

Marcellin College, Randwick  
Annual School Report to the Community

2018



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**Principal**

Mr Mark Woolford

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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 Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, 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 and 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 and 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 towards school amongst parents and students; and increases parents' satisfaction with teachers.

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

- Social functions
- Fundraising
- Parents in-Touch lectures
- Assisting at sporting events and the walkathon
- Parent Information evenings

### **Student Body Message**

*Aeterna Non Caduca* — The eternal not the transitory. It is not about the present. It is about the

journey. The journey of the last 6 years at Marcellin College, seeking to embellish a sense of pride and respect much deeper than ourselves. A sense of pride and respect that the graduating class of 2018 can carry out into the 'real world'.

It is now that we have graduated, that we as a collective group of respectable young men can understand the impact of our journey here at Marcellin College. The genuine care from all involved illustrates a successful school system that continues to strengthen the school's reputation in developing good Christians and good citizens. Good Christians and good citizens that can go on to make a positive difference in our world.

As our journey at Marcellin College comes to an end, the duty of a Marcellin Old Boy only begins. The transition into the 'real world' will bring great stress and success to us all. There will be moments of glory and moments of despair. But no matter where we are in life, we will always remember that we are from Marcellin College, Randwick.

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 thirty 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 over ninety members of full and part time staff. There are weekly meetings of the Executive, staff briefings on Monday morning, KLA and Year Coordinator meetings every Wednesday morning, Staff and faculty meetings on Monday afternoons and whole staff days each term.

### *Capital Works 2018*

The expansion of the Hospitality kitchen, now accommodating 20 students, was necessary to cope with the increasing demands of students wishing to study this subject. The renovation took place in January and was completed in February. The uniform shop began operating off-site from February this year. This allowed for the space to be returned to a general purpose classroom. In addition, we have relocated some of our Key Learning Area offices adjacent to room 26, and this space has also been converted to a general purpose classroom. Amongst these major works, rooms 11 to 18 have all been air conditioned, re-carpeted and painted and rooms 24 to 26 have also been freshly painted. Extra equipment has been added to the gymnasium allowing students to use these facilities during sport time.

### *Sporting, Cultural and Academic Life*

In 2018 the College was crowned champions in the following Metropolitan Catholic Colleges (MCC) competitions: U/14's, U/15's and A Grade Basketball; the U/14's and A Grade Cricket; as well as the U/13B, U/13A and B Grade Rugby League. The College also took home the aggregate trophy in Basketball, Cricket, Swimming, Cross Country and Rugby League in the MCC this year. Student teams participated in the Catholic Schools Debating Association (CSDA), Marist Oratory and the NSW Junior Chess League Eastern Region. The Hospitality students assisted in the catering for College functions. One student achieved a Silver Award in the Duke of Edinburgh Award Scheme. A Year 10 and Year 12 student 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 and immersions to Cape York, Bowraville and India. 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 2018:

Girls	Boys	LBOTE*	Total Students
0	970	247	970

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2016, 91% completed Year 12 in 2018.

The retention rate is relatively high reflecting the offerings of the College in both HSC ATAR courses and Vocational Education courses that meet the needs of our students. Those students who leave the College at the end of Stage 5 do so to undertake apprenticeships and cadetships.

### 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 2018 was 93.98%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.19%
Year 8	93.90%
Year 9	91.88%
Year 10	92.99%
Year 11	94.42%
Year 12	96.50%

### 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 2018</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	40%
% 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, 2018 Graduating Class</b>	90%	3%	2%	5%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
71	23	94

\* This number includes 60 full-time teachers and 11 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>	29 January - Teacher Accreditation
<b>Term 2</b>	No Staff Development Day held this term
<b>Term 3</b>	20 August - 21 August - Gifted Education Online
<b>Term 4</b>	15 October - Staff Spirituality Day

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 four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):



Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	1
2	Proficient teacher	70
3	Highly Accomplished teacher	0
4	Lead teacher	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, Studies of Religion 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 connection with Fr Gerard Woo Ling, Assistant Priest from St Joseph's Rosebery, who has assisted the Marcellin Community in 2018.

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 2018, many parents and grandparents joined us to celebrate Mother’s Day and Father’s Day Masses, St Marcellin Champagnat’s Feast Day and in the Liturgical celebration to commence the College Academic year.

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.

Our School's average result (as a mark out of 50)	
Year 8	26.84

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) Teaching & Educational Standards (BOSTES) 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 (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

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. Students in Year 7 also complete a study skills course. 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 (Standard 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 and Digital Imaging, Computing Applications and Sport, Lifestyle & Recreation Studies. Vocational Education and Training (VET) courses delivered at Marcellin include 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 Gifted 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 in Gifted Education.

Students with special needs are catered for with balanced programs centred on improving basic skills. A focus area is developing students' literacy skills with exercises built into all subjects across all Years. Life skills are offered across Years 7-12. 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	35.67%	31.00%	14.62%	17.10%
	Reading	44.44%	27.80%	8.77%	17.10%
	Writing	22.81%	16.10%	16.96%	29.90%
	Spelling	42.69%	34.10%	7.60%	15.70%
	Numeracy	46.47%	31.10%	4.12%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	25.15%	20.90%	17.79%	20.30%
	Reading	22.84%	21.70%	11.73%	17.90%
	Writing	17.18%	14.20%	25.15%	38.90%
	Spelling	28.83%	26.40%	15.95%	20.00%
	Numeracy	35.80%	28.30%	4.32%	14.50%

### 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	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion I	59%	49%	43%	50%	42%	37%
English (Standard)	29%	13%	24%	16%	29%	15%
English (Advanced)	85%	61%	81%	64%	75%	63%
Mathematics General 2 BDC	33%	25%	30%	26%	53%	27%
Mathematics	43%	52%	77%	54%	83%	52%
Design and Technology	85%	40%	80%	43%	100%	47%
Hosp Exam Kitch Op & Cook	22%	29%	10%	34%	71%	32%
Legal Studies	58%	42%	69%	44%	71%	45%
Mathematics Extension 2	100%	85%	100%	84%	100%	33%
Music 1	100%	62%	100%	66%	100%	65%
Visual Arts	69%	54%	57%	55%	80%	53%

The HSC class of 2018 gained four-hundred and forty-six Band 5 and 6 results, with fifty-eight students receiving a Band 6 or equivalent result in one or more subjects. Twenty-eight of thirty courses were above state average.

