

Marist College Kogarah, Bexley  
Annual School Report to the Community

2019



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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 2019, staff worked to cultivate a shared vision, focus and practice to embed targeted teaching and track progress. To assist the cultivation of these vision staff participated in a professional learning plan in order to:

- implement goals, strategies and success criteria aligned to the SCS Authentic Learning & Assessment Frameworks;
- clarify their understanding of the data analysis & faculty goals;
- collect robust evidence of student learning and use this data to target teaching and track student progress over time;
- 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.

As part of the College's master plan a detailed review was undertaken examining effective ways to convert existing spaces, including the library and existing classrooms into more flexible learning spaces.

### **Parent Body Message**

In 2019 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. These meetings provided a valuable opportunity for parents to hear from a range of College staff who provided information on aspects of College life such as curriculum development, the pastoral care structure and procedures within the College and planned future developments.

### **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 student leaders we were encouraged to develop a self concept that embraces the responsibility of positive leadership through service, inspire the student body to engage in the vision of the College whilst being positive role models of leadership through our pastoral and spiritual programs.

A number of roles and responsibilities have allowed for the development and continuous improvement of our negotiating and communicating skills whilst interacting with peers, staff and members of the wider community.

Responsibilities include:

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

The College advocates 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 2019:

Girls	Boys	LBOTE*	Total Students
0	1036	927	1036

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2017, 88% completed Year 12 in 2019.

### 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 2019 was 92.72%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.95%
Year 8	92.65%
Year 9	93.15%
Year 10	90.39%
Year 11	92.69%
Year 12	93.49%

### 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 2019</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, 2019 Graduating Class</b>	65%	26%	9%	0%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
78	24	102

\* This number includes 65 full-time teachers and 13 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>	Springboard to Growth - Performance Growth in Action PGIA (aligning PGIA to AIP and faculty Goals)
<b>Term 2</b>	Spirituality Day - Learning and Teaching in light of the Marist Charism
<b>Term 3</b>	Emotional Intelligence-Understanding our students
<b>Term 4</b>	Valid measures of student growth - data literate school

### Teacher Standards

Teachers at this School 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 are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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 fortnightly 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, Marist Annual Mass and Fire and Light Youth Group Good Friday Parish Liturgy. This year a member of the staff and seven 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 Pope Francis' call to holiness in today's world. 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, the Archbishops Leaders Forum and the Australian Catholic Youth Festival, Perth.. We continue to support social justice initiatives which continue to play a vital role amongst the College community, specifically St Vincent De Paul Society and Catholic Care.

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 developed and engaged with the Stage 6 Studies in Catholic Thought course to create resources that support the students in both knowledge and literacy skills. We have worked collaboratively with SCS staff 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	26.24

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 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.

- 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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	21.23%	29.10%	16.20%	19.00%
	Reading	23.46%	29.30%	8.94%	15.30%
	Writing	17.88%	15.30%	22.35%	28.20%
	Spelling	33.52%	30.60%	7.82%	16.00%
	Numeracy	38.55%	34.20%	3.91%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	14.04%	19.00%	17.98%	25.10%
	Reading	16.20%	20.90%	8.94%	20.60%
	Writing	10.11%	12.50%	29.78%	38.10%
	Spelling	23.03%	21.00%	6.18%	19.70%
	Numeracy	34.64%	24.40%	5.59%	16.20%

### 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.

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 appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	100%	36%	54%	36%	56%	36%
Biology	50%	40%	44%	37%	62%	32%
Business Studies	47%	37%	56%	37%	47%	33%
Chemistry	80%	43%	75%	42%	75%	46%
Construction Exam	86%	19%	60%	18%	50%	26%
Economics	40%	49%	40%	47%	56%	52%
Electrotechnology Exam	0%	0%	0%	0%	100%	15%
English (Advanced)	97%	64%	100%	63%	0%	0%
English (Standard)	48%	16%	49%	15%	0%	0%
English Advanced	0%	0%	0%	0%	93%	62%
English Extension 1	100%	94%	0%	0%	100%	94%
English Standard	0%	0%	0%	0%	41%	12%
Entertainment Ind Exam	100%	39%	0%	0%	0%	0%
Geography	13%	42%	0%	0%	45%	44%
Hosp Exam Food & Bev	13%	25%	0%	0%	40%	33%
Hosp Exam Kitch Op & Cook	43%	34%	33%	32%	0%	34%
IDT Web & Software	55%	22%	75%	26%	0%	25%
Industrial Technology	80%	22%	57%	23%	41%	22%
Info Process & Technology	40%	30%	85%	38%	86%	35%
Investigating Science	0%	0%	0%	0%	23%	24%
Legal Studies	35%	44%	53%	45%	50%	42%
Mathematics	70%	54%	54%	52%	96%	49%
Mathematics Extension 1	100%	82%	100%	33%	100%	80%
Mathematics Extension 2	67%	84%	100%	33%	100%	86%
Mathematics Standard 2	0%	0%	0%	0%	57%	24%
Modern Greek Beginners	0%	0%	75%	67%	67%	75%
Modern History	61%	39%	60%	42%	75%	40%
Music 1	100%	66%	100%	65%	100%	66%
Personal Dev,Health & PE	65%	31%	84%	33%	69%	32%
Physics	85%	34%	40%	34%	93%	37%
Software Design & Develop	50%	36%	75%	37%	88%	45%
Spanish Beginners	0%	0%	0%	0%	100%	36%

Studies of Religion I	62%	50%	41%	37%	81%	46%
Studies of Religion II	64%	47%	75%	41%	81%	45%
Visual Arts	75%	55%	100%	53%	100%	63%

HSC highlights for the Class of 2018:

- 93% of courses studied above State Average
- Top ATAR 99.25
- 34 students received an ATAR above 90
- Student ranked 6th in the State in English Extension 1
- Student ranked 2nd in the State in Modern Greek Beginners
- 111 mentions on the Distinguished Achievers List (Band 6 result in a course)
- Marist College Kogarah was ranked in the 87th Overall in the HSC Rankings (*Sydney Morning Herald 17.12.2019*) and in the top 150 schools in the State for the 5th Consecutive Year.

In 2019 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 the 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 the 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**

2019 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, the poor and the marginalised in society. The entire College actively participated in the monthly collection of food and toiletries St Vincent De Paul Night Patrol program. Such an initiative raised the awareness and developed deeper appreciation among the student body, of those who are disadvantaged in society, because of particular circumstances, beyond their control.

Each year the College adopts a theme designed to reinforce the value of respect. In 2019 the theme 'Holy Day' allow students to reflect on the presence of God in their daily lives and how their daily choices are reflect God's presence in their lives.

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 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 2019**

Key Improvements, as outlined in the Annual Improvement Plan, achieved in 2019 were as follows:

- Used data to determine teacher impact on student learning and areas for development;
- Modified RE programs to embed strategies to support literacy development;
- Investigated the valid measures of student growth;
- Identified potential community partners on the basis of their capacity to contribute to improvements in student achievement;
- Developed a process to identify physical resources that best support student learning.
- Allocated funds that promote initiatives aimed at improving outcomes for students

### **Priority Key Improvements for 2020**

Key Improvements for 2020 are:

- Design a pedagogical framework that provides a common understanding of quality teaching and learning;
- develop systematic identification processes of gifted students at the College;
- Resource and support programs which promote mental health and resilience;

- Expand the outreach and educational opportunities for students to enhance their understanding and participate in Catholic Social Teaching;
- Discretionary use of school funds, that give priority to initiatives to better address the individual needs of learners.

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**

Following on from the 2018 Inquiry and Review the College surveyed the parent community. Validate the data received in the 2018 Inquiry and Review.

The findings of the survey indicated that the parent community were overwhelmingly positive about the initiatives and direction charted by the College. 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 throughout the course of 2019.

Special mention was made at these meetings of the regular availability of teachers and members of the Executive to parents.

### **Student Satisfaction**

In 2019 the College Executive actioned a survey of the student body. 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 being 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 reflect on their learning at the end of each unit of work. The results of these evaluations provides insights that guide the differentiation of the Curriculum in order to cater for the learning needs of all.

The College actively surveys matters pertaining to pastoral care, such as bullying and cyber safety in particular. The 2019 survey results, once again, affirmed the safe and welcoming learning environment that exists at Marist College Kogarah.

The results of the exit surveys for the HSC Class of 2019 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 resulted in the birth of the two whole school initiatives titled 'Spring Board to Growth' and 'Valid Measures of Student Growth' in 2019.

Feedback from these two initiatives was overwhelmingly positive. Staff developed a better understanding of what it means to be a 'data literate' school and how data accrued from many sources can assist with a multitude of pedagogical initiatives. Coupled with the 'Springboard to Growth', staff took the opportunity that both initiatives presented to experiment with their pedagogy 'take risks' in order to maximise student performance.

The College Executive regularly asks staff to complete evaluations of all major College events. And again, the feedback received was overwhelmingly positive. It was reflective of the manner in which staff immersed themselves in the two major initiatives actioned by the College in 2019.

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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 2019 year is detailed below:

<b>RECURRENT and CAPITAL INCOME</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,743,319
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,530,413
Fees and Private Income <sup>4</sup>	\$4,145,010
Other Capital Income <sup>5</sup>	\$416,352
<b>Total Income</b>	<b>\$15,835,094</b>

<b>RECURRENT and CAPITAL EXPENDITURE</b>	
Capital Expenditure <sup>6</sup>	\$1,023,467
Salaries and Related Expenses <sup>7</sup>	\$11,554,336
Non-Salary Expenses <sup>8</sup>	\$3,720,222
<b>Total Expenditure</b>	<b>\$16,298,025</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.