



# ANNUAL REPORT 2025



ST MAROUN'S  
COLLEGE

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# Executive Principal's message



This report encompasses the many important events that took place over the year at St Maroun's College and acknowledgment is extended to all stakeholders: Governing Board, Executive team, teachers, staff, students, parents/guardians, and local community members.

Our theme for the year was: Faith in each other. Compassion for all.

## **Our Strategic plan priority areas included:**

- Priority Area 1: Mission And Values
- Priority Area 2: Educational Excellence
- Priority Area 3: Holistic Wellbeing
- Priority Area 4: Collaboration & Community

## **Mission and Values**

One of the striking features of St Maroun's College is the importance placed on faith and spirituality, contributing to a meaningful cause, and developing a strong sense of social responsibility. Throughout the year opportunities were presented for the community to engage in including Masses, celebration of feast days, reflection day and much more including:

- The Migrant Jubilee Cross 2025, which journeyed across Australia, and was welcomed to our College on 29-30 October.
- Students participated in the Maronite organisation Vera Vitis, Lenten initiative where they regularly prepared sandwiches to donate to people in need.

- Supported Vinnies through donations, students assisting in sorting toiletries to be distributed and supporting the Christmas hamper appeal.
- Nursing home visits this year were a special experience for both students and residents of the aged care where they spent time sitting and listening, playing board games, praying together and gifting the elderly with heartfelt card messages.
- Year 8 students in partnership with Eat Up and Wonder, were invited to take part in a Guinness World Record attempt for the longest line of sandwiches ever made, with all sandwiches going to children in need.

### **Priority Area 2: Educational Excellence**

The College places educational excellence as a high priority. Students are encouraged to be critical thinkers, prepared to face a future that is ever in flux. In order to build their academic strength, a variety of opportunities were encouraged including Years 5 and 6 transition days into Secondary, excursions and guest speakers, along with public speaking and mock trial competitions. Other initiatives included:

- A cultural immersion in Italy which took place late September and early October. Students visited Milan, Venice, Bologna, Florence, Rome, Vatican City, Naples, Capri, Pompeii and Herculaneum, and Amalfi Coast. It was a wonderful learning experience.
- Three of our staff undertook the 'Leading from the Middle' course by AIS. They worked on a project over the year that addressed a need they identified and aligned it with the College Strategic plan and annual plan. This and other Professional learning opportunities for staff, strengthened the capabilities of teachers to lead transformation.
- One of our Y12 students, Hoang Phung Tran had her Industrial Technology Major Project nominated for SHAPE which is a selection of outstanding projects from HSC Design and Technology, Industrial Technology and Textiles and Design students and will be held at the University of Technology.

### **Priority Area 3: Holistic Wellbeing**

An Extra-curricular and Engagement Program was introduced this year which recognised the contribution of all extra-curricular activities to St Maroun's College Life. Extra-curricular events held this year included clubs such as Maths and English clubs, homework and chess clubs, representative sport, and sport gala days. Other initiatives included:

- After school clinics such as Baby Boomers basketball and Gala Day competitions with other Primary schools
- Secondary students had the opportunity to participate in indoor climbing, gym and Jiu Jitsu as part of their sports component.

#### **Priority Area 4: Collaboration & Community**

Our final strategic area was in networking and expanding our community engagement. Major initiatives included:

- Short stay students from China through International Exchange Association for Education and Culture Australia (IEAEC) and other companies. Students came for 1 to 4 weeks in February and again in July through to August.
- College Fete was held on 9 November with theme of Christmas Fair. It was a wonderful occasion that brought together staff, students, parents and the wider community to enjoy a day of fun, with rides, food, arts and crafts, entertainment and much more.
- This year we undertook the Tell Them From Me Survey (TTFM) to garner feedback from staff, students and parents which will inform our strategic planning.

#### **Our future vision**

Two areas that garnered much of our attention in 2025 were the construction of Stage One of the Masterplan and developing our strategic plan for 2026 to 2030.

- The new STEM building (to be named Sr Rosalie Centre) is scheduled to be completed early January 2026. Students will be provided with 6 classrooms equipped with STEM and TAS resources.
- With AIS Consultancy, the College's Executive collaboratively designed a strategy that included a refreshed, future relevant expression of the College's Core Identity (mission, vision, values and philosophy of education and learning), graduate attributes, strategic commitments and priorities.

It has been a wonderful year and once again I extend my gratitude to all involved in any way in making St Maroun's College the school of choice. This is my final year as Executive Principal of St Maroun's College. We welcome Sr Katy Sawma as the new Principal for 2026.

Sr Margaret Ghosn

Executive Principal



# Message from Governing Board Chairperson

On behalf of the Governing Board, it is with profound pride, joy, and gratitude that I present the St Maroun's College Annual Report for 2025. This past year has seen the College move forward with a remarkable sense of purpose, momentum, and community spirit. The pages of this report capture a vibrant tapestry of achievement, faith in action, and academic excellence that reflects the deep dedication of our staff, the enthusiasm of our students, and the enduring support of our families.

The Board's primary responsibility remains unchanged: to uphold the highest standards of governance that secure and enrich the educational and spiritual mission of St Maroun's College. Throughout 2025, the Board has worked in close, productive alignment with the Executive Principal and the College Leadership, ensuring strategic oversight, fiscal responsibility, and a shared vision for the College's bright future.

A definitive milestone of 2025 has been the formal commencement of the College's Masterplan. We have watched with great anticipation as our physical environment evolves to match our innovative pedagogical vision, culminating in the completion of our state-of-the-art secondary learning space for STEM. Designed to foster deep collaboration and practical, hands-on learning, this precinct stands ready to welcome students for the 2026 academic year. Alongside this physical transformation, the Board has closely monitored the comprehensive data collection from the *Tell Them From Me* school surveys, providing the essential community-led insights that will shape our new Strategic Plan, to be launched in 2026.

I wish to express my deepest gratitude to Sr Margaret Ghosn, our Executive Principal, for her continued visionary leadership across both St Maroun's College and the Maronite College of the Holy Family. Her wisdom ensures a unified, forward-thinking direction for our communities. Looking ahead, the Board is also delighted to formally welcome the appointment of Sr Katy Sawma as our new Principal. We hold absolute confidence that her leadership, insight, and dedication will continue to elevate the College in achieving its highest educational and wellbeing ambitions for our students.

Our sincere thanks go to the College Executive, our middle leaders, and our exceptional teaching and support staff. Their tireless commitment to nurturing our students within a framework of robust Maronite values is what makes St Maroun's a place where children truly thrive.

During 2025, the College Board directed its attention and governance efforts towards several key pillars of success:

- **Nurturing Faith, Heritage, and Social Responsibility:** The Board has proudly supported the deepening of our Maronite Catholic identity and our call to Christ-centered service. A sacred highlight of the year was welcoming the Migrant Jubilee Cross on 29–30 October, marking the 111th World Day of Migrants and Refugees. This powerful symbol of refuge and unity travelled across Australia, grounding our school community in spiritual reflection and communal prayer. Furthermore, our faith found expression in outstanding outreach initiatives, including regular nursing home visits and ongoing sandwich-making sessions led by Year 11 students for Eat Up Australia. Notably, on Wednesday 14 May, our Year 8 students put their social justice values on a global stage, participating in a successful Guinness World Record attempt for the longest line of sandwiches ever made, directly confronting food insecurity and supporting children in need across the nation.
- **Celebrating Academic Distinction and Pedagogical Innovation:** Our commitment to academic excellence yielded phenomenal outcomes in 2025. We celebrate our HSC cohort, particularly our Dux and high achievers, whose stellar ATAR results, including top ranks of 99.40, 95.70, 94.55, and 93.80, meant that an extraordinary 20% of our 40-student cohort achieved in the top tier of the state. Demonstrating our strength in practical innovation, Hoang Phung Tran received a prestigious nomination for the *SHAPE* exhibition for her outstanding Industrial Technology Major Project.
- **Enriching Co-Curricular Excellence and Public Discourse:** The intellectual and collaborative talents of our students shone brightly beyond the traditional classroom. Our Mock Trial team achieved a magnificent milestone by reaching the quarter-finals, competing against and defeating many of the state's selective and top-ranking schools. We also celebrated our voice in the broader community by hosting the Public Speaking Showcase at St Maroun's, drawing together exceptional student orators from MCHF, St Charbel's, and Holy Saviour.
- **Expanding Global Horizons:** To connect classroom rigorous learning with global heritage, the College successfully facilitated a magnificent 10-day Ancient History and Cultural Tour of Italy. Students journeyed from the south to the north, exploring ancient sites and cultural icons across Milan, Venice, Bologna, Florence, Siena, Rome, Vatican City, Naples, Capri, Sorrento, Pompeii, Herculaneum, and the Amalfi Coast, an experience that has deeply enriched their historical understanding and worldview.
- **Strengthening Community Engagement and Wellbeing:** The life of the College was uplifted by a thriving culture of connection. In November, our community came together for the annual College Fete, raising a spectacular \$20,000 to support our school's resources. On the sporting fields, our primary students demonstrated exceptional skill in the Sydney Catholic Schools Rugby League representative trials, with one talented student successfully selected for the elite 17-player Sydney team.

The Governing Board extends its sincere gratitude to our dedicated College Executive Team:

Sr Margaret Ghosn (Executive Principal), Ms. Trish Veness (Head of College), Ms. Renee Hajjar (Head of Teaching and Learning), Sr Katy Sawma (Head of Mission and Wellbeing), and Ms. Mary Flaskos (Head of Business Services) for their exemplary leadership and stewardship throughout the year.

I also wish to thank my fellow members of the College Board who so generously volunteer their professional expertise and time to guide our community: Mr. Daniel Azzi, Mr. Chahine Chahine, Mr. Anthony Yacoub, Ms. Angela D'Angelo, Ms. Grace Ho, Mr Robert Muscat, Sr. Juliette Khalil, and Sr. Rita BouRaffoul.

As we look forward to 2026 and the implementation of our new Strategic Plan and the opening of our STEM building, the Board remains steadfastly committed to fostering a future of hope, academic rigor, and vibrant faith for St Maroun's College. We thank you for your ongoing partnership.

Blessings upon you and your families,

Mrs Antoinette McGahan

Chairperson

St Maroun's College Board



# Message from the SRC

As College Captain of St Maroun's College for 2025, I am proud to reflect on a year focused on leadership, community involvement and creating a positive school environment. Throughout the year, I worked closely with the leadership team, staff and students to organise initiatives that strengthened school spirit, encouraged student participation and supported both charitable causes and the Year 12 grade.

One of our key achievements was collaborating with the St Vincent de Paul Society, where students donated essential items to support families during the Christmas season. To further build a sense of community within the college, we also organised a full week of Christmas activities, creating an enjoyable and engaging environment for students while promoting school involvement.

The College celebrated Harmony Day through a variety of cultural activities that recognised and embraced the diversity within our school community. This event encouraged inclusivity and allowed students to proudly share and appreciate their different cultural backgrounds.

The leadership team also organised a Valentine's Day charity fundraiser, as well as a successful Hot Chocolate Day during winter, which brought students together. Alongside these events, we coordinated a range of other charitable initiatives throughout the year, with money raised contributing towards supporting various charities and community causes.

Throughout my role as College Captain, I aimed to lead by example, encourage greater student involvement, and help create a stronger sense of connection within the school community. It is fair to say that 2025 was a rewarding and memorable year at St Maroun's College, one that promoted generosity, school spirit and meaningful contributions towards both our students and the wider community.

Nicholas Khalaf  
College Captain 2025

# Message from the Parent Body

In 2025 we did not form a Parent Association as it was difficult to find parents who could take on the role responsibilities of Chairperson, Treasurer and Secretary. As such, the parents agreed to work on events throughout the year without a formal body.

The parents provided invaluable support of the following fundraising events during the year:

- Primary Athletics Carnival
- Easter Egg Raffle
- Mother's Day Stall
- Primary Disco
- Bunnings BBQ
- Fun run sausage sizzle
- Zaatar days
- Father's Day stall
- Christmas Fair Fete
- Lebanon Independence Day BBQ
- End of Year concert food stall
- Gelato Days

The College extends its sincere thanks to our wonderful parents for their ongoing support and generosity throughout the year.

Your willingness to volunteer your time, contribute financially, and assist in so many ways plays an invaluable role in strengthening our college community. The success of these events would not have been possible without your enthusiasm, commitment, and support.

Thank you for helping bring our community together and for making such a positive impact on the life of the College.



## 2. About St Maroun's

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
- be accountable and answerable for our actions
- act with moral and ethical principles
- 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 Maronite Sisters of the Holy Family, we accompany our students in the realisation of their potential.

### **Ethos**

The College strives to instil in students the teachings of Jesus.

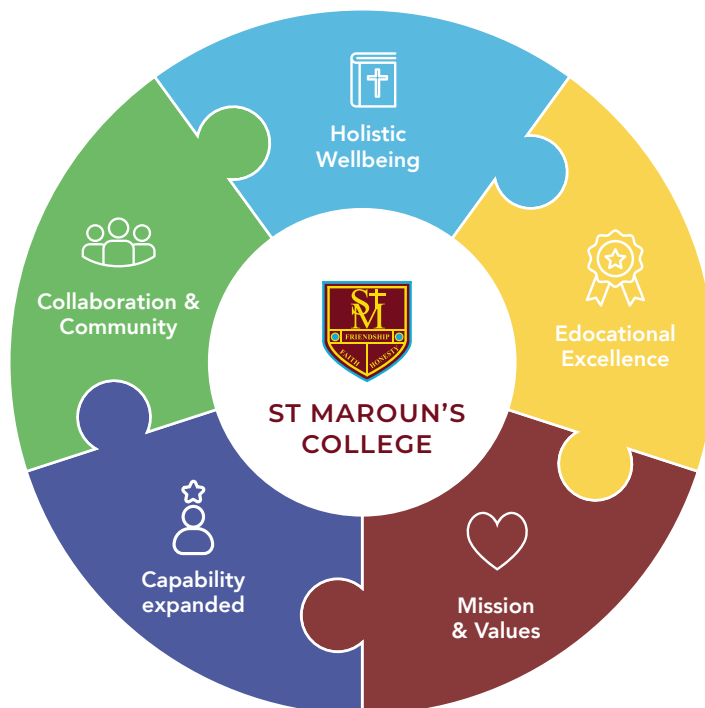
Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace.

Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, '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). Emphasis is on treating all with dignity, service, forgiveness, justice, and love.

Thirdly, the College is a community which promotes a sense of family among the sisters, Board Members, staff, students, parents, and friends.

### Strategic Priority Areas

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



### Vision

Our 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



### 3. Outcomes and results

- Student outcomes in standardised national literacy and numeracy testing
- Post-school destinations (for Years 10, 11 or 12 only), in appropriate and broad terms such as 'workforce', 'further study', 'unknown'
- HSC results, including a comparison of student performance relative to the state and performance trends using graphs or tables and interpretative comments
- Senior secondary outcome including:
  - percentage of Year 12 students undertaking vocational or trade training, and
  - percentage attaining a Year 12 certificate or equivalent VET qualification.

#### NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) annual assessment for students in Years 3, 5, 7 and 9 took place in March.

The table below shows average student results at St Maroun's College for 2025.

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	415	447	427	455	422
Year 5	507	507	504	520	496
Year 7	537	537	560	549	549
Year 9	582	582	589	584	601

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Compare to  Students with similar background  All Australian students

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Year 9	582	582	589	584	601

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

For further analysis please go to: <https://myschool.edu.au/school/43655/naplan/results/2025#studentresult>

### **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 2025, all 59 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 2025, 38 students from Saint Maroun's College sat for the NSW Higher School Certificate across 25 courses studied at the College and 7 courses studied externally.

External courses included:

- TVET (TAFE)
- Construction Examination
- Engineering Studies
- Retail Services
- Software Engineering

NSW School of Languages

- Korean and Literature
- Spanish Continuers
- Vietnamese continuers

### **Total Cohort 2025**

**Boys 21**

**Girls 19**

**Total Number = 40**

**2025 HSC Results**

The table below shows that the majority of students achieved within the Band 5-4 bracket. There were 17 band 6s attained, with many more achieving Band 5s. Business Studies, Maths Advanced and English Advanced were the strongest areas of achievement.

Course	Subjects completed at school	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Total
15020	Ancient History	1	1	2	1	0	0	5
15510	Arabic Continuers	0	2	0	0	0	0	2
15040	Business Studies	3	5	2	1	0	0	11
15050	Chemistry	0	1	1	1	0	0	3
15060	Community and Family Studies	1	5	5	1	0	0	12
15110	Economics	1	4	2	1	0	0	8
15140	English Advanced	3	8	4	0	0	0	15
15155	English EAL/D	1	1	3	0	1	0	6
15130	English Standard	0	0	12	5	0	0	17
15175	Enterprise Computing	0	4	2	0	1	0	7
26587	Hospitality (Kitchen Operations and Cookery)	0	1	6	2	0	0	9
15200	Industrial Technology	1	1	2	1	0	0	5
15215	Investigating Science	0	1	4	1	0	0	6
15220	Legal Studies	0	5	3	1	2	0	11
15255	Mathematics Advanced	3	2	2	1	0	0	8
15236	Mathematics Standard 2	2	4	11	3	1	0	21
15270	Modern History	0	0	0	2	0	1	3
15290	Music 1	0	3	1	0	0	0	4
15320	Personal Development	1	1	3	0	0	0	0
15330	Physics	1	2	1	0	0	0	4
15380	Studies of Religion II	0	2	0	0	0	0	2
15400	Visual Arts	0	4	6	0	0	0	10
Total		17	57	71	23	5	1	174

Course	Subject	Band E4	Band E3	Band E2	Band E1	Total
15160	English Extension 1	1	1	0	0	2
15250	Mathematics Extension 1	3	1	2	0	6
15260	Mathematics Extension 2	0	1	0	0	1
Total		4	3	2	0	9

Course	Subjects completed externally	Band 6	Band 5	Band 4	Band3	Band 2	Band 1	Total
26299	Construction Examination	1	3	1	0	0	0	5
15120	Engineering Studies	0	0	1	0	0	0	1
15895	Korean and Literature	0	0	0	1	0	0	1
26999	Retail Services	0	0	1	0	0	0	1
15365	Software Engineering	0	0	3	0	0	0	3
16080	Spanish Continuers	1	0	0	0	0	0	1
16140	Vietnamese Continuers	0	1	1	0	0	0	2
Total		2	4	7	1	0	0	14

**2025 St Maroun's College HSC Mean data compared with State Mean.**

Course Name	Course No.	Students Included	State E.M. Mean	StM E.M. Mean	School/State Variation
Ancient History 2 unit	15020	5	72.41	78.24	5.83
Arabic Continuers 2 unit	15510	2	80.38	85	4.62
Business Studies 2 unit	15040	11	74.28	82.6	8.32
Chemistry 2 unit	15050	3	74.86	76.6	1.74
Community and Family Studies 2 unit	15060	12	74	78.22	4.22
Economics 2 unit	15110	8	77.69	79.45	1.76
English Advanced 2 unit	15140	15	81.8	84.21	2.41
English EAL/D 2 unit	15155	6	70.3	77.47	7.17
English Extension 1 1 unit	15160	2	42.38	37.75	-4.63
English Standard 2 unit	15130	17	71.62	70.82	-0.8
Enterprise Computing 2 unit	15175	7	73.52	77.86	4.34
Hospitality Examination (Kitchen Operations)	26587	9	76.67	74.07	-2.6
Industrial Technology 2 unit	15200	5	70.62	78.88	8.26
Investigating Science 2 unit	15215	6	75.13	74.03	-1.1
Legal Studies 2 unit	15220	11	75.21	74.58	-0.63
Mathematics Advanced 2 unit	15255	8	78.83	81.53	2.7
Mathematics Extension 1 2 unit	15250	3	78.71	86.13	7.42
Mathematics Extension 2 2 unit	15260	1	82.48	82.8	0.32
Mathematics Standard 2 2 unit	15236	20	71.56	75.64	4.08
Modern History 2 unit	15270	3	73.72	58.67	-15.05
Music 1 2 unit	15290	4	81.27	81.8	0.53
Personal Development, Health and Physical Education	15320	5	74.15	69.92	-4.23
Physics 2 unit	15330	4	73.58	84.6	11.02
Retail Services Examination 2 unit	26999	1	71.06	77.8	6.74
Studies of Religion II 2 unit	15380	2	77.38	88.4	11.02
Visual Arts 2 unit	15400	10	81.38	78.66	-2.72

**Year 12 Attainment**

Of the Year 12 Cohort for 2025, the majority of students have chosen to continue into tertiary education

- 32 Students enrolled into University
- 6 Students enrolled into TAFE/Apprenticeship Courses
- 2 Students are working in family businesses

**Post Higher School Certificate Destination**

Name of University	Boys	Girls	Total
University of Sydney	1	2	3
University of New South Wales	4	2	6
Australian Catholic University (ACU)		2	2
University of Technology Sydney (UTS)	4	4	8
Macquarie University	3	2	5
Western Sydney University	3	2	5
Notre Dame	1	2	3
<b>TOTAL</b>	16	16	32

Name of Tafe/College	Boys	Girls	Total
TAFE	4		5
SEDA College	1	1	1
Work	1	1	2

In summary:

In 2025, the majority of students received University offers.

For the student's going to university, the majority opted for University of Technology, Sydney (8)

Other universities students opted for included Western Sydney University, Australian Catholic University, Macquarie University, University of New South Wales, University of Sydney and Notre Dame University

Many students were accepted into University on Early Offers such as Leadership Schemes, and SRS (Schools Recommendation Scheme). For the students who did not receive offers for their first preference, they were accepted into their second or third preferences with pathways available.

## 4. Staffing

- The accreditation status (as defined by the TA Act) of all teaching staff responsible for delivering the curriculum
- Workforce composition, including Aboriginal and Torres Strait Islander peoples (must be consistent with privacy and personal information policies).

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 are 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.

### Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	7
Proficient Teacher	46

### 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

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 meetings, held each term.

### Highly Accomplished and Lead Teacher

These Accreditation levels are voluntary. Teachers considering a 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 2024 the College had 48 teaching staff, 45 who were classified as Proficient Teachers and 3 teachers Provisionally Accredited working towards professional competence of Proficient Teacher.

Staff participated in PDs over the course of the year. All staff are required to complete a minimum of 12 hours relevant training which is NESA accredited each year. The professional development staff attended in 2025 are listed below:

Course Title	Provider	Participants who attended
English: Programming for Yrs 7& 10 Standard & Advanced for HSC 2025-2026 Self Paced Learning Experience	AISNSW	2
The Science of Learning in English	AISNSW	1
The New Stage 6 Extension 1 English course	ETA	1
The New Stage 6 EAL/D Course	ETA	1
The New Stage 6 Standard English course	ETA	1
Dealing with Different and Difficult People	Professional Learning Institute	1
Behaviour Symposium	Catholic Schools NSW	1
Differentiated Learning & Inclusion & Active Education	Edu Tech	1
Law Symposium	CSNSW	3
Managing Performance	Pro Learning	1
Inspiration in Education	Edu Tech	1
Attendance, Exemption & Enrolments requirements	AISNSW	1
Google Gemini Masterclass	Google	1
Reading in Stage 6	ETA	2
Introduction to HSC Analysis	John Decourcy	1
Formula for Trust Between Teachers and Parents - Presented by Andrew Oberthur	TTA	1
HSC Analysis #2: A detailed reading of your Analysis	John Decourcy	1
New Science Curriculum	Simon Crook	18
The Value and Benefits of Positive Behaviour Support in Today's Classroom -	TTA	1
Teaching with Understanding: Autism Essentials for Educators	TTA	1

Course Title	Provider	Participants who attended
Leading from the Middle	AISNSW	1
Consent and Respectful Relationship CSNSW Focus Group	CSNSW	1
Community Cohesion- A Powerful Partnership	AISNSW	1
Whole School Wellbeing 2026 Webinar	AISNSW	3
Navigating the social Media ban Crossroads	Clickview	3
Positive Online Behaviour – Better Together	CSNSW	1
Child Protection Training	AISNSW	65
Buiding Confidence with Positive Feedback for Young Learners	TTA	1
Mini whiteboard Magic: Practical Strategies for Primary Classroom	TTA	1
The First Five: Engaging Secondary Students at the start of every lesson	TTA	1
Play to Learn: Using Gamification and game Based Learning in the Primary Years	TTA	1
Using ChatGPT for Assessment Design in the Primary Classroom	TTA	1
Understanding Trauma and the Impact of Trauma	CSNSW	1
Professional commitment and leadership	AISNSW	1
Understanding ADHD in Children	TTA	1
RoSA and HSC Eligibility and Credentialling	NESA	1
HSC Examination Illness / Misadventure Processes	NESA	1
Professional commitment and leadership	AISNSW	1
Process for Registration and Accreditation	AISNSW	1

### Workforce Composition

Saint Maroun's College employed a total of 65 staff in 2025. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Bookkeeper, Administration Support Staff and Business Manager.

Workforce Composition	Primary only	Secondary only	Primary & Secondary	Head count	FTE
Total Teaching Staff	16	29	8	53	49.4
Total non-teaching staff	2	1	10	12	9.1

The College did not employ any Aboriginal and Torres Strait Islander people during 2025.

## 5. Attendance

- Student attendance rates for each Year level and the whole school
- A description of how the school manages student non-attendance.

In August 2025 there were 567 enrolled students. The number of girls and boys (as of Census date) is identified in the table below which indicates a slightly higher number of girls compared to boys enrolled.

Stage	1		2		3		4		5		6			
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	21	23	20	17	12	21	22	27	25	19	32	29	19	286
Boys	17	24	19	22	18	16	19	22	19	28	29	26	21	281
TOTAL	38	47	39	39	30	37	41	49	44	47	61	55	40	567

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 and Vietnam.

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 2025, 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 39 students were enrolled across Kindergarten to Year 12 predominantly from China and Vietnam. A total of 1 full-time EAL/D teacher was employed to support the students in developing English proficiency.

Year	2020	2021	2022	2023	2024	2025
<b>Total Students Enrolled</b>	42	33	26	33	33	39

In 2025:

47 Students in Yr. 10 stayed to achieve their RoSA: 29 were male, 32 were female.

38 Students in Yr. 12 stayed to achieve their HSC: 20 were boys, 18 were girls.

### Student Attendance

Year Level	Attendance Rate
Kindergarten	95%
Year 1	93%
Year 2	93%
Year 3	94%
Year 4	92%
Year 5	92%
Year 6	94%
Year 7	94%
Year 8	92%
Year 9	92%
Year 10	90%
Year 11	92%
Year 12	95%
<b>Total College</b>	<b>93%</b>

### **Management of Non-Attendance**

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

- The student is unwell.
- The Executive 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 Executive Principal.
- The student is absent without a valid reason in the opinion of the Executive 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.

## **6. School Policies**

Link to the school's publicly available policies for child protection, anti-bullying, discipline, managing complaints and enrolment.

The following school policies are publicly available on the website

- Enrolment policy
- Child protection policy
- Anti-bullying policy
- Discipline policy
- Complaints policy

<https://www.stmarouns.nsw.edu.au/about/policies>

## 7. Stakeholder Satisfaction

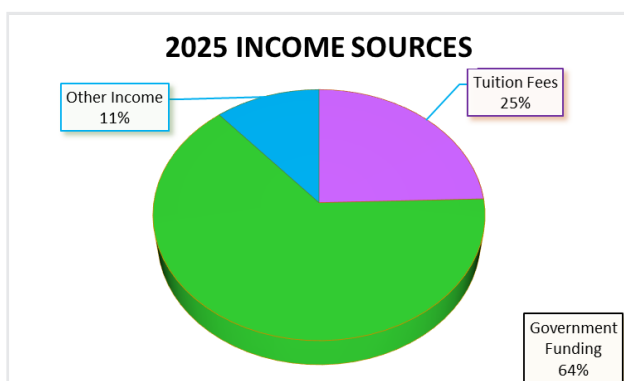
The College undertakes a bi-annual Tell Them From Me survey (TTFM) to garner levels of parent, teacher and student satisfaction, data was sourced in August 2025. The college is using this data to guide the next stage of its strategic planning and goals.

During 2025 the College also used informal feedback from its stakeholders to monitor overall satisfaction. Staff gave feedback through staff meetings, parents through PA events and students through the student representative council members to executive staff.

## 8. Summary Of Financial Information 2025

### INCOME

The College derived its income from the following sources during 2025:



### EXPENDITURE

The category of expenditure items for 2025 were:

