

Marist College Kogarah, Bexley  
Annual School Report to the Community

2018



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**Principal**

Mr John Riordan

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## ABOUT THIS REPORT

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Marist College Kogarah 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 College'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 in consultation with the Regional Consultant 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.

### **Principal's Message**

Marist College Kogarah is based on the Marist tradition and charism. The involvement in a number of initiatives to support the disadvantaged and poor has allowed our students to engage in an authentic manner with the social justice mission of the Church.

Over the course of 2018, staff have worked to develop a growth-promoting mindset and culture which includes the use of targets and a variety of data analysis to secure growth in learning outcomes for every student including those related to academic, behavioural and attendance domains, whilst identifying the implications of, and development of a whole-school response to the SCS Literacy and Numeracy Directions Plan.

2018 has seen the new Diverse Learning Space come on-line. This purpose built area incorporates the latest design features to enhance the learning journey of the students and prepares them for the future. The Diverse Learning Area is equipped with state-of-the-art technology that will be of great benefit to the students of today and tomorrow.

### **Parent Body Message**

In 2018 the parent body provided a representative to be part of the College Advisory Council. This provided us with the opportunity to engage with members of the College Executive and the local Parish Priest, Father Yacub Barakat on matters related to the future direction of the College.

Along with the Advisory Council meetings, the Parents and Friends' (P & F) meetings were conducted once each term. These meetings provides us as members of the Marist College Kogarah community to be more informed about College life and whilst providing feedback to the Principal on a variety of matters. As a parent group, these meetings provided us with the ability to be actively involved in various decision-making processes, for example, the College's involvement in events such as World Youth Day to be held in January 2019.

### **Student Body Message**

Marist College Kogarah values and promotes student leadership. As Student Leaders at Marist College Kogarah, we were very proud and humbled by our election to these positions by both our peers and teachers. As leaders we are encouraged to develop a self-concept that embraces the responsibility of positive leadership through service and inspire the student body to engage in the vision of the College whilst being positive role models of through our pastoral and

spiritual programs.

The many leadership roles and responsibilities have refined and improved our negotiation and communication skills whilst interacting with peers, staff and members of the wider community.

Some of our student leadership responsibilities included:

- leading College assemblies and liturgies
- the organisation and delivery of House assemblies
- assisting with organisation of major College events and community days
- involvement in social justice initiatives.

The College is a strong advocate of academic excellence and, as leaders of the student body, we would like to extend a heartfelt thanks to our teachers for the many initiatives implemented throughout our Higher School Certificate (HSC) year to ensure our success.

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## SECTION TWO: SCHOOL FEATURES

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Marist College Kogarah is a Catholic systemic Boys College located in Bexley.

The College was established in 1909 by the Marist Brothers at the invitation of the Parish Priest Fr John O’Driscoll. Students enter Year 7 from feeder parishes and/or surrounding parish primary schools. Dependent upon availability, the invitation to enrol at Marist College Kogarah is extended to students in local government primary schools. The opportunity to enrol in Year 11 is advertised to the wider community. Once again offers of enrolment are dependent upon availability of places.

The College offers a broad curriculum tailored to cater for a wide range of student interest and ability. Students with specific and diverse learning needs are catered for at the College, evidenced in part by a Learning Support and a Gifted and Talented Program. The College continues to direct much of its professional development time and resourcing to highly differentiated and individualised learning plans to ensure each student is well-supported in his learning journey.

The College has a comprehensive co-curricular program that allows for student participation in numerous sporting activities, debating, public speaking, creative arts and social justice programs.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
0	1013	977	1013

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2016, 79% completed Year 12 in 2018.

### 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 2018 was 92.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.80%
Year 8	93.11%
Year 9	91.98%
Year 10	92.05%
Year 11	93.06%
Year 12	92.89%

### 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 school 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 Regional Directors of Sydney Catholic Schools or 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.

### 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).

<b>Senior Secondary Outcomes. Year 12 2018</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	58%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### **Student Post School Destinations**

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2018 Graduating Class</b>	69%	21%	10%	0%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
79	22	101

\* This number includes 65 full-time teachers and 14 part-time teachers.

Percentage of staff who are Indigenous	1%
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### 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 Sydney Catholic Schools. 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	2018 Annual Improvement Plan - Linking Faculty Goals to AIP
<b>Term 2</b>	Spirituality Day - Learning and Teaching in light of the Marist Charism
<b>Term 3</b>	Catering to Gifted and Talented Students
<b>Term 4</b>	Planning and Designing Workshops - Catering to Gifted and Talented Students

### Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	13
2	Proficient teacher	55
3	Highly Accomplished teacher	0
4	Lead teacher	0

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.

Sacrament is at the heart of our Catholic life at Marist College Kogarah. The recognition, place, nature and value of Sacrament is paramount. At Marist College Kogarah we celebrate well and together. Working with Father Yacub and the College community we have enlivened our liturgies. Father Yacub Barakat P.P and members of the College community gather together on Wednesday mornings in meaningful liturgies. There have been many significant occasions throughout the year where we have gathered to celebrate: Opening College Mass, SCS Eastern Region Mass, Champagnat Day Mass, Mother's Day Mass, Year 12 Graduation, Bicentennial Marist Celebration of the Eucharist, Marist Annual Mass and Fire and Light Youth Group Good Friday Parish Liturgy. This year a member of the staff and six students from Year 11 became Extraordinary Ministers of Holy Communion. All of these events have helped to develop our partnership with Parish, our Marist Community, Archdiocesan and wider Church.

Staff and students have been provided with meaningful opportunities to explore their religiosity and spirituality. Staff have attended SCS Retreats, Marist Faith Formation Programs and the College Spirituality Day. As part of our Professional Learning modules, we have provided staff with opportunities to develop their own spirituality. This year our focus was on "Our Story", in this the Bicentennial Year of the Marist Institute. We are working towards building teacher capacity by encouraging staff to attend Professional Learning opportunities. The students have attended reflection days and retreats, Evangelisation Days, SCS and Marist Youth Forums, and the Archbishops Leaders Forum. We continue to support social justice initiatives which continue to play a vital role amongst the College community.

The Religious Education Faculty has endeavoured to provide quality learning and teaching experiences in the classroom. Sydney Catholic Schools Authentic Learning and Assessment Statements continue to inform our practice. We continue to work on writing new innovative, authentic and challenging programs to facilitate student engagement, religious literacy, meaningful use of technology, and a love of learning. Prayer has formed an integral part of our programs developing both teacher and student spirituality. Studies of Religion is taught using a blended learning model. This year we have facilitated Higher School Certificate seminars to

support the students in both knowledge and literacy skills. We have engaged the services of experts from other Religious Traditions to provide authentic learning opportunities.

Students in Years 6 and 8 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.

<b>Our School's average result (as a mark out of 50)</b>	
Year 8	26.50

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.

The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) 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.

- The College has a broad curriculum catering for a wide range of student interest and ability. The College teaches HSC extension courses in English, Mathematics and History. Particular features of the College's curriculum include:
  - an extensive Diverse Learning Program which involves one full time and two part time learning support teachers, along with several learning support teacher's aides, two ESL teachers, a reading recovery teacher, a teacher focusing on Stage 6 support for Mathematics and General Mathematics and a teacher focusing on gifted students
  - a 'Challenge Class' in Years 8 and 9 which consists of students who excel in English-based subjects. In Year 10 the 'Challenge Class' consists of students who excel in Science. The Challenge Class provides opportunity for academically talented students to undertake their studies in an environment in which they are able to interact with their intellectual peers. In regard to the curriculum content, Challenge Class students study the curriculum in a different format for different subjects. In addition to this, Challenge Class students will be extended and expected to work at a higher standard across the whole curriculum
  - a Year 7 'Selective Stream'
  - VET Programs which allow all students to participate in the curriculum at the senior level.

The courses offered for the HSC are:

- Religion – Catholic Studies
- Studies of Religion – 1 Unit
- Studies of Religion – 2 Unit
- English Advanced
- English - Extension 1
- English - Extension 2
- English Fundamentals
- English Standard
- English Studies
- Mathematics
- Mathematics - Extension 1
- Mathematics - Extension 2
- Mathematics Standard 1

- Mathematics Standard 2
- Biology
- Chemistry
- Investigating Science
- Physics
- Senior Science
- Ancient History
- Business Studies
- Economics
- History Extension
- Legal Studies
- Modern History
- Personal Development, Health and Physical Education
- Sport, Lifestyle and Recreation Studies
- Music 1
- Photography, Video and Digital Imaging
- Visual Arts
- Visual Design
- Design and Technology
- Engineering Studies
- Industrial Technology
- Information Processes and Technology
- Software Design and Development
- Business Services
- Construction
- Hospitality (Food and Beverage)
- Information Technology
- Industry--Based Learning

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**SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS**

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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. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	23.03%	31.00%	16.29%	17.10%
	Reading	28.65%	27.80%	11.24%	17.10%
	Writing	18.54%	16.10%	26.97%	29.90%
	Spelling	33.15%	34.10%	10.67%	15.70%
	Numeracy	37.64%	31.10%	7.30%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	18.64%	20.90%	24.29%	20.30%
	Reading	19.77%	21.70%	15.82%	17.90%
	Writing	10.17%	14.20%	33.33%	38.90%
	Spelling	27.68%	26.40%	15.25%	20.00%
	Numeracy	31.07%	28.30%	6.21%	14.50%

### Higher School Certificate

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.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion I	72%	49%	62%	50%	41%	37%
English (Standard)	55%	13%	48%	16%	49%	15%
English (Advanced)	90%	61%	97%	64%	100%	63%
Mathematics General 2 BDC	40%	25%	52%	26%	45%	27%
Mathematics	77%	52%	70%	54%	54%	52%
Chemistry	50%	40%	80%	43%	75%	42%
Construction Exam	44%	13%	86%	19%	60%	18%
Info Process & Technology	35%	27%	40%	30%	85%	38%
Mathematics Extension 2	100%	85%	67%	84%	100%	33%
Music 1	0%	0%	100%	66%	100%	65%
Personal Dev, Health & PE	45%	34%	65%	31%	84%	33%
Senior Science	63%	28%	63%	25%	62%	22%
Software Design & Develop	35%	33%	50%	36%	75%	37%
Studies of Religion II	94%	47%	64%	47%	75%	41%
Visual Arts	92%	54%	75%	55%	100%	53%

HSC highlights for the Class of 2018:

- Maintaining the for 'courses above State average'. It has been 90.5% over the past eight years
- Top ATAR 97.10
- 18 students received an ATAR above 90
- Student ranked 6th in the State in the *Construction examination*
- Student ranked 1st in Sydney Catholic Schools in the *Construction examination*
- Student ranked 1st in Sydney Catholic Schools in *Music 1*
- 66 mentions on the Distinguished Achievers List (Band 6 result in a course)
- Marist College Kogarah was ranked in the *Sydney Morning Herald Top 150 Schools for the fourth consecutive year*

In 2018 the number of students issued with a RoSA without finishing the HSC	0
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### **Student Welfare Policy**

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

### **Discipline Policy**

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.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

### **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 policy was reviewed in August 2016 and no changes were made to the policy this year.

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

### **Complaints and Grievances Resolution 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 2017.

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

### **Initiatives Promoting Respect and Responsibility**

2018 once again saw the students of Marist College Kogarah participate in a range of activities designed to increase awareness of their responsibilities towards each other and the poor and marginalised in society. Senior students actively took part in the St Vincent De Paul Night Patrol program allowing them to come to a deeper appreciation of those, who because of particular circumstances, find themselves living on the streets. Younger students and their families donated food to help support this program increasing their level of awareness of the disadvantaged in society.

Each year the College adopts a theme designed to reinforce the value of respect. In 2018 the theme 'Hope and a Future' has been used to allow students to reflect on the importance of having strong values on which to make decisions about the manner in which they interact as global citizens.

In addition the College's formal pastoral care program explored areas such as anti-bullying and mental health awareness. The College Walkathon saw students involved in a fund raising activity to support the work of Marist Missions bringing students to an awareness of the plight of those in the developing world.

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 School'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 in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

### **Key Improvements Achieved in 2018**

Key Improvements, as outlined in the Annual Improvement Plan, achieved in 2018 were as follows:

- Embed Catholic truths and values in learning and teaching.
- Engaged with parents and the wider College community in developing their understanding of and active response to Authentic Learning that is rich and life-giving.
- Created applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported in their learning.
- Engaged all stakeholders in professional discourse to inform a culture of school-wide dialogue and continuous improvement.
- Utilised research and professional learning to engage in evidence-based innovation, experimentation and embedding the principles and practices of deep learning.

### **Priority Key Improvements for 2019**

Key Improvements for 2019 are:

- Develop a data strategy that enables the College to empirically ascertain one-year's learning growth for one-year's schooling.
- Develop a Pedagogical Framework that would provide a common understanding of quality teaching and learning emphasising challenging and stimulating learning experiences and promoting personalised and diverse learning. A Pedagogical Framework will emphasise the relationship between wellbeing and effective learning, and further

promote authentic learning and Catholic pedagogy.

- Develop links with local business and local organisations to further enhance the development of Authentic Learning through the development of authentic assessment opportunities for students.
- Provide professional development for classroom teachers in the analysis, interpretation and use of data in order to strengthen teacher classroom practice. This will include a range of data specifically in stages 4 and 5.

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**

As part of the 2018 Inquiry and Review the parent body engaged in a parent forum. The parents were surveyed on the following:

- Do they feel welcome at the College?
- Do they feel informed about the College?
- Do their son's feel safe at the College?
- Do the teachers of the College support the learning of their son's?
- Does the College value and support positive behaviour?

The findings of the survey indicated that the parent community were overwhelmingly positive about the initiatives and direction the College has taken in recent years. Of particular note were the consistently outstanding achievements in the HSC, the huge emphasis on Positive Behaviour, ongoing high teacher expectations and the ability to cater for the various learning needs and interests of the students.

Regular parent meetings at either Advisory Council or Parents and Friend's (P & F) events provide parents with the opportunity to meet members of the College Executive and discuss matters relevant to their sons' education. Again, feedback from parents at these meetings was overwhelmingly positive. Special mention was made at these meetings of the regular availability of teachers and members of the Executive to parents.

### **Student Satisfaction**

As part of the 2018 Inquiry and Review, the student body were surveyed, measuring various indicators of school and classroom effectiveness. The survey provided an insight into student outcomes and school climate. The results of the survey affirmed the processes and procedures enacted at Marist College Kogarah to ensure the development and maintenance of a dynamic and safe learning culture, in the Marist tradition.

The College regularly has students complete evaluations that allow them to reflect on their learning at the end of each unit of work. The results of these evaluations provide insights that guide the differentiation of the Curriculum in order to cater for the learning needs of all. Numerous surveys addressing matters of a pastoral nature such as bullying and cyber safety

were conducted throughout 2018. Once again the results affirmed the safe and welcoming learning environment that exists at Marist College Kogarah.

The results of the exit surveys for the HSC Class of 2018 indicated a high level of appreciation for the numerous academic, spiritual or co-curricular opportunities afforded to these students whilst studying at Marist College Kogarah.

### **Teacher Satisfaction**

The 2018 Inquiry and Review evaluated the Learning Culture, Data Informed Practice and Peer Collaboration at Marist College Kogarah. The results of the survey validated the outstanding academic progress and student growth being observed at the College.

Feedback from staff in 2018 was not limited to the Inquiry and Review. Staff meetings, Annual Improvement Plans and Performance Growth In Action processes had accompanying evaluations attached, the combination of which have provided useful and constructive data used in the development and growth of the students.

The College Executive regularly ask staff to complete evaluations of all major College events. Overwhelmingly, the feedback received through this processes has been positive and reflected in the number new initiatives to which staff have committed themselves over the course of the year.

The feedback noted that the Principal of the College is always available to staff who wish to discuss any area pertaining to the operation of the College.

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**SECTION ELEVEN: FINANCIAL STATEMENT**

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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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$NDA	Capital Expenditure <sup>6</sup>	\$NDA
Government Capital Grants <sup>2</sup>	\$NDA	Salaries and Related Expenses <sup>7</sup>	\$NDA
State Recurrent Grants <sup>3</sup>	\$NDA	Non-Salary Expenses <sup>8</sup>	\$NDA
Fees and Private Income <sup>4</sup>	\$NDA	<b>Total Expenditure</b>	<b>\$NDA</b>
Other Capital Income <sup>5</sup>	\$NDA		
<b>Total Income</b>	<b>\$NDA</b>		

**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.