

Saint Maroun's College



2022 Annual School Report



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Saint Maroun's College
"Friendship, Faith and Honesty"

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1. MESSAGE FROM KEY COLLEGE BODIES

Principal's Message

The year 2022 was a year to get back on track after so many restrictions in previous years. The achievements of the College are reflected by the efforts of a number of stakeholders including:

- The College Governing Board
- The Executive Team
- All staff, students and parents
- Government assistance
- Other Organisations and Bodies which assist in the running of the College

Over the year we were guided by our Strategic plan which revolves around the 4 priorities:

- Mission and Values
- Educational Excellence
- Holistic Wellbeing
- Collaboration and Community

Mission and Values: St Maroun's College is firstly about nourishing the spirituality of the staff and students and this was achieved through regular prayer and worship. Time for reflection was offered. The invitation to be like Christ was witnessed through fundraisers, Caritas appeal, Vinnies Christmas appeal and volunteering with not-for-profit organisations who help those in need.

Educational Excellence: Our academic results for 2022 HSC were exceptional with the highest ATAR being 99.55. We improved overall in our ranking, placing at 152 in the State. This was an excellent achievement for all concerned. Our NAPLAN results were also very pleasing as you will read in the report.

Holistic Wellbeing: Wellbeing days were introduced this year in Primary, where one day a term was focussed on student mental health and emotional wellbeing. Harmony day was also celebrated and antibullying activities were implemented. Secondary students participated in pastoral care sessions on Friday mornings.

Collaboration and Community: Primary and Secondary staff continued to collaborate with one another through meetings and organising lessons where students interacted with each other. There was greater opportunity for staff to work alongside staff from MCHF. Students took up offers to compete in external competitions including rep sport and mock trial as well as public speaking and an 'Archibald' competition with MCHF students.

I take this opportunity to thank the Board Directors who have met over the year to ensure the College continues to move from strength to strength, the staff for their commitment, parents for their willingness to volunteer and students who have given their best effort.

Sr Irene Boughosn
Principal

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Message from Governing Board Chairperson

Along with the Governing Board Members, it is with great pleasure that I present the 2022 St Maroun's College Annual Report.

My acknowledgement is firstly extended to the Board Directors who are all professionals in their own field and have dedicated their time to ensure the fulfilment of the educational mission of the Maronite Sisters of the Holy Family. The Board's focus is always to ensure excellent governance practice of St Maroun's College. Through regular meetings with the Principal and the College Executive, we have been kept informed of the operations, developments and day to day activities of the College.

In 2022, the Board continued to advise and support the College in implementing its Strategic Plan and seeking a Development Application for the proposed Master Plan which will allow the College to build better infrastructure for the benefit of the students.

I acknowledge the commitment of Sr Irene and the College Executive along with all staff at St Maroun's College whose focus has been on nurturing and empowering students in the values of Christ. The teaching staff have focused on delivering the curriculum to the students in engaging and innovative ways.

During 2022, the College Board focused its efforts in the following areas:

- Implementing the Strategic Plan incorporating the four cornerstones; Educational Excellence, Holistic Wellbeing, Collaboration and Community.
- Improvement of Wi-Fi across campus.
- Review of College reports and Annual Improvement Plan.
- Updates on the progress of the Educational Roadmap.
- Discussion on academic achievements including Naplan and HSC results.
- Updates on staffing appointments as required.
- Approval of the College's budget and financial arrangements.
- Updates on Government funding, fee increases and communication.
- Review and endorsement of current and future repairs and maintenance of the College.

The Board looks forward to working closely with the College in 2023 to implement the Masterplan to improve the secondary learning facilities.

Members of the Board generously give their time and I thank them for their commitment during the past year - Daniel Azzi, Christopher Bettiol, Chahine Chahine, Sr Margaret Ghosn, Karen Khadi, Sr Katy Sawma and Anthony Yacoub.

We sincerely thank the College Executive for another successful year in leading the College towards the holistic development of each child: Sr Irene Boughosn (Principal), Trish Veness (Assistant Principal), Renee Hajjar (Director of Teaching and Learning), Quang Le (Director of International students) and Mary Flaskos (Business Manager).

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We especially thank Sr Irene for her leadership over the past 12 months and wish her all the best. We also thank Christopher Bettiol for his time and contribution as one of the directors.

It is an exciting time for both Maronite Colleges as they explore new leadership structures with the appointment of an Executive Principal, Sr Margaret Ghosn, across St Maroun's College and Maronite College of the Holy Family from 2023. We congratulate Sr Margaret on her appointment and look forward to working with her in this new adventure.

I acknowledge the students and families of St Maroun's College who continue to engage, support and contribute to making St Maroun's College an impressive school community. The Board always welcomes any input and feedback from the College community. We look forward to continuing our work during 2023 and wish the College every success.

Antoinette McGahan
Chairperson
St Maroun's College Board

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Message from the Parent Association

The Parent Association (PA) team were busy this year with various events, supporting the College to connect as a community and to preserve Maronite traditions.

During the year there were several PA funds raising events, including:

- An easter egg raffle
- Footy day sausage sizzle
- A Mother's Day gift stall
- Handmade zaatar lunch days
- A student BBQ for the fun run
- Food stalls at the College fete
- A Father's Day gift stall
- A food stall at the end of year concert

The PA also provided support on the following days:

- Mother's Day and Father's Day mass, supplying eatables and refreshments
- St Maroun's feast day, supplying eatables and refreshments

All the events were appreciably supported by the community.

The PA raised over \$11,000 during the 2022 year.

The St Maroun's College community is fortunate to have parents that donate their time so generously for the betterment of the College and it's community.



Mary Youssef
President PA

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Student Representative Council (SRC)

The Student Representative Council, consisting of the College leaders in both Primary and Secondary, were very keen to get activities up and running, given things had slowed down in previous years due to covid.

The SRC were very enthusiastic and undertook the following initiatives throughout the 2022 year:

- Organisation of Harmony Day activities
- Assisting in the Athletics carnival
- Assisting in the Swimming carnival
- Collaboration with Social Justice committee
- Christmas themed fundraiser for Lebanon + ice cream stall
- Pyjama day + hot chocolate stall
- Vinnies Winter Appeal

All these initiatives allowed students to participate in social justice and charitable acts so as to extend their participation to the wider community, nationally and internationally.

The SRC was also the voice of the students throughout the year. They held discussions with their peers and communicated any ideas or concerns to the staff in order to achieve the necessary outcomes.

Congratulations to all students involved in the SRC on a job well done!

Angela Sassine
SRC Coordinator
College Captain

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2. COLLEGE CONTEXT AND IDENTITY

NARRATIVE

Our vision for the next chapter of growth at Saint Maroun's College is to see our students contributing in the likeness of Christ, to a better world as discerning caretakers and advocates. Our ongoing commitment to offering high quality teaching and learning that develops a strong sense of personal, spiritual and cultural identity in a Maronite context, will provide the foundation upon which we move towards this vision.

To align daily decision making and the actions of running the school to the vision, together we will be guided by the values of integrity, responsibility and compassion. In practice will choose to:

- be honest and sincere
- act with moral and ethical principles
- be accountable and answerable for our actions
- act with concern for others.

With all this in mind, we seek how best to deliver challenging and engaging education to our students through developing a Master Plan that envisions the future learning space for students.

MISSION STATEMENT

Inspired by the vision of the Maronite Sisters of the Holy Family, Saint Maroun's College provides high quality learning that serves the needs of the broader community. We develop and nurture students into their fullest spiritual, academic, physical and social self.

STRATEGIC PRIORITY AREAS

- Mission and Values
- Educational Excellence
- Holistic Wellbeing
- Collaboration and Community

OPERATIONAL VALUES

The beliefs that will guide our actions and decisions as we navigate the road to the vision

- Integrity
- Responsibility
- Compassion

VISION

Our 2021-2023 Vision for students includes enabling them to be

- Fully human in the likeness of Christ
- Discerning leaders and advocates
- Able to lead positive transformation in our world

COLLEGE MOTTO

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3. PROFESSIONAL LEARNING AND TEACHER STANDARDS

The staff at Saint Maroun's College are committed to the Teacher Accreditation process and ongoing Professional Learning to maintain and develop teacher knowledge, skills and practices. The Australian Professional Standards for Teachers are embedded in all professional learning. All staff have access to professional learning, both at the College in the form of College Development Days and outside the College in the capacity of specialist subject and leadership workshops, which are offered by external providers including, but not limited to, Australian Independent Schools, Teacher Training Association and other specialist providers like the English, Science, HSIE Teacher's Associations.

Professional Development Days include teacher welfare, classroom and curriculum-based support, as well as Child Protection and First Aid.

In addition, staff were given the opportunity to attend subject specific curriculum and planning days.

Professional learning and development opportunities are essential to ensure that College staff develop the knowledge and skills pertaining to their work and to improve student outcomes. Professional learning can take many forms including whole College professional development days, meetings and conferences and subject specific training.

The Accreditation Program at Saint Maroun's is overseen by the Principal and the Assistant Principal.

Teacher Qualifications

Category	Number of Teachers
A Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines or	47
B Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	-

Accreditation at Proficient Teacher

The Professional Engagement domain highlights the ability of teachers to engage in personal and collegial professional learning. As a distinct professional community within the College, beginning teachers at Saint Maroun's College participate in an induction to the College Accreditation program. This program highlights the importance of engaging and reflecting on professional development. It aims to assist teachers to translate newly acquired learning into effective classroom practice. An integral aspect of the mentoring program is for teachers to keep a professional development journal.

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Maintenance of Accreditation

In 2022 teachers progressing to their Maintenance phase participated in an Induction process. Maintenance Phase Professional development was validated by relevant department heads. Teachers were given opportunities to share their newly acquired skills and knowledge during K-12 staff meeting, held each term.

Highly Accomplished and Lead Teacher

These Accreditation levels are voluntary. Teachers considering to move towards these levels are encouraged to work independently and collaboratively to improve their own practice by researching and engaging in self-identified professional development opportunities.

In 2022 the College had 44 staff who were classified as Proficient Teachers and 3 teachers Conditionally Accredited working towards professional competence of Proficient Teacher.

Staff participated in PDs over the course of the year. A few are listed below:

Course description	Participants who attended
Maths Pathway – Introduction to Maths Pathway	2
Provide CPR & Anaphylaxis	48
AISNSW: The Art of the Possible	1
Preparing for 2022 HSC Biology	1
AISNSW: NSW Reportable conduct & allegations against employees	55
AISNSW: Sexting the law webinar	1
EBE NSW: HSC Economics	1
Leading Evidence Informed Practice	1
Lawsense: Managing Student Disability	2
IT: Navigating rights, obligations & liabilities with student monitoring, privacy, data breaches, attacks & ICT contracts	1
Elevate Education: Ace your exams Yr12 & Study sense Yr11	1



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4. WORKFORCE COMPOSITION

Saint Maroun's College employed a total of 61 staff in 2022. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Payroll Officer, Admin staff and Business Manager.

Workforce Composition	Primary only	Secondary only	Primary & Secondary	Head count	FTE
Total Teaching Staff	19	25	3	47	38.1
Total Non-Teaching staff	1	0	13	14	11.3

The College did not employ any Aboriginal and Torres Strait Islander people during 2022.

5. CHARACTERISTICS OF THE STUDENT BODY

In August 2022 there were 492 enrolled. The number of girls and boys (as of Census date) is identified in the table below which indicates a higher number of boys compared to girls enrolled.

Stage	1			2			3			4			5			6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL				
Girls	19	13	18	20	16	19	15	23	19	14	25	17	17	235				
Boys	18	11	28	22	25	14	15	20	22	20	23	19	20	257				
TOTAL	37	24	46	42	41	33	30	43	41	34	48	36	37	492				

The majority of the students at the College attend from Kindergarten to Year 12. There are a number of new enrolments from other schools in both the Primary and Secondary. There are also a number of new enrolments from overseas, mainly Lebanon and Vietnam.

The majority of students are Maronite Catholics with Lebanese heritage, other religions include, Orthodox, Melkite and Roman Catholic. Other cultural backgrounds include Greek, Vietnamese, Chinese, Spanish, Australian etc.

The College draws its enrolments predominantly from Dulwich Hill, Marrickville, Petersham and Earlwood.

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International Department

Full Fee International Students

In 2022, Saint Maroun's College continues to provide educational services to overseas students with Student Visa 500, utilising the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) provider number, 03814D. A total of 42 students were enrolled across Kindergarten to Year 12 predominantly from China, Vietnam, Korea, Russia and Thailand. A total of 1 full-time EAL/D teacher was employed to support the students in developing English proficiency.

Year	2016	2017	2018	2019	2020	2021	2022
Total Students Enrolled	14	34	39	38	42	33	26

6. ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

In 2022:

48 Students in Yr. 10 stayed to achieve their RoSA: 23 were male, 25 were female.

37 Students in Yr. 12 stayed to achieve their HSC: 20 were boys, 17 were girls.

Student Attendance

Year Level	Attendance Rate
Kindergarten	94%
Year 1	89%
Year 2	91%
Year 3	90%
Year 4	93%
Year 5	90%
Year 6	89%
Year 7	94%
Year 8	90%
Year 9	92%
Year 10	91%
Year 11	92%
Year 12	95%
Total College	91.5%

Management of Non-Attendance

Non-attendance at school can occur for a range of reasons including:

- The student is unwell.
- The Principal has asked that the student remain home due to a communicable disease.
- The student is absent with a valid reason in the opinion of the Principal.
- The student is absent without a valid reason in the opinion of the Principal but with parent or carer consent.
- The student is absent with parent or carer consent.

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and wellbeing outcomes of students. This includes both explained and unexplained absences. As such, the College has protocols in place to investigate and assess concerns for ongoing absences, unexplained absences, and punctuality.

Early intervention of students who are developing patterns of poor attendance and punctuality; reduces the risk of escalation in later years.

School Attendance Legal Actions

The College will be following the "School Attendance Legal Action Guidelines."

Where there are issues of non-attendance, parents will be notified by the school in writing. Failure to resolve these issues at the local level will result in the matter being forwarded to the AIS who is the College's notification authority. This will be done through the 'Notification form for unresolved breaches of attendance.' Referrals to AISNSW will be submitted to DEC.

7. ENROLMENT POLICY

Saint Maroun's College (the College) Enrolment Policy follows State and Commonwealth requirements.

Applications for Enrolment may be made any time by the parent(s)/carer(s) for students to commence at the College. Students enrolling into Kindergarten for the first time will be, *five years of age on or before [31 July](#)*.

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent(s)/carer(s) observing all behavioural codes of conduct and other requirements of the College, which are applicable from time to time.

When the Application for Enrolment is received the parent(s)/carer(s) will be contacted by phone by the enrolment officer and asked to attend an interview with the Principal. For the interview parent(s)/carer(s) are asked to bring with them the student's original Birth, Baptismal/Confirmation and Immunisation certificates, and passports or visas if relevant.

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For students enrolling from another school parent(s)/carer(s) will be asked to provide copies of the students most recent reports from their current school and their NAPLAN results.

The Principal will consider each Application for Enrolment based on the College enrolment policy criteria. The parent(s)/carer(s) will be advised in writing of an offer of enrolment or whether the offer of enrolment is declined.

The College recognises and appreciates that educational programs and school procedures may need to be altered in order for students to attain equity in the school environment.

Applications from students coming from another school are processed with emphasis being placed on reports and recommendations from the student's previous school(s) and NAPLAN results if relevant.

For new Applications for Enrolment for all years, other than for Year 7, the Principal will consider other factors including the availability of placements, academic ability, references concerning behaviour and where relevant NAPLAN results.

7. OTHER POLICIES

Student Behaviour Management Policy

Saint Maroun's College (the College) has in place and implements procedures relating to the behaviour management of students that are based on procedural fairness. Procedural fairness relates to the right of students to be heard and to an unbiased outcome. This policy provides students, staff and parent(s)/carer(s) with a guide to student behaviour management procedures at the College. It seeks to develop effective relationships with students, so that the environment is one in which individuals feel safe, valued and respected. When the environment is stable and supportive students want to learn and each person is challenged to develop their own potential.

Saint Maroun's College prohibits corporal punishment and does not explicitly or implicitly, sanction the administering of corporal punishment by non-school persons, including parent(s)/carer(s), to enforce discipline at the school.

The College may in cases of serious breach/es of the behaviour management policy and consistent with the enrolment policy, suspend or expel students as described in the procedures. Suspension is a temporary debarment of a student from all classes they would normally attend at the school. Expulsion is the permanent removal of a student from the school and occurs when a student's enrolment is terminated.

Saint Maroun's College has a policy of not excluding students. Exclusion is the act of preventing a student's admission to a number of schools.

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Complaints and Grievances Resolution Policy

Saint Maroun's (the College), is committed to ensuring complaints can be raised and are addressed appropriately. A complaint may be a grievance, expression of dissatisfaction or a formal allegation raised by students or parents/carers. The College will respond to all complaints in accordance with this policy which is based on the complaints handling principles described in Appendix 1.

The College will:

- adopt and distribute the Saint Maroun's College *Complaints or Grievances Policy*
- train staff in the implementation of this policy
- monitor and evaluate the effectiveness of the Saint Maroun's College *Complaints or Grievances Policy*.

Saint Maroun's College (the College) has in place and implements procedures whereby students and parents/carers can raise complaints or grievances and have these responded to in a safe and supportive environment where risk of harm is minimised, and students feel secure. All complaints will be addressed with confidentiality and procedural fairness.

All parties involved in a complaint will be expected to maintain confidentiality, to be sensitive and show respect for all individuals who may be involved in the process in anyway. Every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned. If the complainant is a parent/carer, their child's enrolment will be maintained throughout the grievance process.

Any allegation of reportable conduct against a school employee or volunteer will be dealt with in accordance with the Saint Maroun's College *Child Protection Policy*.

Anti-Bullying Policy

Saint Maroun's College (the College) has in place and implements procedures to provide all learners with a safe, secure and supportive environment which fosters respect for others and does not tolerate bullying. All students have the right to feel valued and secure. The Anti-Bullying Policy is an essential aspect of student welfare and pastoral care within the College. In the light of the College Mission Statement we want to build a College community in which the Gospel values of faith, justice and love are reflected in all aspects of the College's daily life.

A whole school approach recognises that bullying is the responsibility of the students, parents/carers, College staff and community members in a consistent and systematic manner. The College policies, procedures and practices provide the tools for dealing with incidents of bullying, and longer-term preventative strategies.

Bullying in any form is not tolerated, condoned or trivialized and is viewed as a major breach of the College rules and behavioural expectation. All follow up action will align with the Saint Maroun's College *Student Behaviour Management Policy*.

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Primary School

There are two ways the students can report bullying:

- the student reports the incident to their class teacher who then directs the student to the Primary Coordinator.
- the student reports the incident to the Primary Coordinator.

The Primary Coordinator:

- completes an Incident Report on Engage based on allegations made by the student.
- investigates the allegation of bullying by speaking to all parties involved, including bystanders. (Refer to Saint Maroun's College *Complaints or Grievances Policy*)

If the incident is found to warrant further action, the following steps will be taken:

The Primary Coordinator will interview the students involved with their parents/carers present.

The parents /carers of the victim and bully will be informed verbally and/or in writing of the outcome of the investigation, the plan to prevent this from happening again, and where appropriate counselling support and possible mentoring are available.

Students involved will be given opportunities for reconciliation. Victims will be supported at school throughout and after the process. Possible sources of support are College staff, chaplain and College Psychologist.

The Saint Maroun's College *Student Behaviour Management Policy* will be referenced and, depending on the severity of the incidents and prior behaviour of those perpetrating bullying behaviours, a consequence/sanction will be imposed. This will involve being placed on a level which can include internal/external suspension or termination of the enrolment contract.

Secondary School

There are two ways the student can report bullying:

- the student reports the incident to a member of staff who then directs the student to the Year Advisor
- the student reports the incident to the Year Advisor

The Year Advisor will investigate and collect information in regards to the alleged bullying incident (Refer to Saint Maroun's College *Complaints or Grievances Policy*).

If the incident is found to warrant further action, the following steps will be taken:

The Year Advisor presents investigation details including background of the incident and necessary evidence to the Assistant Principal.

This is followed with both the Year Advisor and the Assistant Principal interviewing the students and parents/carers of students involved in the bullying incident. The parents/carers of the victim and bully will be informed verbally and/or in writing of the outcome of the investigation, the plan to prevent

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this from happening again, and where appropriate counselling support and possible mentoring are available.

It is made clear to student/s and parents/carers that any form of retaliation or discussion of the incident directly with the students in any negative manner outside the process of resolution will be treated as harassment and possible suspension or termination of enrolment will be considered.

Students involved will be given opportunities for reconciliation. Victims will be supported at school throughout and after the process. Possible sources of support are College staff, chaplain, and College Psychologist.

Depending on the evidence and the outcome of the interviews, action will be taken against the alleged bully and any other student who supported the bullying. Students will be disciplined at a Stage 3 level of the Saint Maroun's College *Student Behaviour Management Policy*.



8. RESPECT AND RESPONSIBILITY

Programs have been created to develop the spiritual, physical, academic and social needs of the students. Pastoral Care encompasses an attitude of concern, respect, and empowerment of the individual. Pastoral care concepts are incorporated into Religious Education lessons as well as in programs specifically designed to promote and develop pastoral care in students. In Secondary, a weekly time slot on Fridays is timetabled for pastoral care activities and to address issues specific to the Year cohort. The Pastoral programme at Saint Maroun's College aims to:

- Encourage leadership skills
- Develop respect in students for people and property
- Discover a deeper dimension of themselves
- Discuss real life questions
- Find answers to the many questions in life
- Gain new knowledge that will help them grow in self esteem
- Acquire information on how to handle different situations

Ways in which the Pastoral Care Program is put into practice include:

- *Kindy Buddies:* Year 5 classes pair with Kindergarten and the older students assist the Kindy to transition into school life. The 'Kindy Buddies' play games, read books, help with art work and listen to the Kindy children in order to provide additional support. This is of benefit to the older students who develop a greater sense of responsibility, empathy and nurturing skills that they take with them as they progress to Year 6.
- *Personal Development:* Year 6 students participate in a program designed to explain how they are developing and to answer questions relating to puberty, reproduction and promotion of a healthy body image. Classroom teachers educate the students in a manner that is respectful to their religious upbringing and assist the students with any questions they may have.
- *Charitable Works:* Each year K-12 students are asked to participate in fundraising events that support charities including Lenten Caritas Australia, St Vinnies Winter Appeal and Christmas hampers. Staff and students are asked to give of their time or donate goods or funds in an effort to support these charities.
- *Visits to the Aged Care Facilities:* During the Easter Season, K-12 students visit the elderly and gift them with hand written cards and Easter eggs. In addition, the students also visit during Mother's Day and Father's Day to sing a song to the elderly. The choir and SRC hold a Christmas Carol sing-a-long at the nearby Aged Care facilities and the elderly are presented with homemade cards and gifts to develop in students an appreciation for others in the community.
- *Transition program:* As part of the Primary into Secondary Transition Program, Year 5 & 6 students have sessions throughout the year where they are introduced to Secondary life.
- *Collaboration classes:* Combining of Secondary and Primary classes is encouraged by staff to allow for collaboration and support between students.

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- *Social and Leadership skills:* Students have numerous possibilities to enhance their social and leadership skills through committees and leadership roles. There are numerous sporting activities where they can develop their prowess, especially in representative sport. Academic nourishment can be achieved through Public Speaking and the creative side is developed through assembly presentations, concerts, Choir and end of year concert.
- *Mentors:* Each student has a number of people they may approach or confide in, including the Classroom/Homeroom teacher, Primary Stage Coordinator, Year Coordinator, College Psychologist, College Chaplain, Assistant Principal and Principal.

Overall the College has implemented a solid programme for pastoral care and faith formation. It is through these times that students will hopefully grow in the grace of God and become young responsible and faith filled adults.

9. SCHOOL RESULTS IN STATE-WIDE TESTS AND EXAMINATIONS

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) annual assessment for students in Years 3, 5, 7 and 9 took place in May.

The table below shows average student results at St Maroun's College for 2022.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	466	457	470	495	429
Year 5	526	519	534	552	503
Year 7	547	557	572	566	564
Year 9	590	584	599	606	599

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

For further analysis please go to <https://www.myschool.edu.au>

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RECORD OF STUDENT ACHIEVEMENT YEARS 10 AND 11

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records the completion of Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the Higher School Certificate (HSC).

In 2022, all 48 Year 10 students received a RoSA Grade. Students who complete Year 11 receive a Preliminary Certificate which supersedes the RoSA.



HIGHER SCHOOL CERTIFICATE RESULTS

In 2022, 37 students from Saint Maroun's College sat for the NSW Higher School Certificate across 23 courses studied at the College and 1 course studied externally.

External courses included:

NSW School of Languages

- Chinese and Literature
- Modern Greek
- Korean Literature
- Vietnamese continuers

TVET (TAFE)

- Industrial Technology
- Construction

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Total Cohort 2022

20 Boys	17 Girls	Total Number = 37
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The table below shows that the majority of students achieved within the Band 5-4 bracket. There were 17 band 6s attained, with many more achieving Band 5s. Business Studies, Legal Studies and English Advanced were the strongest areas of achievement.

Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	6			6			
Arabic Continuers	4	1	2		1		
Biology	5			4		1	
Business Studies	6	2	4				
Chemistry	5		1	1	1	2	
Community and Family Studies	14		9	5			
Economics	8	1	1	1	3	2	
English (Standard)	21		5	11	3	2	
English (Advanced)	10	2	7	1			
EAL/D	6			4	2		
Geography	8		1	3	1	3	
Hospitality	8	1	5	2			
Information Processes and Technology	11	1	3	5	2		
Legal Studies	11	2	4	4	1		
Mathematics Standard 2	19	1	6	5	3	4	
Mathematics Advanced	7	3	0	3	1		
Music	5		5				
Personal Development, Health and Physical Education	6			3	1	1	1
Physics	2		1		1		
Studies of Religion II	7	1	3	1	1	1	
Visual Arts	5	1	3	1			
Band Total		16	61	60	21	16	1

Course	Students	Band E4	Band E3	Band E2	Band E1
Mathematics Extension 1	2	1	1		
Mathematics Extension 2	2	1	1		
Band Total		2	2		

Course- external	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Industrial Technology	5	1	1	2	1		
Band Total		1	1	2	1		

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2022 St Maroun's College HSC Mean data compared with State Mean.

Course Name	Course No.	Students	STM exam mark Mean	State exam mark Mean	StM/State Variation
Ancient History 2 unit	15020	6	75.8	71.98	3.82
Arabic Continuers 2 unit	15510	4	83.85	80.71	3.14
Biology 2 unit	15030	5	69.48	70.03	-0.55
Business Studies 2 unit	15040	6	87.63	73.95	13.68
Chemistry 2 unit	15050	5	63.64	72.51	-8.87
Community and Family Studies 2 unit	15060	14	80.67	74.79	5.88
Construction Examination 2 unit	26299	3	77	76.63	0.37
Economics 2 unit	15110	8	70.38	77.26	-6.88
English Advanced 2 unit	15140	10	83.96	81.53	2.43
English EAL/D 2 unit	15155	6	72.17	66.73	5.44
English Standard 2 unit	15130	21	73.95	69.88	4.07
Geography 2 unit	15190	8	68.6	75.19	-6.59
Hospitality Examination (Kitchen Operations)	26587	8	82.75	76.89	5.86
Industrial Technology 2 unit	15200	5	79.12	70.32	8.8
Information Processes and Technology 2 unit	15210	11	76.47	71.6	4.87
Legal Studies 2 unit	15220	11	80.67	73.78	6.89
Mathematics Advanced 2 unit	15255	7	81.46	78.31	3.15
Mathematics Extension 1 2 unit	15250	2	94.6	77.45	17.15
Mathematics Extension 2 2 unit	15260	2	82	81.43	0.57
Mathematics Standard 2 2 unit	15236	19	72.77	70.87	1.9
Music 1 2 unit	15290	5	83.52	81.88	1.64
Personal Development, Health and Physica	15320	6	61.7	69.75	-8.05
Physics 2 unit	15330	2	74.1	74.25	-0.15
Studies of Religion II 2 unit	15380	7	77.17	76.82	0.35
Visual Arts 2 unit	15400	5	84.32	81.36	2.96

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YEAR 12 ATTAINMENT

Of the Year 12 cohort for 2022, many students have chosen to continue into tertiary education.

- 27 students enrolled into University
- 4 students enrolled into TAFE

Remaining students have chosen:

- 4 students are working, 1 overseas
- 2 students have status unknown

Post Higher School Certificate Destination

Name of University	Boys	Girls	Total
University of Sydney	2	2	4
University of New South Wales	1	2	3
Australian Catholic University (ACU)	1	3	4
University of Technology Sydney (UTS)	5	2	7
Macquarie University	1	2	3
Western Sydney University	2	2	4
University of Wollongong	-	1	1
University of Newcastle	1	-	1
TOTAL	13	14	27

Name of Tafe	Boys	Girls	Total
TAFE	4	-	4

Working

Girls	Boys	TOTAL
2	2	4

Unknown

Girls	Boys	TOTAL
1	1	2

In summary:

In 2022, most students attended university. Both girls and boys performed consistently.

For the student's going to university, majority opted for University of Technology (UTS).

Other universities students opted for included University of Sydney, University of New South Wales, Australian Catholic University, and Macquarie University.

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Many students were accepted into University on Early Offers such as E12 and SRS (Schools Recommendation Scheme) with conditional requirements. For the students who did not get into their first preferences were accepted into their second or third preferences with pathways available.

10. PRIORITY AREAS FOR IMPROVEMENT

Over the course of this year we undertook a significant amount of renovations to improve our facilities:

These upgrades and renovations included:

- A new covered walkway from the hall to the new canteen
- Working with consultants to have a masterplan approved for the secondary College
- Upgrade of lighting in the College Hall
- Re-paint & replace carpets in the secondary maths rooms
- Upgrading WiFi across the school
- Repairs around the College gates

11. PARENT, TEACHER AND STUDENT SATISFACTION

In 2022 there were no formal surveys as we were continuing to work on the results of the 2021 Perspective survey that was undertaken.

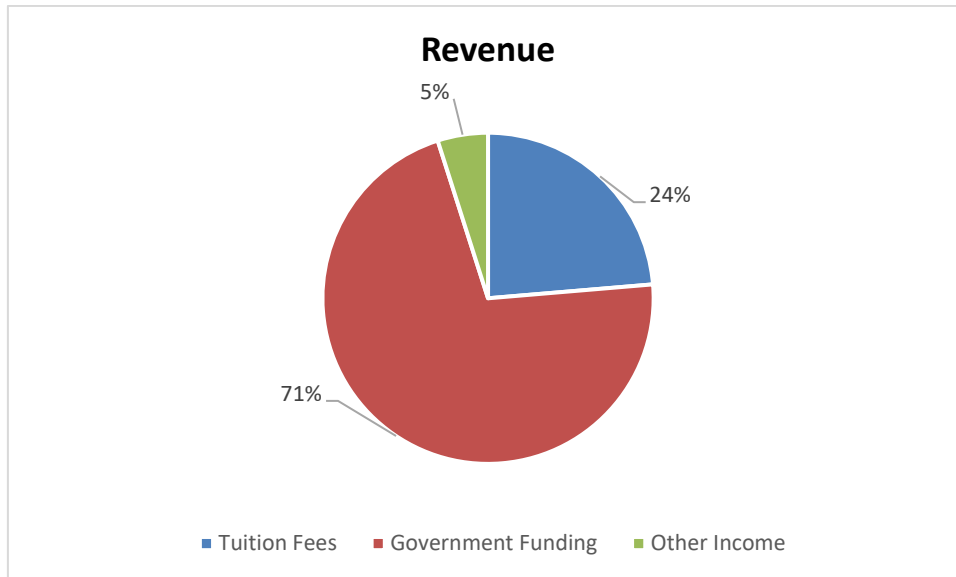
In 2023 the College will undertake the Tell them From Me survey to garner parent, teacher and student satisfaction.



12. SUMMARY OF FINANCIALS

INCOME

The College derived its income from the following sources during 2022:



EXPENDITURE

The category of expenditure items for 2022 was:

