	0
Electrotechnology	1	0	0	0	1	0	0
Industrial Technology	3	0	1	1	1	0	0
Modern Greek Continuers	1	0	0	1	0	0	0
Vietnamese Continuers	3	1	2	0	0	0	0
Band Total		1	6	2	2	0	0

YEAR 12 ATTAINMENT

Of the Year 12 cohort for 2020, many students have chosen to continue into tertiary education.

- 21 students enrolled into University
- 5 students enrolled into TAFE
- 2 students enrolled into Industry Specific Colleges

Remaining students have chosen:

- Two students have status unknown

Post Higher School Certificate Destination

Name of University	Boys	Girls	Total
University of Sydney	2	1	
Mathematics Extension 1	1		
Australian Catholic University (ACU)	1		
University of Technology Sydney (UTS)	4	2	
Macquarie University	1	2	
Western Sydney University	2	2	
La Trobe University			
Notre Dame University	2		
Band Total	13	7	

Name of College	Boys	Girls	Total
ACPE		1	1
Private		1	1

Name of Tafe	Boys	Girls	Total
TAFE	5	0	5

Unknown

Boys	Girls	Total
1	1	2

In summary:

In 2020, most students chose to attend university. Both girls and boys performed consistently.

For the student's going on to university, the majority selected the University of Technology Sydney (UTS).

Other universities students selected included University of Sydney, Western Sydney University (WSU), University of New South Wales, Australian Catholic University, Notre Dame University and Macquarie University.

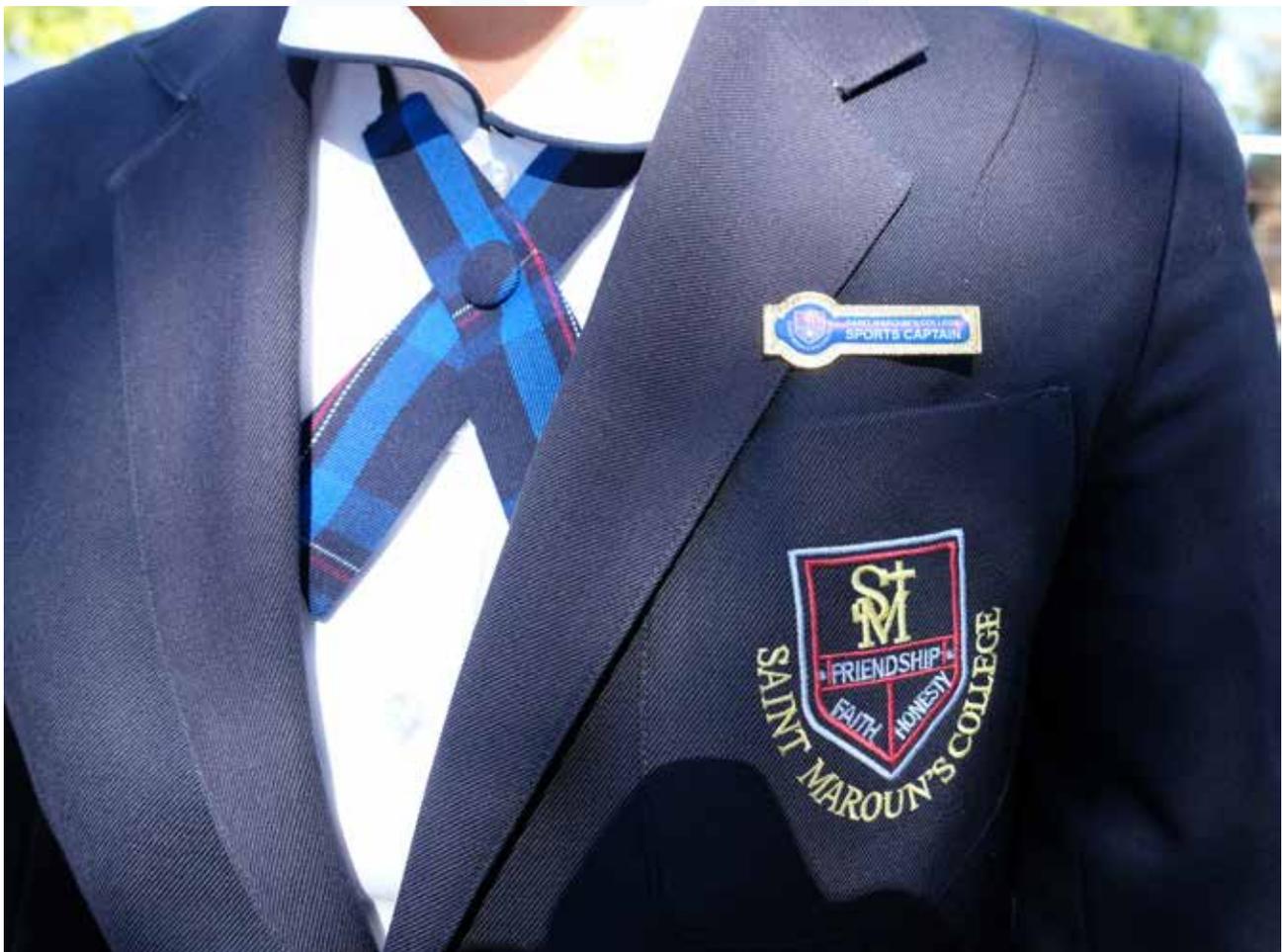
Many students were accepted into University on Early Offers such as E12 and SRS (Schools Recommendation Scheme) with conditional requirements. For the students who did not get into their first preferences were accepted into their second or third preferences with pathways available. One student received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

Five students chose to attend TAFE. The destination of 2 students remains unknown.



11. PRIORITY AREAS FOR IMPROVEMENT

1. To improve teaching and learning
 - Programs with a focus on Cross Curricula, Focus on Literacy, Visible Learning
 - STEM / STEAM
 - Professional development of Teachers
2. Attract larger number of enrolments
 - Review Open Day process
3. Strengthen pedagogy to further cater for our students
 - Professional learning will focus on differentiation
 - Collaborative Plans
 - ICT implementation
4. Pursue the BYOD program
5. Improve refurbishing and IT infrastructure
6. Develop stronger partnerships with community programs



12. PARENT, TEACHER AND STUDENT SATISFACTION

In 2019 the College undertook a major survey of all stakeholders using the Perspective survey produced by AIS. It had excellent feedback and was a survey to be considered over a 2 year period, being 2019-2020. We have spent 2020 taking on board the feedback and making improvements where requested.

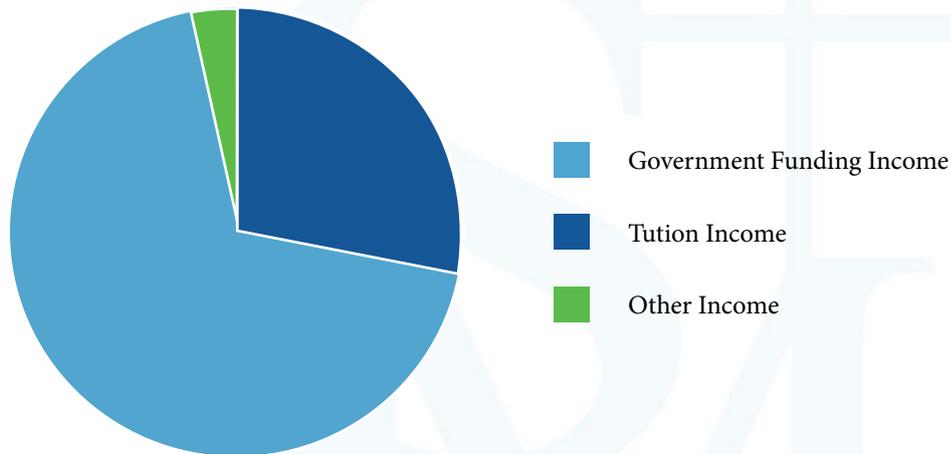
In 2021 we will embark on another Perspective survey as well as undertaking a separate survey of all stakeholders in regards to their vision of the College Master Plan.



13. SUMMARY OF FINANCIALS

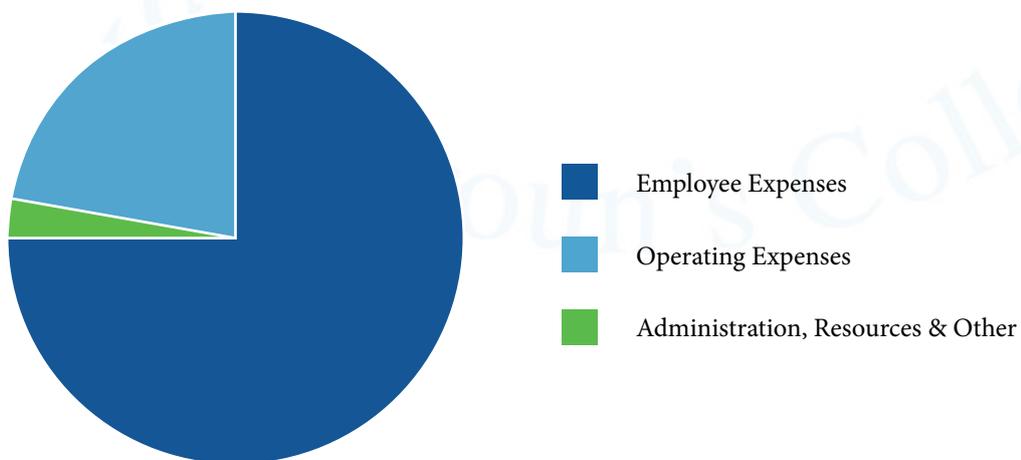
INCOME

The College derived its income from the following sources during 2020:



EXPENDITURE

The category of expenditure items for 2020 were:





St Maroun's College



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