



Annual School Report: Maronite College of the Holy Family – Parramatta



2016

Maronite College of the Holy Family
"Know Love Serve"

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WHAT WE BELIEVE

Maronite Sisters of the Holy Family

Historically the Maronite Sisters of the Holy Family was founded for the ministry of educating village girls. Over time the Congregation focused on education, healthcare and social services. Situated in a country that expresses boldly a pluralism of faiths, the Congregation from the very beginning made, 'no distinction between creeds and nationalities.' They admitted to their schools and hospitals, Christians of Maronite, Orthodox and Melkite backgrounds, as well as Muslims and Druze.

Today the Congregation counts fifty-three institutions with the number of students estimated at 33,000. Ministry that has developed alongside education and nursing include childcares, orphanages, boarding schools, tertiary appointments, Christian media, hospitality, parish ministry, community service, houses of prayer and students' halls of residence. In 1968 the Sisters arrived in Sydney, Australia and have since then established two K-12 Colleges, a Childcare and a Preschool, along with two Aged Care facilities.

Maronite Catholic Ethos

Maronite College of the Holy Family K-12 is unique in that it was established in 1972 for students of Australian-Lebanese background and Maronite Catholic faith. The Maronite Synod (2003-2006) distinguished aspects of the Maronite Catholic Church as:

...firstly, an Antiochene Syriac Church, with a special liturgical heritage; secondly, a Chalcedonian Church; thirdly, a Patriarchal Church with an ascetic and a monastic aspect; fourthly, a Church in full union with the Apostolic Roman See; fifthly, a Church incarnated in her Lebanese and Eastern environment, and the Countries of Expansion. The College, through the ministry of the Maronite Sisters of the Holy Family (MSHF) and its staff, strive to instil in the students the teachings of Jesus and the Maronite tradition.

Emphasis is given to providing a strong Maronite Catholic Foundation. This is expressed through staff, students and parents regularly worshiping and praying together, celebrating liturgy and Sacraments, in the Maronite Catholic tradition. There is commitment to the Scriptural Word and emphasis on the working of the Holy Spirit that nurtures each person's spirituality.

Secondly emphasis is given to love and service of one another. All students are encouraged to see the best in themselves and in one another and to achieve their full potential. The College Ethos can best be achieved in the words of Saint Paul, 'Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things' (Phil 4:8).

The College is more than an educational institution; it is a community which promotes a sense of family among the Sisters, staff, students, parents and friends. It emphasises values of treating all with dignity, service, forgiveness and justice. Staff, students and parents are encouraged to grow in their relationship with God, in Christ, and with Mary, the Mother of God as reflected in the College motto, 'To know, love and serve.'

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Mission Statement

Maronite College of the Holy Family in serving the educational needs of the Australian-Lebanese Maronites and the broader community of Western Sydney seeks:

To build a College community in which the Gospel values of faith, justice and love are reflected in all aspects of daily life.

To identify the unique needs of each student, so as to allow each child to develop to their fullest potential – spiritually, academically, physically and socially.

To encourage each student to take pride in their identity as Australians of Lebanese background living in a multicultural society.

To recognise and affirm the pre-eminent role of parents in the education of their children and encourage their active involvement in the College community.

To live out the College motto of 'To know, love and serve.'

College Outcomes

Maronite College of the Holy Family endeavours to deepen the faith of its students, to strengthen their hope, to extend their love and friendship, and to develop in them a respect for all people through good manners, respect for authority, and dedication to work. It is hoped that a student who has completed a major part of their education at Maronite College of the Holy Family will become:

Disciples of Christ

Faithful to their Maronite Catholic upbringing

People of justice, service and love

Mature

Intellectually competent

Possessing necessary life skills

Physically adept

Each teacher brings to this task their own unique talents and background - educational, social and religious - as well as a shared vision of the importance of the Catholic Education system.

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MESSAGE FROM KEY COLLEGE BODIES

Principal's Message

Maronite College of the Holy Family had many activities throughout the 2016 year. The theme for this year was, 'Let's Read' in order to encourage literacy among students. The Premier's Reading challenge and Reading Eggs were also used to promote this theme and the End of year Concert had as its theme, 'Books: Stories and Characters.'

Perhaps the biggest project of 2016 was getting the plans and approval ready for the new C Block building to be situated in Weston Street, adjacent to the B Block. This new multipurpose building will hopefully be completed by the end of 2017 and will accommodate Secondary students. It will include open space learning, IT capabilities, as well as an administration office and staffroom.

2016 also saw the establishment of the Parent Education and Support Network (PESN) which offers parents workshops, seminars, services and assistance. The new venture provided parents throughout the year with numerous seminars that ranged from raising children to assisting parents with L plate drivers. This was a welcome service for our parent community.

The College welcomed the Premier of NSW, Hon Mike Baird, on Tuesday 25th October for a one-hour visit. This was one visit among many others including a visit by the State Opposition Leader, Mr Luke Foley on 8th September 2016.

On the academic front we again saw a strong performance by our HSC students . . . Extension classes were popular this year both at the Primary and Secondary levels, with marvellous work presented by the students. On the sporting field we dominated in the areas of Rugby, Touch, AFL and Volleyball, winning the Grand Finals.

The year would not have been successful without the support and efforts of all – Sisters, staff, parents and students. God's blessing has been evident.

Dr Margaret Ghosn: Principal

Message from the Parent Association

It takes a special kind of person to be part of the parent association team. The passion and attitude that comes with them is evident in the success of the fundraising events we have held in 2016. We have all sorts of skilled parents in the parent association. We have parents that are full of ideas and bring their ideas to reality and we have parents that are just happy to do the work.

To volunteer your time to help the college purchase little things like new furniture for our children doesn't sound like much of a deal. But it takes effort, patience and a positive attitude to be part of the parent association team. I know I always try to stay positive and encourage my team to do the

same. We need to be open minded and welcome as much parents as possible to join our team so we can continue to meet the needs of our college.

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The fundraising events we held for 2016 are the Easter chocolate raffle, Mother's Day stall, Father's Day stall, our first ever movie night, Lebanon Independence Day and Christmas raffle. In total we raised just under \$16000. The parent association paid \$25500 for the refurbishment of the old canteen and new furniture for one classroom in 2016.

Salma Germanos: Chairperson 2016

Student Representative Council (SRC) Primary

The Student Representative Council (SRC) at Maronite College of the Holy Family is a determined and forward-looking group who endeavour to substantiate a positive college identity by enhancing relationships, increasing communication and collaborating effectively. With the best interests of the students at heart, these Year 6 and 11 students dedicate their time to organising fundraisers for the College community, supporting fellow students and imprinting a positive legacy in the school community.

The SRC is a goal-oriented group with developing leadership skills, amplifying students' voice to contribute towards a positive College culture and strengthening the College community through active participation, as the primary aims. The SRC addresses relevant issues and sets achievable goals, which support the College and the wider community. This is achieved when the SRC works as an advocate, detecting prevalent issues and mobilising support accordingly, to optimise the outcome.

SRC Leadership is a teamwork effort and it is only through effective communication and the incorporation of many ideas that the outcomes were successful. The SRC has worked tirelessly to ensure that 2016 was another active year for the College community.

The senior SRC team of 2016 were a determined and positive team who looked towards improving relationships and communication between different year groups. Through the hard work and determination of the team and staff members, the SRC held numerous events such as a Jersey day where students could support their favourite teams, 'buy-a-brick' homeroom challenge, cake stalls and book week. All the events enhanced and lightened up the school environment. The SRC leadership team aims to strengthen the school community, providing the students with activities they are interested in to make more students involved and participate in school events.

The 2016 Primary Student Representative Council worked extremely hard to promote and portray the schools motto, "to know, love and serve". The SRC's role has always been to assist fellow students, staff and executives in various ways. This year the SRC had multiple daily responsibilities such as raising and lowering the flag every morning and afternoon, collecting and distributing K-6 lunch orders, ensuring attendance slips were sent to the office, acting as positive role models for younger students, assisting with bus duty and participating in lunch time discussions in order to organise upcoming school events and fundraisers.

In addition to these daily tasks, the Primary SRC have assisted in numerous fundraising and awareness events such as: rice lunches aimed at developing empathy for children less fortunate than themselves and Jersey Day where students were asked to wear their favourite sport team's jersey or colours. In term 3, the successful Infant and Primary Disco raised over \$3000 for our new school building. Accompanying all of these events, the SRC also organised a sausage sizzle, mufti day and many more activities that benefited both the school as well as the less fortunate. The SRC have truly demonstrated what it is to 'know, love and serve'.

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COLLEGE IDENTITY

History

Maronite College of the Holy Family was founded originally in 1973 by the Maronite Sisters of the Holy Family as an infant's/primary school to cater to the Maronite community in the Parramatta area. The Secondary department of the College was not established until 1988. The foundation Principal of the College was Sr. Constance Bacha who remained as Principal until 1995 when she was succeeded by Sr. Irene Boughosn. In her turn she was succeeded as Principal in 2005 by Sr. Marlene Chedid. The College commenced with an enrolment of 153 students. The College first presented students for the HSC in 1991. Currently the College has enrolment of around 1200 students.

Location

Centred in Harris Park the College draws its students from suburbs within a radius of 5 kilometres including from areas Granville, Harris Park, Guildford, Merrylands and Parramatta. The majority of the students of the College worship regularly with their families at Our Lady of Lebanon Church which is situated next to the College in Harris Park.

Maronite Catholic Identity

The Maronite Catholic identity of MCHF College is manifested in many tangible ways. The College gathers as a community for the celebration of the Mass at least four times throughout each term, particularly on major feast days. Students are also given the opportunity to receive the sacrament of Reconciliation several times during the year. The students are also provided with the opportunity to attend the Rosary and the Stations of the Cross. In Year 3 students celebrate their First Reconciliation and their First Holy Communion.

In the Secondary and Primary each classroom has a sacred space around which daily classroom prayer is focused. The College Chaplain occupies an important position within the staff structure of the College, both in terms of the above activities as well as in terms of availability for pastoral care.

An integral part of Catholic identity of the College is a concern for social justice. Students are given the opportunity to contribute to specific causes throughout the year, namely Red Cross Blood Donation, The Cancer Council and visits to the Children's Westmead Hospital. There is also a St Vinnies group which support the Winter Appeal and Christmas hamper appeal.

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PROFESSIONAL LEARNING AND TEACHER STANDARDS

Primary Qualification	Number Qualified	Primary Qualification	Number Qualified
Applied Behavioural Analysis	1	Diploma in Catechetics	1
Bachelor of Arts	11	Diploma of Children's Services	1
Bachelor of Commerce Tourism Management	1	Diploma of Education	3
Bachelor of Early Childhood	5	Diploma of Teaching	5
Bachelor of Education	23	Grad Diploma –TESOL	2
Bachelor of Music	1	Master of Education	1
Bachelor of Psychology	2	Master of Education (Librarianship)	1
Bachelor of Science	2	Master of Educational Leadership	3
Bachelor of Teaching	3	Master of Teachings	5
Certificate in Religion	10	Certificate of Gifted Education	1
Certificate IV Assessment & Workplace Training	1		

Secondary Qualification	Number Qualified	Secondary Qualification	Number Qualified
Associate Diploma – Arts	3	Certificate 1 Construction Certificate	1
Associate Diploma – Business	1	Certificate 2 Construction Pathways	1
Bachelor in Visual Arts	1	Certificate II in ESOL	1
Bachelor of Applied Studies	1	Certificate III in Retail	1
Bachelor of Arts	17	Certificate in Education	1
Bachelor of Communication Studies	1	Certificate IV Catering Operations	1
Bachelor of Computer Science	1	Certificate IV Hospitality	1
Bachelor of Design & Technology	1	Certificate IV in Design Fundamentals	1
Bachelor of Design (Graphic/Communication)	1	Certificate IV in Training & Assessment	4
Bachelor of Education/Teaching	22	Certificate IV Upgrade Workshop VET Teachers	1
Bachelor of Music	1	Degree in Primary Teaching	1
Bachelor of Physical Education	1	Diploma in Education/Teaching	7
Bachelor of Science	6	Doctor of Ministry	1
Bachelor of Theology	2	Graduate Certificate in Theology	1
Graduate Diploma Education	5	Graduate Diploma – Chemistry	1
Graduate Diploma in Psychological Practice	1	Master of Educational Leadership	2
Graduate Diploma in Religious Education	2	Master of Teaching	2
Master of Arts	2	Master of Theology	2
Master of Education	6	Post Graduate Diploma Psychology	1
Master of Education (Educational Administration)	1	Training Certificate in Sciences	1

Teacher Qualification	Number of staff
Teacher qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*	95
Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching	0

*Australian Education International- National Office of Overseas Skills Recognition

Workforce Composition	Number of Staff
Total Teaching Staff	95
Total Non-Teaching staff	27
Total	122

Staff is made up of diverse cultural backgrounds with a percentage of staff being of Lebanese Maronite heritage.

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Professional Development

Professional Engagement is one of the three domains of teaching recognised within The Australian Professional Standards for Teachers. As professionals, teachers at MCHF are offered opportunities for establishing professional learning goals during their annual Performance and Development process.

Teachers are encouraged to attend at least one off site formal professional development course which not only enhances their depth of learning and pedagogical knowledge but also fosters an atmosphere of skill sharing with teachers from other school systems.

BOSTES

The Accreditation Program at MCHF is overseen by the College Liaison Officer.

In 2016 the College began preparing pre 2004 service teachers for the Accreditation process. Staff meetings outlining BOSTES requirements aimed at ensuring a smooth transition to Accreditation.

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 MCHF 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.

Maintenance of Accreditation: For all teachers in their Maintenance Phase Professional development is validated by the College Liaison Officer. Teachers are given opportunities to share their newly acquired skills and knowledge during K-12 staff meeting, held each term.

Primary

Professional development in 2016 continued its focus on Literacy and Numeracy supported by a second round of funding through the National Schools Literacy Numeracy Plan (NSLNP) and Embedding Excellence grant.

Consultants from AIS Maere Le Bon and Trio Consultancy group worked with staff to develop and enhance Literacy and Numeracy programs in order to develop learning sequences that better meet Syllabus outcomes.

Additional in-service courses were provided to support teachers as they identified their own learning needs. The majority of these courses were undertaken through the Association of Independent Schools as well as many subject associations. These Professional development experiences were linked as far as possible to the various requirements of the BOSTES Accreditation process.

Many teachers engaged in the STEM (Science, Technology, Engineering and Mathematics) program undertook training to strengthen their skills in science, mathematics and technology

Listed below are the main courses attended by Primary staff in 2016

Catholic Education Commission – LNAP K-2 meeting, TTA – 5-6 Integration; Help this child she still can't read;; Growth mindset to student motivation, Association of Independent Schools – Getting creative: for Ipads K-6; What beginning reader needs to know, Objectives d,d,e How do they look in the classroom; Assessing students; Writing K-6 Teaching beyond text types; Stem, APDT – Therapeutic Tools and techniques for clinics and classroom, Computational Thinking ESL - Sue Larkey – How to

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manage challenging behaviour, Children's Hospital – ACT for children and young people with anxiety, Learning Difficult Coalition – Effective Reading.

Secondary

Teachers in the Secondary attended a wide range of inservice courses throughout the year. Additional inservice courses were provided in the areas of pastoral care and student management. The majority of these courses were provided either by the Association of Independent Schools as well as many subject associations. These inservices were linked as far as possible to the various requirements of the NSW Institute of Teachers

Listed below are the main In-service Course Providers for the Secondary

Association of Independent Schools, Catholic Education Commission, Catholic Commission for Employment Relations, Catholic Education Office, ACHPER, TTA, Peer Support Australia, CLRI (NSW), Future Schools, Legal Studies Association, Eduwebinar P/L, Principal's Australia Institute, RiskAssess, South West Sydney Institute, Hawker Brownlow, Modern Teaching Aids, STA NSW, ACE NSW, APS Institute, Promoting Learning International, Association for Studies of Religion, The Education Nation Team, TEA, Interim Exec Leadership Group, VET Peer Review.

Whole Staff Professional Development

Maronite College of the Holy Family is committed to ensuring a safe and healthy working and learning environment for staff, students and visitors to our school. In order to achieve this the College complies with the requirements of the Work Health and Safety Act 2011 and the Work Health and Safety Regulations 2011 all relevant codes of practice.

As part of the MCHF WHS policy the College has systems in place and delegates responsibilities to:

- ensure the College is equipped and maintained to provide for all employees' health and safety while they are at work.
- ensure that the College has appropriate consultation mechanisms in place.

To this end the College engages CHUBB Australasia to provide onsite FBEP Emergency Procedures training.

In 2016 the WHS committee and Administration staff received Fire Warden and Fire extinguisher training. This ensured that staff are equipped with the practical ability to fulfil their 'Employees Responsibilities' stated in the College WHS policy. In 2016 all staff completed the WHS e-Learning module in Emergency procedures.

In the area of Student well-being Allen's provided First Aid training including Asthma and Anaphylaxis. All staff completed Disability Training modules 4, 5,6, 7 & 8 .

The whole staff furthered their professional learning through on line modules in the focus areas of Child Protection and Bullying and Harassment provided by SALT as well as a Countering anti-social and extremist behaviour e learning module provided by AIS.

Term 4 Staff development day focused on presentations and workshops for Integrated Assessments Behavioral Management Strategies and combined Team Building Activities.

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STUDENT POPULATION

Characteristics of the Student Body

In June 2016 there were 676 enrolled in the Primary and 467 enrolled in the Secondary department. There were 28 classes from K-6 and 21 Homeroom Groups from 7 to 12. The number of girls and boys (as of Census date) is identified in the table below.

Stage	1			2		3		4		5		6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	56	38	49	62	51	50	41	49	43	46	56	36	37	614
Boys	50	51	47	48	41	47	45	42	29	33	34	32	30	529
TOTAL	106	89	96	110	92	97	86	91	72	79	90	68	67	1143

The majority of the students at the College attend from Kindergarten to Year 12. There are some new enrolments from other schools in both the Primary and Secondary and there are regular, but small, numbers of new enrolments from overseas, mainly Lebanon.

The majority of students are Maronite Catholics with Lebanese heritage, other religions include, Orthodox, Melkite and Roman Catholic. Other backgrounds include Greek, Syrian, Iraqi and Italian.

The College draws its enrolments predominantly from Merrylands, Parramatta, Greystanes and Guildford, other suburbs include Ryde, Oatlands, Dundas and Wentworthville.

Retention Rates

In 2016:

89 Students in Yr. 10 stayed to achieve their RoSA: 34 were boys, 55 were girls.

66 Students in Yr. 12 stayed to achieve their HSC: 29 were boys, 37 were girls.

Student Attendance and Management of Non Attendance

Grade	Period Absences 27/1/2016-7/12/2016
Kindergarten	1339
Year 1	1059
Year 2	1409
Year 3	1318
Year 4	1109
Year 5	1252
Year 6	910
Year 7	1099
Year 8	996
Year 9	1280
Year 10	1345
Year 11	1027
Year 12	902

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Non-attendance

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

The Primary Stage Coordinators and Secondary Director of Well Being ensure that absences and non-attendances are monitored and followed through.

Habitual absence is a minimum of 30 days absence within the past 100 school days. Where a student is absent for a minimum of 30 days within 100 school days the College is required to investigate this as a possible 'Neglect' situation under Child Protection Legislation; Mandatory Reporting. Consideration will be given for a lack of awareness of educational requirements by families from culturally and linguistically diverse backgrounds, information needs to be provided to the parents.

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 Department of Education Attendance Officers. Upon investigation for the Attendance officers to Department of Education will pursue the matter of non-attendance. MCHF has introduced a Flowchart which is guide for responding to Habitual Unexplained Nonattendance at school of children and young people at MCHF.

Before referring to the Primary Coordinators and Secondary Director the following steps are undertaken:

- Parents are contacted
- A Concern for Absence Letter is sent home requesting the parent contact the Class/Homeroom Teacher.
- If absence remains a concern then a formal meeting is arranged with the Primary Coordinator/Secondary Director and Class/Homeroom Teacher.
- An Attendance Improvement Plan is devised
- Following these steps, if the absence continues to be a concern then an Official Warning Letter is issued.

The Primary Stage Coordinators and Secondary Director will review each case and report to the College Psychologist if a Community Services referral becomes necessary. Once the College has followed through with the steps outlined above and no reasonable explanation or relevant documentation is provided, a notification will be made to Community Services and they will advise the College on the appropriate action necessary.

COLLEGE POLICIES

Enrolment Policy

Parents wishing to enrol students are asked to bring with them their Birth, Baptismal/Confirmation and Immunisation certificates, passports or visas if relevant as well as copies of their most recent reports from their current school and their NAPLAN results. Once the child is accepted after meeting with the Principal, an enrolment fee of \$100 is payable.

Primary

During Kinder Orientation the students attend an individual interview with their parents to conduct a simple assessment for social, literacy and numeracy development.

Students also attend an orientation session where participate in class like activities with a group of students. This is aimed at assisting students with their transition to Kindergarten.

Attendance at both the interview and orientation session is compulsory. Observations are used to determine the student's ability to adjust to school life and to provide teachers with an insight into individualised adjustments which may be required to assist students with special needs.

Secondary

Continuity of schooling is encouraged and as such the majority of the Secondary students have been at the College since Kindergarten.

Year 6 is asked to indicate enrolment options for the following year; the parameters for the number of students to be accepted into Year 7 are between 85 and 110. Those students deemed to be 'at-risk' in terms of behaviour and attitude are counselled during Year 6 with the College reserving the right to withhold Secondary enrolment offers. In term 3, all Year 6 students receiving an enrolment offer undergo an enrolment interview with their parents conducted by a member of a staff, where a contract is signed.

Based on the expressed options from current Year 6 students, the College then determines the number of places available for outside enrolments for the following year. These outside applications are processed with emphasis being placed on NAPLAN results as well as reports and recommendations from other schools. Upon receiving an enrolment offer the student undergoes an enrolment interview with this/her parents conducted by the Principal and Secondary Leadership Team.

Applications for enrolment other than for Year 7 are determined by factors including the availability of placements, academic ability, NAPLAN results and references concerning behaviour.

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Student Development Policy

Maronite College of the Holy Family aims to foster and encourage in our students a deep commitment to personal prayer, love and respect for the Mass and the Sacraments, and faithfulness to the Catholic Church and the teachings. We hope and encourage that this life of faith will manifest itself in works of justice, charity and service towards all those they meet and in the community in which they live. The Student Development Policy can be accessed via the College administration office upon request.

In such a context it is hoped that a student who has completed a major part of his or her education at Maronite College of the Holy Family will develop their potential to have:

- A good Christian Spirit
- Honesty and courtesy
- Respect and tolerance of themselves and others
- Commitment to justice
- Intellectual competency
- National pride in Australia and their parents homeland

Student Welfare

The word 'development' implies a 'gradual growth' and it is the aim of the Student Development Policy to provide the students of the College with as many opportunities as possible to move towards the realisation of their potential in the areas of academic, sport, culture, social awareness and behaviour. In order to further support student welfare needs the College is developing closer ties with Maronite Care the Social Services arm of the Maronite Diocese of Australia.

The College recognises the prime importance of the role of parent's in the education of their children. Therefore it is essential that at all stages of the Student Development Policy, effective communication be maintained with parents. The Student Welfare Policy includes:

- Safe and Supportive Environment
- Discipline and Merit
- Leadership Opportunities
- Support Services
- Student-Centred Programs
- Uniform

Changes in 2016: Introduction of the College Chaplaincy program

Discipline

The basis of a good discipline structure in any College is the self-disciplined student. At MCHF College we recognise that the essential ingredients of a good discipline system are clear expectations, consistent application of consequences, early intervention and developing positive patterns of behaviour. These elements must also be grounded in love and affection.

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At Maronite College of the Holy Family, all misconduct, breaches of College rules, and violations of the law are investigated, followed-up, and acted upon.

In all dealings with student discipline, the College will follow procedural fairness, conducted in a manner ensuring fair practice and equity, respect to all parties, and due observance of confidentiality.

Students are encouraged to identify their behaviour as being purposeful, self-evaluate the ways they are meeting their needs and to choose appropriate behaviours that meet their needs in the most positive way for themselves and all members of the College community.

As students develop these skills, they become more and more self-disciplined. Their behaviour is motivated internally and they need fewer external sanctions to meet the high standards of behaviour expected at the College.

Students are encouraged to develop self-discipline where behaviour is self-evaluated in reference to our College values of integrity, hope, justice, dignity and respect.

No changes were made to this policy in 2016

Anti-Bullying

At Maronite College of the Holy Family, all those responsible in the educational setting will work towards preventing bullying through a range of strategies that may include:

- Responding to the Children's eSafety Commissioner to assist in resolving complaints involving cyber bullying.
- The development and monitoring of the school culture to ensure it is based on mutual trust and respect;
- The implementation of specific policies and procedures that are appropriate to the developmental stages of students i.e. Student Development Policy;
- Training programs and professional development for members of the College community;
- Regular monitoring and review of the College's anti-bullying policies and procedures;
- College-based activities where the Maronite Catholic values of the individual and community are affirmed and personal qualities such as compassion, kindness, respect and tolerance are fostered and modelled by staff and students;
- The promotion and implementation of values-based curriculum options;
- The provision of the PDHPE and Religion Education Syllabus coverage to ensure the teaching of all essential 'learn about' and 'learn to' units of work that may relate to bullying behaviours;
- School-based programs and activities (such as the Peer Support Program, Kindy Buddies program, Playground Angels, the Transition Program, Anti-Bullying Awareness Week and the Pastoral Care Program) that promote the skills of communicating, leadership, decision-making, interacting, planning, conflict resolution and problem-solving for students;

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- 'Moral education' in the context of religious education, liturgies, reconciliation and assemblies where the value of the individual is affirmed and the importance of qualities such as love, reconciliation and social justice are encouraged;
- Raising awareness of the importance of punctuality to class, active supervision and the need to challenge unacceptable behaviour;
- Appropriate provision of counselling and/or other support services;
- Provision of support for parent/guardians through information seminars, support networks, etc;
- Encouraging reporting of bullying incidents including online reports via the College Website.

No changes were made to this policy in 2016

Complaints and Grievance Policy

Maronite College of the Holy Family is committed to developing an educational and organisational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

We acknowledge that, employees, students and parents may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable. While most issues can be resolved through direct discussion with the parties, there may be instances in which this is not possible. The Grievance and Complaint policy provides a process for those receiving services from Maronite College of the Holy Family to raise concerns or complaints.

The preferred method of dealing with complaints is on a personal, face-to-face basis. Sufficient time is allocated to ensure all aspects of the problem are thoroughly investigated. There is a firm commitment by the College to pursue all matters to an appropriate conclusion. Complaints from whatever source – parents, students, or the general public – are dealt with at the most appropriate level in line with the procedures outlined in the College Complaints & Grievance Policy.

No changes were made to this policy in 2016

All College policies can be accessed via the College administration office upon request.

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RESPECT AND RESPONSIBILITY

The College participates in a number of initiatives in order to promote respect and responsibility. In the Primary Department respect and responsibility are promoted through participation in the Protective Behaviours Program as well as activities which are aimed at dealing with Bullying. Students' participation in these activities help to foster healthy self-esteem and the confidence it takes for them to be active in ensuring their own safety. Additionally, students are taught to feel empathy for those who are being mistreated in classrooms or in the playground. As a College we aim to make each student responsible for their own actions and to assist others who may need our help.

Harmony Day at Maronite College of the Holy Family celebrates diversity. It provides an opportunity for our students to celebrate the diverse multicultural society in which they live, to affirm common values of respect and goodwill towards fellow Australians of all backgrounds, and to say 'no' to racism.

Our students participate in specific based class activities which promote the idea that living in harmony means that every person living in Australia has the opportunity to enjoy a safe and happy life. Participation in class activities during National Safe Schools Week culminates in the students receiving a 'Safe School Certificate' reinforcing the concept that safe schools are an individual as well as community responsibility.

The K-6 and 7-12 College SRC program has a commitment to involvement in community service activities. Each term the Primary the SRC choose a community charity which they support with a fundraising activity as well as promoting an awareness of the integral community work their chosen charity supports. In the Secondary students are involved in a wide range of activities around the theme of 'social awareness'. The Social Justice group regularly visit hospitals, nursing homes volunteering to feed the homeless and Blood Donations are an annual event which the Year 12 students participate in. It is in dealing with the underprivileged in our society that the students learn valuable lessons about respect and responsibility.

Programs and Activities Related to Pastoral Care

The College has a long-standing pastoral care program in place focusing on the development of each student.

This program is built on the development of positive relationships between all stakeholders at the College. The College takes every opportunity to highlight the efforts of its students and their achievements are viewed with a great deal of pride. Teachers monitor the development of each student and any concerns are quickly picked up and dealt with at a number of levels. Special programs such as Peer Support for Years 3 and 7, Buddy systems between Kindergarten and Year 6, and leadership activities for Years 6, 10 and 12, provide further opportunities for the pastoral care of the students.

Students have numerous possibilities to enhance their social and leadership skills through committees such as the SRC, St Vinnies group or the Social Justice group. They can take on the role of peer support or bus prefect, or they can show leadership potential through homeroom captain, College leader or Library Monitor roles.

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In the area of student management/welfare/discipline the College follows a program that tracks students through their school career monitoring their patterns of behaviour and allowing appropriate intervention when required. This program benefits greatly from the presence of a College Psychologists K-12, The Director of Wellbeing in the Secondary and Stage Coordinators in the Primary. All issues requiring reference to a higher authority are directed to the Deputy Principal Primary/Secondary or in the final analysis, by the College Principal.

The College fully supports and implements all aspects of Child Protection Legislation. Structures and policies are in place to maintain professional behaviour in the staff culture of the College.

Religious Education

Religious education is a compulsory subject in the curriculum of the Maronite College of the Holy Family, reflecting the importance of the religious dimension in the education of the students.

Students from K-6 follow the 'Sharing Our Story' document from the Diocese of Parramatta. Secondary use the textbooks available from the Sydney Diocese, titled 'To know, worship and love.' The programs have been modified to ensure that they reflect the specific Maronite ethos of the school.

Values education plays an important part in the curriculum life of the College. The work that is done in the context of the Religious Education and Pastoral Care programs is reinforced by studies in Physical Development Health Physical Education (P.D.H.P.E.) and English. In P.D.H.P.E. The emphasis is on the development of a healthy lifestyle with Christian attitudes while in English, texts are selected which deal with the major issues of the day and these are presented in an overtly Christian context.

TEACHING AND LEARNING School Determined Improvement Targets



Priority Areas

Effective School-Based Leadership

To establish a safe and supportive environment where all can feel confident to grow and succeed
To access funding opportunities to enhance curriculum delivery

High-Quality Teaching

Quality teaching challenges students to set high personal goals and embrace learning as a lifelong process
To actively engage students in meaningful learning which is centred in pedagogical practices that embrace problem solving and higher order thinking skills
To build academic confidence through the provision of differentiated programs for students at both sides of the learning spectrum.

A Culture that Promotes Learning Success

To ensure that quality teaching supports improved educational outcomes
To challenge students to meet their individual learning potential

High-Quality Professional Learning

To create a culture where every staff member is engaged in purposeful and personally relevant professional development in order to enhance workforce capacity

Family and Community Engagement

To enhance student learning and well-being by developing relationships with parents, universities, business and community organisations.

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Priority Area 1: Effective School-Based Leadership

Purpose

To establish a safe and supportive environment where all can feel confident to grow and succeed
To access funding opportunities to enhance curriculum delivery

Strategy

College Executive

Develop, circulate, review and evaluate policies that adhere to relevant legislation and compliance requirements.

Plan staffing that encourages collaboration and shared responsibility.

Research funding opportunities and complete applications and manage funds within compliance requirements.

Leadership Teams

Lead staff in following policies and procedures in all compliance areas.

Engage with staff to develop positive relationships in order to foster a cohesive and shared –responsibility approach to effective planning.

Provide leadership opportunities for students across the College environment.

Staff

Understand their obligations to be proactive leaders in all matters related to College policies as well as their obligations under the relevant WHS and Child Protection legislation.

Complete all relevant compliance training provided by the College.

Work as a team to develop high quality teaching programs which promote learning.

Provide Leadership opportunities for students within the classroom and across the College environment.

Students

Be proactive in their involvement in leadership opportunities within the classroom and across the College

Improvement Measures

Leadership

All Responsible Persons undertook the Mandatory 4 hours BOSTES requirements to fulfil Leadership obligations outlined in the Registration and Accreditation of Non Governments Schools Manual

Policies

A Teacher Accreditation Policy was developed to outline the College's obligations under the Teacher Accreditation Act 2004 ('TA Act) and the 'Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools and Early Childhood Centres October 2015.'

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Policies for both the Accreditation at Proficient Teacher and Maintenance of Accreditation were updated to reflect the new accountabilities for the regulation of Teacher Accreditation Authorities.

A Business Continuity Plan was established under the guidance of Catholic Church Insurances to ensure that the College can re-establish critical functions following a disruption and minimise the impact of the event on providing services to the community and fulfilling its Mission.

As an integral part of this plan extensive work was conducted to move the storage of College data to the Cloud.

Bring Your Own Device Policy (BYOD) was developed to improve the pedagogy focusing on both teacher-centred learning environments and student-centred learning environments.

The WHS Policy was updated to include photos and diagrams of key evacuation reference points.

The installation of campus wide smoke detectors, fire cupboard upgrade and update of emergency exit lights was completed.

All teachers signed the Dissemination Policy within the first 3 weeks of school. All teachers' completed compliance modules in WHS, Child Protection, Bullying and Harassment.

Funding

Funding this year included:

Literacy/Numeracy Action Plan

Embedding Excellence

Security Grant

Chaplaincy Grant

Sporting Schools

Student Leaders

There were increased opportunities for students as leaders: in 2016 College Captains increased from 1-2;

Environment Monitors were re-introduced; Secondary classes have Homeroom Captains and the Secondary SRC is made up of a group of representatives from each Year group.

The Primary SRC which is made up of Year 6 students now provides opportunities for leadership throughout the year.

Priority Area 2: High Quality Teaching

Purpose

Quality teaching which challenges students to set high personal goals and embrace learning as a lifelong process.

To actively engage students in meaningful learning which is centred in pedagogical practices that embrace problem solving and higher order thinking skills

To build academic confidence through the provision of differentiated programs for students at both sides of the learning spectrum.

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Strategy

Executive

To lead the development of explicit and clear school wide targets in literacy and numeracy.

Provide classrooms with contemporary resources so staff feels supported in their capacity to create engaging and meaningful learning tasks in innovative learning environments.

Leadership Teams

Review the College's curriculum delivery to ensure consistent teaching and learning expectations with a clear reference to the NSW Curriculum and evidence based teaching practices.

Promoting research based teaching instruction to establish highly effective teaching methods, including explicit instruction to maximise student learning.

Teachers

Develop and maintain programs in all Key Learning Areas to ensure equitable outcomes.

Refine learning programs for higher achieving students through differentiated learning activities and participation in Extension groups.

Refine learning programs for special needs students through differentiated activities and support programs in Literacy and Numeracy by establishing Personalised Plans which provide access to Early Intervention.

Set personal goals to ensure they are continually developing their capacity to lead classrooms which positively influence student learning.

Reflect on teaching practices and student outcomes and recognises their leadership capacity to inform future planning and direction.

Students

Engage in different learning environments including classroom, Learning Centre, computer labs and outdoor areas to develop their skills in investigative research and creative thinking.

Engage in a variety of peer interactions including group, pair, and whole class tasks to learn the importance of collaboration and shared learning.

Parents

Be aware of curriculum content at the various stages of their child's schooling through engagement in workshops and term curriculum notes.

