



Sydney Catholic Schools

2020

ANNUAL SCHOOL REPORT



Marist Sisters' College

66A Woolwich Road, WOOLWICH 2110

Principal: Dr Anne Ireland

Web: <http://www.mscw.nsw.edu.au>

About this report

Marist Sisters' College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

It is with great pride that I present the 2020 Annual Report of Marist Sisters' College Woolwich.

In this extraordinary and unprecedented year, as a College staff we remained committed to bringing the story of Mary alive and making it relevant to our Marist girls. To do this we provided formational experiences for each of our students which enable them to live Life to the full. Our aim is for all members of the College community, through the symbolism of our 'Marist Compass', to assist every student to develop their own. The College is committed to providing opportunities for young women to develop the dimensions of Sisters, Gift, Empower, Courage and to prepare graduates, equipped with a 'Marist Compass' to successfully navigate Life and make a valuable contribution to a better community and world. Our students were able to draw on these dimensions to navigate through the impacts of the pandemic and remote learning.

Our College community works with passion and determination to make our world a better place through service and social justice initiatives. This year, the College developed our Faith Formation Framework that provides a guide to transform and strengthen the faith of all in our community. Students and staff will be provided with opportunities to explore their Catholic faith and live the Marist Spirituality in order to 'think, judge, feel and act' in the way of Mary.

Parent Body Message

2020 has been an extremely challenging year for students, teachers and also parents. The College adjusted to remote learning and did an excellent job of keeping parents informed via the COMPASS parent portal and the regular Newsletter.

Unfortunately due to restrictions, there were very few opportunities for parents to be involved in College life with many activities and events being cancelled. However, the College did organise parent-teacher conferences via video conferencing as well as the Graduation and Awards Ceremonies being live streamed. These were well executed and much appreciated. In addition, the College provided links to online resources such as mental wellbeing and study & revision strategies to assist students since these could not happen face-to-face. The College did show compassion for the Year 12 students by providing breakfasts during the HSC trials, which allowed some much needed social interaction.

Overall the level of education, support and care provided by Marist Sisters College for the students has been very good and allowed them to continually grow their academic and life skills in this difficult year.

Student Body Message

In 2020, the student body engaged in remote learning, where students were supported by their teachers through online platforms. Students were provided with the opportunity to broaden their previous approach to learning, utilising their own Marist Compass to seek courage to face difficult circumstances.

The Senior Student Leadership team endeavoured to enhance unity throughout the College. The team led initiatives and assembly presentations that fostered a sense of community. 'Diversity Week' saw students learn to embrace their differences. Year 11 students introduced a clean-up initiative to address environmental issues. The Marist in Action group organised a 'Woolwich Wool Drive' to collect wool for the Fijian Marist Sisters. 'R U OK Week' emphasised the importance of acknowledging mental health and checking in on peers.

Students also completed various forms of Marist Service, volunteering their time to assist at the whole-school masses and liturgies, participating in rubbish collection activities and chairing public speaking and debating competitions. Through these events, students were able to lead, motivate and inspire others, further developing their compass for Life.

School Features

Marist Sisters' College Woolwich is a Catholic systemic girls College located in Woolwich.

The College was founded by the Marist Sisters in 1908. It educates girls from Year 7 – 12 in the Catholic tradition and has a current enrolment of over 1000 students. It draws students from fourteen primary feeder schools and parishes in the Lane Cove, North Ryde, Eastwood, Marsfield, North Sydney, Meadowbank, Concord, Strathfield and Drummoyne areas. Enrolments continue to be strong with waiting lists in all year groups.

The College facilities include the heritage-listed original buildings and modern facilities that cater for the learning needs of contemporary students. The College has a dynamic library resource centre, Jarnosse, as well as state of the art facilities in which to deliver courses such as Hospitality, Food Technology, Design and Technology, Visual Arts and the Performing Arts of Music, Dance and Drama. In addition we have gained wonderful learning spaces and grounds that are sympathetic to our natural environment and make use of our magnificent location. Navua, the College's boatshed, facilitates sailing and dragon boating at the College. In 2019, major refurbishments of classrooms in Bon Repos were completed, as well as upgrades to Design and Technology spaces, including a dedicated STEM room.

Marist pedagogy is differentiated and 'student-centred' focused on meeting the learning needs of each individual student. It is provided in a supportive environment to enable students to extend their learning experience. The religious teaching and liturgical life of the College underpins the delivery of the curriculum and wellbeing programs. Teaching practice is innovative and responds to the diverse needs and interests of the students. The College is a fully accredited as a Newman Selective Gifted Education Program school. The College continues to offer a STEM course (IDEAS) for Year 7 and 8. Students participate in diverse events including: Science and Mathematics competitions; immersion and social justice programs; and educational tours to the USA & Europe.

The extracurricular life of the College is extensive, and includes debating and public speaking, creative and performing arts, a wide range of sporting opportunities and social action and community service. The College strives to provide students with extensive curricular and extracurricular choices that enable them to discover their interests and achieve their goals in all areas of College life.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
1004	0	572	1004

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2020 was 94.09%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.75	93.82	93.50	93.76	95.27	95.21

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2018, 91% completed Year 12 in 2020.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	26 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The 2020 Year 12 cohort advised:

- 83% of students intend to study at university.
- 14% of students intent to study at TAFE or another vocational institution.
- 3% of students intend to enter the work force full time.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	116
Number of full time teaching staff	54
Number of part time teaching staff	30
Number of non-teaching staff	32

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 94 teachers
- Provisional 597 teachers
- Proficient 5111 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The College held staff developments days during the year with areas of focus as follows:

Term 1

Staff Day covering Code of Professional Conduct and the Staff Development Day - Wellbeing focusing on Mental Health First Aid.

Term 2

Staff Development Day - Curriculum focusing on 21st century learning of students and dispositions of learners.

Term 4

Staff Days covering mandatory compliance training, including Emergency Care First Aid and emergency procedures at the College.

Teaching staff continue to engage with a professional learning program, which focuses on curriculum differentiation, programming and assessment. Professional learning focused on a pedagogy of differentiation, with an emphasis on developing learning and teaching techniques to cater for all students, including extension activities for high-ability students and adjusted tasks for students requiring support.

The Staff Development Day - Spirituality was not held in 2020 due to health regulations.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop's Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation site](#) on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

The College is a Catholic community that aims to follow Christ by living the Gospel as Mary did. Our College proudly declares its Marist heritage. This year the College continued the tradition of enclosing the names of all staff and students in the Marist Heart, under the protection of Mary.

In 2020, the College continued to provide opportunities for students to actively participate in the Catholic Church by providing opportunities for worship, service and witness. This included access to live streamed liturgies. Prayer is an important part of the College. Each day the Angelus bell is rung and the Angelus is led by House Liturgy Captains at 12 noon, while daily prayer is part of each Tutor Group each morning. A recording of the College prayer was made available to students each day during remote learning.

Liturgy is a significant aspect of College life with celebrations at the College Opening Mass, Foundress Day Mass and celebrating the Liturgical Seasons of the Church. These are tangible ways that the College faith community has continued to express our Catholic identity.

A youth ministry inter-school group meet regularly providing opportunities for students to deepen their faith through community and relationship building activities.

The College's partnership with the local parishes continues. Students are involved in parish-based youth activities at Holy Name of Mary Parish, Hunters Hill.

Social justice is a key aspect of the College. The Marists in Action meets every second week to plan and run activities across the College such as Project Compassion, the Winter Appeal and Christmas hampers and the Baabayn Community Christmas appeal.

The College has a global concern for all people. The College's Houses fundraising supported Marist Mission and Marist Sisters projects.

This year a committed group of staff developed the Faith Formation Framework that provides a guide to transform and strengthen the faith of all in our community through:

- supporting students and staff to grow an intimate and enduring relationship with God
- integrating the Catholic faith story with our Marist story
- responding to contemporary issues
- fulfilling God's mission.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools [Statement on Authentic Learning](#) outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

In 2020 a wide range of courses supported students' interests. Students are equipped with a variety of learning strategies, and staff are provided with ongoing opportunities to develop as learners and as teachers. The following courses were offered in each year group:

Year 7: All mandatory NESA courses plus Religious Education, "IDEAS" (STEM learning) and Sport.

Year 8: All mandatory NESA courses plus Religious Education, "IDEAS" (STEM learning), Languages and Sport.

Years 9 and 10: All mandatory NESA courses plus Religious Education and Sport plus two electives chosen from: Big History Project, Commerce, Dance, Drama, Design and Technology, Food Technology, French, History Elective, Italian, Music Theatre, Photographic and Digital Media, Languages through Open High School and Saturday School of Community Languages, Music, Physical Activity and Sports Studies, Spanish, Textiles Technology and Visual Arts.

Years 11 and 12: Studies of Religion I and II, Studies in Catholic Thought, English Standard, English Advanced, English Extension 1, English Studies, Biology, Chemistry, Physics, Business Studies, Economics, Society and Culture, Ancient History, Geography, Modern History, Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Dance, Drama, Visual Art, Music 1, Music 2, Personal Development Health and Physical Activity (PDHPE), Community and Family Studies, VET Business Services, Food Technology, VET Hospitality, VET Entertainment Industry, Design and Technology, Textiles and Design, other Technical and Further Education (TAFE) courses and Languages through Open High School and the Saturday School of Community Languages.

In Year 11, 120 hour courses in Ceramics, Sport Lifestyle and Recreation and Exploring Early Childhood and Work Studies are also offered.

In Year 12, English Extension 2, Mathematics Extension 2, History Extension, Science Extension and Entertainment Specialisation are also available for suitable students.

Life Skills courses were also offered in 2020.

Student Performance in Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

The NAPLAN assessment was cancelled for 2020.

The decision was made nationwide by the Education Ministers to assist school leaders, teachers and support staff in focusing on the wellbeing of students and the continuity of education during the COVID-19 pandemic. This means that those in Years 3, 5, 7 and 9 in 2020 will not have undertaken the assessment and hence, no results are available for the individual or the school.

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The College celebrated the considerable success in the HSC, including:

- 92% of all courses studied being above the average across the state.
- 114 Band 6 results (a HSC Course Mark of 90 or greater), shared amongst 53 students. This represents achievement of at least one Band 6 result by 34% of the year group.
- 12 students nominated for HSC showcases.
- 7 students obtaining the top mark in their subject in the Sydney Archdiocese.
- 28 students receiving an ATAR over 90.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
English (Advanced)	86 %	63 %	77 %	62 %	89 %	63 %
English (Standard)	64 %	15 %	18 %	12 %	36 %	12 %
English Extension 1	100 %	38 %	100 %	94 %	100 %	93 %
English Extension 2	100 %	17 %	100 %	80 %	100 %	82 %
History Extension	100 %	24 %	78 %	77 %	100 %	76 %
Legal Studies	67 %	45 %	63 %	42 %	63 %	40 %
Mathematics Extension 2	-	-	-	-	100 %	84 %
Music 1	87 %	65 %	83 %	66 %	100 %	64 %
Science Extension	-	-	100 %	68 %	100 %	74 %
Studies of Religion I	48 %	37 %	55 %	46 %	51 %	44 %
Studies of Religion II	73 %	41 %	64 %	45 %	69 %	44 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 6.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

There were no changes made to this policy this year.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

There were no changes made to this policy this year.

Anti-Bullying Policy

The Archdiocese of Sydney has established an [Anti-Bullying Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

SCS is currently undertaking a review of all system wide policies, including the Anti Bullying Policy.

Complaints Handling Policy

The Archdiocese of Sydney has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2020.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of Sydney Catholic Schools (SCS) and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

Restorative justice focuses on students' responsibility for their own actions and the impact these actions have on others. Increased knowledge of restorative practices has improved student understanding of the issues surrounding respect and responsibility. The students are reminded of the importance of these qualities as part of the Wellbeing program and at House

Assemblies. Students are encouraged to respect their God, their peers, their teachers and parents, the environment and themselves.

The Amica Program (peer support program) aims to develop a strong relationship between a Year 10 student and Year 7 students with the focus of their relationship being on values. The College has continued to focus on the development of Wellbeing programs that cater for age specific needs and responsibilities of the students. Year groups focused on topics including: relationships, cyber-safety, body image, study skills, careers and goal setting. The *My Marist Compass Goals* process sees students set a range of goals for the year and on-going dialogue with their Tutor and parents to report on achievement.

The College also facilitates specific evidence based Wellbeing Programs in Years 7 to 10. These programs are developed by a range of organisations and facilitated by College staff.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: New Horizons.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document New Horizons: Inspiring Spirits and Minds. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The College endeavoured towards the following key improvements in 2020:

- Developed and launched a Faith Formation Framework aligned to our Marist Vision and Compass dimensions.
- Implemented new student management and learning systems (COMPASS and Google Classrooms).
- Commissioned a review of assessment to focus on the refinement of assessment type, quality quantity, length and scheduling.
- Increased the capacity of teachers and learning support staff to respond to the holistic needs of all students through the provision of Mental Health First Aid training.
- Implemented improvement processes that arose from learnings during remote learning, including providing more flexible learning.
- Progressing the College Master Plan.

Priority Key Improvements for Next Year

The College has identified the following priorities for 2021:

- Implementation of the Faith Formation Framework.
- Strengthen relationships with parishes and the wider church through targeted opportunities for witness and engagement in community initiatives.
- Strengthen the College's culture of improvement through a systematic, reflective and evidence-based approach to learning and teaching.
- Enabling flexible learning through a Year 12 FLEX (Flexible Learning Experiences) Model of learning.

- Actioning recommendations from the review of assessment.
- Further implementation of the Student Learning and Wellbeing Framework, including a focus on knowing learners through data and implementation of a merit/affirmation system.
- Review student leadership opportunities, in particular the inclusion of junior students, in the leadership structure.
- Progress the College Master Plan through a staged building project.
- Commencing the development of a new strategic plan.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

The College reviewed feedback from the parent community through the *Tell Them From Me* survey.

Evidence of parent satisfaction is shown through the continued high attendance of parents at a range of events across the 2020 year including:

- Increased parent engagement with Parent Student Teacher Interviews via video conferencing,
- Parents joining live streams at Graduation and Award Ceremonies, and
- Viewing virtual student showcases.

Continued strong demand for enrolments at the College is also an indication of parent satisfaction. Enrolment interviews continue to indicate the high reputation of the College in the broader community.

Student satisfaction

The College reviewed feedback from the student community through the *Tell Them From Me* survey.

Students indicated satisfaction with the College's teaching and learning through their regular evaluations of programs taught and assessment tasks. Students also expressed satisfaction with their connection to the College and engagement with their learning especially during remote learning periods.

Students in the Newman Selective Gifted Education Program were able to showcase their learning journey in the College's Newman Symposium.

Performing and Creatives Arts and TAS students presented showcases of their work virtually during the year.

Teacher satisfaction

The College reviewed feedback from the parent community through the *Tell Them From Me* survey. The following items describe the key areas where teachers expressed satisfaction with the College:

- Continued professional development to support the College's pedagogical focus on differentiated learning. A variety of Key Learning Areas (KLAs) continued to work with consultants to program learning and teaching strategies. Staff were again provided release days to continue developing programs and develop assessment tasks. Staff engagement was very high.
- Professional learning to middle leaders was again provided to develop the capacity of staff. The 4Cs Transformative Learning consultants were engaged to focus on leadership to implement a unique transformation of learning at the College.

All the above initiatives were guided by staff collaboration and reflection as part of the College's professional learning focus.

Staff were also actively consulted through surveys and evaluations of College events and the Annual Improvement Plan.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$9,619,295
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,838,458
Fees and Private Income ⁴	\$4,510,746
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$591,526
Total Income	\$17,560,025

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$1,233,598
Salaries and Related Expenses ⁷	\$12,368,410
Non-Salary Expenses ⁸	\$4,623,078
Total Expenditure	\$18,225,086

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT