



Annual School Report 2022

Maronite College of the Holy Family

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TABLE OF CONTENTS

1.	About this Report	Page 3
2.	Message from Key College Bodies	Page 4
3.	School Features	Page 8
4.	Student Population	Page 11
5.	Staffing Profile	Page 13
6.	Enrolment Policy	Page 15
7.	Other College Policies	Page 19
8.	Promoting Respect and Responsibility	Page 23
9.	2021-2026 Strategic Plan: Annual Plan Progress	Page 25
10.	School Results in State Wide Tests and Examinations	Page 27
11.	Parent, Teacher, and Student Satisfaction	Page 36
12.	Financial Indicators	Page 37

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ABOUT THIS REPORT

Maronite College of the Holy Family (the 'College') is registered by the NSW Education Standards Authority (NESA). The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

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MESSAGE FROM KEY COLLEGE BODIES

PRINCIPAL'S MESSAGE

Maronite College of the Holy Family returned back to business as usual in 2022, after 3 years of Covid and lockdowns. It was a relief to be able to have community gatherings, excursions, competitions, and celebrations.

The theme for the year was 'The best me I can be' with an emphasis on trying, persisting, and challenging oneself in all aspects of life – academically, physically, and socially.

Our strategic plan was in full swing this year with staff and students reminded constantly of the aims of the plan and encouraged to work towards achieving the goals. To support our strategic plan continued training in visible learning occurred continually throughout the year and a survey of staff and parents was conducted by an external provider, to garner feedback concerning the strategic plan and the direction the College was heading to.

On the academic front, one of our key focus areas was the gifted and talented students. In Secondary we introduced a revamped enrichment program which saw students with varying talents work on a project of interest over 2 terms, mentored by a teacher. The final showcase was mind blowing. Furthermore, we introduced accelerated SOR and we hope to introduce accelerated Maths classes in 2023.

Throughout the year we have been in discussion with the architects to design a contemporary learning space area in the currently disused H block. The plans have been lodged and we will commence construction soon. The redesigned building will accommodate Kindy and Year 1 students and will free up space to allow for further redesigning of learning spaces.

The enrolment numbers at the College continue to remain healthy and we have seen an influx of enrolments from students from Lebanon, due to the difficult state of living there.

At the end of this year, we concluded the current Executive structure as we move towards implementing a K-12 approach across the College. This year we also reviewed the College uniform so that Primary and Secondary have similar dress code highlighting a K-12 perspective. Towards the end of the year, we also re-created positions to encompass a K-12 approach and their roles will commence in 2023. These include a K-12 eLearning Coordinator, K-12 Internal and External Sports Coordinator and a K-12 Diverse Learning Coordinator.

The year would not have been successful without the support and efforts of all stakeholders. I extend my deepest gratitude to the Governing Board Directors, the Executive and Leadership Teams, Staff, Students and Parents/Guardians.

God's blessings to all



Sr Margaret Ghosn
College Principal

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CHAIRPERSON'S REPORT

In a year where we returned to some normality a great deal of change *has been evident at MCHF in 2022*. We commenced the year with Sr Margaret returning as Principal after 3 years of absence. As a Board we have worked closely with Sr Margaret to ensure the Strategic Plan was implemented across all facets of College life.

We proposed a survey of parents and staff to ensure the College was moving in the right direction. With the Consultants Xenia Pneuma, we were able to garner the strengths of the College and the areas that could be improved and in consultation with the Principal, new directions will be implemented in 2023.

The Board oversaw the running of the College and invested a great deal of time in considering how best to implement a K-12 perspective and ensure the culture of the College thrives. As such, we approved a new Executive structure for 2023 which harnesses the expertise of a number of people and encourages a K-12 approach to ensure consistency is maintained.

The College has had a very busy 2022 including numerous extra-curricular activities. The teachers have been on board with the new Strategic Plan and the implementation of Visible Learning.

The Executive team has worked tirelessly to ensure students were achieving their best academically, socially and spiritually.

On behalf of the Board, I take this opportunity to thank Sr Margaret, the College Principal, Mr Asmar, the Assistant Principal, the Executive team and all staff. The students at MCHF have thrived thanks to the attention teachers put into their lesson preparations.

I also take this opportunity to thank the parents who contribute to the life of the College. They have trust in the Board and we will continue to guide the College to achieve better results year by year.

Mr George Khouri
Chairperson

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MESSAGE FROM THE PARENT ASSOCIATION

The Parent Association began 2022 with a goal. This was going to be the year to revive what fundraising is all about. The previous year pretty much shut us down by mid-year and we were unable to hold many events. This year we were all excited to see parents being allowed on school grounds and holding events.

Our first successful fundraiser was Easter. We were blessed to be able to offer 35 gift hampers for our Easter raffle and all our gifts were donated.

Our next big event was the Mother's Day stall. This year we offered over 2,700 items and included a raffle as well with some amazing gifts donated. The raffle continued to be a big hit. We sold all our items and made an impressive profit.

We were back on track this year with helping to organise the Walkathon barbeque. Some members of the Parent Association really dug deep, and many items were donated to make this event successful.

Our next big event was the Father's Day stall. This event was cancelled in 2021 however, we had purchased all the items, and these were packed away. We only purchased a few extra and had close to 2500 items and again included many donated raffle gifts. This event was our most successful in all the years that we have been holding it.

As we approached November, we started to prepare for Lebanon Independence Day barbeque. This event takes at least 3 weeks to prepare but having a supportive team behind me makes this preparation easier. We donated the bread, vegetables and sauces and sourced out the best price for the remainder of the food items. A week later and we were still getting compliments about how delicious their wraps were.

Finally, it's our favourite event of the year, our annual Christmas raffle. The Parent Association love giving to the community especially to the students. Watching their faces when they buy that one lucky ticket to hearing their name being called out cannot be more moving for us and at least we can finish off the year and say to ourselves "I have given all that I can".

We pray that 2023 will allow the Parent Association to continue the great work they do for the College.

Mary Bechara
Parent Association Chairperson

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STUDENT REPRESENTATIVE COUNCIL (SRC)

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 students, Year 12 and 11 leaders and representatives from Years 7-10 dedicate their time to organising fundraisers for the College, supporting fellow students and imprinting a positive legacy in the College 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 Primary and Secondary SRC teams of 2022 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 sporting tournaments, jersey days and fundraising for charities and organisations.



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SCHOOL FEATURES

Maronite College of the Holy Family, Parramatta is a K-12 Coeducational College under the administration of the Maronite Sisters of the Holy Family. MCHF offers diverse and challenging academic and sporting initiatives, social development and spiritual formation, in a community centred environment.

CHARISM OF THE MARONITE SISTERS OF THE HOLY FAMILY (MSHF)

The first female Maronite Congregation, The Maronite Sisters of the Holy Family, was founded by Patriarch Elias Howayek, Rosalie Nasr and Stéphanie Kardouche, on the 15th of August 1895. Historically the Maronite Sisters of the Holy Family was 'founded for' the ministry of educating village girls. The Congregation from the very beginning was focused on the needs of the times, committed to educational, humanitarian and spiritual service. The Congregation is deep-rooted in the Antioch Syriac Maronite Church and is open to the universal Church. It perceives the needs of the Lebanese and Expansion, while serving all, in the Body of Christ.

The wave of immigrants from Lebanon hit Australian shores, beginning in the late 1800s and steadily increased in the latter half of the 1900s. Many later Maronite migrants wanted to preserve their Maronite faith and tradition. As a result, the Sisters were sent to Australia in 1968, settling in Sydney, and have since then established two K-12 Colleges, a childcare and a preschool as well as two aged care facilities. Our Lady of Lebanon College was opened in 1973. In 2014 a College name change resulted in the Maronite College of the Holy Family.

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 1250 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 Cathedral 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 liturgies on a consistent basis 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. Students are supported academically and spiritually to celebrate their First Reconciliation and First Holy Communion.

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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 supporting the community through our Winter appeal and Christmas Hamper appeal.

ETHOS

The College strives to instil in students the teachings of Jesus.

Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace.

Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, '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). Emphasis is on treating all with dignity, service, forgiveness, justice, and love.

Thirdly, the College is a community which promotes a sense of family among the Sisters, Board Members, staff, students, parents, and friends.

MISSION OF MCHF

Inspired by the Maronite Sisters of the Holy Family, we accompany our students in the realisation of their potential.

VISION OF MCHF

We challenge our community to grow in faith, strive for excellence and transform the future.

MARONITE VALUES

M1 – Gratitude towards God's blessings

- Awe and wonder
- Valuing life

M2 – Walking in the way of Christ

- Moral and ethical values
- Service to others

M3 – Daily deep reflection

- Prayer
- Examination of conscience

M4 – Respect for all

- Attentive to people of all walks of life
- Willingness to be there for others

M5 – Caretakers of the natural world

- Live a sustainable lifestyle
- Appreciation for all forms of life

M6 – Endurance in the face of difficulties

- Hopeful despite sufferings
- Perseverance despite failures

M7 – Open mindedness

- Willing to listen to others
- Ready to change

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PRAYER OF THE MCHF

With hearts and minds we pray as the Maronite College of the Holy Family,
to the God who has loved us into being,

to be our constant guide in our educational journey.

To Jesus Christ, our Teacher, to always be our role model.

To the Holy Spirit, to bless us with wisdom, knowledge and understanding.

With Mary, the Mother of God, and Saint Joseph,
who both led by example,

may our community reflect the unity and love of the Holy Family.

May we build up one another through the gifts we each bring to this College.

In our efforts to grow in body, mind and spirit,

may we nurture our Maronite faith, Lebanese culture and Australian identity.

May all at our Maronite College embrace the call to deeply know, love and serve,
both God and neighbour.

We ask this through God our Creator, Jesus our Teacher
and through the grace of the Holy Spirit. Amen



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STUDENT POPULATION

STUDENT ENROLMENT

In August 2022 there were 671 enrolled in the Primary and 551 enrolled in the Secondary department. There were 28 classes from K-6 and 22 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	43	41	41	49	48	44	58	37	53	60	55	39	33	601
Boys	51	49	52	49	54	43	49	58	50	48	44	36	38	621
TOTAL	94	90	93	98	102	87	107	95	103	108	99	75	71	1222

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. The College draws its enrolments predominantly from Merrylands, Parramatta, Greystanes and Guildford, other suburbs include Ryde, Oatlands, Dundas and Wentworthville. Additional information can be found on the [My School website](#).

RETENTION RATES

In 2022:

- 100 Students in Year 10 stayed to achieve their RoSA: 44 were boys, 56 were girls.
- 72 Students in Year 12 stayed to achieve their HSC: 35 were boys, 37 were girls.
 - **Please note:** 7 of these students were in Year 11 as they completed the HSC for Studies of Religion 1 Unit in Year 11. Their results get counted as part of the 2022 HSC results for the College

STUDENT ATTENDANCE

- Overall attendance rates for Semester 1 2022: 87.36%
- Overall attendance rates for Semester 2 2022: 88.96%

MANAGEMENT OF NON-ATTENDANCE

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and well-being. 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 Director of Pastoral Care with the Year Advisors in Secondary ensure that absences and non-attendance are monitored and followed through.

Habitual absence is a minimum of 30 days' absence within 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

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for a lack of awareness of educational requirements by families from culturally and linguistically diverse backgrounds, and information is provided to these parents.

Where there are issues of non-attendance, parents will be notified by the College in writing. Failure to resolve these issues at the local level will result in the matter being forwarded to CSNSW which has agreed arrangements with the NSW Department of Education and Communities to progress habitual non-attendance interventions which require court action.

The College also contacts Family and Community Services (FACS)

MCHF has a Flowchart as a guide for responding to Habitual Unexplained Nonattendance of children and young people at MCHF.

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 Year Advisor 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.

Once the College has followed through with the steps outlined above and no reasonable explanation or relevant documentation is provided, the Primary Stage Coordinators and Director of Pastoral Care in Secondary will report to the College Psychologist. A notification will be made to Family and Community Services, and they will advise the College on the appropriate action necessary.



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STAFFING PROFILE

The following information describes the staffing profile for 2022:

Number of Staff	Number of Staff
Total Teaching Staff	99.4
Total Non-Teaching staff	33.4
Total	132.8

Teacher Accreditation status of all teaching staff (as defined by the TA Act)	Number of Staff
Conditional	15
Provisional	8
Proficient Teacher	87
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

STAFFING QUALIFICATIONS

The following information describes the qualifications of staff in 2021:

Teacher Qualification	Number of staff
Teacher qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*	106
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

Staff Qualification	Number Qualified	Staff Qualification	Number Qualified
Advanced TESOL Certificate	8	Bachelor of Teaching	15
Advanced Diploma of Business Marketing	1	Bachelor of Theology	2
Associate Diploma in Fine Arts	2	Certificate I – Construction	1
Bachelor of Arts Diploma in Education	4	Certificate II – Business Services	1
Bachelor of Music	1	Certificate II – Construction Pathways	1
Bachelor's Degree in teaching	1	Certificate II – ESOL	1
Bachelor of Secondary Education	1	Certificate III – Retail	1
Bachelor in Secondary Education Major in Physics	2	Certificate III – English for Further Study	1
Bachelor of Arts	37	Certificate IV – Training & Assessment	7
Bachelor of Commerce	1	Certificate II – Hospitality	1
Bachelor of Tourism Management	1	Certificate IV – Hospitality	1
Bachelor of Communication Studies	1	Certificate in Gifted Education	1
Bachelor of Computer Science	1	Certificate in Religious Education	16
Bachelor of Design (Graphic/Communication)	1	Coaching Certificate Level I	1
Bachelor of E-Business	1	Communicative Language Teaching Certificate	2
Bachelor of Childhood Education	4	Diploma in Catechetics & Theology	1
Bachelor of Economics	1	Diploma of Education	7
Bachelor of Education	41	Diploma of Teaching	11
Bachelor of English Language Literature	1	Doctorate in Theology	1
Bachelor of Health & Movement	1	Graduate Diploma Chemistry	1
Bachelor of Health & Physical Education	1	Graduate Diploma in Education	7
Bachelor of Health Science	1	Graduate Diploma in Psychological Practice	1
Bachelor of Health Science (Naturopathy)	1	Master of Arts – Applied Linguistics	1
Bachelor of Inclusive education & Disability	1	Master of Education	10
Bachelor of Music	2	Master of Teaching	15
Bachelor of Physical Activity & Health Science	2	Master of Theology	4
Bachelor of Psychology	1	Master of Leadership and Management in Education	1
Bachelor of Science	8		

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PROFESSIONAL LEARNING

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 provided with unlimited hours of online Professional development opportunities through Teacher Training Australia (TTA) to enhance their depth of learning and pedagogical knowledge. Teachers may also request to attend off site formal professional development course which fosters an atmosphere of skill sharing with teachers from other school systems.

All staff participate in mandatory training in CPR/First Aid, Child Protection, General Occupancy.

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings, and conferences. The College takes responsibility for planning, implementing, evaluating, and tracking staff PL. Individual staff members take responsibility for their ongoing PL.

NESA

The Teacher Accreditation Program at MCHF is overseen by the College Assistant Principal and the HR and Compliance Manager.

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 and returning 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. An integral aspect of the mentoring program is for teachers to keep a professional development journal.

Maintenance of Accreditation: All teacher's progressing to their Maintenance phase participates in an Induction process. Teachers are given opportunities to share their newly acquired skills and knowledge during K-12 staff meetings, 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.

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ENROLMENT POLICY

RATIONALE

Maronite College of the Holy Family supports parents' duty to enrol a child of compulsory school-age. The Education Act 1990 mandates that all children must be in compulsory schooling by 6 years of age.

The Enrolment Policy for Maronite College of the Holy Family is set within the context of the Maronite Church's mission to evangelise and is founded upon the Vision and Mission of the College. As an inclusive and evangelising community, we welcome families from other faith traditions where this is possible. Those from other faith traditions or non-religious backgrounds must be prepared to support the ethos, values and liturgical and sacramental practices of the Maronite Catholic Church.

On enrolment, all parents and students commit to supporting the Maronite Catholic ethos of the College, participating in the Religious Education program and in the liturgical life of the College. It is the expectation from the College that parents/guardians commit to supporting the College in the management of any performance or behavioural issues pertaining to their child in a spirit of mutual respect and collaboration.

The College will endeavour to respond to the needs of all students, within the constraints of the available teaching and material resources. We recognise the right of all students to access educational opportunities that nurture the Maronite Catholic faith. We recognise the need to cater for the disadvantaged and challenge all students to reach their full potential.

CONTEXT

The College offers co-education for students in Kindergarten to Year 12. The College exists to work in partnership with parents/guardians and we acknowledge that parents/guardians are the primary educators who have duties and rights in respect of the education of their children.

PURPOSE

The Enrolment Policy provides clarity of process and procedures for parents/guardians seeking to enrol and place their child into the College.

ENTRY POINTS

The main entry points to the College are Kindergarten and Year 7. Enrolments for all other years will be offered subject to the availability of places, and the priority criteria outlined below.

All Kindergarten and Year 7 applications are assessed for placement in the year prior to entry. Applications for other year groups will be treated on the priority criteria outlined below.

Enrolment into the College is made on the assumption that the student will complete their education within the College. Parents/Guardians are to supply the College with all available information on their children at the time of application.

The College enrolls students at different academic stages including entry into the Senior Years (11-12). Prior school records will be obtained, student interests and capacities will be ascertained and individual counselling with academic staff will follow. In relation to completed internal assessments the College will source relevant documentation.

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ENROLMENT CRITERIA

Enrolments are made in accordance with the following criteria in order of priority:

1. Siblings of children already attending the College whose families have demonstrated ongoing support for the ethos and values of the Maronite Catholic Church.
2. Baptised Maronite Catholic children of regularly worshipping Maronite Catholic families with strong demonstrable links to the local Maronite Catholic parish.
3. Children of Maronite Catholic families not covered above.
4. Children of regularly worshipping Orthodox and other Catholic families who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Maronite Catholic Church.
5. Children of regularly worshipping families from other Christian denominations who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Maronite Catholic Church.
6. Children of families from other faith traditions or non-religious backgrounds who are prepared to support the ethos and values of the Maronite Catholic Church.

In exceptional circumstances when considering an individual enrolment application, the Principal, may make an exception to the priority criteria. The Principal can accept or decline applications for enrolment in accordance with this policy's implementation procedure.

DOCUMENTATION

When required by the College, parents/guardians must provide accurate information and documentation necessary to allow the College to establish a child's entitlement to enrol and to implement any risk assessments or management plans at the College.

Parents/Guardians wishing to enrol students must include the following documents:

- Birth Certificate.
- Baptismal and Confirmation Certificates.
- Immunisation History Statement.
- Citizenship Documentation – such as passports/visas etc. (if applicable).
- Relevant Family Court Orders (if applicable) and other Parental Agreements (both formal and informal arrangements).
- Relevant Medical and/or additional needs information.
- Any diagnostic reports and external testing results.
- Recent school reports, from the past two years, and all NAPLAN results.

The Enrolment Officer is responsible to conduct Vevo checks to confirm visa status of all students who provide citizenship documentation.

IMMUNISATION

Parents/Guardians can request a copy of their child's AIR Immunisation History Statement at any time (up to their child being 14 years of age):

- using their Medicare online account through myGov
- using the Medicare Express Plus App
- by calling the AIR General Enquiries Line on 1800 653 809.

Children aged 14 years and over can request their own Immunisation History Statement from the AIR by using or creating their own Medicare online account through myGov.

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The College will record the immunisation status of students upon enrolment. The College will keep the statement (or photocopy of the original statement) for three years after the student has left the College. If a student leaves the College, parents are responsible for providing the new school with the Immunisation History Statement (or a copy).

A child without an Immunisation History Statement will not be prevented from enrolling in primary school. Under the NSW Public Health Act 2010, however, children without proof of immunisation may be asked by Public Health Officials to stay at home during an outbreak of vaccine preventable disease.

Further information about the requirements for primary schools is available here.

<https://www.health.nsw.gov.au/immunisation/Pages/Immunisation-in-schools.aspx>

ENROLMENT PROCESS

Parents/Guardians may enrol their child in Kindergarten at the beginning of the College year if the child turns 5 years of age on or before 30 June in that year. The enrolment period for Kindergarten is between March and April each year.

Students seeking to enrol at Maronite College of the Holy Family must lodge their application during the enrolment period. The enrolment period is between the 1st March the 30th November each College year. Enrolment enquiries from families arriving overseas will be given special consideration outside of these dates.

The Enrolment Process has three stages:

Stage 1: Application for Student Enrolment

Application for Student Enrolment consists of lodgement of the following:

- Application for Student Enrolment.
- Documentation.
- Payment of a \$50 non-refundable Application Administration Fee. This secures the student a place on the Waiting List.
- The Application Administration Fee is waived for current families of the College.

Stage 2: College Enrolment Interview

- The College will conduct an Enrolment Interview and may request further documentation.
- All requests for documentation must be provided prior to the College considering making an Enrolment Offer.

Stage 3: Confirmation of the Enrolment

- Enrolment is confirmed when the signed Enrolment Contract is received along with a \$100 non-refundable Acceptance Fee paid to the College.
- Enrolment Fees are not refundable where a student does not take up or discontinues their enrolment.
- The College is not obliged to hold a place for a student for a future year until the full Acceptance Fee and signed contract is received by the College.

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For Kindergarten Enrolments

Once enrolment applications have been received, the College will arrange interviews individually for students. During the interview, teachers conduct a simple assessment with the student to determine social, literacy and numeracy development.

Once their enrolment is confirmed, parents/guardians will be notified in writing. Students will then attend an in-class orientation session where they participate in class activities with a group of students. This is aimed at assisting students with their transition to Kindergarten.

Attendance at both the interview and class 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.

For Entry to Year 7 and Other Years

- During Term 2, Year 6 students are asked to indicate and confirm their continuation into secondary education. The final number continuing will indicate the given number of students that can be accepted and available for external enrolments.
- All Year 6 students will undertake English and Maths testing to determine class levels.
- Those deemed to be 'at risk' in terms of behaviour and attitude, the College reserves the right to withhold enrolment offers from any of its students.
- Students of Years 6 and 10 and their parents/guardians may be requested to attend an interview prior to confirming continuation in Year 7 and 11.
- Applications for enrolment other than Year 7 will be determined by factors such as existing vacancies, academic ability, and references concerning behaviour and discipline, and documentation provided by the parents/guardians.

THE ENROLMENT CONTRACT

The Enrolment Contract contains Terms and Conditions additional to those in this policy and is available for inspection on request. Both the Enrolment Contract and Enrolment Policy are liable to alteration at the discretion of the College Principal, at any time without notice.

WITHDRAWAL OF A STUDENT FROM THE COLLEGE

Parents/Guardians wishing to withdraw their child's enrolment at the College must consult with the Enrolment Officer.

The following documentation is required to be submitted:

- Advice of Withdrawal of Enrolment
- Evidence of New Destination (i.e. acceptance letter from the new school or employer)

The College requires four (4) weeks written notice of withdrawal of a student from the College as well as the intended destination of the student. All unpaid debts that have been utilised must be settled before the College will approve a withdrawal request. In default of such notice, the College will charge a full term's fee for that student's place that is no longer required. Refund is limited to the unutilised fees that have been paid.

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OTHER COLLEGE POLICIES

The information below provides information on College policies in 2022:

Policy	Student Behaviour Management Policy and Procedures K-12
Summary of Policy	<p>The Student Behaviour Management Policy and Procedures is intended to articulate a clear understanding for all stakeholders of Maronite College of the Holy Family's considerations and systems in place to promote a safe and supportive environment for all students. One where all students can thrive and develop their full potential.</p> <p>The policy resonates Maronite College of the Holy Family's holistic educational approach to students' growth through developing them academically, physically, spiritually and socially.</p> <p>The basis of a good discipline structure in any College is the self-disciplined student. At MCHF we recognise the essential ingredients of a good behaviour management 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 respect.</p> <p>At Maronite College of the Holy Family all misconduct, breaches of College rules, and violations of the law are investigated in an impartial and objective manner, followed-up, and acted upon. In all dealings with student behaviour management, the College applies procedural fairness, conducted in a manner ensuring fair practice and equity, respect to all parties and maintains strict confidentiality.</p> <p>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 benefit both themselves and all members of the College community in a positive way. As students develop these skills, they become increasingly 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 and self-reflection one resonating our College values of integrity, hope, justice, dignity and respect for all.</p>
Changes in 2022	Separated "Student Development Policy" into two policies "Student Behaviour Management Policy and Procedures" and "Student Welfare Policy and Procedures". Updated Executive titles to Executive Principal, Head of College, Head of Wellbeing and included NSW Child Safe Standards.
Access to Policy	This policy can be accessed via the College website or on request from the College.

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Policy	Student Welfare Policy and Procedures
Summary of Policy	<p>The Student Welfare Policy and Procedures articulates the plethora of highly successful systems embedded in the College to ensure the safety, wellbeing and welfare of all students resonated by the Child Safe Standards implemented in NSW in March 2022.</p> <p>The Policy conveys the systems in place to ensure a safe and supportive environment for all students through the articulation of the College security, supervision of students, codes of conduct for all members of the College, community, pastoral care, communication, and student support services. The Student Welfare Policy expresses the embedded procedures in place for successful student leadership, the award process and the extensive range of student programs and opportunities which cater to all ages and at all levels Kindergarten to Year 12.</p> <p>The Pastoral Care Programs include:</p> <ul style="list-style-type: none"> • Personal Development • Charitable Works • Buddy System • Playground angels • Peer Support • Resilience Project • Transition Program from primary to secondary • Religion lessons • Wellbeing lessons • College Chaplin <p>The emphasis in the College based award system, is one that encourages excellence in behaviour. In which students are the recipients weekly. The end of term awards recognises students from each class in the categories of Christian Values, Academic, Achievement, College Spirit and Creative Excellence.</p> <p>The Student Welfare Policy and Procedures resonate the firmly embedded student leadership in the College. This allows students to grow and develop confidence, personal strength, commitment, initiative and responsibility. One that is instrumental in strengthening the College Community and to serve as an inspiration to other students.</p>
Changes in 2022	Separated "Student Development Policy" into two policies "Student Behaviour Management Policy and Procedures" and "Student Welfare Policy and Procedures". The College's "Crunch and Sip Policy" was merged into the "Student Welfare Policy and Procedures". The inclusion of the NSW Child Safe Standards was aligned and documented throughout the Policy and Procedures.
Access to Policy	This policy can be accessed via the College website or on request from the College.

Maronite College of the Holy Family

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Policy	Anti-Bullying Policy
Summary of Policy	<p>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 include:</p> <ul style="list-style-type: none"> • Responding to the Children’s eSafety Commissioner to assist in resolving complaints involving cyber bullying. • The development and monitoring of the College culture to ensure it is based on mutual trust and respect. • The implementation of a new “Student Welfare Policy and Procedures” and “Student Behaviour Management Policy and Procedures”. • Training programs and professional development for members of the College community. • Regular monitoring and review of the College’s Anti-Bullying policy 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. • ‘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 and support networks. <p>Encouraging reporting of bullying incidents including online reports via the College Website.</p>
Changes in 2022	<p>Included all forms of bullying by incorporating additional forms of bullying and their definitions. Updated student support websites. Added Commonwealth and State Regulations and NESA requirements. Listed related College documents and Parliamentary Acts. Updated College Bullying Form. Added Child Safe Standards. Changed Executive Principal’s name and title.</p>
Access to Policy	<p>This policy can be accessed via the College website or on request from the College.</p>

Maronite College of the Holy Family

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Policy	Complaints Handling Policy and Procedures for All Stakeholders
Summary of Policy	<p>Maronite College of the Holy Family is committed to developing an educational and organisational culture based on mutual trust and respect.</p> <p>The Complaints Handling Policy and Procedures applies to the management of complaints made in respect to or about services provided by the Maronite College of the Holy Family or against staff members which includes employees, contractors and volunteers, or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required.</p> <p>This Policy defines and articulates the College's commitment, responsiveness, visibility, subsidiarity, procedural fairness, confidentiality and privacy, access and equity, the context of handling complaints at the College, and makes specific reference to the NSW Child Safe Standards.</p> <p>The Complaints Handling Policy establishes specific procedures for each stakeholder that of; students, parents/guardians, staff and community members who have a complaint informally or formally, in regard to the Maronite College of the Holy Family.</p>
Changes in 2022	Updated Executive Principal's name. Changed original Policy's name from 'Grievance' as this word means complaint to 'Handling'. Inclusion of specific information and a different complaint procedure for each stakeholder (parents/guardians, students, staff and the community). Included NSW Child Safe Standards.
Access to Policy	This policy can be accessed via the College website or on request from the College.

Maronite College of the Holy Family

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PROMOTING 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 Personal Development and Health 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.

Bullying Awareness Week is an annual initiative at MCHF. It is scheduled every Term 1 in Week 7 to coincide with the National Day of Action Against Bullying and Violence. It provides an opportunity for our students to send the important message of standing up against bullying and violence. Our students participate in various events and activities held within the class and at break times.

The K-6 and 7-12 College SRC program has a commitment to involvement in community service activities. During the year, Primary SRC and other Year 6 students are involved in a variety of fundraising events.

As part of the Pastoral Care program, students also participate in 'Feeding the Homeless'. This occurs every Saturday mornings at Parramatta in collaboration with Heaven on Earth. Various other social justice initiatives occur throughout the year such as fundraising for charities and organisations. Furthermore, the College supports schools and hospitals in Lebanon through sending items in a container.

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 identified and dealt with at a number of levels. Special programs such as Buddy Systems between Kindergarten and Year 6 and leadership activities for Years 5, 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 or the Social Justice group. They can demonstrate their leadership potential through opportunities including: Playground Angels, Peer Support, Bus Prefect, Class Captains, House Leader, College Leader, Chapel Leader, Anti-Bullying Ambassadors and Learning Centre Monitor roles.

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 College Psychologists K-12, Director of Pastoral Care, Year Advisors and Primary Coordinators. All issues requiring reference to a higher authority are directed to the Head of Department and/or the Assistant Principal or in the final analysis, 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.

Maronite College of the Holy Family

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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 College.

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 focus with the major issues of the day and these are presented in an overtly Christian context.



Maronite College of the Holy Family

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2021-2026 Strategic Plan: Annual Plan Progress

Priority Area #1: Our Identity		
Strategic Goal	Annual Goal	Status
1. Cultivate and celebrate Maronite spirituality	1.1 Embed Maronite values into units of programs and teaching practices	In progress
	1.2 Implement events that focus on Maronite spirituality	Achieved
2. Promote service, dignity and justice	2.1 Participation in College based religious initiatives	Achieved
	2.2 Contribute to charitable works, outreach, social justice, and wider community initiatives	Achieved
3. Enhance and sustain a one College identity	3.1 Implement and encourage K-12 collaboration between staff and students	Achieved
	3.2 Review College structures and operations to develop and promote a collaborative and consistent approach.	Achieved

Priority Area #2: Our Learners		
Strategic Goal	Annual Goal	Status
1. Equip students to claim their place in society and in the world	1.1 Develop a shared pedagogy that is innovative, authentic, and challenging	In progress
	1.2 Focus on the development of each student in the College's pastoral / wellbeing framework	In progress
	1.3 Exposure to leadership opportunities within the College and the wider community	In progress
2. Develop a culture of high expectations	2.1 Incorporate visible learning that includes embedded LISCs, effective feedback, and opportunities for student voice	In progress
	2.2 Annual performance and professional development of staff	In progress
	2.3 Embed data collation and tracking into College operations to improve student outcomes and performance	In progress
	2.4 Differentiation of lessons with focus on extending gifted students	In progress
3. Build self-confidence, persistence, and a positive sense of self	3.1 Develop a K-12 Pastoral Framework	In progress
	3.2 Implement an annual schedule of pastoral and wellbeing events	In progress

Maronite College of the Holy Family

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Priority Area #3: Our Community		
Strategic Goal	Annual Goal	Status
1. Create a culture of mutual respect and trust	1.1 Achieve and maintain supportive and consistent practice within the community of MCHF	In progress
	1.2 Implement student voice initiatives	In progress
2. Develop connections within the College	2.1 Enhance communication strategies between students, staff, and parents/guardians	Achieved
	2.2 Develop and improve K-12 practices, policies, and procedures	In progress
	2.3 Increase volunteering opportunities for parents/guardians	In progress
3. Develop connections beyond the College	3.1 Re-establish the MCHF Alumni Association	In progress
	3.2 Develop a MCHF Marketing strategy	In progress
	3.3 Nurture existing and develop new relationships with external stakeholders	In progress



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SCHOOL RESULTS IN STATEWIDE TESTS AND EXAMINATIONS

NAPLAN RESULTS

In 2022, Year 3, 5, 7 and 9 students participated in National Assessment Program: Literacy and Numeracy (NAPLAN). The results below are a direct result of a whole-school approach to literacy and numeracy initiatives. Reports showing achievement levels in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy were posted to each parent and the school retained a copy. Student performance on NAPLAN can also be obtained from the [My School website](#).

MCHF Cohort – Number of students who participated in NAPLAN testing

YEAR	BOYS	GIRLS	TOTAL
3	47	48	95
5	44	45	89
7	55	32	87
9	45	57	102

NAPLAN RESULTS - YEAR 3

Mean Scores					
Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	446.88	433.69	430.02	446.30	410.61
MCHF	438.1	445.6	444.2	439.4	410.0

Reading (percentage of students in each Band)								
Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	2.7%	8.4%	11.6%	19.4%	21.0%	17.5%	11.2%	5.4%
MCHF	1.1%	4.2%	12.6%	30.5%	24.2%	21.1%	5.3%	1.1%

Writing (percentage of students in each Band)							
Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
State	1.7%	4.8%	10.1%	23.8%	35.0%	19.5%	2.2%
MCHF	0%	1.1%	5.6%	27.8%	42.2%	21.1%	4.3%

Spelling (percentage of students in each Band)								
Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	6.0%	6.9%	13.0%	19.7%	34.0%	22.3%	9.2%	3.4%
MCHF	4.3%	4.3%	5.3%	19.1%	22.9%	17.9%	8.5%	2.1%

Grammar and Punctuation (percentage of students in each Band)										
Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	4.0%	6.9%	13.1%	19.8%	20.1%	16.7%	16.7%	5.1%	2.6%	1.5%
MCHF	1.1%	6.4%	12.8%	30.9%	17.0%	14.9%	14.9%	1.1%	0%	1.1%

Numeracy (percentage of students in each Band)							
Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
State	3.3%	10.5%	20.2%	26.2%	20.4%	11.4%	5.4%
MCHF	1.1%	2.2%	30.1%	29.0%	21.5%	11.8%	4.3%

Maronite College of the Holy Family

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NAPLAN RESULTS - YEAR 5

Mean Scores					
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	514.69	493.08	513.73	508.84	503.61
MCHF	506.5	505.2	522.9	515.5	499.11

Reading (percentage of students in each Band)							
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	3.0%	7.2%	17.6%	27.2%	26.7%	12.7%	3.7%
MCHF	2.3%	3.4%	28.4%	31.8%	23.9%	9.1%	1.1%

Writing (percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	3.4%	9.7%	24.5%	30.5%	18.7%	9.2%
MCHF	2.2%	2.2%	25.8%	36.0%	24.7%	9.0%

Spelling (percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	2.9%	8.0%	17.9%	26.8%	24.9%	14.0%
MCHF	0%	3.4%	16.9%	29.2%	37.1%	13.5%

Grammar and Punctuation (percentage of students in each Band)								
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	3.0%	10.1%	23.2%	26.5%	20.0%	10.4%	4.0%	2.1%
MCHF	1.1%	5.6%	30.3%	25.8%	20.2%	10.1%	5.6%	1.1%

Numeracy (percentage of students in each Band)							
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	3.0%	11.5%	26.3%	27.9%	18.9%	8.4%	3.0%
MCHF	2.7%	9.1%	46.6%	28.4%	10.2%	4.5%	1.1%

NAPLAN RESULTS - YEAR 7

Mean Scores					
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	550.29	540.26	559.02	544.83	560.75
MCHF	517.60	525.30	562.20	527.10	549.10

Reading (percentage of students in each Band)							
Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	4.0%	10.2%	24.5%	29.5%	19.7%	8.8%	2.4%
MCHF	4.8%	19.0%	35.7%	29.8%	8.3%	2.4%	0%

Writing (percentage of students in each Band)									
Year 7	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	0.5%	1.2%	3.7%	13.0%	25.0%	26.2%	21.0%	6.5%	2.3%
MCHF	1.1%	1.1%	1.1%	17.2%	31.0%	31.0%	11.5%	4.6%	1.1%

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Spelling (percentage of students in each Band)						
Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	3.5%	9.2%	19.2%	26.5%	26.6%	10.4%
MCHF	0%	5.5%	24.7%	32.9%	27.4%	9.6%

Grammar and Punctuation (percentage of students in each Band)							
Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	4.8%	12.3%	25.4%	26.3%	17.5%	7.5%	4.1%
MCHF	5.5%	13.7%	38.4%	23.3%	12.3%	4.1%	2.7%

Numeracy (percentage of students in each Band)							
Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	5.0%	11.1%	20.4%	25.4%	19.3%	10.8%	4.9%
MCHF	3.9%	13.0%	18.2%	37.7%	15.6%	9.1%	2.6%

NAPLAN RESULTS - YEAR 9

Mean Scores					
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	586.71	569.75	586.55	585.49	596.39
MCHF	556.60	559.10	570.10	563.20	574.60

Reading (percentage of students in each Band)							
Year 9	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	2.4%	6.1%	12.7%	24.6%	28.3%	18.2%	7.3%
MCHF	2.9%	2.9%	19.6%	47.1%	21.6%	4.2%	1.0%

Writing (percentage of students in each Band)							
Year 9	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	0.7%	2.0%	7.4%	17.4%	24.5%	27.5%	12.5%
MCHF	1.0%	1.0%	7.1%	22.2%	26.3%	34.3%	8.1%

Spelling (percentage of students in each Band)							
Year 9	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	1.0%	1.1%	4.4%	11.3%	27.8%	32.3%	17.3%
MCHF	1.1%	1.1%	6.7%	6.7%	39.3%	36.0%	9.0%

Grammar and Punctuation (percentage of students in each Band)								
Year 9	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	0.9%	2.8%	6.8%	14.3%	24.4%	23.9%	15.6%	11.1%
MCHF	1.1%	0%	7.9%	22.5%	27.0%	28.1%	11.2%	2.2%

Numeracy (percentage of students in each Band)						
Year 9	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	2.3%	14.1%	29.9%	28.1%	16.1%	9.3%
MCHF	0%	13.1%	44.0%	34.5%	6.0%	2.4%

Maronite College of the Holy Family

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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 ninety-nine Year 10 students received a RoSA Grade. Students who complete Year 11 receive a Preliminary Certificate which supersedes the RoSA.

Below is a breakdown of the RoSA Grades by subject for Stage 5 Year 10.

Course	MCHF Total	State Total	MCHF A (%)	MCHF B (%)	MCHF C (%)	MCHF D (%)	MCHF E (%)	MCHF None (%)	State A (%)	State B (%)	State C (%)	State D(%)	State E (%)	State None (%)
English	100	916233	3.00	28.00	48.00	19.00	2.00		12.28	28.80	36.16	15.86	5.88	1.02
Mathematics	100	91969	9.00	23.00	19.00	28.00	21.00		14.54	21.99	32.19	23.62	6.76	0.89
Science	100	91711	5.00	19.00	28.00	36.00	12.00		12.59	23.94	36.73	19.38	6.41	0.95
Commerce	50	22183	16.00	38.00	40.00	6.00			24.52	34.89	29.54	8.51	2.26	0.28
Geography	100	91590	18.00	43.00	38.00	1.00			15.04	27.91	34.73	15.57	5.92	0.82
History	100	91615	19.00	37.00	41.00	3.00			14.75	27.70	34.46	15.90	6.31	0.87
Arabic	9	424	22.22	44.44	11.11	22.22			16.98	28.77	29.48	19.34	5.42	
Food Technology	17	17466	17.65	35.29	23.53				19.30	29.03	31.40	13.79	5.58	0.89
Industrial Technology-Timber	15	11083		40.00	26.67	26.67	6.67		12.07	27.93	37.18	15.73	6.30	0.78
Textiles Technology	7	2510	28.57	28.57	42.86				30.04	30.92	28.53	7.29	2.87	0.36
Drama	13	4993	7.69	23.08	53.85	15.38			35.29	34.35	20.97	6.41	2.54	0.44
Music	11	8855	27.27	45.45	18.18	9.09			26.96	31.89	25.06	11.08	4.26	0.76
Visual Arts	16	11993	25.00	43.75	12.50	18.75			28.37	33.32	25.22	8.31	4.14	0.63
Personal Development Health & P.E.	100	71122	2.00	40.00	47.00	11.00			12.49	33.17	37.19	12.15	4.13	0.87

The table above indicates the percentages of A-E RoSA Grades for each subject compared the percentages of A-E RoSA Grades issued by the State.

HSC

Band	2022	%	2021	%	2020	%	2019	%	2018	%
6	30	8%	50	15%	16	5%	19	6%	20	6%
5	119	34%	121	36%	98	31%	116	36%	114	33%
4	121	34%	122	37%	118	37%	147	45%	139	40%
3	73	21%	38	11%	60	19%	40	12%	62	18%
2	10	3%	3	1%	24	7%	3	1%	11	3%
1	0	0	0	0	4	1%	0	0	0	0
Total	353		334		320		325		346	

The table above shows that 42% of marks were in the top two bands this year which was lower than 2021 and higher than 2020. 3% of marks featured in the bottom two bands as compared to 8% in 2020.

Please note, the 2021 cohort experienced two major lockdowns during their Stage 6 studies. This was

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supported by COVID applications to NESAs as the College HSC student population was in a Local Government Area (LGA) of concern.

There is an increase in the number of students achieving Bands 5 and 6 when compared to 2018-2020. In addition, there is a significant decrease in students receiving bands 1 and 2, and a steady improvement in the number of students achieving Bands 3 and 4. This suggests that overall student work ethic and teacher effect on learning is positive.

It is worthy to note that the College produced a 1st in the State in VET Construction Examination, as well as both 6th and two 13th placements in the State for VET Retail Services Examination.

Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology	7			3	4		
Business Studies	51	1	14	18	18		
Chemistry	2			2			
Community and Family Studies	21	2	12	6	1		
Construction Examination	11	4	5	2			
Economics	6		2	3	1		
English (Advanced)	17	1	11	5			
English (Standard)	50		7	27	15	1	
Hospitality (Food & Beverage) Examination	6		3	3			
Industrial Technology: Multimedia	3	2			1		
Legal Studies	10	6	4				
Mathematics Advanced	2	2					
Mathematics Standard II	26	2	13	6	5		
Modern History	10		2	4	2	2	
Music 1	4		4				
Personal Development, Health and Physical Education	35		6	13	13	3	
Physics	3	1	1	1			
Retail Services Examination	11		5	6			
Society and Culture	8	1	4	1	2		
Studies of Religion I	15	2	8	5			
Studies of Religion II	44	3	12	15	10	4	
Textiles and Design	3		2		1		
Visual Arts	4	1	2	1			
Band Total		28	117	121	73	10	

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

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YEAR 12 ATTAINMENT

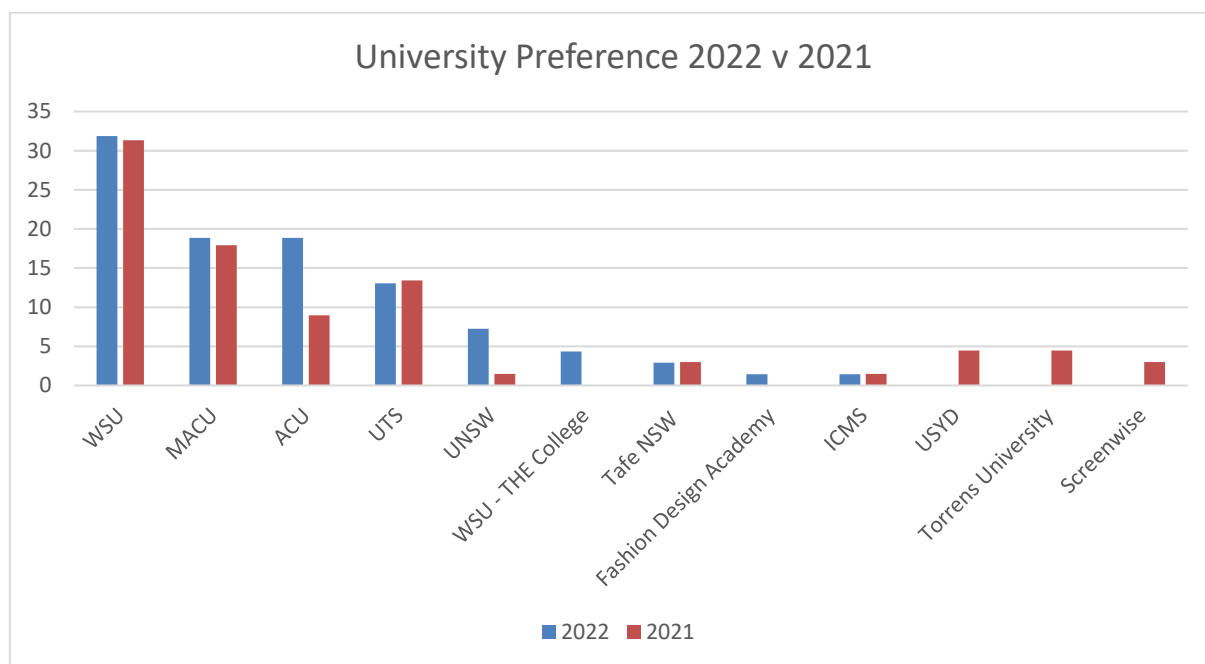
POST HIGHER SCHOOL CERTIFICATE DESTINATIONS

2022 Year 12 Cohort

Boys	Girls	Total Number
38	33	71

Tertiary Institutions

Institutions	Total Number	% of students
Western Sydney University	22	31.88%
Macquarie University	13	18.84%
Australian Catholic University	13	18.84%
University of Technology Sydney	9	13.04%
University of New South Wales	5	7.25%
The College - Western Sydney University	3	4.35%
TAFE NSW	2	2.90%
Fashion Design Academy	1	1.45%
International College of Management Sydney (ICMS)	1	1.45%



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Gender and Institutions	No. of Students	Gender: Institution Split	Tertiary Study
Females	33		33
Western Sydney University (WSU)	9	27.27%	100%
Macquarie University (MU)	9	27.27%	
Australian Catholic University (ACU)	6	18.18%	
University of Technology Sydney (UTS)	4	12.12%	
University of New South Wales (UNSW)	2	6.06%	
The College - WSU	1	3.03%	
Tafe NSW	1	3.03%	
Fashion Design Academy	1	3.03%	
International College of Management Sydney (ICMS)	0	0%	
Male	38		36
Western Sydney University (WSU)	13	34.21%	94.74%
Macquarie University (MU)	4	10.52%	
Australian Catholic University (ACU)	7	18.42%	
University of Technology Sydney (UTS)	5	13.15%	
University of New South Wales (UNSW)	3	7.89%	
The College - WSU	2	5.26%	
Tafe NSW	1	2.63%	
Fashion Design Academy	0	0%	
International College of Management Sydney (ICMS)	1	2.63%	
Grand Total	71		
Grand Total of Tertiary Study*	69		97.18%

* Unknown student data were not used to calculate total percentage of students from MCHF continuing with further education.

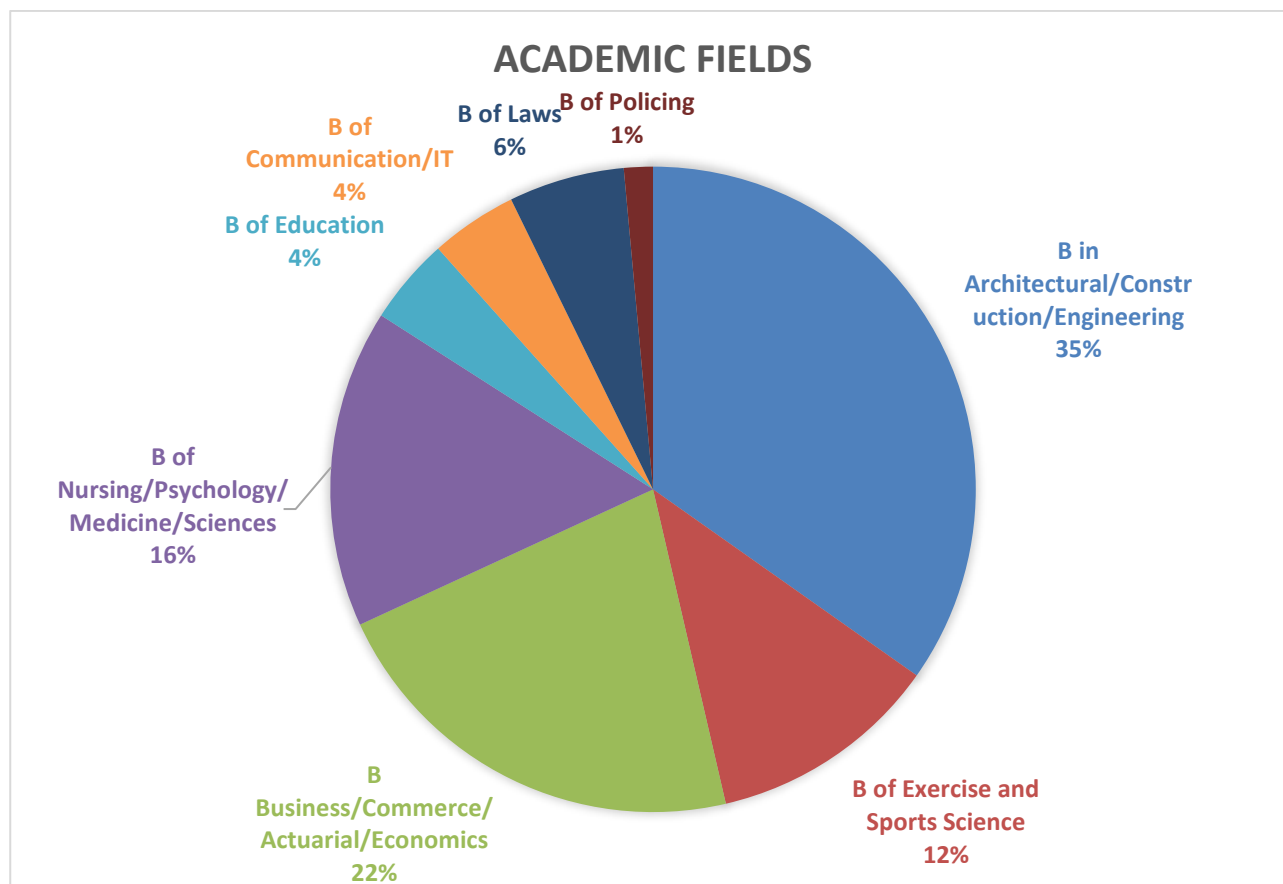
Unknown

Girls	Boys	TOTAL
0	2	2
Percentage of the Cohort		2.81%

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Year 12, 2022: Tertiary Academic Fields



In summary,

In 2022, from the known data (survey of students and UAC data), 97.18% of students were accepted into tertiary institutions of their choice which included universities, Colleges, and TAFE. This high volume was due to early entries offered by multiple universities and a better understanding of the selection process which allowed students to change their preferences throughout the year as offers were made. More than 300 offers were made to 69 students out of 71 enrolled students. Majority of the students had already received and accepted their offer prior to sitting their first HSC exam giving them the assurance and peace of mind. This data demonstrates an increase in number of students continuing onto tertiary education from the previous years and no longer only dependant on COVID provisions but utilising early entry programs such as Schools Recommendation Scheme (SRS), and adjustment factors (including bonus points) amongst others.

Two students did not share their plans for 2023, however, they were more likely to be in TAFE or an apprenticeship as was their plan at the beginning of the year. Four students from the cohort withdrew from HSC but were able to secure a placement at The College WSU with a Diploma of their choice. One of the four students changed her Diploma to a Bachelor's degree pathway as university recognised her higher standing from her school assessments in 2022.

There were some significant changes in this cohort from 2021. There was a significant increase in number of students selecting Construction Management, Engineering, Architecture and Built

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environment studies. 35% of the cohort opted for this with majority of males opting for it at either WSU, UTS and UNSW. Business and Commerce slipped to second place with sciences at third spot. This was interesting as most of the early entries that the students had been accepted into were Sports and Exercise Science but few of the students selected it as their final course. This may be because early entry provided students with multiple options in universities. Law and Education were still selected by students but more interestingly as part of double degree rather than on its own. Students with higher ATAR's were offered more double degrees than in previous years. Students were more adventurous in selecting 'newer' courses such as "Climate Change".

Western Sydney University, Macquarie University, and Australian Catholic University continue to be the popular choices of students with nearly 70% of the students selecting these three universities. SRS scheme, more flexible early entries, proximity to home, easy accessibility and HSC adjustment factors were some of the major reasons. UTS remained popular with students who wanted to venture closer to city. UNSW made a major comeback with students mainly in engineering and law.

Visiting Careers Expo post COVID restrictions and inviting all the major universities representatives to school as part of the careers/pastoral program may have contributed to students exploring multiple options and effectively looking at their career options post HSC and starting the application process much earlier.

Overall, 2022 cohort produced excellent result for our school with students well equipped for the real world (hopefully!).

Mrs. S. Kumar
Careers Advisor



PARENT, TEACHER AND STUDENT SATISFACTION

The first phase of data gathering process for the Review of the Strategic Plan and Vision implementation was carried out by Xenia Pneuma Consultancy.

Online surveys were developed for both staff and parents and an invitation was issued for individuals to complete the confidential survey. The response was very pleasing and reflections were very valuable.

Positive school cultures are conducive to professional satisfaction, positive morale and effectiveness, as well as optimum student learning, fulfillment and wellbeing.

The challenge for the College at this time is to reflect on the current policies, procedures and practice and ask: *Do our policies, procedures and practices reflect our Maronite spirituality, our strongly held beliefs and values?* This process will take time however the College is in a good place to embark on this change to strive for congruence between *what we say and what we do*. A positive, life-giving culture will be the ultimate outcome.

Strong leadership and team buy-in is essential to support the shift required to build a positive college culture, consistent with its Mission, Vision and Values. There is great depth of experience and skills in the current staff. This situation offers opportunities to attract, develop and retain excellent staff through strategic and targeted deployment of skills combined with relevant and challenging professional learning opportunities. Staff articulated their hope for the future of the college; a future characterised by collaboration, flexibility and opportunities to grow and learn in a respectful and supportive work environment.

Communication is key to knowledge creation and sharing and develops a culture of trust, confidence and cohesion. The development of a communication strategy that acknowledges audience and purpose and sits along-side initiatives & the day-to-day operations of the college would greatly improve the College.

The new college leadership structure focuses on K-12 positions. This will create an opportunity for the leadership of the College to build staff and community confidence through:

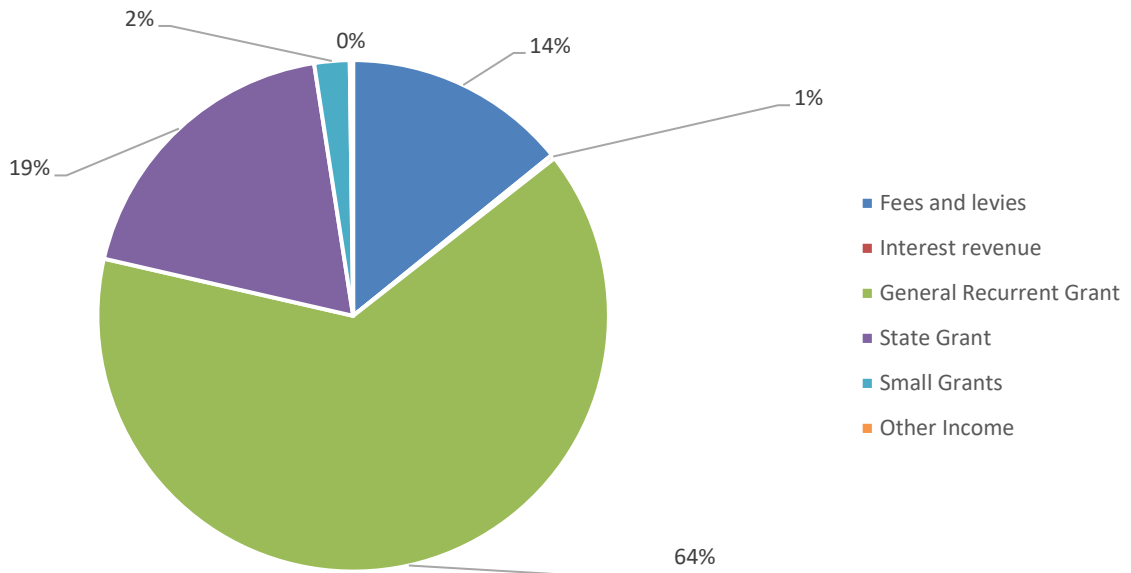
- **Articulating a clear purpose** - highlighting intent and shortfalls of previous structure.
- **Outlining what the change will mean** - for individuals and teams
- **Providing a roadmap** - including steps along the way
- **Clarifying roles** - including lines of reporting and accountabilities
- **Stating expectations**
- **Implementing policies** in a consistent manner including a feedback loop.

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FINANCIAL INDICATORS

INCOME



EXPENSES