Improvement Measures

In 2016 teaching programs focused on:

-the implementation of the New South Wales Curriculum

-effective ICT integration, including the introduction and implementation of the Bring Your Own Device (BYOD) Policy.

-integrated components of Project Based Learning or STEM.

-explicit learning intentions and student self-reflection strategies embedded in all learning experiences.

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The following parent information sessions were conducted focusing on Key Learning Areas:

Year	2016
Primary	Literacy Mental Health Personal Development
Secondary	HSC Information Session Mental Health Year 11 Subject Selection

Priority Area 3: A Culture that Promotes Learning Success

Purpose

To ensure that quality teaching supports improved educational outcomes
To challenge students to meet their individual learning potential

Strategy

Executive

Establish and maintain consistency in Assessing and Reporting procedures.

Encourage open communication between teachers and parents regarding their child's engagement with curriculum content.

Leadership Teams

Develop a plan for systematic collection of a range of student outcome data including test data and quality classroom assessment with a focus in literacy and numeracy.

Ensure consistency of teacher judgement and assessment benchmarks for whole school learning.

Collaborate with staff in evaluating student learning goals and achievement.

Teachers

Establish classroom environments which have high expectations for student success.

Work collaboratively to moderate assessment tasks (ARC used as a reference).

Be proactive in meeting with parents. Teachers need to ensure that meetings are informative.

Provide students with immediate and specific feedback that gives direction to future learning.

Inspire students to be proactive learners who take responsibility for their engagement in learning experiences.

Be responsible for the collection and analysis of data in order to identify students at risk.

Students

Develop in students the strategies to self-reflect on their capacity to meet their learning goals.

Increase students responsibilities for their own learning by providing student centred learning opportunities.

Master core subjects as critical thinkers.

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Parents

Engage in opportunities to discuss their child's progress through ongoing and open communication practices. Take a proactive approach to their child's educational journey.

Improvement Measures

A plan for data collection in Literacy and Numeracy was formalised for each Stage

A Data Wall for each grade K-6 was developed to inform future planning.

The attendance of all students was analysed throughout the year to determine students whose lack of attendance may negatively impact on their learning outcomes.

The use of the Learning Continuum as a tracking tool in Literacy and Numeracy was extended to Years 5&6 in 2016

Implementation of Case Management Strategies for targeted students was introduced.

Priority Area 4: High-Quality Professional Learning

Purpose

To create a culture where every staff member is engaged in purposeful and personally relevant professional development in order to enhance workforce capacity.

Strategy

Executive

Will ensure there is provision for Professional Development opportunities to support staff personal learning goals.

Engage with teachers in embedding the Quality Teacher Framework through consistent and relevant performance review.

Encourage staff to be lifelong learners by providing opportunities to share and observe effective strategies in other classrooms and within a network of schools in the local area.

Develop a coaching culture of teachers as mentors.

Leadership Teams

Encourage a culture of continuous professional learning fostered through effective collaboration processes and opportunities, collegial observations, and mentoring.

Organise relevant consultants to work with staff to refine programming skills and develop meaningful lessons sequences.

Teachers

Set and reflect on Professional learning goals in order to enhance skills and increase productivity.

Understand their accountability to the National Professional Standards and BOSTES maintenance Accreditation requirements.

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Embrace opportunities to be a teacher leader through engagement with beginning and student teachers.

Improvement Measures

Professional Learning

staff engaged in voluntary peer observations between staff across grades and departments

staff engaged in voluntary team teaching activities

Coordinators engaged in visits to participating Schools/Colleges in the area

All staff were involved in external professional development and online courses

All staff took part in the College performance review process under the guidance of the College Principal.

Seven New Scheme teachers had a mentor allocated to them and worked with the College Liaison Officer to complete the first year of their accreditation program.

Nine New Scheme teachers worked with the College Liaison Officer to collect and annotate evidence for their Accreditation at Proficient teacher.

Twenty-eight teachers in their maintenance phase worked with the Liaison officer to validate their self-identified professional development.

Consultants

Consultants from AIS worked with the Embedding Excellence facilitator.

Consultants from Trio worked with staff from ES1, Stage 1 and Stage 2 to refine work in LNAP.

Consultants from Trio worked with Stage 2 teachers to refine work in NAPLAN.

Priority Area 5: Family and Community Engagement

Purpose

To enhance student learning and well-being by developing relationships with parents, universities, business and community organisations.

Strategy

Executive

Strengthen collaborative partnerships with universities through practicum placements

Continue to actively involve parents, community, students and staff in a series of fundraising events that lead to the achievement of financial goals.

Ensure updated and informative provision of information including Social Media: Facebook, Fortnightly newsletters, College Website, Parish newsletter

Leadership Teams

Organise and stage a series of special events that showcase the students' enthusiasm for participation in events that are cultural and educational.

Continue to actively involve parents in a series of events that lead to the achievement of shared educational goals.

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Teachers

Actively participate in Parent Information Sessions and Parent Teacher Meetings

Provide a welcoming environment for parent and community groups

Provide opportunities and establish good routines for Parent Helpers in the classroom

Improvement Measures

College Tours

This year College Tours were introduced as a marketing tool and an initiative to invite current and future parents of the College to learn about the College – its history, facilities, services and activities. The tour commenced with a presentation, followed by a tour of the College and concluded with an afternoon tea. The tours were held once a term in terms 2-4 for one hour. Staff and students were notified and welcomed the guests into their classes.

Parent Education and Support Network (PESN)

The Parent Education and Support Network was formed this year. The purpose of the PESN was to offer services and workshops which foster a partnership of students, parents and staff. This partnership is designed to encompass all avenues of communication that occur within our College community. This year the PESN held the following events:

- Effective Parenting Course (4 Sessions) in partnership with MaroniteCare
- Safe Learner Driver Course
- Understanding Moodle – Parent Information Session for Year 5 and 6 parents
- Wellbeing Conference (in support of MaroniteCare's Seeds of Hope Mental Health Month in October)
- Contribution to the College Newsletter

New Building Sponsorship Package

A sponsorship package has been developed to assist the College fund its new building. The package aims to target potential corporate sponsors as well as community based sponsors.

Marketing of the College

The College placed a strong emphasis on marketing this year to promote the services, facilities and events it hosts.

The marketing strategies adopted were:

- 3 College Tours (Terms 2-4)
- 4 advertisements in the Parramatta Advertiser
- Profile in the 2017 edition of the Catholic Schools Guide
- Article featured in the Parramatta Advertiser on School Security
- Principal's Voice section of the Parramatta Advertiser
- Advertisements and articles in the local Arabic Newspapers
- Purchase of a College stand up banner to display in school and community events and activities
- Establishment of an Open Day Planning Committee

Parent Volunteers

This year we had an amazing 107 parent volunteers inducted to our volunteer program assisted in classroom activities from Kindergarten to year 12 as well as a variety of College PA events.

Affiliation with Universities

The College hosted thirty six students undergoing their practicum experiences at different levels of their teaching degrees. All of these students were supervised by our experienced teachers.

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SCHOOL RESULTS IN STATE WIDE TESTS AND EXAMINATIONS

NAPLAN Results

MCHF Cohort – Number of students is listed below.

YEAR	BOYS	GIRLS	TOTAL
3	44	56	100
5	46	46	92
7	42	46	88
9	32	46	75

The MCHF cohort consists 98% LBOTE students.

The NAPLAN results are reported in 10 bands, the bands for each cohort have been summarised and compared to the State in the table below.

YEAR 3
Reading % in Skills band 3, 4, 5 and 6 State – 88% % in Skills band 3, 4, 5 and 6 College – 89%
Writing % in Skills band 3, 4, 5 and 6 State – 94% % in Skills band 3, 4, 5 and 6 College – 99%
Spelling % in Skills band 3, 4, 5 and 6 State – 88% % in Skills band 3, 4, 5 and 6 College – 97%
Grammar and Punctuation % in Skills band 3, 4, 5 and 6 State – 92% % in Skills band 3, 4, 5 and 6 College – 95%
Numeracy % in Skills band 3, 4, 5 and 6 State – 86% % in Skills band 3, 4, 5 and 6 College – 80%
YEAR 5
Reading % in Skills band 5, 6, 7 and 8 State – 81% % in Skills band 5, 6, 7 and 8 College – 82%
Writing % in Skills band 5, 6, 7 and 8 State – 84% % in Skills band 5, 6, 7 and 8 College – 95%
Spelling % in Skills band 5, 6, 7 and 8 State – 85% % in Skills band 5, 6, 7 and 8 College – 92%
Grammar and Punctuation % in Skills band 5, 6, 7 and 8 State – 85% % in Skills band 5, 6, 7 and 8 College – 93%
Numeracy % in Skills band 5, 6, 7 and 8 State – 83% % in Skills band 5, 6, 7 and 8 College – 86%

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YEAR 7

Reading

% in Skills band 6, 7, 8 and 9 State – 80%

% in Skills band 6, 7, 8 and 9 College – 66%

Writing

% in Skills band 6, 7, 8 and 9 State – 73%

% in Skills band 6, 7, 8 and 9 College – 78%

Spelling

% in Skills band 6, 7, 8 and 9 State – 83%

% in Skills band 6, 7, 8 and 9 College – 94%

Grammar and Punctuation

% in Skills band 6, 7, 8 and 9 State – 77%

% in Skills band 6, 7, 8 and 9 College – 76%

Numeracy

% in Skills band 6, 7, 8 and 9 State – 84%

% in Skills band 6, 7, 8 and 9 College – 84%

YEAR 9

Reading

% in Skills band 7, 8, 9 and 10 State – 78%

% in Skills band 7, 8, 9 and 10 College – 69%

Writing

% in Skills band 7, 8, 9 and 10 State – 61%

% in Skills band 7, 8, 9 and 10 College – 62%

Spelling

% in Skills band 7, 8, 9 and 10 State – 79%

% in Skills band 7, 8, 9 and 10 College – 87%

Grammar and Punctuation

% in Skills band 7, 8, 9 and 10 State – 73%

% in Skills band 7, 8, 9 and 10 College – 68%

Numeracy

% in Skills band 7, 8, 9 and 10 State – 81%

% in Skills band 7, 8, 9 and 10 College – 78%

Summary of Results for Year 3 – 2016

Questions or criteria where the school percentage choosing the correct response was 10 or more above the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
	4 Correctly spells - bread 7 Correctly spells - nice 9 Correctly spells - corner 10 Correctly spells - gentle 15 Identifies error, spells – forest 16 Identifies error, spells – splashes 17 Identifies error, spells – whales 19 Identifies error, spells – machine 20 Identifies error, spells –	33 Identifies correct subject/verb agreement 35 Identifies the noun in a simple sentence 37 Identifies direct speech punctuation 38 Identifies correct use of list commas 42 Identifies correct sequencing of tenses 47 Recognises a past tense verb 50 Identifies indefinite article	

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	lizard 21 Identifies error, spells – stain 22 Identifies error, spells – mouths 23 Identifies error, spells – untied		
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Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
6 Interprets information to make inference 23 Infers expression in a persuasive letter 28 Interprets character in a narrative		32 Identifies the word describing a verb	11 3D Space: Match object to 3D net 12 2D Space: Identify a quarter turn 18 Div: Represent div using grouping 23 Add/Sub: Solve money problem/change 26 Add/Sub: Match no. sentence to problem

Summary of Results for Year 5 – 2016

Questions or criteria where the school percentage choosing the correct response was 10 or more above the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
1 Locate directly stated information	8 Correctly spells - straight 16 Identifies error, spells – machine 17 Identifies error, spells – sketched 20 Identifies error, spells – passengers 22 Identifies error, spells – obedience	32 Recognises correct sequencing of tenses 38 Identifies correct use of list commas	13 Angles: Classify an angle

Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
4 Recognises purpose of information text 30 Infers a character trait in a narrative 35 Identified shared belief between reviews 38 Infers the purpose of a symbolic summary	10 Correctly spells – limbs	34 Selects correct adverb 37 Selects correct subject/verb agreement 43 Identifies word to be omitted from sentence 49 Recognises an adverb of time	18 Mass: Compares masses/balance scales 21 Length: Calculate perimeter composite shape 23 2D Space: Solve problem using symmetry 24 Pat/Alg: Continue decimal no. pattern 27 Frac/Dec: Add and subtract fractions

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			30 Add/Sub: Solve multistep problem 37 Frac/Dec: Match decimal to fraction 38 Length: Calculate perimeter given lengths
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Summary of Results for Yr. 7 – 2016

Questions or criteria where the school percentage choosing the correct response was 10 or more above the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
16 Identifies a fact in a blog	6 Correctly spells - envelope 7 Correctly spells - miserable 11 Correctly spells - brochure 21 Identifies error, spells - obedience	41 Identifies need for apostrophe of contraction	

Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
3 Locates directly stated details 6 Infers meaning of a statement on a sign 7 Identifies purpose of personal address 9 Interprets meaning on a persuasive sign 13 Infers what evidence supports conclusion 15 Identifies meaning of a word in a blog 18 Interprets reason for a characters action 19 Identifies cohesion through word association 22 Infers a character trait in a narrative 23 Interprets a literary description 24 Identifies change in characters reaction 25 Identifies device used to engage readers 26 Interprets a complex statement 27 Interprets a word in first person narrative 29 Synthesises paragraph to identify purpose 30 Identifies a characters reaction 33 Interprets facts in a news	5 Correctly spells - burrows 10 Correctly spells - recruits	34 Selects definite article to specify a noun 36 Recognises a full stop ends a statement 43 Identifies correct use of non-infinite clause 46 Identifies use of parallel construction	1 Mult/Div: Solve multi step Mult/Add 3 Frac/Dec: Calculate a fraction 6 Probability: Calculate a percentage 7 Chance: Calculate probability as a fraction 8 Integers: Add/sub fractions related denom. 11 Length: Calculate perimeter composite shape 13 Pat/Alg: Identify multiplicative rule 16 Data: Use reasoning to interpret table 16 Frac/Dec: Locate fraction/number line 17 Frac/Dec: Multiply by power of 10 17 Mult/Div: Add/Mult to 4 digits 18 2D Space: Reflect and rotate shape 18 Chance: Calculate probability as a decimal 20 Data Analysis: Calculate mean 21 Alg/Tech: Select algebraic expression 21 Ratios: Calculate ration 22 Vol/Cap: Convert L to mL 24 Chance: Observe an expected

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article 34 Interprets information to meet a purpose 36 Identifies purpose of direct quotations 43 Analyses how word choice supports meaning 46 Infers characters attitude in a narrative 48 Interprets characters actions in a narrative 49 Identifies cohesive reference in narrative		frequency 26 Length: Calculate perimeter given lengths 25 Angles: Calculate angles/straight line 27 Pat/Alg: Continue decimal pattern 27 Frac/Dec: Calculate price after discount 28 Whole Nos: Identify square numbers 28 Angle/Rel: Identify corresponding angles 29 Mult/Div: Solve multistep problem
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Summary of Results for Yr. 9 – 2016

Questions or criteria where the school percentage choosing the correct response was 10 or more above the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
	4 Correctly spells – circular 9 Correctly spells – brochures 12 Correctly spells – quarrel 20 Identifies error, spells – unannounced 21 Identifies error, spells – exceeding 23 Identifies error, spells - vulnerable		4 Probability: Interpret Venn diagram 22 Area: Calculate area of composite shape 27 Area: Calculate area of a square pyramid

Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage

Reading	Spelling	Grammar & Punctuation	Numeracy
6 Identifies a pronoun reference 13 Interprets a character’s state of mind 14 Identifies comparative characteristics 15 Interprets the use of a colon 17 Interprets the meaning of a word 19 Identifies the meaning of a term in a text/diagram 25 Identifies device used to engage readers 26 Interprets a complex statement 27 Interprets word in first person narrative 28 Interprets a character’s reaction 30 Identifies a character’s reaction	13 Correctly spells - enigma 14 Correctly spells - gnawing	32 Selects correct definite article 38 Selects correct compound verb 40 identifies the correct modal adjective 44 Identifies a noun in a complex sentence 45 Selects sentence requiring noun – its 47 Identifies correct use of capitals for name 48 Identifies the correct use of an adverb 56 Identifies correct parallel construction	2 Length: Convert units of length 3 Probability: Calculate as percentage 3 Ratios: Use a ratio to solve a problem 5 Frac/Dec: Calculate with decimals 7 Integers: Add/sub fractions related denom. 7 Ratios: Solve a problem using ratio 10 Length: Calculate perimeter of parallelogram 12 Data Analysis: Calculate mean 13 Ratios: Calculate ratio 14 Probability: Calculate as a fraction 14 Vol/Cap: Convert L to mL

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<p>31 Interprets a literary description 35 Identifies a synonym in a persuasive 38 Identifies extended personification in poem 39 Interprets a figurative description 45 Infers how a clause creates meaning 46 Identifies the use of a pun in an advert 48 Identifies meaning of a word in an advert 49 Interprets lexical cohesion in an advert</p>			<p>16 2D Space: Reflect and rotate shape 16 Angles: Calculate angles/straight line 21 Data Analysis: Calculate range from dot plot 22 Ratios: Use a ratio to solve a problem 23 Mult/Div: Solve multistep problem 25 Frac/Dec/Per: Convert frac to dec 25 Geo Fig: Calculate angle sum of pentagon 26 Pat/Alg: Locate points/Cartesian plane 28 Financial: calculate annual percentage rate 28 Percentage: Calculate percentage increase 30 Ratios: Use a ratio to solve a problem 31 Equations: Solve linear equations</p>
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THE GRANTING of RoSA

- Students who are eligible for a Record of School Achievement may enter Preliminary courses. If a student is not eligible, they may still enter the Preliminary course provided that:
 - The College Principal accredits the student to achieving an award similar or in the same calibre as the RoSA
 - The College Principal feels confident that the student can satisfactorily complete the HSC course.
- Students study a variety of courses in Yr 11 that make up the mandatory hours required by BOSTES to satisfy the completion of a course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the scope & sequence (assessment plans) which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
 - Examinations
 - Research Tasks
 - Oral Presentations
 - Practical Tasks (performances etc)
 - Observations

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- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the KLA Coordinator (Head of Faculty) to be checked and they are placed into the markbook and reporting system.
- KLA Coordinators make a professional on-balance judgement to decide which grade best matches the standard that the student have achieved, based on assessment information they have collected. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses.
- Grades are given for individual achievement. Students receive the grade that best matches the standard of their achievement.
- The Final grades are submitted to the Director of Teaching & Learning where they are entered into the system via BOSTES and approved by the College Principal.
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept at the College as per requested by BOSTES.

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HIGHER SCHOOL CERTIFICATE RESULTS 2016

2016 Higher School Certificate School Group Statistics Report

Maronite College of the Holy Family - Parramatta (1485)



13 December 2016

Course Number	Course Name	Students		M.A. Assessment		E.M. Assessment		State		School vs State		
		Included	Omitted	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Variation
15030	Biology 2 unit	17	0	77.41	9.26	73.35	11.48	76.34	8.55	73.71	11.81	2.63
15040	Business Studies 2 unit	31	0	73.26	11.30	68.61	12.48	72.83	9.62	73.21	12.41	0.38-
15050	Chemistry 2 unit	6	0	77.23	4.16	72.50	6.40	77.23	4.70	75.59	11.52	1.64
15060	Community and Family Studies 2 unit	12	0	76.97	4.69	77.67	8.67	75.87	6.62	72.20	12.56	3.67
15090	Drama 2 unit	6	0	67.67	4.56	72.50	7.21	67.63	4.27	77.83	9.32	10.20-
15110	Economics 2 unit	11	0	73.33	9.53	69.45	12.66	73.33	9.50	76.55	11.70	3.22-
15130	English (Standard) 2 unit	41	0	70.67	7.48	66.80	9.83	70.04	7.68	68.70	10.27	1.34
15140	English (Advanced) 2 unit	25	0	79.71	4.08	80.16	7.72	79.69	4.42	80.72	8.68	1.03-
15160	English Extension 1 1 unit	5	0	41.28	2.78	42.80	1.60	41.00	2.92	41.91	4.40	0.91-
15200	Industrial Technology 2 unit	7	0	67.11	6.52	66.86	7.24	67.14	6.68	69.02	14.95	1.88-
15220	Legal Studies 2 unit	12	0	81.12	11.12	76.42	14.16	81.13	10.38	75.01	13.11	6.12
15235	Mathematics General 2 2 unit	30	0	68.95	14.03	55.93	20.90	68.67	14.09	68.51	15.10	0.16
15240	Mathematics 2 unit	7	0	81.11	9.78	71.00	11.49	81.09	9.74	77.94	14.27	3.25
15250	Mathematics Extension 1 2 unit	1	0	82.40	0.00	70.00	0.00	82.40	0.00	79.68	14.47	2.72
15270	Modern History 2 unit	13	0	71.17	9.18	74.15	10.95	71.17	9.32	74.45	13.65	3.28-
15290	Music 1 2 unit	2	0	89.00	3.80	68.00	6.00	85.30	7.50	80.91	9.64	4.39
15320	Personal Development, Health and Physical Education 2 unit	21	0	73.95	11.81	80.33	11.09	73.83	11.28	72.13	14.71	1.70
15330	Physics 2 unit	5	0	70.16	7.24	67.40	11.60	70.12	7.75	72.65	12.94	2.53-
15350	Society and Culture 2 unit	12	0	80.43	7.51	74.42	11.43	80.33	7.06	77.48	11.34	2.85
15370	Studies of Religion I 1 unit	15	0	38.65	6.66	38.33	8.07	38.79	6.85	38.34	5.65	0.45
15380	Studies of Religion II 2 unit	51	0	73.31	12.75	62.59	19.23	72.87	13.04	75.58	12.62	2.71-
15400	Visual Arts 2 unit	9	0	80.96	6.34	72.11	16.43	80.89	6.54	79.55	9.08	1.34
26299	Construction Examination 2 unit	5	0	0.00	0.00	0.00	0.00	78.36	4.33	73.16	7.94	5.20
26999	Retail Services Examination 2 unit	4	0	0.00	0.00	0.00	0.00	81.10	1.43	72.85	8.86	8.25

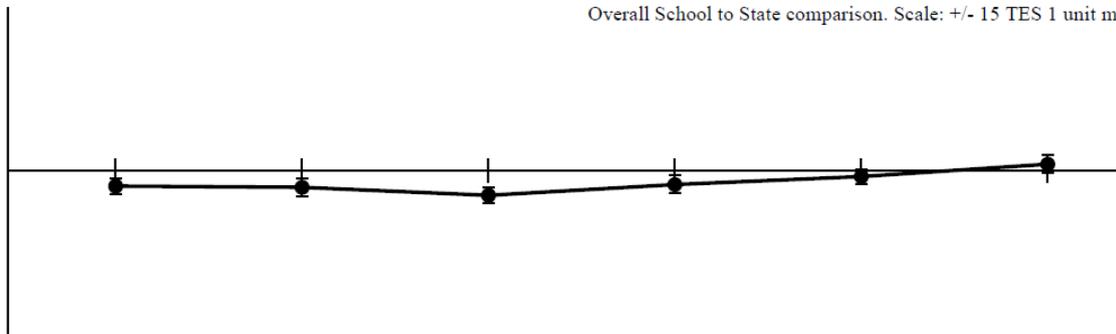
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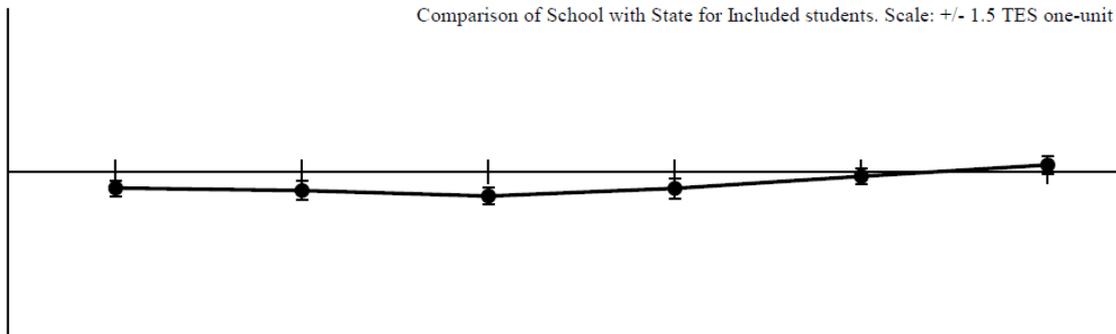
Trends 1485 Maronite College Holy Family 1 Overall School Result

	2011	2012	2013	2014	2015	2016
TotNos	79	71	62	65	79	66
NoIncl	78	70	58	56	70	60
Effect						

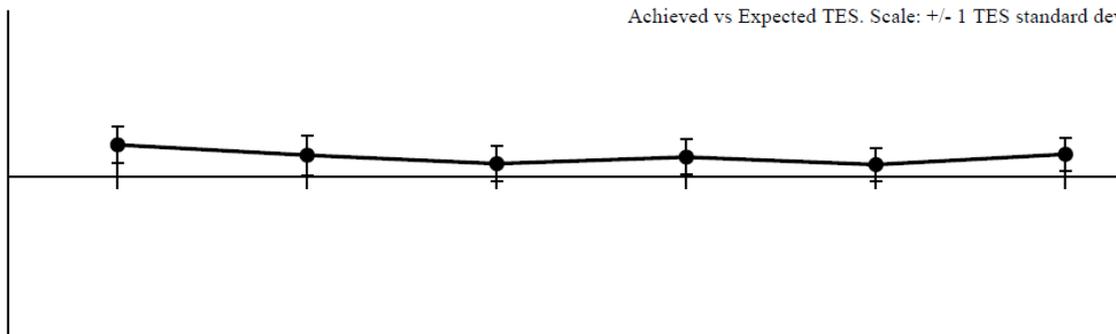
Overall School to State comparison. Scale: +/- 15 TES 1 unit marks



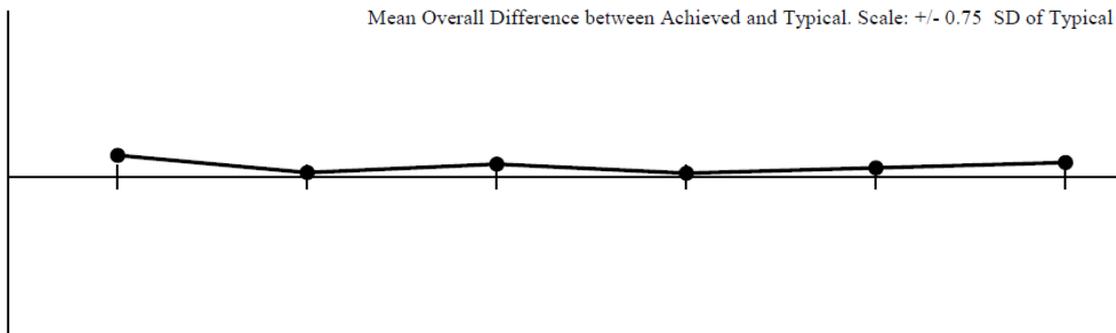
Comparison of School with State for Included students. Scale: +/- 1.5 TES one-unit SDs



Achieved vs Expected TES. Scale: +/- 1 TES standard deviation

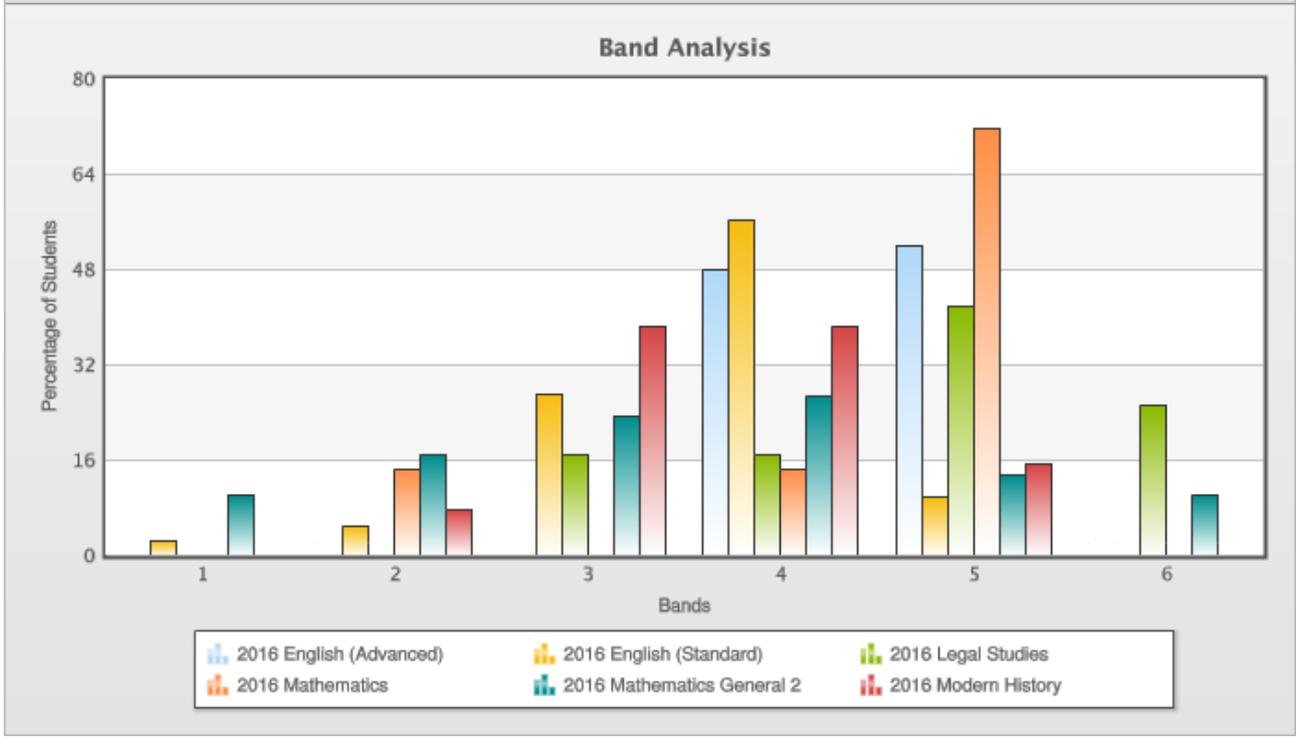
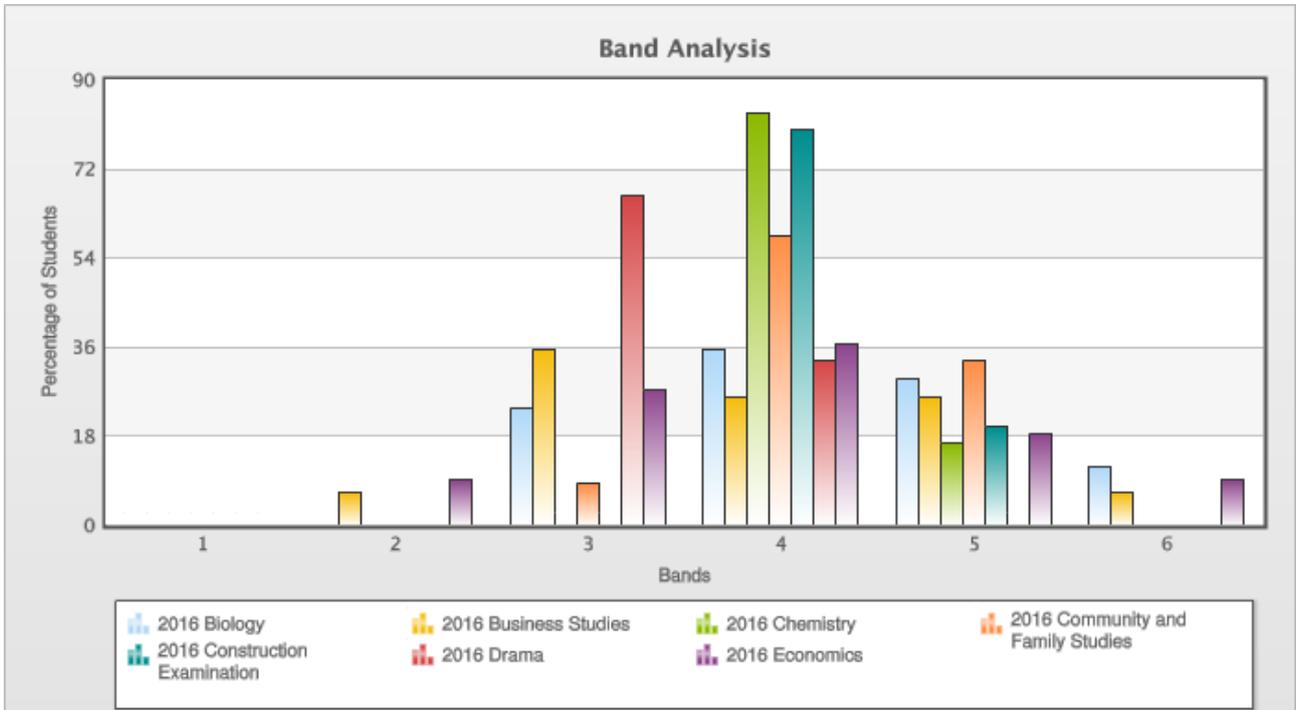


Mean Overall Difference between Achieved and Typical. Scale: +/- 0.75 SD of Typical Result



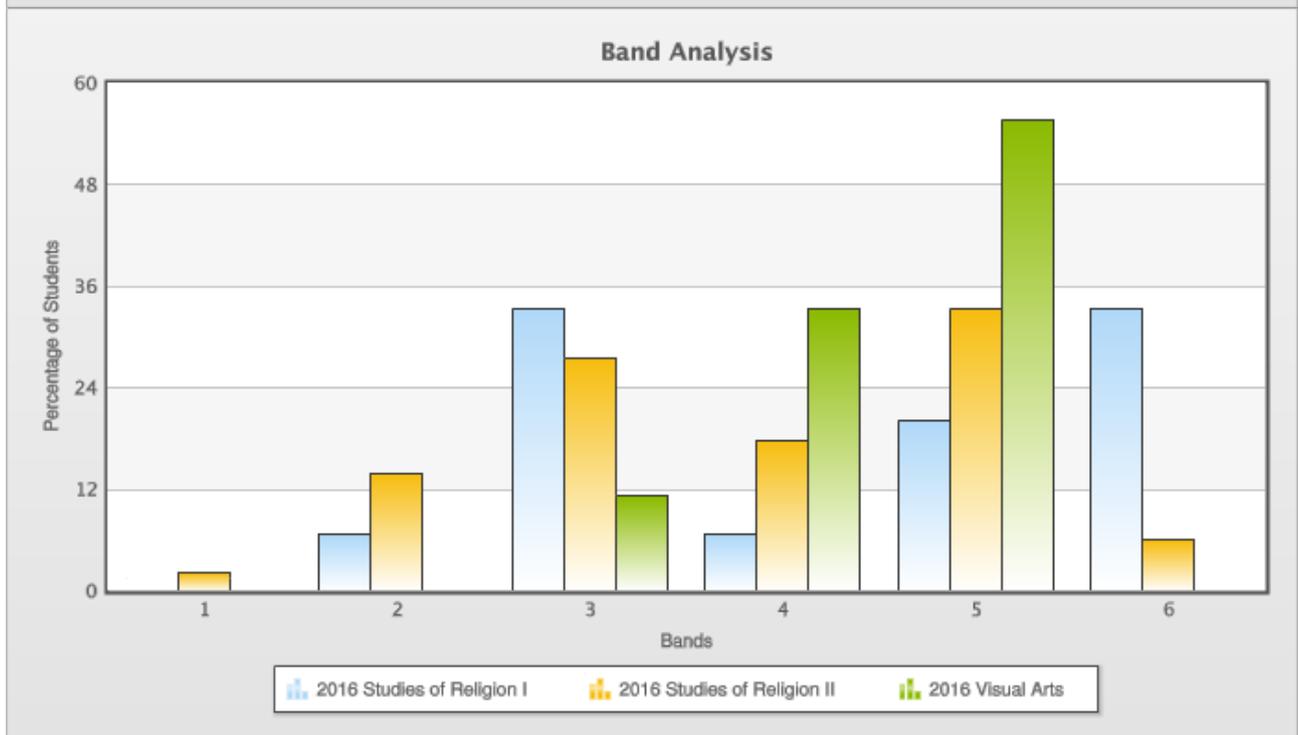
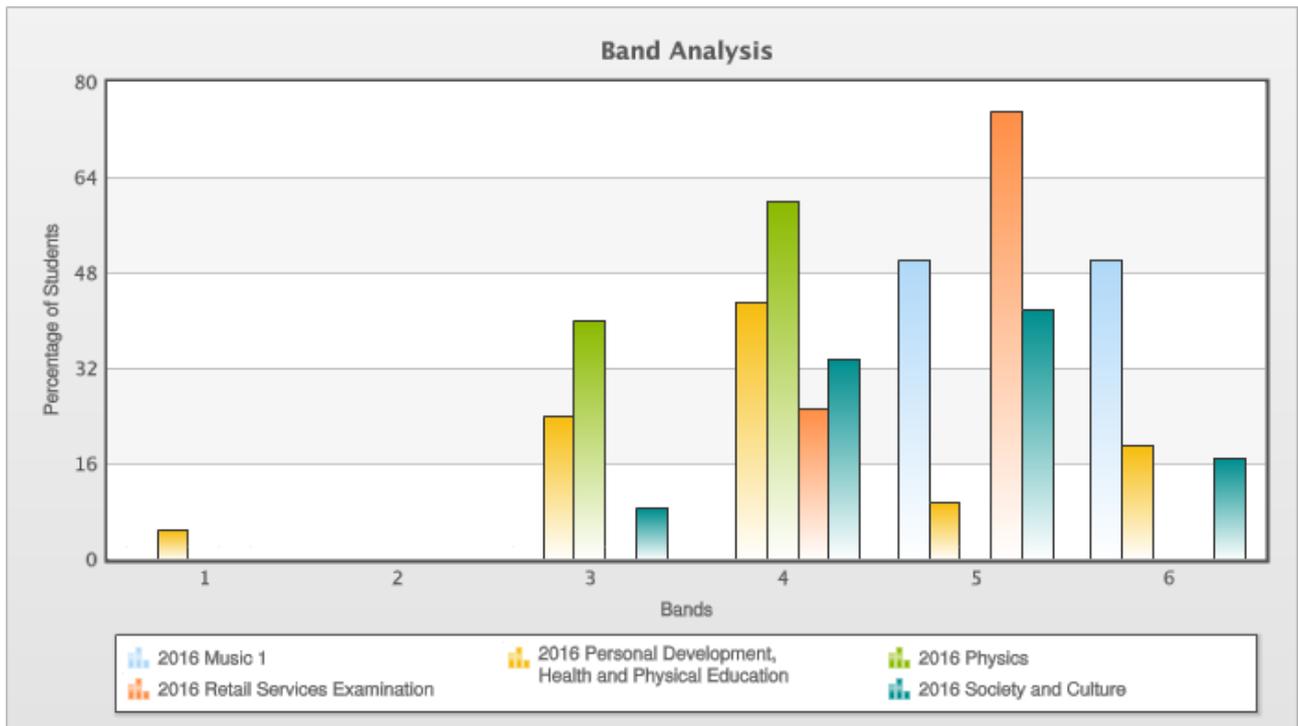
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YEAR 12 ATTAINMENT

1 PART A: POST HIGHER SCHOOL CERTIFICATE DESTINATION

Summary of Students attending Various Institutions

Total Cohort

Boys	Girls	Total Number
29	37	66

Universities

Name of University	Boys	Girls	Total
University of Sydney	5	7	12
University of New South Wales	1	1	2
University of Technology Sydney (UTS)	3	4	7
Macquarie University	0	3	3
Western Sydney University	12	4	16
Australian Catholic University (ACU)	2	10	12
C Q University	0	1	1
TOTAL	23	30	53
Percentage of Gender	79.31%	81.08%	
Percentage of the Total Students			80.30%

Colleges

Name of College	Boys	Girls	Total
THINK Group	0	1	1
Bedford College	0	1	1
ACBC	0	1	1
TOTAL	0	3	3
Percentage of the Students	0	8.11%	4.55%

Tafe

Name of Tafe	Boys	Girls	Total
Granville Tafe	1	0	1
Campbelltown Tafe	1	0	1
TOTAL	2	0	2
Percentage of the Students	6.90 %	0	3.03%

Working

Girls	Boys	TOTAL
1	1	2
Percentage of the Students		3.03%

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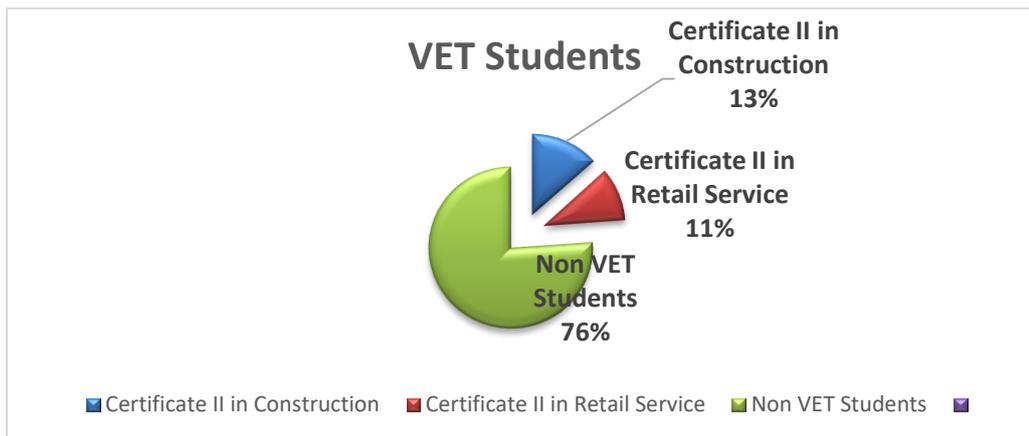
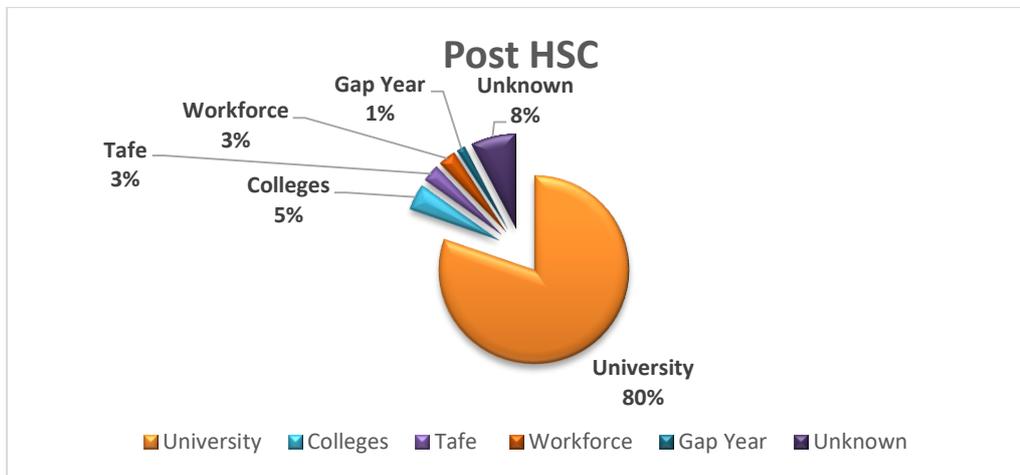
Gap Year (Medical)

Girls	Boys	TOTAL
1	0	1
Percentage of the Students		1.50%

Unknown

Girls	Boys	TOTAL
2	3	5
Percentage of the Students		7.58%

Note: Students who have not disclosed the information may have either taken a gap year or have enrolled into a College or Tafe.



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In summary,

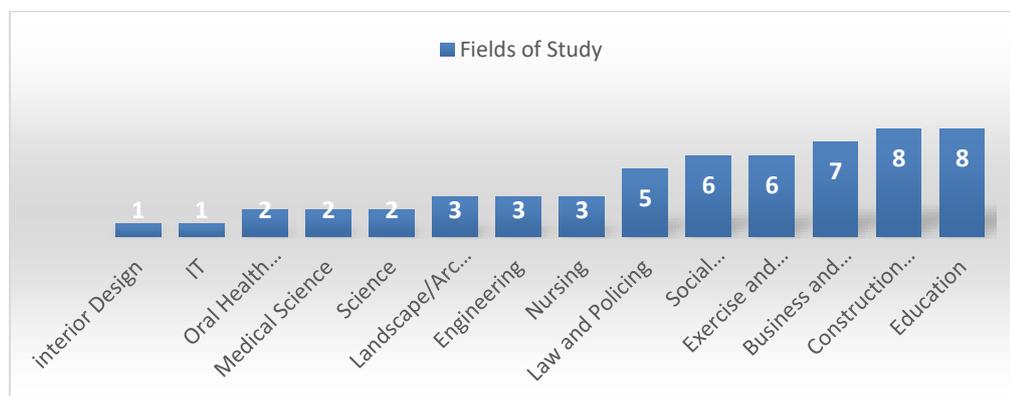
2016 Cohort has seen an impressive improvement in percentage of students attending university in comparison to the 2015 cohort by 17% (from 63% to 80%)! Both boys and girls performed consistently. Girls were once again ahead of the boys. However, the difference was minute. This was because Western Sydney University offered Diploma courses which was taken up by 7 boys.

Roughly 75% of the students were accepted into University of Sydney, University of Technology Sydney, Australian Catholic University and Macquarie University on Early Offers such as E12 and SRS (Schools Recommendation Scheme. This year saw two students offered places in UNSW and an increase of 12% of offers and acceptance to USYD. WSU's offers of Diploma courses for HSC holders meant that students who normally would have opted for Tafe decided to commence their Diploma at university with the minimum requirement of JUST A HSC (they did not require an ATAR). The popular course chosen was Diploma in Construction Management). It should also be noted that some of our non-ATAR students are part of this.

There was significant decrease in students attending Colleges and Tafe in comparison to 2015 cohort. Two of the students opted for workforce with one of the girls given an opportunity for an on-site training in Animal Medicine.

24% of the students also graduated with a HSC and a Certificate II, in either Construction or Retail Services. Construction students went on to continue with Construction Management, whereas Retail students either commenced Business degree's or opted for Social Science field of study.

The following diagram gives a breakdown of the field of study taken up by students.



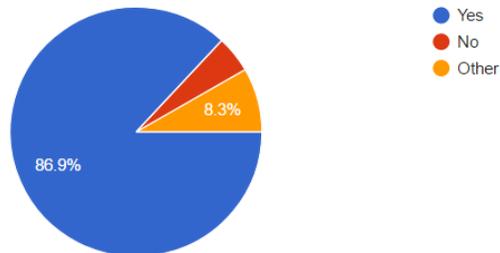
Education, Construction Management and Business courses continue to be popular with students. This year, however, saw students selecting courses which had not been done in the past such as City Planning and Landscape Architecture. There was also an increase in Social Science/Arts and Sport Science courses. Better ATAR's also meant that multiple students selected and were accepted in Double degrees as well as Honour courses.

Shilpa Kumar (VET KLA Coordinator and Careers Advisor)

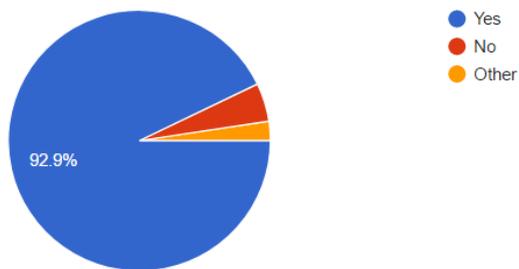
STUDENT, TEACHER and PARENT SATISFACTION

Student Survey

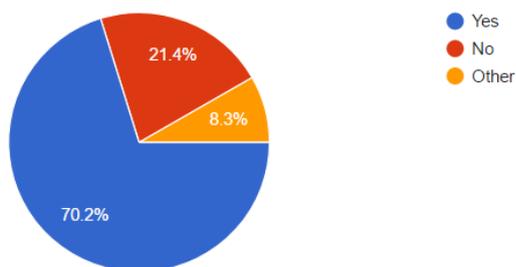
1. Building positive relationships at school can make learning easier



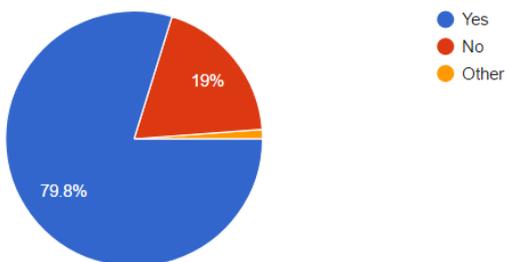
2. Knowing my learning goals are an important part to my success in the classroom



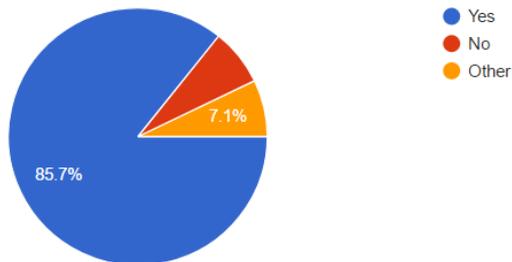
3. Having access to my own devices in the classroom makes learning more meaningful



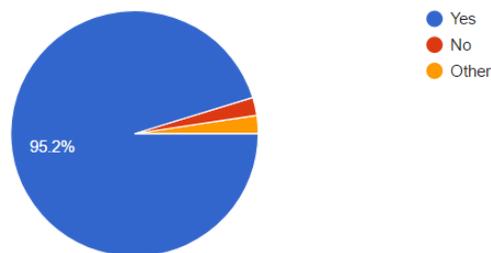
4. I know how to access the Online Bullying Complaint form if I need to



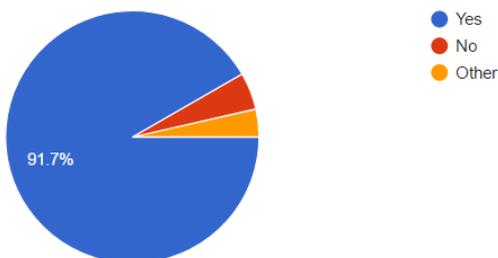
5. I enjoy participating in College events



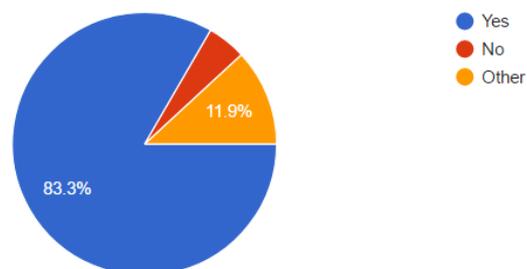
6. I am an active participant in my own learning



7. I can evaluate my own learning



8. I feel comfortable seeking assistance in class when I need to

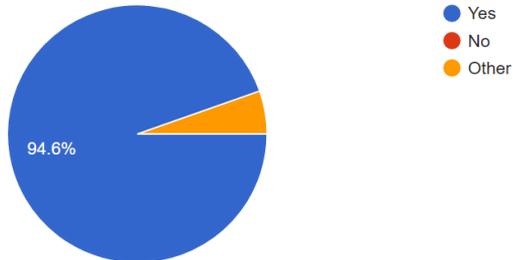


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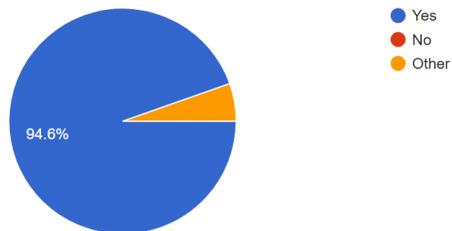
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Staff Survey:

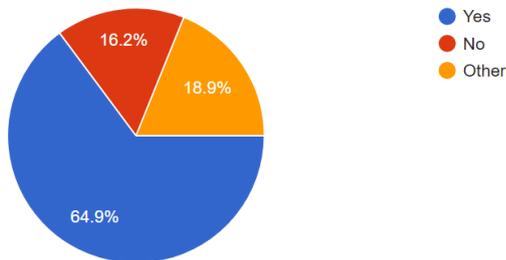
1. Building positive relationships with my colleagues makes teaching easier



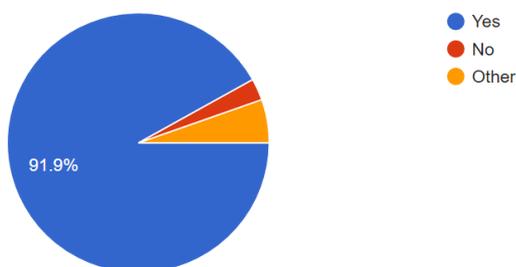
2. Defining my Professional Learning Goals is an important part in my growth as a teacher



3. Students having access to their own device in the classroom has made teaching more meaningful

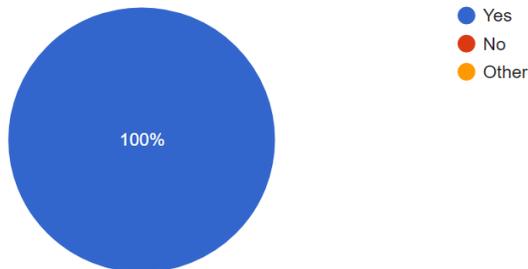


4. I enjoy participating in College events

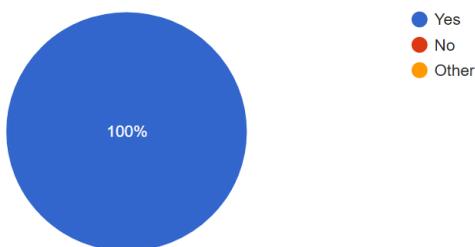


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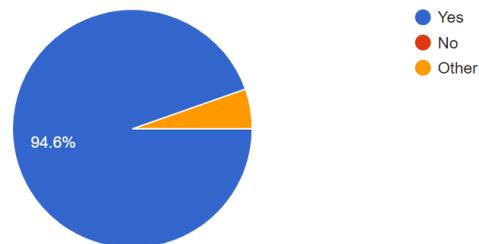
5. I actively plan my professional development to meet my learning needs



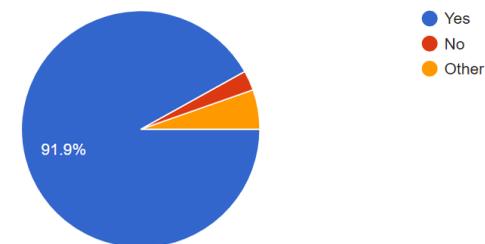
6. I am able to reflect on and evaluate my teaching strategies



7. I am happy with the environment that I create in my classroom

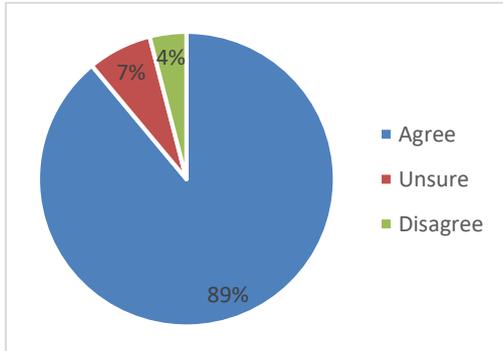


8. I feel comfortable seeking assistance from my colleagues

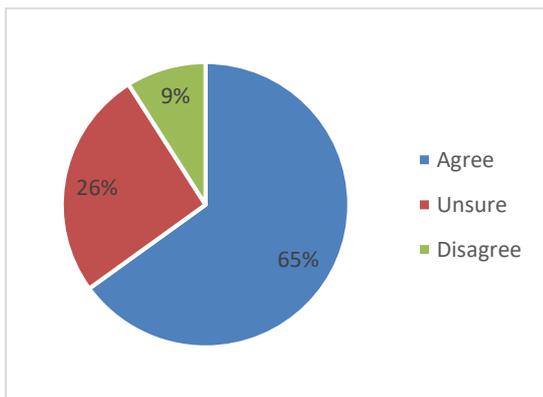


Parent Survey

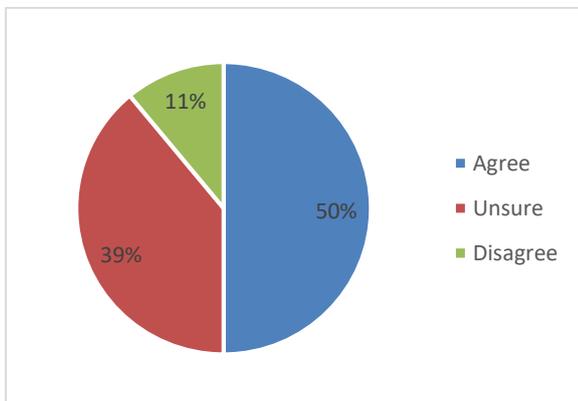
1. Parents of MCHF support the College in regards to their child's education.



2. There is a range of support services available at MCHF for my child.

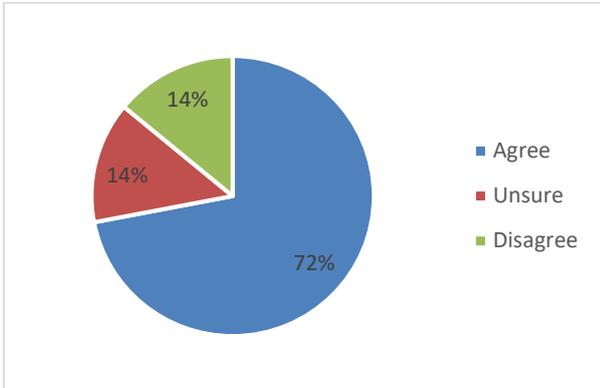


3. There is a range of support services available at MCHF for parents.

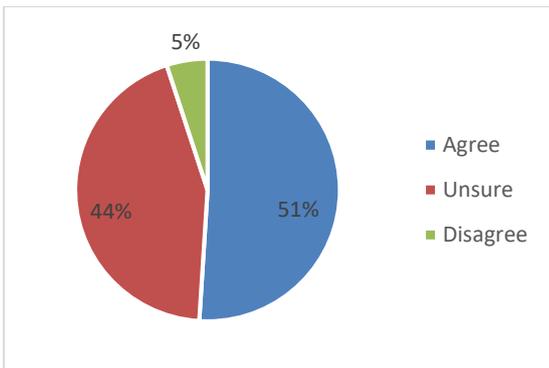


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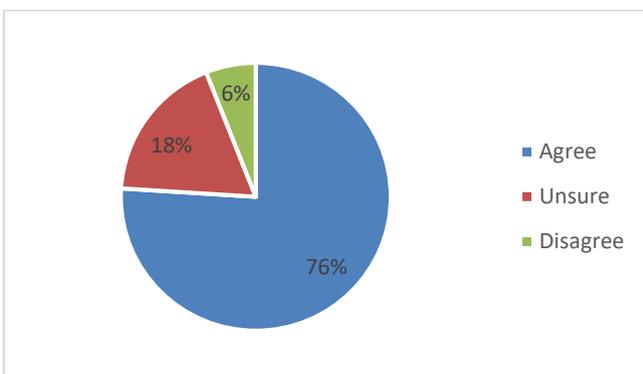
4. MCHF's Parent Association provides a variety of opportunities for parents to be involved in the College life.



5. MCHF's newly established Parent Education and Support Network (PESN) is an initiative that has assisted parents.



6. MCHF's parent workshops/meetings/information sessions have increased parental knowledge and skills to assist their child with their education.



FINANCIAL INDICATORS

