

Saint Maroun's College



2021 Annual School Report



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Saint Maroun's College

"Friendship, Faith and Honesty"

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1. MESSAGE FROM KEY COLLEGE BODIES

Principal's Message

The achievements of the College are reflected by the efforts of a number of stakeholders. I take this opportunity to thank the following:

- The College Governing Board
- The Executive Team
- All staff, students and parents
- Other Organisations and Bodies which assist us in the running of the College

I am pleased to present a summary of the many activities that took place in 2021 despite the lockdown in term 3. We were guided by our Strategic plan which revolved around the 4 priorities below.

Mission and Values

We reviewed and redeveloped our Mission statement, Vision and Values for St Maroun's College to better reflect who we are and what we are about.

Throughout the year students participated in a variety of activities to nurture their spirituality and sense of mission and service. These included Project Compassion and Stations of the Cross during Lent, Masses and Reconciliation, Pastoral care, and Rosary at lunchtimes during month of May.

Educational Excellence

At St Maroun's we strive to instil a love of learning in our students. Over the year activities included

- Collaboration classes between Primary and Secondary
- Year 5 and Kindy buddies
- Primary Soundwaves and 7 steps to writing success
- Y10 students sat the minimal standards test on 16 March
- Merit awards every assembly
- Academic awards
- Roadmap sessions for staff
- Using Google classrooms and meets during remote learning
- Best start testing for Kindy students
- Regular KLA, Welfare and Stage meetings
- John DeCourcy PD to analyse HSC data to inform teaching
- AIS consultant to check Primary programmes
- BYOD for Years 3-12
- Class observation, appraisals and feedback with all staff

Holistic Wellbeing

Ensuring students grow holistically is paramount at our school. We encourage academic, physical, mental and spiritual growth. The ways we do this include:

- SRC and social justice groups

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- Leadership opportunities
- 'The Hills are alive' musical 14-15 May
- Primary and Secondary weekly assemblies
- Welfare team fortnightly meetings
- Sporting schools government grant
- Math club, homework club, library lunch activities etc
- Recycling and compost bins
- Cyber safety presentations
- Y6 transition programme
- Swimming & gymnastics program
- Camps & athletics carnivals
- Easter hat parade
- ANZAC celebrations
- Primary walk-safely to school

Collaboration and Community

As a College we understand that success can only be achieved by a concerted effort. Hence our network is ever expanding to include:

- Dragon blitz for Years K-3
- Open days & visiting other schools
- Federation meeting of Principals
- Encouraging and supporting parent involvement
- CSNSW & AIS networking
- Years 7 & 8 girls attended a Sports NSW event at Marrickville PCYC on 11 March
- Leaders luncheon with Bishop Anthony Fisher on 20 April
- Mock trial participation
- Rugby League after school clinic in term 2, every Tuesday
- Master Plan implementation
- Use of the hall for the community celebration of Palm Sunday and Good Friday
- Parent/teacher meetings
- Y10 parent info evening in regard to subject selection
- Grandparents Mass, morning tea and visiting classrooms on 18 June
- University rep speakers for Y12 students
- Attended the 200 years Catholic Education Mass at St Mary's Cathedral on 24 May
- Staff biggest morning tea to raise funds for Cancer, breakfast prepared by Y11 hospitalit

One of the more significant outcomes of 2021 was marketing the school through a new website and brochures, finalising our Strategic Plan and completing the Master Plan.

Sr Margaret Ghosn
Principal 2021

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2021 Report from the Chairperson

It is again with great pleasure and satisfaction that the Board and I present the 2021 St Maroun's College Board Report.

The College is blessed to have a Board composed of Directors who have as their primary focus the fulfilment of the educational mission of the Maronite Sisters of the Holy Family. The Board is committed to ensuring excellent governance of St Maroun's College. The Board is responsible for the governance of the school and delegates to the Principal the management and conduct of the School. The Principal provides a comprehensive report to the Board at each Board meeting.

The Board continued to guide, assist and support the College in implementing the College's Strategic Improvement Plan and in pursuing the development of a Master Plan for the coming years. As well, throughout the year where appropriate, the Board receives reports from various staff members on particular areas of their operations. The Chair and Board members were invited to and attended the College Musical which enabled them to meet students, the staff and the parent body.

Considering the year that 2021 was, the College continued to optimise opportunities whilst navigating the challenging COVID-19 landscape. Sr Margaret Ghosn, along with the College Executive, demonstrated their belief and commitment to building and nurturing an empowering environment which manifests the values of the saint who inspires us the most, St Maroun.

St Maroun's staff continued to strengthen their transition to delivering the curriculum to the students using ePlatforms, confidently engaging students in learning. Many thanks to the leadership direction of Sr Margaret and the College Executive.

During 2021, the College Board focused its efforts in the following areas:

- Implementing the Strategic Plan incorporating the four cornerstones; Educational Excellence, Holistic Wellbeing, Collaboration and Community.
- Strengthening the College's adaptation to on-line learning.
- Updating facilities including the new secondary toilets, new playground and green area facilities for the primary, and the new school canteen.
- Review of College reports and Annual Improvement Plan.
- 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.

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Looking ahead, the Board looks forward to the College implementing a Masterplan to improve the secondary learning facilities.

Members of the Board generously give their time and I thank them for their commitment during the past year - Daniel Azzi, Christopher Bettiol, Chahine Chahine, Sr Irene Boughosn, Karen Khadi, Sr Katy Sawma and Anthony Yacoub.

We sincerely thank Sr Margaret Ghosn and the College Executive 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).

We were saddened to hear of Sr Margaret's appointment to Harris Park as her work in bringing the College to where it is today has been remarkable. We wish her all the best. Simultaneously, we were thrilled to hear of Sr Irene Boughosn's appointment and congratulate Sr Irene as the substantive Principal of St Maroun's College from 2022.

We extend our heartfelt appreciation to the students and families of St Maroun's College who continue to engage, support and contribute to making St Maroun's College an impressive school community. The Board always welcomes any input and feedback from the College community. We look forward to continuing our work during 2022 and wish the College every success.

Antoinette McGahan
Chairperson
St Maroun's College Board

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Message from the Parent Association

In what was a testing time for everyone the Parents Association managed to proceed with some fundraisers, however due to Covid many of their new ways and fresh ideas of raising funds was put to a halt.

This year we were able to proceed with 4 events. For every event over 90% of all items were donated by our wonderful parents due to the dedication of our PA. This reduced the spending of the PA funds and increased the funds raised for the school.

The year saw 4 events held at the school. In March a Sausage sizzle raising \$1,882.90 clear profits, April an Athletics Carnival raising \$2,186.75, Mothers Day Stall in May raising \$5,238.10 clear profits and a Christmas Stall raising \$1,639.70.

This year we made the Christmas stall mostly about the Children and incorporated many items for sale around items that they would enjoy as this was the consensus from 2020.

Sadly, the PA Committee couldn't fulfill their full term of duty for 2021 due to the Covid restrictions. They had so many new ideas to host for the students and in turn the school.

Considering we only had not even half a year worth of fundraising the PA managed to raise an incredible \$10,947. My head can't stop wondering how much we would've achieved had we been able to fulfil a full year of fundraising. I'm a little competitive...

We missed out on events such as Bunnings, Fathers Day, Chocolate Drive, a School Disco and the School Fete being the major ones.

Looking forward, bring on 2022 and may it be bigger and brighter.

Michelle Abounader - **President, 2021**

PA Secretary: Jocelyn Khachane

PA Treasurer: Zeina Haddad



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Student Representative Council (SRC)

The 2021 SRC were a motivated group, who actioned several initiatives, which included the introduction of the 'Return and Earn' recycling bins, prior to the June COVID-19 lockdown. The SRC founded and implemented a Student Newsletter, which showcased all the achievements of its students – whether it was in the school grounds, or extra-curricular activities. We contributed to the St Vincent's De Paul Winter Appeal, providing hampers for the homeless, the Christmas Appeal; providing small gifts for children who typically did not get gifts during the season of giving. We led the ANZAC Day ceremony in April, assisted at the Primary Easter Hat parade, promoted Cyber Safety day through a conjoined assembly. We continued the annual tradition of the Footie jersey day, the running of Homework Club, and the introduction of lunch-time English and Science Club for High school students. Despite our initiatives thus far, the SRC did have several more ideas and initiatives that we wanted to implement before our graduation in September, however, due to the current COVID-19 circumstances, we are unable to put our ideas into action within the College.

Initiative	Explanation
Return and Earn	Two blue bins were bought and placed in the primary and secondary campuses so students could recycle their eligible drink containers for a 10 cents reward. This funding would then go to purchasing resources for the school.
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 Day	Footy jersey day is a celebratory fundraising event where students represent their footy team, whilst providing a gold coin donation to go to our chosen charity, Caritas.
Student Newsletter	Showcasing the hard work of our students, whether it is their English narrative, or their achievements in sporting activities. This then allows students to be commended for their constant hard work.
English, Science and Homework Club	We implemented 'English' and 'Science' Club for secondary students who needed extra guidance with their homework, from year 12 students and teachers. Additionally, year 12 also continued the 'Homework Club' tradition, which assists primary students every Monday afternoon.
Well-being and Cyber Safety assembly	The SRC led several assemblies regarding student well-being within College grounds and online. Through this, students were able to gain a deeper insight and understanding into the ways in which words and actions affect others around them, as well as promoting unity and friendship.

Mya Clemente - Coordinator

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2. COLLEGE CONTEXT AND IDENTITY

NARRATIVE

Our vision for the next chapter of growth at Saint Maroun's College is to see our students contributing in the likeness of Christ, to a better world as discerning caretakers and advocates. Our ongoing commitment to offering high quality teaching and learning that develops a strong sense of personal, spiritual and cultural identity in a Maronite context, will provide the foundation upon which we move towards this vision.

To align daily decision making and the actions of running the school to the vision, together we will be guided by the values of integrity, responsibility and compassion. In practice will choose to:

- be honest and sincere
- act with moral and ethical principles
- be accountable and answerable for our actions
- act with concern for others.

With all this in mind, we seek how best to deliver challenging and engaging education to our students through developing a Master Plan that envisions the future learning space for students.

MISSION STATEMENT

Inspired by the vision of the Maronite Sisters of the Holy Family, Saint Maroun's College provides high quality learning that serves the needs of the broader community. We develop and nurture students into their fullest spiritual, academic, physical and social self.

STRATEGIC PRIORITY AREAS

- Mission and Values
- Educational Excellence
- Holistic Wellbeing
- Collaboration and Community

OPERATIONAL VALUES

The beliefs that will guide our actions and decisions as we navigate the road to the vision

- Integrity
- Responsibility
- Compassion

VISION

Our 2021-2023 Vision for students includes enabling them to be

- Fully human in the likeness of Christ
- Discerning leaders and advocates
- Able to lead positive transformation in our world

COLLEGE MOTTO

Friendship – Faith – 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.

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 2021 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.

