



# Marian Catholic College

## 2023 Annual School Report



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## Introduction

### **About the Annual School Report**

Marian Catholic College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Dr. Gavin Hays

I am proud to present to you the 2023 Annual School Report for Marian Catholic College. We have had a very successful, exciting, and challenging year across all areas of college life. At Marian, there is a deep connection among our Marian family, founded on strong partnerships and positive relationships between our students, our dedicated and generous staff, our parents and our parishes. We find unity in our diversity and our inclusiveness promotes students and staff who are compassionate, curious and collaborative with a strong commitment to ensuring all members of our community always feel safe, supported and respected.

Our Mission states: Through education, we inspire and empower our students as they Walk with Christ on their journey of personal excellence. In living out our mission we challenge all learners to achieve personal excellence by providing opportunities balanced across the four areas of College life - mission, learning, the arts and sport. Our teaching and learning approach is contemporary and aims to inspire life-long learning, fostering a students' personal world-view through critical thought, whilst always being respectful of the diverse needs of all students, ensuring each student at Marian reaches their full potential.

The college is a focused, learning community which demonstrates significant learning gain as measured in National Assessment Program - Literacy and Numeracy (NAPLAN), Higher School Certificate (HSC) results, and recently in the Program for International Student Assessment (PISA) testing where the college far exceeded national benchmarks. We constantly evaluate a full range of learning data to inform our contemporary practices.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

The 2023 school year marked a return to full-time, in-person teaching, with students reuniting in their vertical homerooms in Term 2. While some events like carnivals resumed, the swimming carnival had limited participants. All students had the opportunity to attend the athletics carnival. Marian College underwent changes, including a new phone policy, the introduction of ping-pong tables and increased community events. The phone policy had mixed student reactions, parents appreciated the renewed emphasis on classroom learning and face-to-face interactions. Community events like WinterFest, MCCAF and Create showcased student achievements, thanks to the efforts of the CAPA and TAS staff. Dr. Hays, the new principal, prioritised student learning and wellbeing, and received positive feedback from the parent community. The school's forward momentum is evident through initiatives like Social Justice, the Platypus Project and STEM programs. There was also expanded opportunities for academic acceleration and extension. The dedication of diversity staff in providing support to students remains invaluable.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

Marian Catholic College fosters values of respect, responsibility, service, and excellence. In 2023, it emphasised leadership, creativity, and critical thinking. Extracurricular activities such as the Premier's Reading Challenge and STEMMAD thrived. Arts groups flourished with alumni performances and a new vocal group, 'Amplify'. Senior students mentored junior students in Dance and Music. The college excelled in PDSSSC Sport, nurtured faith through reflection days and social justice initiatives. Students supported charities like St. Vincent de Paul and Caritas, introducing 'Legacy Day' for local fundraising. A dynamic Student Leadership Team promoted involvement and pride through assemblies and events, participating in leadership forums and camps.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

Marian Catholic College opened in 1988 on the Kenthurst site with an enrolment of 53 Year 7 students. It is a co-educational Catholic systemic college of the Parramatta Diocese catering for students from Years 7 to 12. The College was established to provide a Catholic secondary education for children of families from the parishes of Arcadia, Kellyville, Kenthurst and Rouse Hill. Its origins reflect a large degree of parish community involvement in the years prior to 1988. The College was named Marian Catholic College because it was founded in 1988 which was proclaimed a Marian Year of the Church. Thus the College adopted Mary, Mother of God, as its patron. Mary is seen as our model in our human attempt to live the values of Christ and Marian Day is celebrated on 25 March – feast of the Annunciation. The College motto, “Walk with Christ”, chosen after widespread discussion with students and staff, represents our journey through College and life – a journey we all walk with Christ.

### Location / Drawing Area

Located in Kenthurst, Marian Catholic College serves the parish communities of St Benedict's Arcadia, Our Lady of the Rosary Kellyville, St Madeleine's Kenthurst, and Our Lady of the Angels Rouse Hill. Students are drawn from the feeder parishes which include the Catholic primary schools of St Madeleine's Primary School Kenthurst, Our Lady of the Rosary Primary School Kellyville, St Angela's Primary School Castle Hill and Our Lady of the Angels Primary School Rouse Hill.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	110
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	63
Number of part time teaching staff	18
Number of non-teaching staff	29

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Marian Catholic College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Focus on developing rigorous learning sequences that ensure an equal balance between surface, deep, and transfer activities.
- Collaboration on effective reading strategies such as utilising 'thinking note keys' and implementing 'think-aloud' protocols to elevate reading comprehension skills.
- Intentional approaches to building positive relationships with students to support their wellbeing and learning.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Students engaged in Social Justice meetings, writing letters and making bracelets for children, and preparing garments for 'Sew a Smile'.
- Students engaged in fundraising activities, such as Laps for Lent, Shrove Tuesday Pancake stalls, busking for Vinnies and Bake Sales.
- Students engaged with other local schools in the Platypus in Situ Program, preparing and presenting projects on protecting the platypus habitat.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff delved into "Knowing Mary": exploring theology, embracing Fr. Adam's testimony, and engaging in reflective discussion.
- Staff engaged in a Spirituality Day where they completed the St Mary's Cathedral tour and visited various monuments to reflect on Catholic theology.
- Staff volunteered their time in various settings to demonstrate their commitment to the mission of the church and then engaged in written reflection.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

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

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	68%
Writing	68%	63%
Spelling	82%	73%
Grammar and Punctuation	71%	64%
Numeracy	77%	67%

### NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	63%
Writing	65%	58%
Spelling	81%	71%
Grammar and Punctuation	65%	56%
Numeracy	80%	64%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2023:

- The number of students issued with a RoSA in Year 10 was 13.
- The number of students issued with a RoSA in Year 11 was 13.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	66%	59%	62%	56%	69%	58%
English Advanced	98%	95%	93%	94%	98%	93%
Studies of Religion 1	78%	84%	68%	79%	66%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 79.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Studies in Catholic Thought Life Skills, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Visual Arts	100%	91%
Mathematics Standard 1 Exam	100%	43%

## HSC Results Comment

In 2023, we had 156 students sit 728 HSC exams in 40 different subjects. Approximately 74% of results across all courses were in Bands 4, 5 or 6. The students achieved some amazing results, including 34 Band 6s, 228 Band 5s and 274 Band 4s. The College Dux achieved an ATAR of 94.35. One hundred percent of students in Ancient History, Dance,

Drama, English Advanced, English Extension 1, Investigating Science, Mathematics Extension 1, Mathematics Standard 1, Music 1, Science Extension, Visual Arts, VET Construction and VET Business Services achieved results in the top 3 Bands. Nine students were nominated for HSC Showcases in Callback (Dance and Drama) and InTech (Industrial Technology) showing strong diversity amongst this academic cohort.

## Student Profile

### Enrolment Policy

Marian Catholic College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
466	532
Total Enrolments: 998	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	89%
8	91%	11	93%
9	92%	12	93%
College Average: 92%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Student retention rates**

The retention rate of students for Year 10 to Year 12 was 90%.

### **Post School Destination**

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	65%
Technical and Further Education (TAFE)	14%
Workforce	4%
Other/Unknown	5%

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	283
Students with disabilities (SWD)	275
Aboriginal and Torres Strait Islander	5

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Marian Catholic College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Construction of the Student Behaviour Engagement Document to establish a tiered response to working with students.
- Focus on restorative approaches to engaging students.
- Co-construction of the Intentional Wellbeing Framework to be implemented in 2024.

Marian Catholic College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Marian Catholic College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Implementation of 1% Initiatives across all year groups to align with our key Marian values.
- Ongoing focus on our Positive Behaviour Framework to support students making good choices in relation to self, others and the community.



- House-based point system to develop belonging and connection and promote student participation in a range of activities that serve others.

## Community Satisfaction

During 2023, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Written Information from the school is delivered in a concise and timely manner.
- Parents feel well informed about school events through Compass.
- Parents feel welcomed by all staff when they visit.

Areas of strength from the student feedback include:

- The school has implemented supportive programs around mental health.
- Students feel teachers are responsive to their needs and encourage independence.
- Students find classroom instruction relevant to their everyday lives.

Areas of strength from the staff feedback include:

- I have seen positive changes taking place.
- I am excited about the future of my organisation.
- My organisation's day-to-day decisions demonstrate that our service culture is a top priority.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Develop active learning environments that promote metacognition and challenge learners to apply knowledge, understanding and skills across different contexts.	Still Working Towards.
Priority 2	Develop a deep understanding of self-care strategies to support their wellbeing.	Still Working Towards.

Projected School Priorities		
Priority 1	Ensure all high-achieving students achieve (+1) learning growth in numeracy.	
Priority 2	Build discipline vocabulary in writing for all students.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$12,505,562
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,347,990
Fees and Private Income <sup>4</sup>	\$4,863,288
Other Capital Income <sup>5</sup>	\$610,083
Total Income	\$21,326,923

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$490,721
Salaries and Related Expenses <sup>7</sup>	\$14,671,197
Non-Salary Expenses <sup>8</sup>	\$6,073,393
Total Expenditure	\$21,235,311

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses