Marcellin College, Randwick
Annual School Report to the Community
2015

School Contact Details
195 Alison Road, Randwick 2031
info@marcellinrandwick.catholic.edu.au
http://marcellin.nsw.edu.au
9398 6355
9398 9049

Principal
Mr John Hickey
ABOUT THIS REPORT

Marcellin College is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney, the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College’s website.
Principal's Message

Marcellin College aspires to excellence and encourages an appreciation for lifelong learning so that boys can continually attain skills and knowledge in order to live a fulfilled and meaningful life, not only as global citizens but also as active members of our local community. In the words of St Marcellin Champagnat, after whom our College is named, we seek to develop good Christians and good citizens. We undertake this work of education in the tradition of the Catholic Church, infused with a Marist spirituality so that we can develop honourable young men who can contribute to the creation of a better world. We seek to create confidence, capacity and competency in all of our students as they mature from boyhood to manhood.

Parent Body Message

The Parents and Friends Association (P & F) brings together parents and friends of the College who are interested in the welfare and development of the school and students. It is the most affirming way to participate in your son’s education by becoming part of his school community. Participation benefits the school and helps make friendships and create support networks for themselves and their children.

This year the P & F has raised almost $15000 at the TGIF Social function which was held with the support of the whole school and the wider community. A lot of hard work by dedicated people made this a wonderful night that raised money for the John Hennessy Financial Hardship Scholarship Fund.

Also a big thank you to the P & F Committee for your support which has been much appreciated. I invite you to join us and by doing so provide inspiration to your son as a living illustration of the value of service.

Student Body Message

Marcellin College has certainly been a place of growth for us all.

Not only is it a place where we’ve shared six years’ worth of fond memories, but also where we’ve grown from being young boys to men of fine worth and character.

Marcellin College has not only allowed, but also encouraged us to broaden our horizons by exploring our talents and interests and then excel in them; in fact, every young man that belongs to the College has demonstrated an incredible capacity to give of themselves to the
Marcellin community, to have the courage to stand up and showcase their talents, encouraging the culture of hard work, charity, respect and presence that thrives at Marcellin.

But most importantly, no matter what walk of life we come from, the College encourages us to become good Christians and good citizens, men who will stand up for their beliefs and to always give of oneself.
Marcellin College is a Catholic systemic Boys College located in Randwick.

**College Community**
The College is part of the Our Lady of the Sacred Heart Parish. The community is enlivened by the charism of Saint Marcellin Champagnat and enriched by Marist traditions and practices. The College motto *Aeterna Non Caduca* (Eternal things, not fleeting things) is central to our vision. The College mission statement is displayed on the school website.

**Students and Staff**
Our student population is made up of at least seventy different national or ethnic backgrounds. We draw students from over twenty local primary schools and have a significant waiting list for available places. There are eighty-six members of full and part time staff. There are weekly meetings of the Executive, staff briefings on Monday morning, regular staff and faculty meetings most Monday afternoons and whole staff days as the need arises.

**Capital Works 2015**
The scope of the works were: a new library with additional learning spaces and major internal refurbishment, a multi-purpose space to replace the Year 7 rooftop playground, a new canteen, landscaping in the bottom yard, Food Technology and Hospitality facilities, a Drama teaching and performance space and alterations to the Marist Centre. The facilities were available for use at the commencement of 2015. The Opening and Blessing of the New Buildings was held on 14 August and was attended by over five hundred guests.

**Parent Involvement and Special School Events**
The College Advisory Council and Parents and Friends' (P & F) Committee met regularly throughout the year and were active in planning for many events. The P & F organised a Social function which was attended by approximately three hundred people. Parent support of the College Walkathon continues to be strong.

**Sporting, Cultural and Academic Life**
In the 2015 Metropolitan Catholic Colleges (MCC) season the College won fourteen premierships and were aggregate champions in Basketball, Cricket, Cross Country, Golf, Rugby League, Swimming and Touch. The A Grade Rugby League team became State Champions when they won the New South Wales Combined Catholic Colleges (NSWCCC) Rugby League Cup. Students participated in the International Mathematics and Science competitions. A team of students participated in the Catholic Schools Debating Association (CSDA) Debating,Marist Oratory and Interschool Chess competitions. The Hospitality students assisted in the catering for College functions. One students received a Bronze Award in the Duke of Edinburgh Award
Scheme. Two boys received the Long Tan Leadership Award. Various musical ensembles performed at Church and community functions.
SECTION THREE: STUDENT PROFILE

Student Enrolment
The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>964</td>
<td>254</td>
<td>964</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention
Of the students who completed Year 10 in 2013, 91% completed Year 12 in 2015.

Enrolment Policy
The Archdiocese of Sydney has established an Enrolment Policy for Systemic Catholic Schools. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 94.65%. Attendance rates disaggregated by Year group are shown in the following table.
Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal’s leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the College community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).
Senior Secondary Outcomes. Year 12 2015

| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 19% |
| % of students attaining the award of *Higher School Certificate* or equivalent vocational education and training qualification. | 100% |

**Student Post School Destinations**

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.

<table>
<thead>
<tr>
<th>Destination Data</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12, 2015</td>
<td>66%</td>
<td>15%</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>Graduating Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Annual School Report to the Community 2015  
Page 8
The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>21</td>
<td>88</td>
</tr>
</tbody>
</table>

* This number includes 63 full-time teachers and 4 part-time teachers.

### Percentage of staff who are Indigenous
1%

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>6 March: Sentral Training: Curriculum and Student Well Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>29 May: Google Cloudshare Training and KLA Program Development</td>
</tr>
<tr>
<td>Term</td>
<td>31 July: Staff Well Being: Guest Presenters: Br Robert O'Connor and Debbie Walker</td>
</tr>
<tr>
<td>Term</td>
<td>13 November: Marist Schools Collaboration Day: Staff Spirituality</td>
</tr>
</tbody>
</table>

On 22 June, with the support of the Catholic Education Office Eastern Region, staff participated in training as preparation for Year 10 senior school subject selection interviews.

The Learning Committee met 3 times each term and presented at 4 General Staff meetings on: Integrating ICT into the Classroom, Boys Education, Collaborative Learning Spaces and Project Based Learning.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories
determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>66</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop’s Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education Curriculum and uses the student textbooks To Know, Worship and Love, as authorised by the Archbishop of Sydney.

We believe that students learn best when their faith and spirituality are nurtured in an environment where Gospel values are promoted and practised and the spirit of Saint Marcellin Champagnat permeates all aspects of the College. Religious Education at Marcellin College is about giving our students an opportunity to encounter God. In Years 7 – 10 the Religious Education (RE) syllabus is based upon the Faithful to God: Faithful to People curriculum and is supported by the To Know, Worship and Love text books. In senior years, students have the choice of studying either Studies of Religion or Catholic Studies.

The Church/College partnership with Our Lady of the Sacred Heart Parish Randwick provides our student community with a further opportunity to experience parish life. We have also welcomed a connection with Fr Greg Morgan from St Joseph’s, Rosebery who has joined us as the College Chaplain for our Senior students.

Our whole school solidarity mindset has seen all boys complete ‘hours’ in home service and other ministry initiatives as we continue to create opportunities for our boys to consider the least, the lost, and the few. The focus for solidarity this year included the introduction of a Central Australia and Indian immersion.

Our community has raised money for the significant charitable works of the Marist Brothers, Caritas Australia and the St Vincent de Paul Society. We also assist Catholic Care and the St Vincent de Paul Society with the provision of Christmas hampers for in excess of twenty-five of the families their organisation serves in the local area. This commitment was coupled with an expansion of the College’s Community Outreach Program. Year 11 volunteered with over fifty-two community organisations in Ministry Week and worked at Matthew Talbot Homeless Hostel twice weekly throughout the entire year. Night Patrol continued to be serviced by staff and students monthly. Year 10 students continue to complete weekly community work at the Little Sisters of the Poor Aged Care Facility.

Each Year group has again been involved in significant retreat and reflection day experiences.
The use of the Fourvière Prayer Room and Friday morning Mass continues to be well supported by staff and students. Every class in Years 7-10 participated in a fortnightly prayer session in the Fourvière Prayer Room. Again in 2015, many parents and grandparents joined us to celebrate the Eucharist in special Mother’s and Father’s Day Masses.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>27.69</th>
</tr>
</thead>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students in Years 7 and 8 study Religious Education, English, Mathematics, Science, World History, World Geography, Music, Visual Arts, Technology (Mandatory) and Personal Development, Health and Physical Education (PDHPE) each year. In Year 8, students also study Italian.

In Year 9 and Year 10, all students study Religious Education, English, Mathematics, Science, PDHPE, Australian History and Australian Geography. In addition, students choose to study three elective subjects in Year 9, one of which continues into Year 10. Elective subjects currently include Commerce, History, Geography, Information and Software Technology, Industrial Technology (Timber), Graphics Technology, Food Technology, Visual Design, Music, Visual Arts, Italian, and Physical Activity and Sports Studies.

Students in Years 11 and 12 study Catholic Studies or Studies of Religion I and English (Studies, Standard or Advanced). Students also select from: English Extension 1 (and 2), Mathematics (General Mathematics 1 and 2, Mathematics, Extension 1 and 2), Physics, Biology, Chemistry, Senior Science, Legal Studies, Economics, Geography, Modern History, Ancient History, History Extension, Business Studies, Industrial Technology, Design and Technology, Information Processes and Technology, Software Design and Development, Visual Arts, Music 1 and PDHPE. A number of non-Australian Tertiary Admissions Rank (ATAR) courses which contribute to the award of a HSC are also offered including Photography, Computing Applications and Sport, Lifestyle and Recreation Studies. Vocational Education and Training (VET) courses delivered at Marcellin are Hospitality and Construction. Students do access various Technical and Further Education (TAFE) delivered VET courses as part of the HSC. Additionally, some students access courses delivered by a variety of external institutions.

Year 11 students can select to complete an accelerated Mathematics program allowing them to sit the HSC Maths examination at the end of Year 11.

The Newman Stream program continued for gifted students in Years 7, 8, 9 and 10. Staff were involved in planning and delivering teaching and learning programs across all Key Learning Areas.
(KLA) that targeted the 7.1, 8.1, 9.1 and 10.1 classes. Significant professional development of staff took place.

Students with special needs are catered for with balanced programs centering on improving basic skills. A focus area is developing students’ literacy skills with exercises built into all subjects across all Years. Year 12 complete a specific literacy-based course in preparation for their HSC examinations.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grammar &amp; Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>7</td>
<td>33.14%</td>
<td>28.79%</td>
<td>12.21%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>38.95%</td>
<td>28.99%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>30.23%</td>
<td>15.87%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>51.16%</td>
<td>31.23%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>37.79%</td>
<td>26.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Grammar &amp; Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>9</td>
<td>17.26%</td>
<td>17.11%</td>
<td>26.79%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>26.95%</td>
<td>21.59%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15.66%</td>
<td>13.65%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>32.14%</td>
<td>24.11%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>34.73%</td>
<td>24.42%</td>
</tr>
</tbody>
</table>

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Religion I</td>
<td>68%</td>
<td>49%</td>
<td>61%</td>
<td>49%</td>
<td>59%</td>
<td>51%</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>8%</td>
<td>7%</td>
<td>12%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>49%</td>
<td>53%</td>
<td>78%</td>
<td>59%</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>31%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics General 2 BDC</td>
<td>0%</td>
<td>0%</td>
<td>24%</td>
<td>25%</td>
<td>38%</td>
<td>26%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76%</td>
<td>49%</td>
<td>62%</td>
<td>54%</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Business Studies</td>
<td>51%</td>
<td>35%</td>
<td>60%</td>
<td>37%</td>
<td>63%</td>
<td>36%</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>31%</td>
<td>37%</td>
<td>64%</td>
<td>37%</td>
<td>75%</td>
<td>36%</td>
</tr>
<tr>
<td>Economics</td>
<td>60%</td>
<td>43%</td>
<td>38%</td>
<td>45%</td>
<td>65%</td>
<td>46%</td>
</tr>
<tr>
<td>Personal Dev,Health &amp; PE</td>
<td>35%</td>
<td>29%</td>
<td>48%</td>
<td>31%</td>
<td>57%</td>
<td>30%</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The class of 2015 achieved excellent HSC results. Year 12 students gained three hundred and forty-eight Band 5 and 6 results, with thirty two students receiving a Band 6 or equivalent result in one or more subjects. Twenty three out of twenty eight courses were above state average. There were seventy eight entries on the BOSTES Distinguished Achievers List. These results reinforce the emphasis on collaboration and individualised study programs. To consolidate and build on these results each KLA has identified areas of focus for improved learning outcomes in 2016

In 2015 the number of students issued with a RoSA | 9
**Student Welfare Policy**

The College’s student welfare policy is written according to five key areas: affirmation, anti-bullying, child protection, pastoral care and students at risk. All of these policies are at the core of the College’s philosophy that seeks to afford respect to all members of the community.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

**Discipline Policy**

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

At Marcellin we recognise the need to develop a climate within the College community which promotes self-discipline and self-respect. The College also seeks to develop in students an understanding of the need for rules and the expectation that these rules be respected by all so that the College can provide a safe and supportive environment for all students. Our students are encouraged to be aware of the consequences of their decisions and their resulting actions. The behaviour management policy is designed to assist students towards greater self-managed behaviour that is more appropriate to young people growing up in contemporary Australia.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

**Anti-Bullying Policy**

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.
The full text of the Anti-Bullying Policy may be accessed on the School’s website, the administration office or at the CEO website at this link.

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a Resolution of Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the Resolution of Complaints Policy may be accessed on the School’s website, the administration office or at the CEO website at this link.

Initiatives Promoting Respect and Responsibility

The College placed its emphasis on the theme - Good Christians and Good Citizens. The scriptural focus for 2015 was taken from the second letter of St Paul to the Corinthians, “Try to grow perfect; help one another. Be united; live in peace, and the God of love and peace will be with you.” 2 Cor 13:11. In addition to the display of the theme throughout the College grounds, it was promoted at Headmaster’s assemblies, Year meetings, in pastoral care classes and in various College publications.

A significant initiative promoting respect and responsibility in 2015 was the continued use of the document The Marcellin Graduate. It comprises seven dimensions. The Marcellin Graduate is the preeminent document at the College that outlines the core of our mission. It will continue to serve as a valuable resource for all in the College community into the future, particularly as it relates to developing young men of character. It was widely used in the pastoral program and promoted at College assemblies and featured in many College publications.
The College implements the Catholic Education Office Sydney *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College’s Strategic Improvement Plan and informed by the document *How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

**Key Improvements Achieved in 2015**

With the College's ongoing commitment to the Marist charism and mission many staff attended Marist programs, conferences, and gatherings. A commitment to the deepening of a Solidarity mindset among boys, their families and the staff remained a priority with the introduction of two new immersion experiences. The establishment of a new Learning Committee ensured the emphasis on developing teacher competence and capacity in collaborating with one another as it improved learning for the boys. The new learning spaces provided opportunities for collaboration and in broadening the curriculum to include VET Hospitality and Food Technology. Marcellin College was accredited as a Newman Accredited school by the Sydney Catholic Education Office. The College launched a new Website which is designed to be more user friendly and contains all important information of upcoming events.

**Priority Key Improvements for 2016**

As the final year in the Strategic Plan 2014 - 2106, the College has identified the need to consolidate and further enhance much of what has been achieved in 2014 and 2015. There will be a focus on strengthening the faith formation and religious leadership opportunities for staff. The ongoing provision for staff and students in maintaining Marist charism will be a priority. A commitment to the deepening of a Solidarity mindset among boys, their families and the staff remains a priority with the continuation of three immersion programs being offered to staff and students. The emphasis on developing teacher collaboration within the classrooms will be a focus. The opportunity to broaden the curriculum to include Drama will also be the focus of much energy. The scriptural focus for 2016 is "Serve one another with the gifts each of you received, thus becoming good stewards of the graces given by God". 1 Peter 4:10.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

**Parent Satisfaction**

The College continues to provide a range of forums where parents can be in dialogue with the school including: the Parents and Friends (P & F) Committee, College Advisory Council and Parents in Touch evenings. The annual Meet and Greet evening was attended by four hundred and twenty parents. These forums provide evidence of an engaged and participatory parent body. Parents are keen to be involved in the life of the College and assist as volunteers on Parent Teacher evenings, and at both the Swimming and Athletics carnivals. Parent attendance rate at Parent Teacher meetings for all year groups is almost 100%.

Headmaster's Assemblies which are held twice each term are regularly attended by parents. Both the Mother's Day Mass and the Men that Matter Mass was attended by over two hundred and fifty parents and grandparents.

In December two hundred and twenty applicants for Year 7 2017 were interviewed. These were predominantly from local Catholic primary schools. There is an ongoing waiting list for enrolment to Marcellin College for acceptance into all year groups which is an indication of parent and community satisfaction.

**Student Satisfaction**

The Devlin Centre is open before school for student use with the average attendance each morning over one hundred and fifty students from all year groups. The students find this space perfect to work in collaboration with their peers. Next year we will aim to extend the hours to cater for the demands of the students.

Students at Marcellin College are keen and proud to be involved in the extra curricular life of the College. Each position in all representative sporting teams, debating teams, the Peer Support program and the Leadership team is fiercely contested with students who enjoy being members of the Marcellin community.

Year 12 completed an exit survey on a range of topics related to their high school experience. There was a high response rate from the cohort with over ninety percent of students reporting overall satisfaction with the school, would be happy to recommend the school to others and felt
very much a part of the College community. Seventy five percent of respondents said they were interested in staying in touch with the school through the Old Boys' Association.

**Teacher Satisfaction**

Teacher participation rates in the extra-curricular programs at the College continues to be very high with over seventy percent of staff members involved in the coaching of sporting teams, debating, oratory and chess. Seventeen staff members volunteered to form a Learning Committee to investigate best practice in teaching and learning. An average of twelve staff members attend early morning professional development with an ICT focus. Twenty five staff members were involved in Marist conferences and seven in Immersions. This indicates that the staff are committed and engaged with the life of the College. As another measure of staff satisfaction is that there continues to be a keen interest from many staff seeking leadership opportunities within the school.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$7,767,775</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$2,420,153</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$4,972,283</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$431,400</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$15,591,611</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$3,207,057</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$9,519,219</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$3,143,974</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$15,870,250</strong></td>
</tr>
</tbody>
</table>

For the 2015 year the Marcellin College received $68,286 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.