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Teacher Accreditation as at 31.12.2021

Teacher Qualifications	Number of Teaching Staff
Conditional	1
Provisional	3
Proficient Teacher	42
Highly Accomplished/Lead Teacher	-

Teacher Qualifications

Category	Number of Teachers
A Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines or	44
B Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

Professional Development for staff during 2021

Course description	Participants Attended
TTA: Using QR Codes and Augmented Reality in the 21st Century Classroom	1
TTA: What all Educators need to know about Childhood Trauma	1
TTA: Engaging Pacific Islander and Māori Students in Australia	1
TTA: Expanding Emotional Intelligence in a Learning Setting	1
TTA: The Higher Order Thinking Scaffolding Toolkit	2
TTA: Autism Awareness - More Strategies & Techniques for Teachers	2
TTA: Differentiated Instruction - proven Strategies for Success	2
TTA: Understanding Giftedness: An overview of Giftedness	2
TTA: Twice exceptional (2E) students	2
TTA: The Memory Miracle – Masterclass with Dr Rich Allen	2
TTA: Autism: Differentiation for Students on the Autism Spectrum	2
NCCD: Disability Standards for Education for junior secondary.	2
DeCourcy HSC analysis	6
CS NSW NCCD Network Meeting: Mental Health and moderating for NCCD	2
Educating in Maronite Spirituality Professional Development	1
Exec PD with AIS consultant Robyn Edwards	5
Child safe eLearning – Keeping children safe in organisations free course from Office of the Children's Guardian: kidsguardian.nsw.gov.au	1

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Course description	Participants Attended
NCCD: Disability Standards for Education: Senior Secondary	1
NCCD: Disability Standards for Education for Primary Schools	1
Online Harmful sexual behaviours, misinformation, and emerging technologies	1
Introduction to SCIS Data & Making the most of SCIS	1
CSNSW Cross Moderating Session	2
AIS Child Protection PD 4 hours	50
First Nation People- Respect and Culture. Policies and Procedure (Law & Lore)	1
First Nation People- Indicators of Seasonal changes and fire management	1
First Nation People- Bush medicine and birthing trees	1
CCE, University of Sydney: Managing people and your workshop	1
AIS - Autism Spectrum Disorder – Targeted Supports	1
AIS – Making numerical data work	1
MacqLit Professional Development – 2-day Video Conference & Workshop	1
First Aid Training	50

4. WORKFORCE COMPOSITION

Saint Maroun's College employed a total of 56 staff in 2021. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Payroll Officer, Admin staff and Business Manager.

Staff	Teaching	Non-Teaching	Total
Primary full-time equivalent	18.3	3.4	21.7
Secondary full-time equivalent	23.9	3.2	27.1
Total full-time equivalent	42.2	6.6	48.8

The College did not employ any Aboriginal and Torres Strait Islander people during 2021.

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5. CHARACTERISTICS OF THE STUDENT BODY

In August 2021 there were 485 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	14	16	18	13	18	14	18	19	11	24	18	19	10	212
Boys	11	27	25	22	23	16	20	20	21	20	22	26	20	273
TOTAL	25	43	43	35	41	30	38	39	32	44	40	45	30	485

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, Australian etc.

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

International Department

Full Fee International Students

In 2021, 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 33 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	2021
Total Students International Students Enrolled	33

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6. ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

In 2021:

40 Students in Yr. 10 stayed to achieve their RoSA: 22 were male, 18 were female.

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

Student Attendance

Year Level	Attendance Rate
Kindergarten	97.1%
Year 1	97.8%
Year 2	96.7%
Year 3	97.4%
Year 4	97.3%
Year 5	97.2%
Year 6	96.5%
Year 7	95.4%
Year 8	98.7%
Year 9	97.9%
Year 10	96.6%
Year 11	97.9%
Year 12	98.3%
Total College	97.3%

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.

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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 College (the College) Enrolment Policy follows State and Commonwealth requirements.

Applications for Enrolment may be made any time by the parent(s)/carer(s) for students to commence at the College. Students enrolling into Kindergarten for the first time will be, *five years of age on or before [31 July](#)*.

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent(s)/carer(s) observing all behavioural codes of conduct and other requirements of the College, which are applicable from time to time.

When the Application for Enrolment is received the parent(s)/carer(s) will be contacted by phone by the enrolment officer and asked to attend an interview with the Principal. For the interview parent(s)/carer(s) are asked to bring with them the student's original Birth, Baptismal/Confirmation and Immunisation certificates, and passports or visas if relevant.

For students enrolling from another school parent(s)/carer(s) will be asked to provide copies of the students most recent reports from their current school and their NAPLAN results.

The Principal will consider each Application for Enrolment based on the College enrolment policy criteria. The parent(s)/carer(s) will be advised in writing of an offer of enrolment or whether the offer of enrolment is declined.

The College 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.

Applications from students coming from another school are processed with emphasis being placed on reports and recommendations from the student's previous school(s) and NAPLAN results if relevant.

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For new Applications for Enrolment for all years, other than for Year 7, the Principal will consider other factors including the availability of placements, academic ability, references concerning behaviour and where relevant NAPLAN results.

8. OTHER POLICIES

Student Behaviour Management Policy

Saint Maroun's College (the College) has in place and implements procedures relating to the behaviour management of students that are based on procedural fairness. Procedural fairness relates to the right of students to be heard and to an unbiased outcome. This policy provides students, staff and parent(s)/carer(s) with a guide to student behaviour management procedures at the College. It seeks to develop effective relationships with students, so that the environment is one in which individuals feel safe, valued and respected. When the environment is stable and supportive students want to learn and each person is challenged to develop their own potential.

Saint Maroun's College prohibits corporal punishment and does not explicitly or implicitly, sanction the administering of corporal punishment by non-school persons, including parent(s)/carer(s), to enforce discipline at the school.

The College may in cases of serious breach/es of the behaviour management policy and consistent with the enrolment policy, suspend or expel students as described in the procedures. Suspension is a temporary debarment of a student from all classes they would normally attend at the school. Expulsion is the permanent removal of a student from the school and occurs when a students' enrolment is terminated.

Saint Maroun's College has a policy of not excluding students. Exclusion is the act of preventing a student's admission to a number of schools.

Complaints and Grievances Resolution Policy

Saint Maroun's (the College), is committed to ensuring complaints can be raised and are addressed appropriately. A complaint may be a grievance, expression of dissatisfaction or a formal allegation raised by students or parents/carers. The College will respond to all complaints in accordance with this policy which is based on the complaints handling principles described in Appendix 1.

The College will:

- adopt and distribute the Saint Maroun's College *Complaints or Grievances Policy*
- train staff in the implementation of this policy
- monitor and evaluate the effectiveness of the Saint Maroun's College *Complaints or Grievances Policy*.

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Saint Maroun's College (the 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 where risk of harm is minimised, and students feel secure. 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 in anyway. 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.

Any allegation of reportable conduct against a school employee or volunteer will be dealt with in accordance with the Saint Maroun's College *Child Protection Policy*.

Anti-Bullying Policy

Saint Maroun's College (the College) has in place and implements procedures to provide all learners with a safe, secure and supportive environment which fosters respect for others and does not tolerate bullying. All students have the right to feel valued and secure. The Anti-Bullying Policy is an essential aspect of student welfare and pastoral care within the College. 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.

A whole school approach recognises that bullying is the responsibility of the students, parents/carers, College staff and community members in a consistent and systematic manner. The College policies, procedures and practices provide the tools for dealing with incidents of bullying, and longer-term preventative strategies.

Bullying in any form is not tolerated, condoned or trivialized and is viewed as a major breach of the College rules and behavioural expectation. All follow up action will align with the Saint Maroun's College *Student Behaviour Management Policy*.

Primary School

There are two ways to students can report bullying:

- the student reports the incident to their class teacher who then directs the student to the Primary Coordinator.
- the student reports the incident to the Primary Coordinator.

The Primary Coordinator:

- completes an Incident Report on Engage based on allegations made by the student.
- investigates the allegation of bullying by speaking to all parties involved, including bystanders. (Refer to Saint Maroun's College *Complaints or Grievances Policy*)

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If the incident is found to warrant further action, the following steps will be taken:

The Primary Coordinator will interview the students involved with their parents/carers present. The parents /carers of the victim and bully will be informed verbally and/or in writing of the outcome of the investigation, the plan to prevent this from happening again, and where appropriate counselling support and possible mentoring are available.

Students involved will be given opportunities for reconciliation. Victims will be supported at school throughout and after the process. Possible sources of support are College staff, chaplain and College Psychologist.

The Saint Maroun's College *Student Behaviour Management Policy* will be referenced and, depending on the severity of the incidents and prior behaviour of those perpetrating bullying behaviours, a consequence/sanction will be imposed. This will involve being placed on a level which can include internal/external suspension or termination of the enrolment contract.

Secondary School

There are two ways the student can report bullying:

- the student reports the incident to a member of staff who then directs the student to the Year Advisor
- the student reports the incident to the Year Advisor

The Year Advisor will investigate and collect information in regards to the alleged bullying incident (Refer to Saint Maroun's College *Complaints or Grievances Policy*).

If the incident is found to warrant further action, the following steps will be taken:

The Year Advisor presents investigation details including background of the incident and necessary evidence to the Assistant Principal.

This is followed with both the Year Advisor and the Assistant Principal interviewing the students and parents/carers of students involved in the bullying incident. The parents/carers of the victim and bully will be informed verbally and/or in writing of the outcome of the investigation, the plan to prevent this from happening again, and where appropriate counselling support and possible mentoring are available.

It is made clear to student/s and parents/carers that any form of retaliation or discussion of the incident directly with the students in any negative manner outside the process of resolution will be treated as harassment and possible suspension or termination of enrolment will be considered.

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Students involved will be given opportunities for reconciliation. Victims will be supported at school throughout and after the process. Possible sources of support are College staff, chaplain, and College Psychologist.

Depending on the evidence and the outcome of the interviews, action will be taken against the alleged bully and any other student who supported the bullying. Students will be disciplined at a Stage 3 level of the Saint Maroun's College *Student Behaviour Management Policy*.

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9. RESPECT AND RESPONSIBILITY

Programs have been created to develop the spiritual, physical, academic and social needs of the students. Pastoral Care encompasses an attitude of concern, respect, and empowerment of the individual. Pastoral care concepts are incorporated into Religious Education lessons as well as in programs specifically designed to promote and develop pastoral care in students. In Secondary, a weekly time slot on Fridays is timetabled for pastoral care activities and to address issues specific to the Year cohort. The Pastoral programme at Saint Maroun's College aims to:

- Encourage leadership skills
- Develop respect in students for people and property
- Discover a deeper dimension of themselves
- Discuss real life questions
- Find answers to the many questions in life
- Gain new knowledge that will help them grow in self esteem
- Acquire information on how to handle different situations

Ways in which the Pastoral Care Program is put into practice include:

- *Kindy Buddies*: Year 5 classes pair with Kindergarten and the older students assist the Kindy to transition into school life. The 'Kindy Buddies' play games, read books, help with art work and listen to the Kindy children in order to provide additional support. This is of benefit to the older students who develop a greater sense of responsibility, empathy and nurturing skills that they take with them as they progress to Year 6.
- *Personal Development*: Year 6 students participate in a program designed to explain how they are developing and to answer questions relating to puberty, reproduction and promotion of a healthy body image. Classroom teachers educate the students in a manner that is respectful to their religious upbringing and assist the students with any questions they may have.
- *Charitable Works*: Each year K-12 students are asked to participate in fundraising events that support charities including Lenten Caritas Australia, St Vinnies Winter Appeal and Christmas hampers. Staff and students are asked to give of their time or donate goods or funds in an effort to support these charities.
- *Visits to the Aged Care Facilities*: During the Easter Season, K-12 students visit the elderly and gift them with hand written cards and Easter eggs. In addition, the students also visit during Mother's Day and Father's Day to sing a song to the elderly. The choir and SRC hold a Christmas Carol sing-a-long at the nearby Aged Care facilities and the elderly are presented with homemade cards and gifts to develop in students an appreciation for others in the community.
- *Transition program*: As part of the Primary into Secondary Transition Program, Year 5 & 6 students have sessions throughout the year where they are introduced to Secondary life.
- *Collaboration classes*: Combining of Secondary and Primary classes is encouraged by staff to allow for collaboration and support between students.

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- *Social and Leadership skills:* Students have numerous possibilities to enhance their social and leadership skills through committees and leadership roles. There are numerous sporting activities where they can develop their prowess, especially in representative sport. Academic nourishment can be achieved through Public Speaking and the creative side is developed through assembly presentations, concerts, Choir and end of year concert.
- *Mentors:* Each student has a number of people they may approach or confide in, including the Classroom/Homeroom teacher, Primary Stage Coordinator, Year Coordinator, College Psychologist, College Chaplain, Assistant Principal and Principal.

Overall, the College has implemented a solid programme for pastoral care and faith formation. It is through these times that students will hopefully grow in the grace of God and become young responsible and faith filled adults.

10. SCHOOL RESULTS IN STATE-WIDE TESTS AND EXAMINATIONS

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) annual assessment for students in Years 3, 5, 7 and 9 took place in May 2021. Below are the results for St Maroun's College compared with the State and Statistically Similar School Groups (SSSG).

YEAR 3 NAPLAN RESULTS

Writing

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	1.0%	1.9%
Band 02	-	3.2%	4.3%
Band 03	5.9%	7.5%	9.0%
Band 04	20.6%	24.1%	23.0%
Band 05	44.1%	42.7%	37.0%
Band 06	20.6%	18.8%	20.2%
Band 07	8.8%	2.7%	3.9%
Band 08	-	.2%	.6%

Reading

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	1.7%	2.6%
Band 02	2.9%	5.7%	7.8%
Band 03	8.8%	11.7%	12.8%
Band 04	35.3%	22.3%	19.1%
Band 05	20.6%	23.2%	21.9%
Band 06	17.6%	21.8%	21.5%
Band 07	8.8%	9.1%	8.3%
Band 08	2.9%	3.2%	4.0%
Band 09	2.9%	0.8%	1.3%
Band 10	-	0.5%	0.7%

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Spelling

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	2.1%	4.6%
Band 02	-	4.9%	6.5%
Band 03	20.6%	13.5%	13.0%
Band 04	14.7%	23.3%	20.2%
Band 05	38.2%	26.5%	23.4%
Band 06	23.5%	22.0%	23.1%
Band 07	2.9%	5.8%	7.2%
Band 08	-	1.3%	1.6%
Band 09	-	0.6%	0.6%

Grammar & Punctuation

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	2.9%	1.7%	2.7%
Band 02	5.9%	8.4%	9.8%
Band 03	5.9%	19.3%	18.5%
Band 04	35.3%	30.1%	27.4%
Band 05	41.2%	25.7%	22.1%
Band 06	5.9%	11.1%	13.6%
Band 07	-	2.8%	4.0%
Band 08	-	0.8%	1.3%
Band 09	2.9%	-	0.3%
Band 10	-	-	0.2%

Numeracy

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	1.7%	2.6%
Band 02	2.9%	5.7%	7.8%
Band 03	8.8%	11.7%	12.8%
Band 04	35.3%	22.3%	19.1%
Band 05	20.6%	23.2%	21.9%
Band 06	17.6%	21.8%	21.5%
Band 07	8.8%	9.1%	8.3%
Band 08	2.9%	3.2%	4.0%
Band 09	2.9%	0.8%	1.3%
Band 10	-	0.5%	0.7%

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YEAR 5 NAPLAN RESULTS

Writing

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	0%	1%
Band 02	-	1%	1%
Band 03	-	2%	3%
Band 04	4%	8%	10%
Band 05	18%	29%	27%
Band 06	43%	37%	33%
Band 07	25%	16%	17%
Band 08	11%	6%	8%
Band 09	-	0%	1%

Reading

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	0%	0%
Band 02	-	0%	0%
Band 03	-	2%	3%
Band 04	-	7%	7%
Band 05	7%	20%	18%
Band 06	46%	30%	27%
Band 07	29%	27%	25%
Band 08	14%	13%	15%
Band 09	4%	2%	3%

Spelling

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	0.4%	0.9%
Band 02	-	2.4%	3.8%
Band 03	-	7.4%	8.2%
Band 04	14.3%	18.3%	17.2%
Band 05	39.3%	27.7%	24.4%
Band 06	25.0%	29.6%	27.5%
Band 07	17.9%	12.9%	15.1%
Band 08	3.6%	1.4%	2.5%
Band 09	-	0.1%	0.5%

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Grammar & Punctuation

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 02	-	1%	1%
Band 03	-	2%	4%
Band 04	-	9%	9%
Band 05	11%	23%	20%
Band 06	39%	31%	27%
Band 07	36%	21%	21%
Band 08	7%	11%	13%
Band 09	4%	2%	3%
Band 10	4%	1%	2%

Numeracy

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	-	2%	3%
Band 04	3%	9%	10%
Band 05	17%	25%	24%
Band 06	52%	34%	29%
Band 07	24%	22%	21%
Band 08	3%	6%	10%
Band 09	-	1%	2%
Band 10	-	0%	1%

YEAR 7 NAPLAN RESULTS

Writing

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	0%	1%
Band 02	-	1%	1%
Band 03	-	2%	3%
Band 04	4%	8%	10%
Band 05	18%	29%	27%
Band 06	43%	37%	33%
Band 07	25%	16%	17%
Band 08	11%	6%	8%
Band 09	-	0%	1%

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Reading

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	-	2%	3%
Band 04	-	7%	7%
Band 05	7%	20%	18%
Band 06	46%	30%	27%
Band 07	29%	27%	25%
Band 08	14%	13%	15%
Band 09	4%	2%	3%

Spelling

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 02	-	0.4%	0.9%
Band 03	-	2.4%	3.8%
Band 04	-	7.4%	8.2%
Band 05	14.3%	18.3%	17.2%
Band 06	39.3%	27.7%	24.4%
Band 07	25.0%	29.6%	27.5%
Band 08	17.9%	12.9%	15.1%
Band 09	3.6%	1.4%	2.5%
Band 10		0.1%	0.5%

Grammar & Punctuation

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 02	-	1%	1%
Band 03	-	2%	4%
Band 04	-	9%	9%
Band 05	11%	23%	20%
Band 06	39%	31%	27%
Band 07	36%	21%	21%
Band 08	7%	11%	13%
Band 09	4%	2%	3%
Band 10	4%	1%	2%

Numeracy

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	-	2%	3%
Band 04	3%	9%	10%
Band 05	17%	25%	24%
Band 06	52%	34%	29%
Band 07	24%	22%	21%
Band 08	3%	6%	10%
Band 09	-	1%	2%
Band 10	-	0%	1%

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YEAR 9 NAPLAN RESULTS

Writing

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 01	-	1%	1%
Band 02	-	0%	0%
Band 03	-	1%	1%
Band 04	--	1%	2%
Band 05	10%	7%	9%
Band 06	26%	21%	20%
Band 07	33%	29%	25%
Band 08	21%	28%	27%
Band 09	5%	9%	10%
Band 10	5%	4%	5%

Reading

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	-	0%	0%
Band 04	2%	1%	1%
Band 05	2%	5%	7%
Band 06	10%	16%	15%
Band 07	36%	27%	25%
Band 08	38%	30%	26%
Band 09	7%	17%	18%
Band 10	5%	4%	7%

Spelling

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	2%	0%	1%
Band 04	-	1%	1%
Band 05	2%	4%	5%
Band 06	20%	13%	13%
Band 07	15%	26%	23%
Band 08	37%	33%	31%
Band 09	17%	18%	19%
Band 10	7%	4%	7%

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Grammar & Punctuation

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 03	-	0%	1%
Band 04	-	1%	2%
Band 05	12%	5%	7%
Band 06	12%	15%	15%
Band 07	24%	27%	24%
Band 08	41%	31%	27%
Band 09	-	14%	15%
Band 10	10%	6%	9%

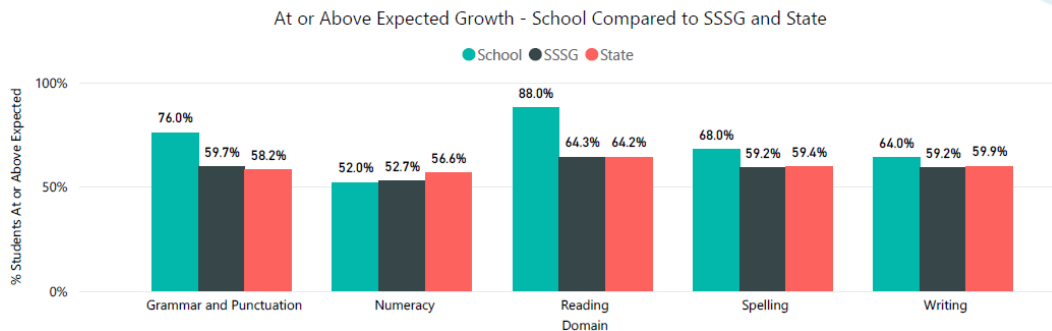
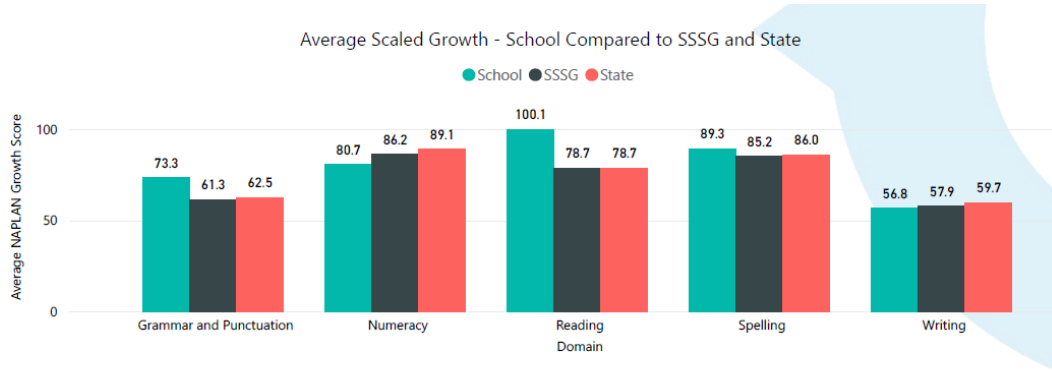
Numeracy

Band	% Students in Bands -StM	% Students in Bands - SSSG	% Students in Bands - State
Band 04	-	0%	0%
Band 05	-	2%	3%
Band 06	14%	11%	14%
Band 07	36%	31%	28%
Band 08	31%	34%	29%
Band 09	14%	16%	15%
Band 10	5%	7%	11%

School Level Growth in 2021 NAPLAN Results

The following graphs show the student growth in the learning areas from previous years NAPLAN results.

YEAR 5

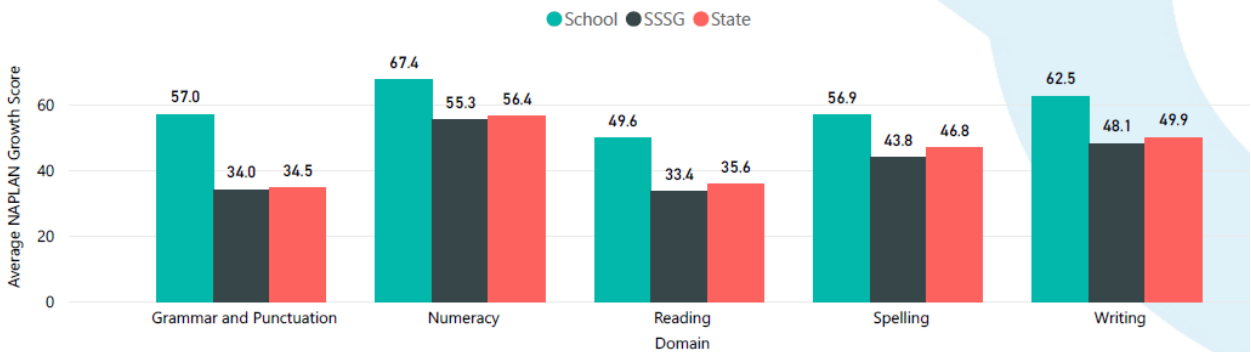


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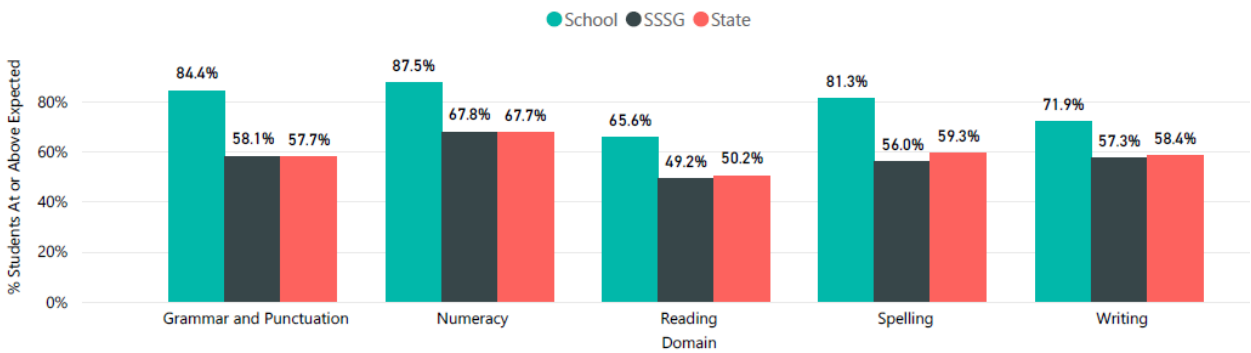
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YEAR 7

Average Scaled Growth - School Compared to SSSG and State

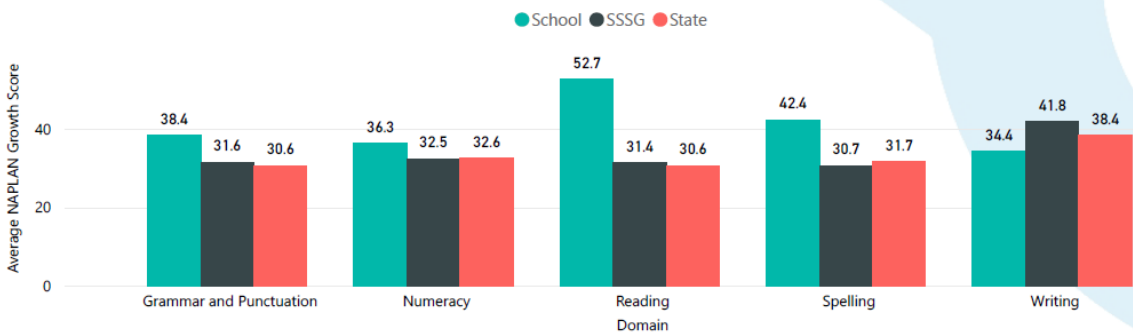


At or Above Expected Growth - School Compared to SSSG and State

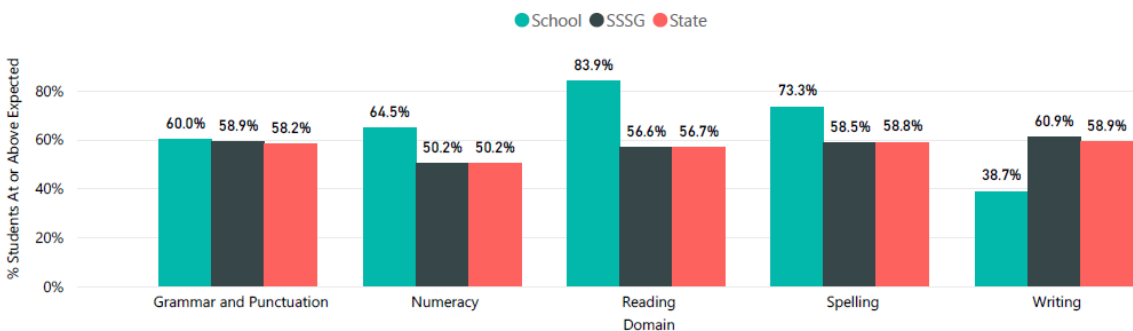


YEAR 9

Average Scaled Growth - School Compared to SSSG and State



At or Above Expected Growth - School Compared to SSSG and State



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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 2021, all 40 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 2021, 30 students from Saint Maroun's College sat for the NSW Higher School Certificate across 20 courses studied at the College and 2 courses studied externally.

External courses included:

Saturday School of Community Languages - Vietnamese Continuers

NSW School of Languages - Modern Greek Continuers

TVET (TAFE)

- Construction
- Hospitality

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 14 band 6s attained and 63 Band 5s. English Advanced and Industrial Technology were the strongest subjects of achievement.

Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Arabic Continuers	2	-	1	1	-	-	-
Ancient History	6	-	3	3	-	-	-
Biology	8	-	1	7	-	-	-
Business Studies	16	1	8	5	1	1	-
Chemistry	3	-	1	1	1	-	-
Community and Family Studies	4	-	2	1	1	-	-
English (Advanced)	12	2	10	-	-	-	-
English EAL/D	4	-	3	1	-	-	-
English Standard	14	-	2	6	6	-	-
Hospitality	11	-	5	5	1	-	-
Industrial Technology	10	2	7	1	-	-	-
Information Processes and Technology	8	2	2	3	1	-	-
Legal Studies	7	2	3	2	-	-	-
Mathematics Advanced	6	-	3	2	1	-	-
Mathematics Standard 2	14	-	3	5	3	3	-
Modern History	3	1	2	-	-	-	-
Personal Development, Health and Physical Education	6	-	2	3	1	-	-
Physics	4	-	-	1	2	-	1
Studies of Religion II	5	-	-	2	3	-	-
Visual Arts	5	1	3	1	-	-	-
Totals	151	13	61	50	21	4	1

Courses - extension	Students	Band E4	Band E3	Band E2	Band E1
English Extension 1	3	1	2	-	-
Mathematics Extension 1	3	1	-	2	-
Mathematics Extension 2	1	-	1	-	-
Modern Greek Extension 1	1	-	1	-	-
Band Total	8	2	4	2	-

Course- external	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Modern Greek Continuers	1	1	-	-	-	-	-
Vietnamese Continuers	2	-	2	-	-	-	-
Band Total	3	1	2	-	-	-	-

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YEAR 12 POST SCHOOL DESTINATIONS

Of the Year 12 cohort for 2021, many students have chosen to continue into tertiary education.

- 25 students enrolled into University (15 males, 10 female)
- 3 students enrolled into TAFE (3 male)
- 1 student enrolled into an Industry Specific College (1 male)
- 1 student enrolled in a private College overseas (1 male)

11. PRIORITY AREAS FOR IMPROVEMENT

Over the course of this year we undertook a significant amount of renovations to improve our facilities, particularly in regard to play areas, which were identified as an urgent need by parents. These upgrades and renovations included:

- Upgrade of Secondary bathrooms
- Relocation of canteen
- Expansion of Primary playground and added seating
- New playground with play equipment built behind Primary
- New area developed behind the hall
- Upgrade of WiFi across the school
- New IT room built in Secondary

Improvements in Education achieved during 2021:

- A new writing program seven steps to writing success was embedded in the primary curriculum.
- Developed a research based College wide pedagogical framework
- Upskilled staff in eLearning platforms to cater for remote learning

Goals for 2022:

- Finalise a College masterplan
- Commence building STEM learning spaces
- Establishing an education environment with high expectations

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12. PARENT, TEACHER AND STUDENT SATISFACTION

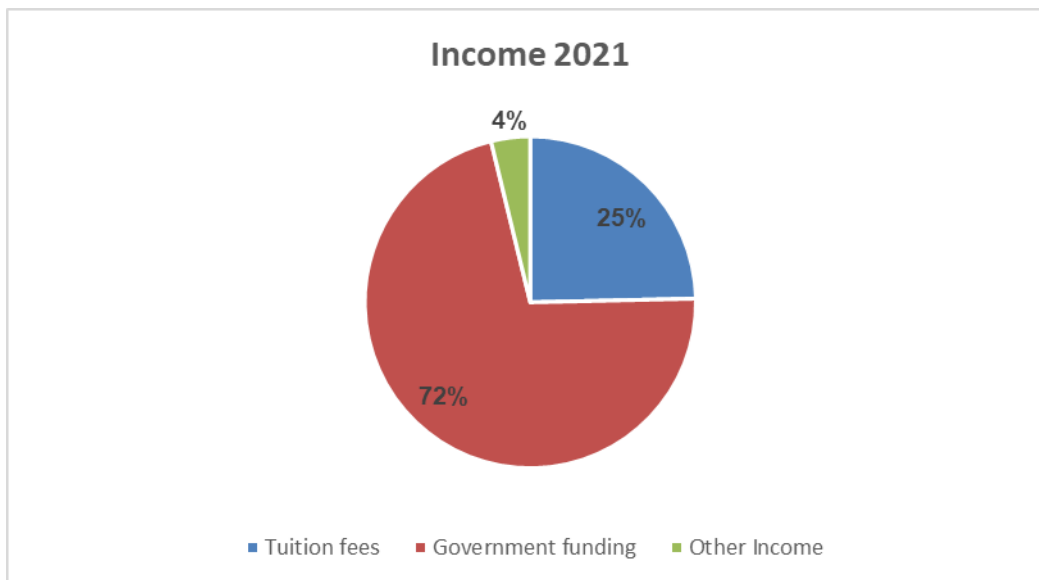
In 2021 St Maroun's community participated in the *Perspectives: Your School in focus* survey. This is a school-wide survey for staff, students, parents/guardians, leaders and board members to assist in the growth and development of our whole school community. The purpose of the survey was to gather insights and perspectives on how our school community can continue to lead improvement, innovation and change. The survey focused on five important domains: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community. The online survey was available from 16 August 2021 till 5 September 2021. The survey revealed that parent, teacher and student satisfaction was increasing.

Domain	2019 result	2021 result
School Environment	4.75 mean	5.23 mean
Teaching and Learning	4.48 mean	5.04 mean
Student Wellbeing	4.72 mean	5.13 mean
Leadership	4.91 mean	5.24 mean
Community	4.49 mean	5.08 mean

13. SUMMARY OF FINANCIALS

INCOME

The College derived its income from the following sources during 2021:



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EXPENDITURE

The category of expenditure items for 2021 was:

