



Marian Catholic College

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

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 2024 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 the 2024 Annual School Report for Marian Catholic College. This year has been one of growth, achievement and meaningful challenges across all aspects of College life. At Marian, our strong sense of community is built on deep partnerships and positive relationships among students, staff, parents, and parish. We celebrate diversity and inclusivity, fostering a culture where everyone feels safe, supported, and valued. Our approaches to supporting the wellbeing of our young people are proactive and preventative, with a focus on the strengths of individuals.

Our Mission states: Through education, we inspire and empower our students as they Walk with Christ on their journey of personal excellence. We strive to provide a balanced education across faith, learning, the arts, and sport, encouraging students to reach their full potential. Our contemporary teaching and learning approach promotes critical thinking, lifelong learning, and respect for diverse needs, ensuring every student thrives.

As a focused learning community, Marian continues to achieve significant academic success. Our students consistently perform above national benchmarks in the National Assessment Program – Literacy and Numeracy (NAPLAN), the Higher School Certificate (HSC), and the Program for International Student Assessment (PISA). We use a data-driven approach to enhance our teaching practices, ensuring continuous improvement and excellence in student outcomes.

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 2024 school year welcomed a new Year 7 cohort into programs supporting their transition, while Year 8s joined vertical homerooms, fostering connections across year groups. Students participated in carnivals, STEM activities, and social justice initiatives.

In Term 2, parents enjoyed Marian's inaugural Jazz Night, a CAPA and TAS collaboration. Soon after, CAPA staged three performances of Shrek the Musical, delighting audiences. Term 3 showcased Year 12 major works in Xhibit and student talents in Create. Science teachers supported STEMmad students at competitions, including a trip to Brisbane.

Academically, students excelled in acceleration programs for Primary Industries, Investigating Science, and Advanced Maths, with Years 10 and 11 early adopters sitting

their first HSC exams. Our diversity team's initiative of pairing aides with classes strengthened student confidence. Thank you to all staff for their dedication inside and outside the classroom.

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's school motto 'Walking with Christ' enabled students to reach their full potential in all aspects of school life in 2024. The Creative and Performing Arts department (CAPA) continued to flourish, with the extraordinarily successful revival of musical theatre through *Shrek the Musical*. Students eagerly participated in events such as the World's Greatest Shave and the Blake Tickell Cup. New and exciting initiatives and events included the eye-opening Philippines Immersion trip and the 'A Taste of Jazz' night which showcased the immense talents of our bands and hospitality students. Marian also had the opportunity to support charities through monthly Vinnies Van shifts and regular donations to Project Compassion through various fundraisers. The school had fantastic HSC results and offered the first cohort of early commencement students to sit their HSC Exam in Year 10 for VET Hospitality and VET Primary Industries.

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	113
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	57
Number of part time teaching staff	27
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	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

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:

- Empowering teachers with explicit teaching strategies to enhance learning, including clear goals, feedback, checks for understanding, and effective questioning.
- Supporting teachers with tiered language strategies and the PALS approach to enhance students' literacy, critical reading, and clear communication skills.
- Partnering with Real Schools to build a culture of restorative practices in relation to engaging students and managing behaviour in a positive, proactive way.

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 joined Social Justice meetings, wrote letters, made bracelets, prepped garments for 'Sew a Smile,' promoted 'Return and Earn'.
- Students engaged in fundraising activities such as Shrove Tuesday Pancake stalls, busking for Vinnies and Chocolate and Bake Sales.
- Students partnered with St Madeleine's Primary for the Platypus in Situ Program, creating projects to protect and preserve the local 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 participated in PL in various forms of prayer, aiming to build their confidence and capacity as witnesses and role models in faith.
- Staff joined a Mission Day, building on Term 1 PL, choosing workshops that helped them connect with the transcendent in personally meaningful ways.
- Staff participated in social justice activities and reflected on their connection to faith and spirituality through written reflections.

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 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	67%
Writing	82%	65%
Spelling	80%	72%
Grammar and Punctuation	69%	61%
Numeracy	76%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	63%
Writing	77%	61%
Spelling	81%	72%
Grammar and Punctuation	64%	55%
Numeracy	72%	63%

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 2024:

- The number of students issued with a RoSA in Year 10 was 25.
- The number of students issued with a RoSA in Year 11 was 20.

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					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	82%	67%	66%	59%	62%	56%
English Advanced	100%	96%	98%	95%	93%	94%
Studies of Religion 1	96%	80%	78%	84%	68%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 91.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Beauty Services (Make-Up), Screen and Media, 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	
	2024	
	School	State
Agriculture	100%	58%
Investigating Science	100%	68%

HSC Results Comment

The Class of 2024 achieved outstanding HSC results, reflecting their dedication, perseverance, and commitment to excellence. Across 41 subjects, 127 students sat 718 exams, achieving 72 Band 6s, 222 Band 5s, and 308 Band 4s. Notably, over 50% of exams scored above 80, and 84% achieved marks above 70.

These results are a testament to the hard work of students, the dedication of teachers, and the support of families. The school acknowledges the Distinguished Achievers, All-Rounders, and Top Achievers for their exceptional accomplishments. Their success exemplifies the strong academic culture at Marian Catholic College, and we look forward to their future achievements.

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 2024	
Number of Boys	Number of Girls
479	539
Total Enrolments: 1018	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	87%
8	88%	11	89%
9	88%	12	95%
College Average: 89%			

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 75%.

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	70%
Technical and Further Education (TAFE)	8%
Workforce	8%
Other/Unknown	14%

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)	301
Students with disabilities (SWD)	224
Aboriginal and Torres Strait Islander	10

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:

- Staff utilizing and engaging with proactive strategies from Behaviour Engagement Policy.
- Staff developing Positive Priming language (in conjunction with Reals Schools Restorative approaches) to model respectful interactions.
- Students can identify and discuss Wellbeing Framework.

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 and well being framework.
- Intentional Wellbeing Lessons targeting respectful behaviours and focusing on building 'character'.

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

Community Satisfaction

During 2024, 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:

- I am well informed about school activities.
- I feel welcome when I visit the school.
- Parents feel the school supports student learning.

Areas of strength from the student feedback include:

- Students feel teachers are responsive of their needs and encourage independence with a democratic approach.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Students understand that there are clear rules and expectations for classroom behaviour.

Areas of strength from the staff feedback include:

- I have trusting relationships at work.
- My work gives me a feeling of personal accomplishment.
- I have confidence in Senior leadership to make the right decisions for my organisation.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Our focus was on Know and Grow—understanding students as learners and fostering growth. We emphasized high achievers, ensuring they were challenged and supported.	Still Working Towards.
Priority 2	Our wellbeing priority has been 'bringing to life' our Intentional Wellbeing Framework and 'connecting the dots' so staff and students can understand the 'why' of our wellbeing initiatives and wellbeing lessons.	Still Working Towards.

Projected School Priorities		
Priority 1	Focusing on the Know, Grow, Show Framework—knowing students deeply, growing their skills, and showcasing achievements through explicit teaching to boost learning, engagement, and development.	
Priority 2	Developing a shared understanding of wellbeing literacy with our Intentional Wellbeing Framework, focusing on Tier 1 practices that use language to shape culture and model respectful interactions.	

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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$13,787,945
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,678,364
Fees and Private Income ⁴	\$5,368,574
Other Capital Income ⁵	\$669,152
Total Income	\$23,504,035

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$615,282
Salaries and Related Expenses ⁷	\$16,663,916
Non-Salary Expenses ⁸	\$6,932,841
Total Expenditure	\$24,212,039

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses