



# MARONITE COLLEGE OF THE HOLY FAMILY

## ANNUAL SCHOOL REPORT 2024

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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](#).



# 1. CONTEXT

## BOARD REPORT

Dear Parents, Supporters, and Friends of Maronite College of the Holy Family, As we reflect on another remarkable year at Maronite College of the Holy Family (MCHF), I extend my deepest gratitude to our entire community for their unwavering support and dedication. The year 2024 has been one of achievement, progress, and renewed commitment to our mission of academic excellence and holistic student development.

A significant milestone this year was the opening of the new **H Block**, a testament to our ongoing commitment to providing state-of-the-art infrastructure that supports our strategic vision. This development not only enhances the learning environment for our students but also reinforces our focus on delivering the highest standard of education.

Financially, MCHF remains in a strong and stable position, ensuring that we can continue to invest in the future of our students. Our financial health allows us to plan and execute key projects that align with our long-term strategic goals.

Looking ahead, we are on the verge of launching the **MCHF Harris Park Masterplan**—a transformative initiative that will redefine the landscape of our campus. This ambitious project will further solidify our College's reputation as a centre of excellence, providing cutting-edge facilities that will serve generations to come.

None of these achievements would be possible without the leadership and dedication of our **Executive Principal, Sr Margaret**, and **Head of College, Mr Asmar**, alongside our exceptional Executive Team, staff, and educators, who continuously strive to provide a nurturing and inspiring environment for our students. I also extend my sincere appreciation to the **Maronite Sisters of the Holy Family**, whose guidance and commitment remain at the heart of everything we do.

To our parents and families, thank you for your continued trust and active involvement in the life of the College. Your partnership with us is invaluable, and your belief in our mission motivates us to reach new heights each year.

As we move forward, we do so with confidence, knowing that the foundations we have built will continue to strengthen and evolve. With the support of our dedicated community, MCHF is poised for a bright and exciting future.

With gratitude and best wishes,

**Mr. George Khouri**

Chairperson | Maronite College of the Holy Family Board



## EXECUTIVE PRINCIPAL'S REPORT

Dear Maronite College of the Holy Family (MCHF) community,

The following 2024 annual report indicates a very vibrant College life of which we are proud of. Staff, students and parents, have all been very involved in the various aspects of the College life. I hope you enjoy reading the many stories of what we can achieve when we work together.

### SPIRITUALITY, FAITH and SERVICE

As a Maronite Catholic College. We place emphasis on the faith and spiritual development of our community through regular Masses and reconciliation. We also encourage service and social justice initiatives. This year we celebrated:

- Y4 First Holy Communion and Y3 First Reconciliation were celebrated.
- Combined MCHF and St Maroun's College staff retreat on 22<sup>nd</sup> July that included guest speaker and 10 different workshops run by different staff.
- We celebrated Mother's, Father's and Grandparents Day with beautiful Masses followed by morning teas.
- Our College participated in the Eat Up program which delivers fresh sandwiches to children who would go without. Held 4 March, 50 students assisted in making 1000 sandwiches [footage from our first session with you and your wonder-ful students](#).
- Homeless feeds every Saturday morning in Parramatta, in collaboration with Heaven on Earth Maronite organisation.
- Staff Biggest Morning Tea held on 29 May for cancer Council. The day also included creating a flower wall for student family members who have battled cancer. Parent Association also ran a bake stall to raise funds for cancer. Approximately \$3000 raised.
- RU OK day held on 12 Sept - The College registered with an organisation 'Letters of Hope'. Close to 400 letters were written by students.
- On October 17, selected Years 8 and 9 students, attended the "Lifted GO" Conference, marking the launch of the Australian Catholic Bishops Conference's Social Justice Statement 2024-2025: "Truth and Peace: A Gospel Word in a Violent World".
- Every Wed students visited the local Aged Care to spend time with the elderly. This is proving to be a very emotional time for both students and the elderly.
- Breakfast club held in terms 2 and 3 twice a week. Kellogg's donated boxes of cereal and parents donated long-life milk, bowls and spoons. Teachers volunteered to serve. Over 2000 bowls of cereal have been served to MCHF students.
- St Vinnies Christmas hamper collection for Vinnies, Heaven on Earth and a woman's shelter. Students wrote letters of peace, hope and joy to be placed in the hampers.

### CAMPUS SECTION

- Year 6 and Year 10 National Assessment Program (NAP) assessments in key curriculum areas. These new assessments are part of the National Assessment Program.
- Y7 students were selected to participate in the Australian Curriculum Assessment and Reporting Authority (ACARA) Item Trial, a component of the NAP.
- A Technological Applied Studies (TAS) & Creative and Performing Arts (CAPA) day was held on 21 November where students work was on display for all staff, students and parents to see. There was also music performances and food made by hospitality students.
- End of term awards in the categories of Academic Excellence, Determination, Community Service, Maronite Values, Arabic Excellence and Music Excellence.
- Primary sport overview for the year included gymnastics, swimming, athletics training.





- On 29 May our Years 4-6 girls competed in a Diocesan Soccer Gala Day against other schools and came out champions!
- Our Secondary representative teams included soccer, touch, basketball, volleyball and frisbee teams. MCHF Senior Boys Soccer reached the Grand Final of the Parramatta Diocesan Secondary Schools Sport Competition (PDSSSC).
- This year we had a spending spree on big ticket items including iPads for Primary, WiFi upgrade and firewall, furniture for classrooms and outdoor, new instruments and renovation 3 new music rooms, upgrade of sound and lighting systems in halls, sporting equipment, gym equipment, TAS equipment including sewing machines, pots, mixers, utensils, developed a Podcast room and upgraded B roof into a sporting area.

## PROFESSIONAL LEARNING & GUEST SPEAKERS

Effective Schools Training run by AIS was introduced. Members of the Exec team and staff undertook sessions to review College Mission Vision, Vision for Learning, Values and student and staff attributes. We also assessed opportunities, gaps, risks in areas of Leadership for Action, Data Literacy, Collaborative cultures and Change management. The team also completed a Data Plan, collecting and visualising key student achievements in NAPLAN, Higher School Certificate (HSC) and Progressive Achievement Tests (PAT), and visualised key student demographic data. The training will be across 2 years to help improve our results.

- Senior students participated in a Master class with Matt Cugin.
- MCHF hosted a professional learning session on decodable readers for teachers across Sydney on 30 July. The day focused on supporting teacher's understanding of the science of reading to allow them to design literacy strategies.
- Guest speaker Parick Coorey (racing car fame) addressed Years 9 and 10 students with a motivational talk on 13 August.

On Monday 21 October guest speaker Matt Esterman, Director of Innovation & Partnerships, addressed staff on making things happen with Artificial Intelligence (AI) in education.

On Monday 9 December Dr Simon Breakspear led a professional development session for staff. Simon develops frameworks and tools that make evidence-based ideas actionable and easy.

## MASTERPLAN

Ongoing discussions with our project manager and Leaf Architecture regarding our H block renovations to house Kindy and Year 1 in 2025. Over 2024 there was also the G block development into a playground area. We await the Masterplan approval which will allow us to expand our site to include, carpark, auditorium and additional learning spaces.

## CONNECTIONS

Over 2024 we have met with many politicians, developed connections with external providers, and expanded our contributions into other fields.

- Dr Andrew Charlton attended the College 9 May to discuss issues as an independent school. He met with student leaders (y12 and 6) as well parents and the Board Chair. Dr Andrew Charlton attended again on 10 May to celebrate Mother's Day and he addressed them on commonwealth government services.



On 18 June select students performed a Lebanese cultural dance to support the Ladies of the Gospel fundraiser: Maronites have Talents. On 29 October 2024 the Secondary Lebanese band performed again at their Fashion Parade Fundraiser.

- Annual Public speaking competition was extended this year to include St Maroun's College, St Charbel's College and Holy Saviour School and was held on 25 June.
- Our drummers were invited to perform in the Parish feast week on 3 August. They had the parishioners engaged, clapping, dancing and filming the entire performance.
- On 29 October around 16 people attended MCHF from the Multicultural NSW community to look at the workings of the College.
- On 4 Nov at the annual Australian Lebanese Foundation (ALF) event at Sydney University 2 MCHF students performed a Lebanese musical item and a former student received a scholarship.
- Uni Maronites supports Maronites on university campuses and their dinner dance on 23 November was a way for MCHF senior students to get to know university students and so assist them in the transition.

## NEW INITIATIVES

Throughout 2024 teachers were eager to introduce new initiatives for students to participate in. These new events included:

- Duke of Ed program which has been extremely successful
- Short stay international student visits from China to MCHF. They were given a buddy and attended all classes and experienced the Australian schooling system.
- Over July school holidays, Elias Chalhoub (Y9) travelled to China to participate in a Youth Cultural Exchange Program in Beijing through International Exchange Association for Education & Culture Australia (IEAEC) company.
- Students from years 9-11 attended National Aeronautics and Space Administration (NASA) from 24 September to 6 October in Florida, United States. Students participated in a 3-day trip to NASA where they trained as an astronaut and participated in microgravity and MARS experiences using motion and visual simulation. Students also enjoyed the thrill of the rides in a 2-day experience of Universal Studios, while exploring the world of Science Technology Engineering and Mathematics (STEM).

## HIGHLIGHTS

In 2024 our students participated in numerous competitions and attained some excellent results including:

The MCHF mock trial team made it in the top 16 schools and elimination round.

- Two Year 7 students were selected as finalists in the prestigious [Day of AI's Dolphin Tank 2024 competition](#). Their innovative project, [Aqua AI](#), focused on using AI to tackle climate change and sustainability. *Aqua AI* stood out for its creativity, feasibility, scalability, and the potential to develop a prototype with a team.
- The U16's boys Parramatta Eels Cup rugby league team competed in the Grand Final on 3<sup>rd</sup> September, defeating Freeman 18-10.
- Y12 student 2023 Charlene Kayrouz Visual Artwork was chosen by Art Express to be displayed at the Art Gallery Ngununggula, Southern Highlands on 25 May 2024.





- HSC drama had three nominations for possible inclusion in OnSTAGE which is an annual showcase the best HSC drama performances held at Seymour Centre. Group Performance 'And so dies the book' performed by Simon Bazouni, Tiana Bou Melhem, Hannah Habib, Sienna Mekary and Angelina Wehbe. Hannah Habib for her monologue 'Waiting for Gouda'. Sienna Mekary for her monologue 'Dog anxiety'.
- Ella Marie Kalache was nominated for possible inclusion in ENCORE. ENCORE presents a selection of outstanding major works by HSC Music students in NSW.
- Tatijana Tannous was nominated for SHAPE, in recognition for her outstanding major work in Industrial Technology - Multimedia. SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design.
- MCHF Y11 Legal group Jonathan Semaan, Makalya Bazouni, Maroun Ters and Angelina Ishak, submitted a piece for the Law Kirby Cup competition. They were awarded a Highly Commended Award and a conditional offer to study LAW at Western Sydney University (WSU).
- Emily Farah (Y11) was selected to attend University Technology Sydney (UTS) Entrepreneurship event at the International Convention Centre (ICC) in December to present a talk on her Max Potential project on school work with aged care facilities.
- Jude Hasham (Y10) was nominated for the Year 10 Academic Achievement Award from University of Sydney (USYD). He demonstrated unprecedented commitment and dedication to achieving academic success. Jude will be publicly recognised, receiving a certificate at an on-campus ceremony at the University of Sydney in early 2025. He will be placed on the guest list for exclusive events such as Experience Sydney and other invite only events.

As seen in the above, Maronite College of the Holy Family has come a long way and we are proud of our achievements across the College. We are hoping that 2025 will be even bigger and better.

God's blessings to all

A handwritten signature in black ink, appearing to read 'MG'.

**Sr Margaret Ghosn**

Executive Principal | Maronite College of the Holy Family





## COLLEGE CAPTAINS' REPORT

Maronite College of the Holy Family has definitely portrayed sustained efforts in upholding the motives of fostering a learning environment centred on the journey of growth and prioritising the well-being of students.

This has been incentivised in an array of initiatives at the College, with the most notable being Wellbeing Wednesday. This event focused on dedicating a whole day to emphasise the importance of well-being during school, as many students may fall into stress due to workload, allowing students to engage in team building activities during breaks and a day with no homework.

Our 2024 theme, "Journey of Growth", has been exemplified in this College through a multitude of volunteer initiatives such as the 'Get Up x Wonder' sandwich making initiative, nursing home visits and homeless feeds. These opportunities have allowed students to participate in their journey of growth, by showing their dedication to helping those in need, and being selfless. Learning is fostered through creative ways such as Anti-Bullying Week, where students develop their knowledge on how to recognise bullying by watching plays and how to manage it.

Our College focuses on academics, showcasing equity by having students tutoring students once a week, helping with homework, allowing for barriers to be removed so students can excel in their academics.

Additionally, our College has dedicated teachers who are constantly checking over work/assignments, providing feedback, handing out past papers, and discussing answers to allow students to see how they can improve.

Maronite College of the Holy Family has focused on developing students holistically, emphasising the importance of academia, faith, and wellbeing, and fostering a learning environment centred around personal growth, which has been successful during the year.

**Simon Bazouni and Hannah Habib**

2024 College Captains





## PARENT ASSOCIATION REPORT

2024 was a busy year for our Parent Association, and a new committee led us through 21 meetings and events, consisting of traditional PA hosted events as well as new events and collaborations with the College.

Each year the Easter Raffle kicks off our Fundraising year. Our generous community donated many gifts toward our raffle which saw 75 hampers won by teachers, primary and secondary students. However, this year K-2 Easter Hat parade snuck in to be our first official event which saw the Parent Association decorate the Secondary Hall and arrange for a guest appearance from the easter bunny who had a gift for each child. Thanks to an anonymous donation via the PA, each primary student ended the term with a Mr. Whippy ice cream cone. The students, teachers and MCHF all enjoyed an end of Lent treat.

In Term 2 our Mother's Day stall was a shopping experience for all, we offered a variety of gift ideas to suit budgets from as little as \$1 up to \$40 including 8 different gift packs on offer. We also held a Mother's Day raffle with many lovely gifts generously donated from our community and again saw a beautifully decorated space which was used for our Mother's Day morning tea, held by the College.

The Parent Association were invited to join in the fundraising activities of Wellbeing Wednesday. During students breaks we held a very popular bake sale with a fantastic variety on offer. The Flower Wall had the outline of MCHF initials filled with blue, yellow or white poppies, each colour representing someone who had been diagnosed with, survived or lost their battle with cancer -this display proudly hung in the corridors of C block throughout the year.

Term 3 was jam packed, traditionally the PA assists with the sausage sizzle post walkathon, for Foundation Day. This year the walkathon had the added excitement of a colour run. We were grateful for the many helping hands as we set up two separate locations to cook and serve all our students and staff. The logistics of this day was massive and its success was a huge testament to the many hours of planning. Father's Day stall was another accomplishment, the day saw so many excited shoppers ready to buy the best gift ever for Dad or Jido. Many popular items were selling out, but with so many options, no one walked away empty handed or disappointed.

December is always a busy time of year and the Parent Association was able to squeeze a Christmas Family Movie Night into the calendar. We had a fantastic turn out with many bringing their picnics, blankets and chairs along. The concession stand was a hit as were the delicious treats on offer. It was lovely to see so many families come along and enjoy the night. The final Parent Association event of the year was for Lebanese Independence Day. Our popular BBQ served up over 850 sandwiches. We also pre-sold 200+ MCHF in-house printed t-shirts which were proudly worn by students, staff and parents.

We thank all the staff, parents, guardians, volunteers and suppliers that contributed to the success of 2024. We raised over \$19,000 to go toward the betterment of our College. We pray that 2025 will be Blessed with as much success and that the Parent Association continues to grow and support our College.

Regards,

**Pam Abdou**

Chairperson | Maronite College of the Holy Family Parent Association



## **NARRATIVE**

Maronite College of the Holy Family, Parramatta is a K-12 Coeducational College under the administration of the Maronite Sisters of the Holy Family. We guide, challenge and encourage our students to achieve.

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.

## **MISSION**

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

## **VISION**

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

## **MOTTO**

Know, Love, Serve

## **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.







## STRATEGIC PLAN

The College's Strategic Plan for 2021-2026. This Strategic Plan encompasses three priority areas: **Our Identity; Our Learners; Our Community**. Each priority area has set strategic goals and annual goals the College will be working towards achieving throughout the Strategic Plan period. Below shows the progress of working towards achieving the strategic goals.

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	Implemented
	1.2 Implement events that focus on Maronite spirituality	Implemented
2. Promote service, dignity and justice	2.1 Participation in College based religious initiatives	Implemented
	2.2 Contribute to charitable works, outreach, social justice, and wider community initiatives	Implemented
3. Enhance and sustain a one College identity	3.1 Implement and encourage K-12 collaboration between staff and students	Implemented
	3.2 Review College structures and operations to develop and promote a collaborative and consistent approach.	Implemented

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	Implemented
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	Implemented
	2.3 Embed data collation and tracking into College operations to improve student outcomes and performance	Implemented
	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 Wellbeing Framework	In progress
	3.2 Implement an annual schedule of pastoral and wellbeing events	Implemented



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	Implemented
	1.2 Implement student voice initiatives	Implemented
2. Develop connections within the College	2.1 Enhance communication strategies between students, staff, and parents/guardians	Implemented
	2.2 Develop and improve K-12 practices, policies, and procedures	
	2.3 Increase volunteering opportunities for parents/guardians	Implemented
3. Develop connections beyond the College	3.1 Re-establish the MCHF Alumni Association	In progress
	3.2 Develop a MCHF Marketing strategy	Implemented
	3.3 Nurture existing and develop new relationships with external stakeholders	In progress





## 2. OUTCOMES & RESULTS

### 2024 NAPLAN RESULTS

Student results are recorded according to Proficiency Standards. These Standards provide information on student achievement in key aspects of literacy and numeracy as assessed by NAPLAN. They represent a **challenging but reasonable expectation** of what students at each assessed year level know and can do at the time of NAPLAN testing (March 2024).

The 4 levels of proficiency that students are measured against include:

- **EXCEEDING:** the student's result exceeded the expectations at the time of testing
- **STRONG:** the student's result met challenging but reasonable expectations at the time of testing
- **DEVELOPING:** the student's result indicated that they are working towards expectations at the time of testing
- **NEEDS ADDITIONAL SUPPORT:** the student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

For further information on how NAPLAN results can be interpreted, please visit <https://www.nap.edu.au/naplan/results-and-reports>

The report below tabulates the NAPLAN results for students in Years 3, 5, 7 and 9 at Maronite College of the Holy Family (MCHF). The results are recorded as a percentage of students per cohort who achieved the results in each of the proficiency standards for each domain of the NAPLAN testing. The NAPLAN testing domains include; Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.

#### Please note the following:

- Students who are **exempt** from attempting NAPLAN tests are **not** included in these results.
- Students who were **withdrawn** prior to the NAPLAN tests are **not** included in the results.
- Only students who **participated** in each NAPLAN test are **included** in the results.
- All NAPLAN tests (except for Year 3 Writing) were completed online with a lockdown browser that prevented students from accessing resources/websites for assistance.
- These results are an overall snapshot for each NAPLAN domain for each participating cohort at MCHF. These must be reviewed against individual student results to make more informed judgements on NAPLAN performance.

**MCHF COHORT** – Number of students who participated in NAPLAN testing in 2024.

YEAR	BOYS	GIRLS	TOTAL
3	49	48	97
5	53	53	106
7	43	52	95





### NAPLAN RESULTS - YEAR 3

Year 3	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	11.5%	12.4%	12.5%	22.1%	10.4%	10.9%	6.3%	14.0%	17.9%	18.7%
Strong	64.6%	53.9%	61.5%	46.7%	85.4%	70.2%	48.4%	43.7%	57.9%	46.4%
Developing	18.8%	23.4%	19.8%	19.4%	3.1%	13.2%	34.7%	25.9%	18.9%	23.4%
Needs Additional Support	5.2%	8.7%	6.3%	10.1%	1.0%	4.0%	10.5%	14.7%	5.3%	9.8%

### NAPLAN RESULTS - YEAR 5

Year 5	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	13.3%	15.7%	11.4%	23.6%	13.3%	13.6%	18.1%	17.2%	28.6%	15.7%
Strong	61.0%	54.6%	67.6%	49.0%	74.3%	57.4%	57.1%	50.5%	51.4%	54.6%
Developing	21.9%	20.4%	18.1%	17.6%	11.4%	20.4%	21.9%	21.4%	15.2%	20.4%
Needs Additional Support	3.8%	7.9%	2.9%	8.3%	1.0%	7.1%	2.9%	9.3%	4.8%	7.9%

### NAPLAN RESULTS - YEAR 7

Year 7	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	7.4%	17.0%	10.6%	22.2%	12.8%	19.3%	9.6%	19.2%	22.3%	27.1%
Strong	64.9%	53.4%	54.3%	46.9%	64.9%	49.6%	54.3%	45.7%	61.7%	49.0%
Developing	26.6%	20.2%	30.9%	20.0%	20.2%	21.3%	33.0%	22.0%	14.9%	16.1%
Needs Additional Support	1.1%	7.9%	4.3%	9.4%	2.1%	8.3%	3.2%	11.6%	1.1%	6.3%

### NAPLAN RESULTS - YEAR 9

Year 9	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	3.3%	11.4%	10.0%	19.5%	14.4%	22.1%	9.0%	16.8%	13.5%	18.7%
Strong	58.9%	54.5%	52.2%	44.8%	52.2%	41.4%	33.7%	39.7%	70.8%	56.1%
Developing	34.4%	23.2%	27.8%	23.6%	32.2%	25.3%	46.1%	28.0%	15.7%	17.5%
Needs Additional Support	3.3%	9.2%	10.0%	10.3%	1.1%	9.4%	11.2%	13.6%	0%	5.8%



## 2024 NAPLAN DATA OBSERVATIONS

- The percentage of students requiring Additional Support tends to increase when students reach Year 9. This could be attributed to:
  - additional new enrolments (with English as a Second Language, learning needs, etc.)
  - lack of interest/motivation at school,
  - less NAPLAN preparation in Secondary than in Primary,
  - level of seriousness taken for NAPLAN Testing from parents, teachers, and students
- The percentage of students in the 'Exceeding' Proficiency Standard appears to be decreasing as students move from Primary to Secondary. This could be attributed to more time being allocated to NAPLAN Practice in Primary than in Secondary.
- Across all domains and all participating cohorts, the percentage of students in the 'Strong' Proficiency Standard are higher than the remaining Proficiency Standards.
- Approximately two thirds of students are in the 'Strong' Proficiency Standard for Numeracy for both primary and Secondary
- Appears to be some connection between the Reading and Writing Domains, however for Year 3, the Writing Domain appears to be much stronger than Reading, Spelling and Grammar & Punctuation. It is worthy to note, that Year 3 Writing is handwritten on paper and not completed online as in Years 5, 7 and 9.





## 2024 HIGH SCHOOL CERTIFICATE RESULTS

BAND	2024	%	2023	%	2022	%	2021	%	2020	%	2019	%
6	36	9%	18	5%	30	8%	50	15%	16	5%	19	6%
5	126	31%	105	32%	119	34%	121	36%	98	31%	116	36%
4	153	38%	139	42%	121	34%	122	37%	118	37%	147	45%
3	68	17%	57	17%	73	21%	38	11%	60	19%	40	12%
2	18	4%	11	4%	10	3%	3	1%	24	7%	3	1%
1	5	1%	0	0	0	0	0	0	4	1%	0	0
<b>TOTAL</b>	<b>406</b>		<b>330</b>		<b>353</b>		<b>334</b>		<b>320</b>		<b>325</b>	

The table above shows that 40% of marks were in the top two bands this year which was higher than 2023. 5% of marks featured in the bottom two bands which is slightly higher than the previous year.

**Please note,** the 2021 cohort experienced two major lockdowns during their Stage 6 studies. This was supported by COVID applications to NESA as the College HSC student population was in a Local Government Area (LGA) of concern.

Students receiving Bands 1 and 2 has increased since 2023, and a steady improvement in the number of students achieving Band 4, with fewer students achieving Band 3 this year. This suggests that overall, student work ethic and teacher effect on learning is positive.

It is worthy to note that the College produced nominations in the following areas:

- 'OnStage' Drama Showcase
- 'ArtExpress'
- 'Encore'
- Shape Exhibition





COURSE	STUDENTS	BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Arabic Continuers	4	1	3				
Biology	13		3	7	2	1	
Business Studies	45	6	11	11	11	2	4
Chemistry	5			2	1	2	
Community and Family Studies	36	2	11	16	5	2	
Construction Examination	9	1	4	3	1		
Drama	5	2	2	1			
Economics	9		3	5	1		
English (Advanced)	24		16	8			
English (Standard)	51		7	36	8		
English Studies Examination	2			1		1	
Geography	13		1	7	5		
Hospitality (Food & Beverage) Examination	8		3	5			
Industrial Technology: Multimedia	5	1	1	3			
Legal Studies	14	10	3	1			
Mathematics Advanced	10		2	6	2		
Mathematics Standard I Examination	3				3		
Mathematics Standard II	37		12	9	12	4	
Modern History	6		1	4	1		
Music 1	4	2	2				
Personal Development, Health and Physical Education	39		16	10	6	4	1
Physics	6			1	4	1	
Retail Services Examination	5		1	4			
Society and Culture	14	2	7	3	2		
Studies of Religion I	9	1	3	2	3		
Studies of Religion II	20	4	6	8	1	1	
Visual Arts	3		3				
<b>Band Total</b>		<b>34</b>	<b>121</b>	<b>153</b>	<b>68</b>	<b>18</b>	<b>5</b>

COURSE	STUDENTS	BAND E4	BAND E3	BAND E2	BAND E1
English Extension I	4		4		
English Extension II	2	2			
Mathematics Extension I	1		1		
<b>Band Total</b>		<b>2</b>	<b>5</b>		



## POST HIGHER SCHOOL DESTINATIONS

### 2024 YEAR 12 COHORT

BOYS	GIRLS	TOTAL
35	53	88

### TERTIARY INSTITUTIONS OFFERS MADE

Cohort of 2024 was very proactive in applying to various universities to ensure they were able to secure their tertiary spots for 2025. Our students have shown remarkable initiative, with a significant portion receiving both conditional and unconditional offers. Notably, 50% of these offers were received prior to sitting their first HSC exam. This early success is a testament to the outstanding results achieved in Year 11 in 2024 and the sustained effort and quality in 2025.

The following table provides a detailed breakdown of the institutions and the total number of offers received:

INSTITUTION	TOTAL NUMBER	MALES	FEMALES
Macquarie University	44	18	26
Western Sydney University	26	8	18
Australian Catholic University	20	2	18
University of Technology Sydney	12	3	9
University of Notre Dame	9	2	7
University of Sydney	8	6	2
Tafe and full-time apprenticeships	7	5	2
University of New South Wales	6	2	4
University of New England	3	0	3
Australian College of Physical Education	2	1	1
International College of Management Sydney	1	0	1
JMC College	1	1	0
SAE Animation	1	0	1
University of Wollongong	1	1	0
<b>TOTAL</b>	<b>141</b>	<b>49</b>	<b>92</b>

The 2024 cohort demonstrated a more adventurous approach compared to the 2023 HSC cohort. They applied to a wider range of universities and courses, including institutions outside of Sydney such as the University of Wollongong and the University of New England. This willingness to explore diverse educational opportunities highlights their proactive and ambitious mindset.

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

### UNKNOWN

GIRLS	BOYS	TOTAL
10	4	14
<b>Percentage of the Cohort</b>		<b>16%</b>



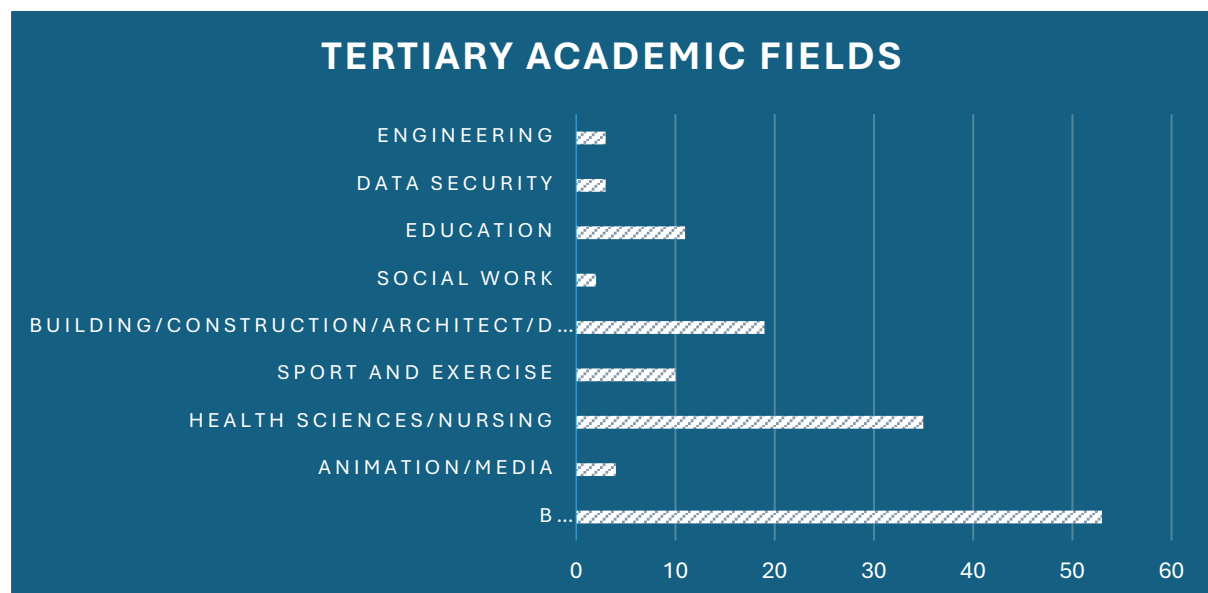
## TERTIARY ACADEMIC FIELDS

The data below represents the type of courses that students applied and received an offer for. This includes the double degree courses.

The key insights:

- Majority of the students (37.86%) are pursuing courses in **Bachelor of Business/Law/Economics/ and or Accounting**.
- **Health Sciences/Nursing** is the second most popular field, with 25% of students opting for it.
- Fields like **Animation/Media, Social Work, Data Security, and Engineering** have fewer students, each with less than 3% of the total.

This data highlights the diverse interests and career paths chosen by the students, with a strong inclination towards business-related courses and health sciences. However, it must be highlighted that there has been an increase in data security and animation courses expressing the changing interests.







### 3. STAFFING

#### STAFFING PROFILE 2024

Maronite College of the Holy Family embraces all faiths and backgrounds with staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and auxiliary staff.

Workforce Composition	Number of Staff
Teaching Staff	110
Full-time equivalent teaching staff	104.1
Non-Teaching Staff	36
Full-time equivalent teaching staff	33.1

Teacher Accreditation status of staff (as defined by the Teacher Accreditation Act)	Number of Staff
Conditional	17
Provisional	8
Proficient Teacher	87
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Other	0

#### NESA

All teachers employed at Maronite College of the Holy Family, deliver the mandatory NSW Curriculum and are required to hold active membership with NSW Education Standards Authority (NESA).

In 2024, NESA made some significant changes directed at lessening the administration workload for teachers.

These changes include:

1. The removal of elective and accredited Professional Development (PD) categories. PD can now be chosen to suit professional development needs of teachers and College context.
2. Priority areas are no longer mandatory.
3. Professional Development is now logged against the teaching Standards. Teachers are now responsible for keeping their own PD records for quality assurance and NESA auditor purposes.
4. Teachers are no longer required to evaluate accredited Professional Development courses in NESA.

NESA remains the sole authority to make teacher accreditation decisions and the single authority of the Teacher Accreditation Policy for all NSW schools. As a result, the College continued to implement our "Teacher Accreditation Procedure" align to NESA's Accreditation Policy.

**Proficient Teacher Accreditation:** All newly appointed teachers to the College are provided with an experienced teacher as their mentor. Conditional and Provisional teachers are supervised by the Head of Risk and Compliance throughout their journey to attain Proficient Teacher Accreditation. In 2024, five (5) Conditional and Provisional teachers attained their Proficient Teacher Accreditation from NESA.



**Maintenance of Accreditation:** It is mandatory for all Proficient Accredited Teachers to maintain their proficiency level throughout the NESA mandated “Maintenance” period. Consequently, each Proficient teacher is responsible for keeping a record log of their Professional development for the duration of the maintenance period which requires 100 hours of PD.

**Highly Accomplished and Lead Teacher:** Highly Accomplished and Lead Teacher levels are voluntary. Teachers considering moving towards higher accreditation levels are encouraged to apply to NESA, work independently and collaboratively to improve their own practice by researching and engaging in self-identified professional development opportunities in accordance with NESA





## 4. ATTENDANCE

### STUDENT ENROLMENT

In August 2024, there were 724 students enrolled in Primary and 587 students enrolled in Secondary. The College provided 28 classes from Kindergarten to Year 6 and, 23 Homeroom Groups in Years 7 to 12. The number of girls and boys (as per the August Census) is identified in the table below.

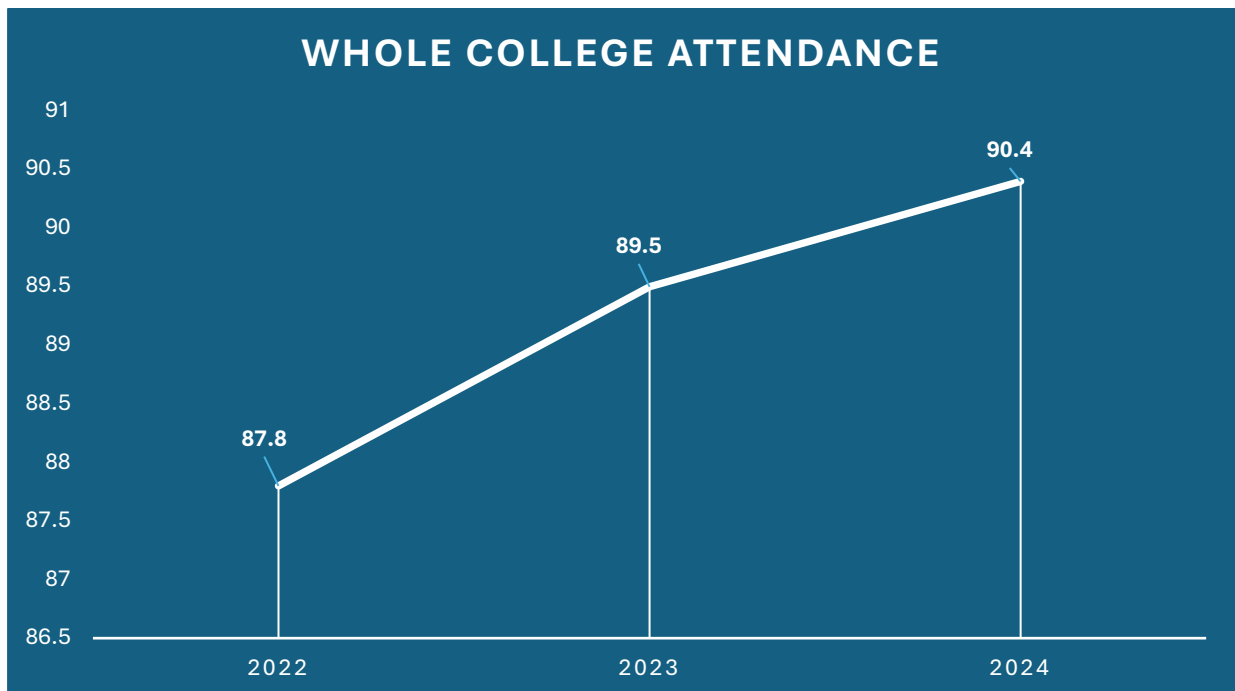
Stage	1			2		3		4		5		6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	62	42	45	51	46	54	52	54	61	40	53	57	53	670
Boys	54	41	58	49	58	55	57	45	48	57	46	38	35	641
TOTAL	116	83	103	100	104	109	109	99	109	97	99	95	88	1311

### STUDENT ATTENDANCE RATES

In 2024, on average 90.40 % of students attended each school day the College was open for instruction. This was an increase from the 2023 average daily attendance of 89.50% .

Year	K	1	2	3	4	5	6
Attendance Rate %	90.70%	93.30%	95.60%	91.40%	91.70%	90.50%	91.30%
Year	7	8	9	10	11	12	
Attendance Rate %	89.60%	89.50%	88.20%	83.50%	89.80%	90.4%	
Year	Whole School						
Attendance Rate %	90.40%						

Over the past three years, there has been a positive whole College attendance trend.







## MANAGEMENT OF NON-ATTENDANCE

Accurate attendance records are a legal requirement and support the College in escalating attendance concerns. Research indicates that early intervention in relation to non-attendance, results in a higher chance of success in returning the student to school. Therefore, teachers regularly monitor attendance and observe absentee patterns.

All student non-attendance is viewed as critical when it begins to impact their learning, health and wellbeing. As such, the College has stringent procedures in place to investigate and assess concerns of ongoing unjustified absences, unexplained absences and punctuality.

To ensure all parents and guardians are aware of their legal obligations with their child's daily attendance, the "Student Attendance Policy and Procedure" is available on the College website and attendance information is available in both English and Arabic specially designed for parents and guardians.

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 as a potential

"Educational Neglect" situation under the Child Protection Legislation and Mandatory Reporting requirements.

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





## 5. SCHOOL POLICIES

The following school policies are publicly available on the College website:

- [Enrolment Policy and Procedure](#)
- [Child Protection Policy and Procedures](#)
- [Student Welfare Policy and Procedures](#)
- [Anti-Bullying Policy and Procedures](#)
- [Student Behaviour Management Policy and Procedures](#)
- [Complaints Handling Policy and Procedures for All Stakeholders](#)
- [Privacy Policy, Plan and Procedures](#)
- [Whistle Blowing Policy and Procedure](#)
- [Fees Policy & Procedures](#)
- [RoSA & HSC Curriculum & Assessment Policy & Procedures](#)
- [Primary Curriculum & Assessment Policy & procedures](#)
- [Student Uniform and Grooming Policy](#)
- [Parental Code of Conduct Policy](#)
- [Student Attendance Policy and Procedures](#)

(02) 9633 6600    [Admin@mchf.nsw.edu.au](mailto:Admin@mchf.nsw.edu.au)



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### Maronite College of the Holy Family

To Know, Love and Serve

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**MARONITE COLLEGE**  
OF THE HOLY FAMILY

To Know, Love, Serve





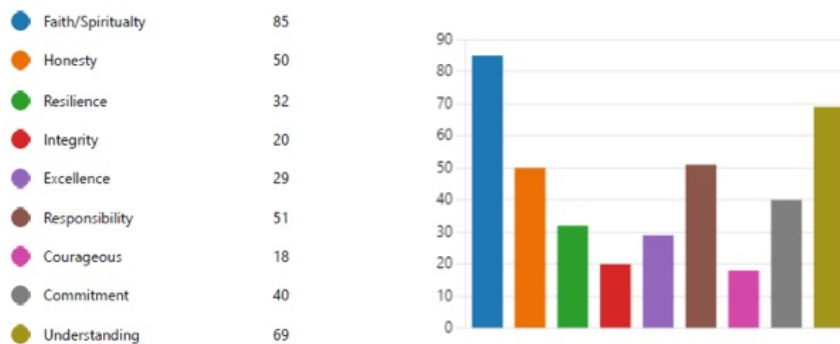
## 6. STAKEHOLDER SATISFACTION

During 2024, our College undertook the MCHF Values Project to develop specific values that reaffirms our identity. The project aligned with our strategic goal to ***cultivate and celebrate Maronite spirituality*** under ***Priority Area #1: Our Identity***. The intended outcome of this project was to embed the values in all aspects of College life (including policies, procedures and practices).

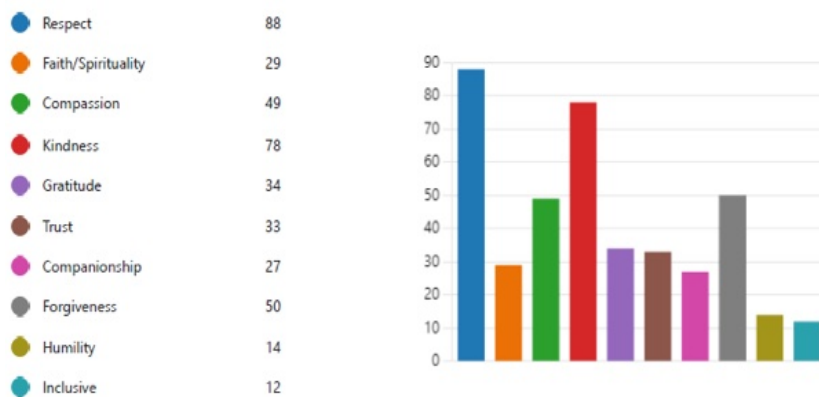
The College established a committee for this project which included representatives from leadership, teaching staff, non-teaching staff, students and parents/guardians.

The following is a summary of the survey results.

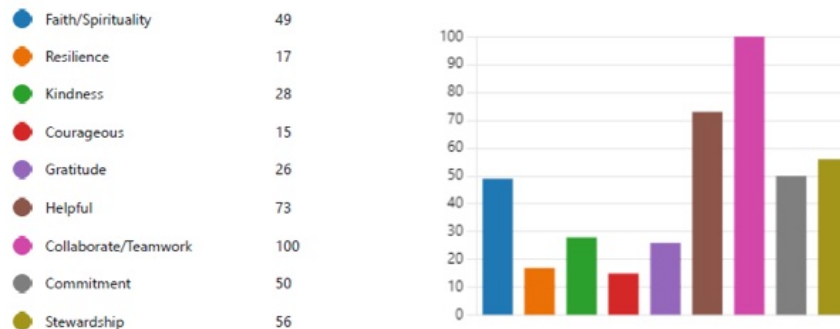
Which of the following values do you believe will represent the first part of our College Motto: **TO KNOW**



Which of the following values do you believe will represent the second part of our College Motto: **TO LOVE**

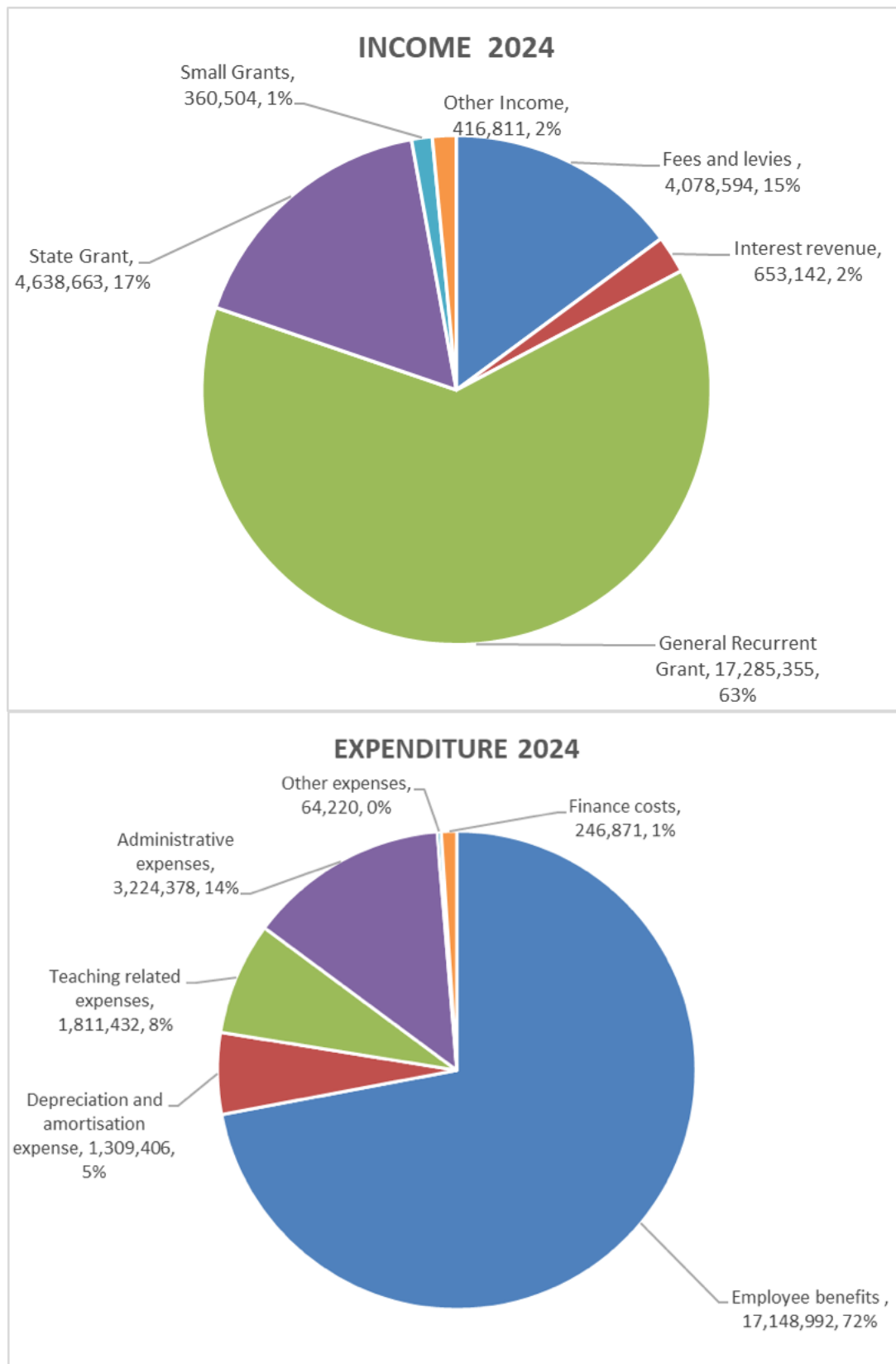


Which of the following values do you believe will represent the third part of our College Motto: **TO SERVE**





## 7. SUMMARY FINANCIAL INFORMATION





MCHF

MARONITE COLLEGE  
OF THE HOLY FAMILY



**MARONITE COLLEGE**  
OF THE HOLY FAMILY

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