

Marcellin College, Randwick  
Annual School Report to the Community

2017



**School Contact Details**

195 Alison Road, Randwick 2031

[info@marcellinrandwick.catholic.edu.au](mailto:info@marcellinrandwick.catholic.edu.au)

<http://marcellin.nsw.edu.au>

9398 6355

9398 9049

**Principal**

Mr John Hickey

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## ABOUT THIS REPORT

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Marcellin College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools (SCS), 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 Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority 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 (P&F) Association is the formal structure, recognised by the Church and Catholic education authorities, which represents all the parents/carers in the School and acts in their interests and on their behalf.

The P&F Association exists to support the school community and is involved in the total life of the school. Parents/Carers, as first educators of their children, have a vital collaborative role to play in the development and implementation of the educational philosophy and policy of the School.

Parent involvement not only leads to gains in student achievement, it also increases student graduation rates; improves students' self-esteem, behaviour, and motivation; creates a more positive attitude toward school among parents and students; and increases parents' satisfaction with teachers.

Activities we are proud to have been a part of this year include:-

- Social functions
- Fund raising
- Parents in Touch lectures
- Assist at sporting events/walkathon
- Input and review of changes/plans and teacher contract renewals
- Get to know School Executive, teachers and the College.

### **Student Body Message**

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During our 6 years at Marcellin College, the College has fostered our transformation from  
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narrow-minded boys, to young men ready to embark upon extraordinary lives. The Marist qualities of mateship, compassion and hard work have become embedded, allowing us to develop into individuals who seek opportunities and strive to become well-rounded citizens.

It is only now that we realise the gift that Marcellin College has given us. Without the constant support, advice and nurturing that the College has provided we would not have the ability to venture into the next phase of our lives with the same confidence, positivity and excitement that radiates from the graduating class of 2017.

As we progress into the future, as representatives of Marcellin College, we will indeed face many challenges. However, because of our time at the College, we will have the ability to overcome such challenges and ultimately strive for greatness. We look forward to what the rest of our lives have to offer. As Marcellin graduates, we will never forget our wonderful memories spent at the College. We will, to the best of our ability, never forget to strive for eternal, not the transitory.

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 six local primary schools and have a significant waiting list for available places. There are over ninety members of full and part time staff. There are weekly meetings of the Executive, staff briefings on Monday morning, Professional Development every Tuesday morning, KLA and Year Coordinator meetings every Wednesday morning, Staff and faculty meetings on Monday afternoons and whole staff days each term.

### *Capital Works 2017*

The scope of the works were: Windows replaced in the Devlin Centre, repair and replacement of roof over old Greenstead Hall, Rooms 15 - 18 had carpet replaced and Air Conditioning installed, refurbishment of the gymnasium and safety glass was installed in the mezzanine level of the Marist Centre.

### *Sporting, Cultural and Academic Life*

In 2017 the College was crowned champions in the following Metropolitan Catholic Colleges (MCC) competitions: U/14's, U/15's. B Grade and A Grade Basketball as well as the U/15's Soccer. The College also took home the aggregate trophy in Basketball, Swimming and Cross Country in the MCC this year. The Junior Basketball team were also successful in winning the NSW Combined Catholic Colleges (NSWCCC) Basketball championships. The year also saw some outstanding individual success with William Harrison (Year 12) captaining the Australian Schoolboys Rugby Union side and Campbell Graham (Year 12) captaining the Australian Schoolboys Rugby League team. Students participated in the International Mathematics and Science competitions. Student teams 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 student achieved a Gold Award, one student a Silver Award and two students a Bronze Award in the Duke of Edinburgh Award Scheme. A student from Year 10 and Year 12 received the Long Tan Leadership Award. Various musical ensembles performed at Church and community functions. During Activities week Year 7 and Year 9 students attended camp, Year 10 students were involved in Work Experience, Year 11

were involved in Ministry. Year 12 participated in a Retreat at Mittagong in Term 1.

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## SECTION THREE: STUDENT PROFILE

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### 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 2017:

Girls	Boys	LBOTE*	Total Students
0	984	245	984

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 93% completed Year 12 in 2017.

### Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor 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 [Sydney Catholic Schools](#) website.

### Student Attendance Rates

The average student attendance rate for 2017 was 93.60%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.15%
Year 8	93.03%
Year 9	92.61%
Year 10	92.10%
Year 11	95.59%
Year 12	93.11%

### 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 Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools 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).

<b>Senior Secondary Outcomes. Year 12 2017</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	26%
% of students attaining the award of <i>Higher School Certificate</i> 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2017 Graduating Class</b>	65%	14%	2%	19%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
70	19	89

\* This number includes 62 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	1%
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### 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 Sydney Catholic Schools. 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 development days this year with areas of focus as follows:

<b>Term 1</b>	30 January: 2017 Planning Day
<b>Term 2</b>	24 April: Curriculum Development
<b>Term 3</b>	17 July: Staff and Student Wellbeing 4 September: Staff Spirituality
<b>Term 4</b>	13 December: Diverse Learning

The ongoing professional development of each staff member is highly valued. Professional learning included involvement in Staff Development Days, Key Learning Area (KLA) meetings, subject specific inservices, conferences, workshops and a range of professional learning programs offered by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning. Individual teachers take responsibility for their ongoing professional development and Teacher Accreditation.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):



Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	73
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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 (RE) 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 practiced and where 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 syllabus is based upon the “Faithful to God: Faithful to People” curriculum and is supported by the “To Know, Worship and Love” text books. The revised curriculum has proven to be a successful update and has been well received by students and teachers alike. In senior years, students study either Studies of Religion I and II or Catholic Studies.

The Church/College partnership with Our Lady of the Sacred Heart Parish Randwick provides our student community opportunities to experience Parish life whether it be by contributing to the life of the Parish itself or by benefiting from the generosity of Fr Peter and Fr Tru who fervently allow us to celebrate Mass every Friday in our Fourvière Prayer Room. We have also been privileged to enjoy a strong connection with Fr Greg Morgan from St Joseph's Rosebery, who has been a part of the Marcellin Community as the College Chaplain.

Our whole school Solidarity mindset has seen all boys complete ‘hours’ in home service and other ministry initiatives as we create opportunities for our boys to consider the least, the lost, and the few and to recognise the presence of Our Lord Jesus Christ in all of them. The focus for Solidarity this year included immersion experiences to India, Bowraville and Cape York.

Our Community has raised money for the 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 families which their organisation serves in the local area. 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. Year 10 students continued to complete weekly community work at the Little Sisters of the Poor Aged Care Facility.

Each Year group has again been involved in significant Retreats and Reflection Day experiences. The use of the Fourvière Prayer Room and Friday morning Mass continues to be appreciated by staff and students.

Again in 2017, many parents and grandparents joined us to celebrate Mother’s and Father’s Day Masses, Marcellin Champagnat Feast Day and in the celebrations for our Bicentenary which blessed us with many Marist activities and liturgies such as the commissioned icon visits which depict four prominent moments in the life of St Marcellin.

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.

<b>Our School's average result (as a mark out of 50)</b>	
Year 8	27.50

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

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## SECTION SIX: CURRICULUM

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The College follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. 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, Physical Activity and Sports Studies and Drama.

Students in Years 11 and 12 study Catholic Studies, Studies of Religion I (or II) 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 Board Endorsed courses which contribute to the award of a Higher School Certificate are also offered including Photography, Computing Applications and Sport, Lifestyle & 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 Mathematics 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. All students in Year 12 complete a specific literacy-based course in preparation for their HSC examinations.

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**SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS**

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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.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	28.00%	28.70%	6.00%	18.90%
	Reading	44.00%	29.10%	6.00%	16.20%
	Writing	31.00%	16.60%	12.00%	28.40%
	Spelling	53.00%	33.00%	8.00%	15.70%
	Numeracy	55.00%	32.90%	4.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	24.00%	19.40%	19.00%	25.30%
	Reading	28.00%	21.00%	9.00%	21.30%
	Writing	19.00%	15.40%	29.00%	36.90%
	Spelling	30.00%	22.20%	13.00%	21.90%
	Numeracy	32.00%	24.00%	5.00%	15.90%

### 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.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion I	59%	51%	59%	49%	43%	50%
English (Standard)	6%	8%	29%	13%	24%	16%
English (Advanced)	65%	58%	85%	61%	81%	64%
Mathematics General 2 BDC	38%	26%	33%	25%	30%	26%
Mathematics	55%	52%	43%	52%	77%	54%
Ancient History	45%	33%	63%	30%	54%	36%
Construction Exam	40%	19%	60%	13%	50%	19%
Design and Technology	75%	36%	85%	40%	80%	43%
Geography	61%	42%	65%	40%	50%	42%
Industrial Technology	50%	27%	100%	25%	59%	22%
Info Process & Technology	29%	33%	50%	27%	38%	30%
Modern History	50%	44%	64%	40%	58%	39%
Personal Dev,Health & PE	57%	30%	67%	34%	58%	31%
Studies of Religion II	100%	40%	0%	0%	86%	47%

The HSC class of 2017 gained three hundred and eighty four Band 5 and 6 results, with forty one students receiving a Band 6 or equivalent result in one or more subjects. Twenty four out of twenty nine courses were above state average.

There were ninety five entries on the NSW Education Standards Authority (NSW) Distinguished Achievers List, where a student received a Band 6 result. 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 2018.

In 2017 the number of students issued with a RoSA	4
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**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.

The Student Wellbeing and Pastoral Care Policy was reviewed and updated 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.

The Behaviour Management Policy was reviewed and updated 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 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 SCS 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Initiatives Promoting Respect and Responsibility**

The College placed its emphasis on the theme - Good Christians and Good Citizens. It is central to every aspect of school life at Marcellin College. The scriptural focus for 2017 was "To whom much is given, much will be required." Luke 12:48. 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 2017 was the continued use of the document *The Marcellin Graduate*. The Marcellin Graduate is the pre-eminent 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 Sydney Catholic Schools' *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 *New Horizons: Inspiring Spirits and Minds*. 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 2017**

The implementation of our new strategic plan was a focus this year. The two key focus areas were Learning and Teaching, and Students and Staff Well-being. The focus of active teaching for active learners directed the pedagogical approaches for teachers. The use of ICT and collaborative practices remained high on the learning agenda as did the use of data to inform teaching practices. The Well-being agenda focussed on the entire College community. Well-being is central to learning and an outcome of learning. The continued implementation and evaluation of the revised curriculum for Religious Education saw a new approach in Stages 5. We developed a strategy for monitoring Performance Growth with staff using the Sydney Catholic Schools (SCS) Professional Growth in Action (PGiA) model.

### **Priority Key Improvements for 2018**

The implementation of the 2017-2018 strategic plan will continue for the next twelve months. Whilst we have five key priority areas, the two that will focus our strategic intent for next year will be Catholic Identity & Mission and Capacity Building. There will be a renewed focus on Marist values and the importance of the Marist charism in the daily life of the College. The focus of active teaching for active learners to direct the pedagogical approaches for teachers will continue. The use of collaborative practices including team teaching will remain high on the learning agenda as will the use of data to inform our practices. The Well-being agenda will focus on the entire College community. The PGiA model will be used as a vehicle for further building capacity within staff. The implementation of the new Preliminary HSC curricula and revision of the Assessment Policy will be a focus. We will have a continued commitment to social justice projects.

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**

As a College we continue to value and seek feedback from the broader school community. Parents were given opportunities to offer feedback by participating in the "Tell Them from Me" survey and other initiatives including the Parents and Friends (P & F) Committee, College Advisory Council and Parents in Touch evenings.

The Meet and Greet evening was attended by four hundred parents. The Lionel Bowen Lecture series was also attended by almost five hundred people. Parents are heavily involved in volunteering at College carnivals and other events such as the College's Walkathon. Parent attendance rate at Parent Teacher meetings for all year groups is almost one hundred percent. The P & F organised the "TGIF" social event featuring the John Field Big Band which was attended by three hundred parents.

Parents are invited to attend all major liturgical celebrations and Headmaster's Assemblies. We host numerous events each term and parent numbers vary between fifty and one hundred. The feedback from all events has been positive.

### **Student Satisfaction**

The "Tell Them from Me" survey was completed by almost all students in Years 7 - 11. The feedback suggests that the students are very happy at Marcellin and it is a place they are proud to belong to.

Students continue to use The Devlin Centre before and after school in large numbers. Many Year 11 and Year 12 students made use of the Devlin Centre from 3.30pm - 7pm on Tuesday and Wednesday evenings.

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 was fiercely contested with students who wish to participate in many aspects of Marcellin College life.

The drama performance "The Shrew" had many students audition for the various roles both on

and off the stage.

Feedback from the Yr 12 Leadership team fortnightly meetings was positive and useful towards the planning of events for the students at the College

### **Teacher Satisfaction**

The third major group to complete the "Tell Them from Me" survey was the College staff. Each member of the teaching staff was given the opportunity to feedback on many aspects of College life. The majority of staff are proud to be a part of the Marcellin community and embrace opportunities for Professional Learning opportunities held at the College.

An increasing number of teachers are volunteering to participate in the Immersion program and the weekly Solidarity initiatives. Teacher participation rates in the extra-curricular programs at the College continues to be very high with over seventy-five percent of staff members involved in the coaching of sporting teams, debating, oratory and chess. Staff attendance at non compulsory events such as the Meet and Greet, the Lionel Bowen lecture indicate the keenness of staff to be involved in all aspects of College life.

Another measure of staff satisfaction is that there continues to be a strong interest from many staff seeking leadership opportunities within the school.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,712,780	Capital Expenditure <sup>6</sup>	\$1,695,008
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$10,218,059
State Recurrent Grants <sup>3</sup>	\$2,329,205	Non-Salary Expenses <sup>8</sup>	\$3,652,710
Fees and Private Income <sup>4</sup>	\$5,373,486	<b>Total Expenditure</b>	<b>\$15,565,777</b>
Other Capital Income <sup>5</sup>	\$451,721		
<b>Total Income</b>	<b>\$15,867,192</b>		

For the 2017 year the Marcellin College received \$36,094 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.