There were ninety-six entries on the NSW Education Standards Authority *Distinguished Achievers* List, where a student received a Band 6 result. Two students were recognised on the *HSC All Rounders* list for achieving Band 6 results in all subjects. These results reinforce the emphasis on collaboration and individual study programs.

In 2018 the number of students issued with a RoSA without finishing the HSC	1
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### **Student Welfare Policy**

The College's Student Wellbeing and Pastoral Care 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.

Changes were made to the Titles, Roles and Responsibilities of Executive and Middle Leaders.

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 Student Behaviour Management Policy was reviewed and updated this year.

Changes were made to the Titles, Roles and Responsibilities of Executive and Middle Leaders.

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 2018 was "Go and bear much fruit, fruit that will last." John 15:16. 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 2018 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' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

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 2018**

The following key improvements, outlined in the Annual Improvement Plan, were achieved this year:

- There was a renewed focus on the significance 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 continued and was further strengthened.
- The use of collaborative practices, including team teaching, was high on the learning agenda as was the use of data to inform our practices.
- The Wellbeing agenda was broadened to focus on the entire College community.
- The PGiA model was used as a vehicle for further building the capacity of staff.
- The new Preliminary HSC curricula were implemented and the Assessment Policy was revised.
- There was a continued commitment to social justice projects and solidarity.

### **Priority Key Improvements for 2019**

The key improvements for 2019 include:

- Fostering the personal and spiritual growth of students and engaging them in the life and mission of the Catholic faith community by increasing the opportunities for parish priests to engage in the life of the school and increase opportunities for students to connect with their parish.
- Within the Professional Learning Plan for teachers, provide the opportunity for staff to engage with a range of academic data to ensure personalised learning for, and to

measure the impact on, students.

- Formulation of a whole school Literacy and EAL/D Vision and Plan;
- Develop a Staff Professional Learning Plan that has as its basis the Quality Teacher Framework.

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**

This year parents participated in consultations during the School Inquiry and Review process, which was conducted in preparation for the development of the Strategic Improvement Plan 2019 – 2021. Feedback was extremely positive from parents, particularly in relation to the school environment which they feel is welcoming for parents, is safe for students and is supportive of the positive behaviour of students. Parents also commented on the excellent communication with the College and they feel that they are well-informed on all matters relating to their son's education and College events. The College continues to provide a range of forums where parents can be in dialogue with the school including the P & F Committee, College Advisory Council and Parents in-Touch evenings. Another key indicator of parent satisfaction is the high number of parents who continue to attend school events such as College Assemblies, College Masses, Meet and Greet evening, parent information evenings, the annual walkathon and sporting events. The partnership between parents and the College remains significant and is a vital component in the teaching and learning of students at Marcellin College.

### **Student Satisfaction**

Students in Year 7 and 12 completed surveys. Responses from Year 7 students indicated broad satisfaction with their experiences at school. *"I feel that I am part of a community of people at Marcellin, and we all support each other", "We respect others as we would like to be respected", and "Values like respect make up the Marcellin community"*.

There was a high response rate from the Year 12 exit survey. 86% of students reported overall satisfaction with the school. 93% would recommend Marcellin College to others. Responses relating to what they liked about Marcellin College included: *"The pride that comes with being a part of Marcellin College is the connection you build with teachers and students", "It feels like a family with connections you will have forever", A sense of belonging and feeling a part of a long rich culture", and "values, respect and teaching"*.

Feedback from the Year 12 Leadership team fortnightly meetings was positive and was indicative of a group that feels highly satisfied with the College. Students are keen and proud to be involved in sporting teams, debating teams, drama, the *Peer Support* program, *Duke of Edinburgh* and Student Leadership teams.

## **Teacher Satisfaction**

Teacher participation rates in the sporting, cultural and solidarity programs at the College remains very high. This indicates that the staff are committed and engaged with the life of the College. Another measure of staff satisfaction within the school is the number of staff that apply for internally advertised promotion positions. This interest in positions of responsibility indicates staff willingness to make significant contributions to the life of the College.

A part of the process for the School Inquiry and Review was consultation with staff. The feedback was positive, especially in relation to the learning culture within the school. Collaboration amongst teachers at Marcellin is evident in their everyday interactions with colleagues both in and outside of the classroom. Staff feel that Marcellin College is an inclusive school where respect for all is at the forefront of the whole school ethos. The majority of staff are very happy at Marcellin and feel valued in their work.

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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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,209,579	Capital Expenditure <sup>6</sup>	\$825,442
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$10,786,668
State Recurrent Grants <sup>3</sup>	\$2,447,979	Non-Salary Expenses <sup>8</sup>	\$4,834,977
Fees and Private Income <sup>4</sup>	\$5,671,684	<b>Total Expenditure</b>	<b>\$16,447,087</b>
Other Capital Income <sup>5</sup>	\$8,534		
<b>Total Income</b>	<b>\$16,337,776</b>		

For the 2018 year the Marcellin College received \$27,979 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.