



# Annual School Report 2023

**Maronite College of the Holy Family**

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# Maronite College of the Holy Family

“To Know, Love, Serve”

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# Maronite College of the Holy Family

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## ABOUT THIS REPORT

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

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

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



# Maronite College of the Holy Family

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## 1. CONTEXT

### EXECUTIVE PRINCIPAL’S REPORT

The year 2023 was an extremely busy and important year including three major events:

- The College celebrated 50 Year Jubilee
- New Executive structure and team
- NESAC Accreditation and Inspection held on 26 July 2023

### Celebrating MCHF 50 years Jubilee

- Sunday 26<sup>th</sup> March 2023 - Fete
- 28 April - Official Mass and Luncheon commencing 11am
- Tuesday 18<sup>th</sup> September 2023 – Patriarch visit to the College for an assembly at 11:30am
- Dinner Dance 20<sup>th</sup> October 2023 @ The Renaissance, Lidcombe for all



**We continued to implement the Strategic Plan and focussed on each area.**

### Cultivate and celebrate Maronite spirituality

- Through Masses, reconciliation and reflection days
- Combined staff (MCHF & St. M) reflection day at Mulgoa on 17 July

### Promote service, dignity and justice

- ANZAC day ceremony, Charity fundraisers, homeless feeds
- 25 May Staff held Biggest Morning Tea catered by hospitality students
- Scholarship awarded to Y7 2024 student.

### Enhance and sustain a one College identity

- Collaboration between Primary and Secondary staff
- Tell Them From Me (TTFM) survey of staff, students and parents in term 3.

### Equip students to claim their place in society and in the world

- Excursions, athletics and swimming carnivals, learn to swim, gymnastics, Dance fever
- VET work placements
- Transition and taster days for years 5 and 6 into Secondary
- Spelling Bee competition from years 4-8
- HSIE Fair
- STEM days
- Y7, 2024 & Kindy 2024 enrolment interviews

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- Subject selection evening with parents invited on 29 May
- College Tour for interested enrolments on 31 May
- Kindy 2024 Orientation day
- Public speaking comp
- Primary End of Year Concert & Secondary EXPO
- End of term awards

## **Build self-confidence, persistence, and a positive sense of self**

- Y6 Transition day
- Years 4-6 learn to swim program
- Warden training and staff emergency training and WHS meeting 16 May
- Evacuation and Lockdown drills
- All staff CPR training
- Wellbeing Wednesday
- Bullying Awareness week
- Camps
- R U OK day

## **Develop connections within and beyond the College**

- Parramatta Diocesan Secondary Schools Sports Competitions (PDSSSC)
- Primary parent chats
- Parent Volunteer induction
- Parent Info evenings
- Open Days
- Law Symposium – Board members attended
- Met with State Liberal Opposition Leader Katie Mullen on 7.2.2023
- Met with State Labor Candidate for Parramatta Donna Davis on 17.02.2023
- Visit of the Premier Perrottet on 3 March 2023 to pledge \$100K to the College
- Visit of the State Opposition leader Chris Minns on 16 March 2023 to pledge \$200K
- Alumni wine and cheese night gathering 25 August 7-10pm

## **Gifted and Talented Focus in Primary**

Identification: Teacher input, students scoring in Stanine 8 and 9 in PAT tests. Further identification through Australian General Ability Test (AGAT).

1. Nominated students in Yr. 2-6 to complete the AGAT assessment. This is a test deigned to help identify gifted students.
2. Australasian Problem Solving Mathematical Olympiads (APSMO) Maths Extension Programs. These programs aim to build students confidence and allows them to develop their problem-solving skills.
3. Identified Gifted Writers in Yr. 1-6 to compete in the WriteOn competition.
4. Identified students who are gifted in English to create a College Podcast.
5. Gifted speakers to compete in the Public Speaking competition with St Maroun.

## **New initiatives**

- Four student pilgrims and a staff went to Spain and Portugal for World Youth Day (WYD)
- Duke of Edinburgh programme was introduced to Y9 2024 students after training of 4 staff. We look forward to its implementation in 2025.
- TAS and CAPA Expo held 16 November and parents were invited.
- A combined NASA trip in September and October of 2024 meeting with students from St Maroun’s College for Years 9 to 11.

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## Success stories

- **Mock trial** - Once again our College ranked extremely well in Mock Trial achieving a top 8 ranking out of 145 schools.
- **NAPLAN results** - Years 3 & 5 cohorts achieved above the National Average in all areas: Numeracy, Reading, Writing, Spelling, Grammar & Punctuation.
- **AI Achievements** - For the second year running, MCHF students have claimed multiple category wins in the 2023 DAY OF AI.
- **Year 9 Mathematics Accelerated-** For the first time at the College, selected Year 9 students completed both Year 9 and Year 10 Mathematics in Year 9. In 2024 (year 10) they will be undertaking the Year 11 Advanced Mathematics Course, with 2 students also completing the Year 11 Mathematics Extension 1 course

## Highlights of HSC achievements

- Our HSC drama students have been nominated for 'OnStage' performance showcase. This is reserved for the elite of the elite as only a handful of performances are selected: Madeline Tawk, Rafqa Iskander, Jerome Frances and Georgia Matta
- Two Y12 multimedia students nominated for Shape 2023: Maroun Boumelhem and Tony Chamchoum. Shape is an annual exhibition of exemplary Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students.
- Charline Kayrouz has been nominated for consideration in ARTEXPRESS, as part of the HSC Showcase season in 2024.

God's blessings to all



Sr Margaret Ghosn  
Executive Principal

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## BOARD REPORT

Dear Parents, Supporters, and Friends of Maronite College of the Holy Family

As we reflect upon the achievements and growth of our College in the past year, we extend our heartfelt gratitude to all those who have contributed to the success of Maronite College of the Holy Family (MCHF). The year 2023 has been marked by significant strides, and we are pleased to present our Annual Board Report. Special recognition goes to the Maronite Sisters of the Holy Family, whose commitment to our mission has been a guiding light for generations.

Looking ahead, we are thrilled to embark on a transformative journey with the initiation of our Masterplan in 2023. The remediation of 36 Alice St is set as the inaugural stage, paving the way for subsequent developments, including the construction of a multi-storey car park and an impressive auditorium.

Throughout 2023, the Board, in collaboration with Sr Margaret and our dedicated executives, has tirelessly worked on refining and implementing our strategic plan. Beyond physical infrastructure enhancements, our strategic plan envisions the elevation of MCHF into a centre of academic excellence.

On behalf of the Board, I extend sincere thanks to Sr Margaret, Mr Asmar, the Executive team, and all staff for their dedication and hard work. The success of MCHF is a testament to the collaborative efforts of our entire community.

Our heartfelt appreciation goes to the parents whose trust and active participation contribute significantly to the life of the College. Your belief in the Board's guidance motivates us to strive for continuous improvement, ensuring better results year after year.

As we conclude this report, we look forward to the continued support and enthusiasm of our community as we embark on the exciting journey that lies ahead.

Regards

Mr. George Khouri  
Chairperson, Maronite College of the Holy Family Board



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## STUDENT REPRESENTATIVE COUNCIL (SRC)

The Student Representative Council (SRC) at Maronite College of the Holy Family is a determined and forward-looking group who endeavour to substantiate a positive College identity by enhancing relationships, increasing communication and collaborating effectively. With the best interests of the students at heart, these Year 6 students, Year 12 and 11 leaders and representatives from Years 7-10 dedicate their time to organising fundraisers for the College, supporting fellow students and imprinting a positive legacy in the College community.

The SRC is a goal-oriented group with developing leadership skills, amplifying students’ voice to contribute towards a positive College culture and strengthening the College community through active participation, as the primary aims. The SRC addresses relevant issues and sets achievable goals, which support the College and the wider community. This is achieved when the SRC works as an advocate, detecting prevalent issues and mobilising support accordingly, to optimise the outcome. SRC Leadership is a teamwork effort and it is only through effective communication and the incorporation of many ideas that the outcomes were successful.

The Primary and Secondary SRC teams of 2023 were a determined and positive team who looked towards improving relationships and communication between different year groups. Through the hard work and determination of the team and staff members, the SRC held numerous events such as sporting tournaments, wellbeing initiatives, jersey days and fundraising for charities and organisations.

The focus in 2023 was to unite the Primary and Secondary SRC teams rather than operate separately. The appointment of one supervising teacher to lead both SRC allowed for the two SRC teams to unite and organise initiatives collaboratively and as one College. As a result, the College held an initiative each term as one College.





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## PARENT ASSOCIATION

The Parent Association began 2023 with a new leadership committee. We knew we had a challenging year ahead of us due to many events and collaborating as a new team. Our goal was to provide fundraising initiatives working in line with the College as well as introduce the other aspect of the association which is to represent the parents. With the new leadership committee established, there were new members that joined with the hope that the association will evolve in line with the College’s Strategic Plan.

Our first fundraiser was the Easter Raffle. Parents donated many gifts, and we were able to create over 40 hampers for the raffle.

The next event was the College’s Jubilee Fete. The PA members volunteered throughout certain areas for the day. We organised a guest appearance from NRL Player Jason Saab who kindly spent 2 hours with the community supporting the school.

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

Our next event was the Father’s Day stall. Due to the successful Mother’s Day stall, we sold out on many items and based on committee feedback we purchased about 1800 items for this event. We also had a raffle with the gifts generously donated by the parents.

Our final event was the Walkathon. The parents donated sausages and bread and prepared and cooked the food for the students. The Parent Association really dug deep, and many items were donated to make this event successful.

The total funds raised will be out towards purchasing another BBQ for the College. This decision was made following consultation from the College and the Parent Association.

We pray that 2024 will allow the Parent Association to continue the great work they do for the College.

Carina Khoury  
Parent Association Chairperson



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## **NARRATIVE**

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

Centred in Harris Park the College draws its students from suburbs within a radius of 5 kilometres including from areas Granville, Harris Park, Guildford, Merrylands and Parramatta. The majority of the students of the College, worship regularly with their families at Our Lady of Lebanon Cathedral which is situated next to the College in Harris Park.

## **MISSION**

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

## **VISION**

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

## **MOTTO**

Know, Love, Serve

## **ETHOS**

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

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

Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, ‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things’ (Phil 4:8). Emphasis is on treating all with dignity, service, forgiveness, justice, and love.

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



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## STRATEGIC PLAN

The College’s Strategic Plan for 2021-2026. This Strategic Plan covers three priority areas:

### **Our Identity; Our Learners; Our Community**

Each priority area has set strategic goals and annual goals the College will be working towards achieving throughout the Strategic Plan period.

Below shows the progress of working towards achieving the strategic goals.

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

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

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



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## 2. OUTCOMES AND RESULTS

### NAPLAN RESULTS

NAPLAN reporting has changed for 2023. Student results are recorded according to Proficiency Standards. These Standards provide information on student achievement in key aspects of literacy and numeracy as assessed by NAPLAN. They represent a challenging but reasonable expectation of what students at each assessed year level know and can do at the time of NAPLAN testing (March 2023).

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

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

For further information on how NAPLAN results can be interpreted, please visit

<https://www.nap.edu.au/naplan/results-and-reports>

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

### Please note the following:

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

**MCHF Cohort** – Number of students who participated in NAPLAN testing in 2023.

YEAR	BOYS	GIRLS	TOTAL
3	55	44	99
5	53	53	106
7	48	61	109
9	48	54	102

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## NAPLAN RESULTS - YEAR 3

	NUMERACY		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	11%	15.4%	14%	20.1%	13%	11.8%	9%	11.4%	17%	20.7%
Strong	64%	52.9%	60%	49.6%	83%	67.9%	51%	47.7%	65%	45.4%
Developing	25%	21.6%	23%	20.9%	4%	14.0%	37%	27.9%	17%	23.0%
Needs Additional Support	-	8.6%	3%	7.1%	-	4.6%	3%	11.4%	1%	9.2%

## NAPLAN RESULTS - YEAR 5

	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	11%	15.6%	19%	23.7%	17%	14.0%	14%	16.0%	23%	24.5%
Strong	69%	55.3%	58%	51.7%	67%	55.8%	59%	50.3%	61%	48.1%
Developing	18%	19.5%	20%	16.6%	14%	20.6%	22%	22.8%	16%	18.6%
Needs Additional Support	2%	8.3%	3%	6.6%	2%	8.3%	5%	9.5%	-	7.5%

## NAPLAN RESULTS - YEAR 7

	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	5%	15.8%	11%	21.5%	8%	16.5%	9%	16.1%	16%	25.8%
Strong	57%	54.3%	51%	49.0%	51%	49.6%	51%	50.1%	72%	50.7%
Developing	33%	20.3%	28%	19.9%	38%	23.3%	32%	22.6%	10%	15.9%
Needs Additional Support	5%	8.2%	10%	8.1%	3%	9.1%	8%	9.7%	2%	6.1%

## NAPLAN RESULTS - YEAR 9

	Numeracy		Reading		Writing		Grammar & Punctuation		Spelling	
	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE	MCHF	STATE
Exceeding	7%	12.7%	6%	18.0%	5%	18.0%	8%	14.8%	11%	20.2%
Strong	58%	53.5%	42%	45.5%	48%	41.2%	34%	42.8%	68%	53.0%
Developing	31%	23%	41%	24.4%	40%	28.3%	50%	28.8%	18%	18.0%
Needs Additional Support	4%	9.2%	11%	10.4%	7%	10.8%	8%	12.0%	3%	7.0%

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## 2023 NAPLAN Data Observations:

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

## POST HIGHER SCHOOL DESTINATIONS

### 2023 Year 12 Cohort

Boys	Girls	Total Number
29	38	67

### Tertiary Institutions

Institutions	Total Number	% of students
Western Sydney University	12	23.08
Macquarie University	10	19.23
Australian Catholic University	8	15.38
University of Technology Sydney	8	15.38
University of Sydney	6	11.54
Tafe	3	5.77
University of New South Wales	2	3.85
The College - Western Sydney University	1	1.92
CQ University	1	1.92
University of Notre Dame	1	1.92

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Gender and Institutions	No. of Students	Gender: Institution Split
<b>Females</b>	<b>31</b>	
Western Sydney University	7	22.58%
Macquarie University	5	16.13%
Australian Catholic University	5	16.13%
University of Technology Sydney	5	16.13%
University of Sydney	4	12.90%
Tafe	1	3.23%
University of New South Wales	2	6.45%
The College - Western Sydney University	1	3.23%
University of Notre Dame	1	3.23%
<b>Male</b>	<b>21</b>	
Western Sydney University	5	23.81%
Macquarie University	5	23.81%
Australian Catholic University	3	14.29%
University of Technology Sydney	3	14.29%
University of Sydney	2	9.52%
Tafe	2	9.52%
CQ University	1	4.76%
<b>Grand Total</b>	<b>52</b>	
<b>Grand Total of Tertiary Study*</b>	<b>100%</b>	

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

### Unknown

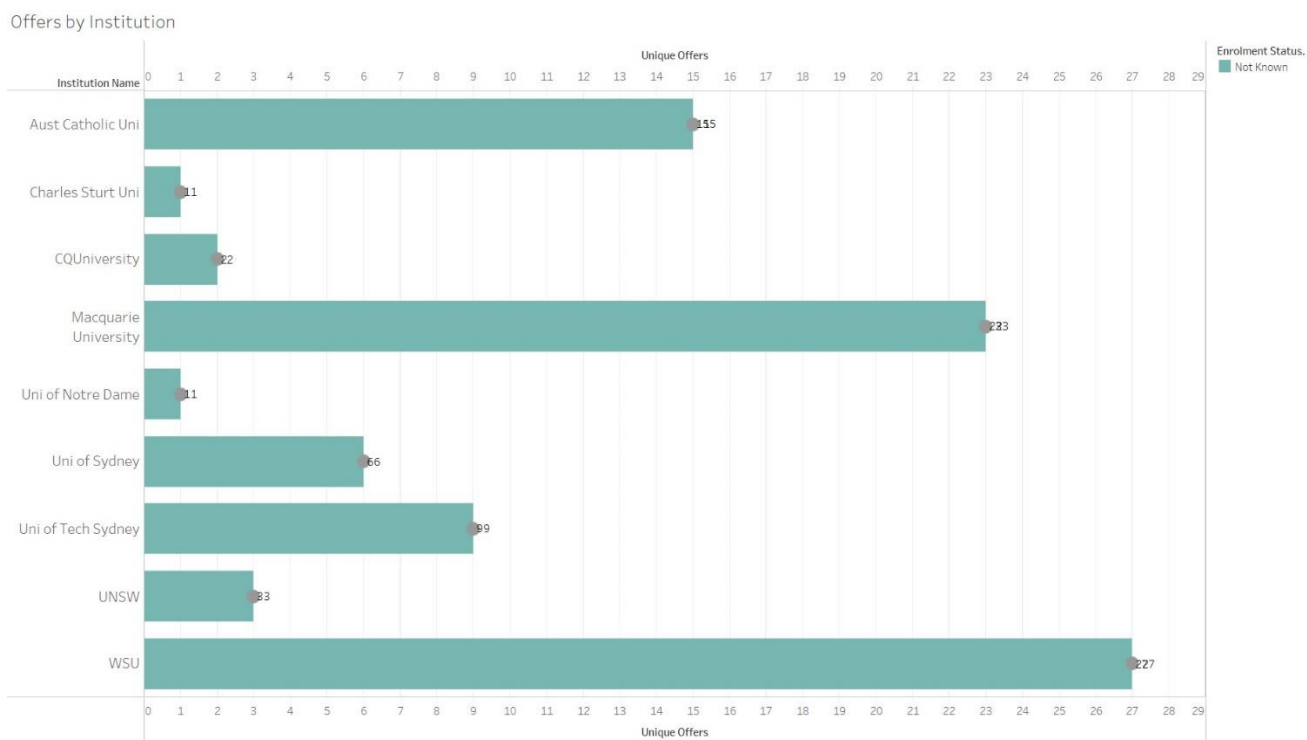
Girls	Boys	TOTAL
7	8	15
<b>Percentage of the Cohort</b>		<b>22.39%</b>



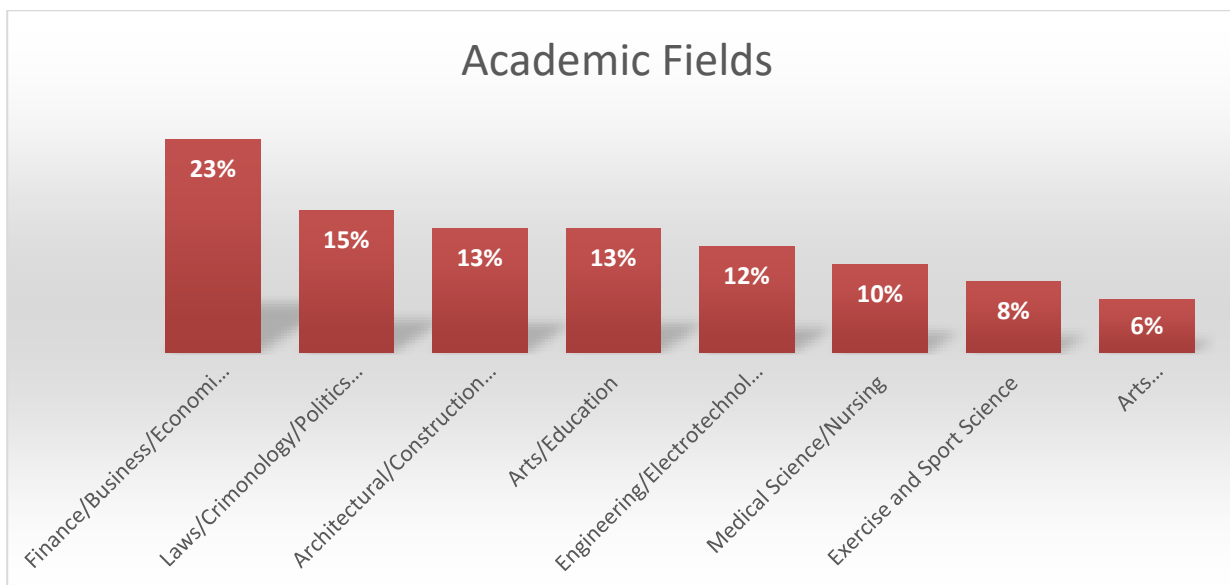
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## Offers Made by Tertiary Institutions



## Year 12, 2023: Tertiary Academic Fields



In 2023, from the known data, 100% of the accounted students accepted their offers or accepted an apprenticeship/traineeship to commence their tertiary education in a range of tertiary institutions. This high volume was also due to Schools Recommendation Scheme (SRS) including the early entries to various institutions. This particular year, in comparison to previous years, some students applied directly to university of their choice. This also made it difficult to get their data.

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There were some clear trends from 2023 data and a shift from 2022 trends. Business and Finance reclaimed its popularity at 23% from Architecture and Built Environment that was more popular in 2022 with an even split between males and females. There was also marked shift for Laws and International Studies from previous years. There was also an increase in students opting for double degrees of nearly 29%. This was mainly in Law and Business academic fields combined with psychology, arts, or international studies.

Western Sydney University, Macquarie University and Australian Catholic University continue to be the popular choices of students with nearly 58% of the students selecting these universities. Few reasons include proximity to home, easy accessibility, early entry schemes, HSC Adjustment factors, SRS scheme and favourable presentation by universities during their visit to school. USYD saw a strong comeback for students reflective of SRS scheme and increased scholarships offered to our students whilst UTS remained a favourable option for students.

Out of the 52 students whose applications and offers were shared, students were made at least 90 offers, some students receiving multiple offers from a range of universities indicating the success of early offers and consistent work from students till the end of HSC. This also included about 30 SRS offers made by UAC. There were also 33 entries made for Educational Access Schemes (EAS) which allowed students who experienced long term educational disadvantage gain admission to tertiary study. It should also be noted that this did not have a detrimental impact on students' academic results who continued consistent work.

Overall, 2023 cohort produced results as expected for our school.

## HSC 2023

Band	2023	%	2022	%	2021	%	2020	%	2019	%	2018	%
6	18	5%	30	8%	50	15%	16	5%	19	6%	20	6%
5	105	32%	119	34%	121	36%	98	31%	116	36%	114	33%
4	139	42%	121	34%	122	37%	118	37%	147	45%	139	40%
3	57	17%	73	21%	38	11%	60	19%	40	12%	62	18%
2	11	4%	10	3%	3	1%	24	7%	3	1%	11	3%
1	0	0	0	0	0	0	4	1%	0	0	0	0
<b>Total</b>	<b>330</b>		<b>353</b>		<b>334</b>		<b>320</b>		<b>325</b>		<b>346</b>	

The table above shows that 37% of marks were in the top two bands this year which was lower than 2022 and 2021. 4% of marks featured in the bottom two bands which is slightly higher than the previous year. **Please note**, the 2021 cohort experienced two major lockdowns during their Stage 6 studies. This was supported by COVID applications to NESA as the College HSC student population was in a Local Government Area (LGA) of concern.

There is a decrease in the number of students achieving Bands 5 and 6 compared to 2021-2022. In addition, students receiving Bands 1 and 2 has remained relatively steady for the past 2 years, and a steady improvement in the number of students achieving Band 4, with fewer students achieving Band 3. This suggests that overall, student work ethic and teacher effect on learning is positive.

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

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

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Course	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	8	1	3	2	2		
Arabic Continuers	4	2	2				
Biology	9		2	4	3		
Business Studies	38		7	18	11	2	
Chemistry	5		2	3			
Community and Family Studies	17		9	8			
Construction Examination	11		8	2	1		
Drama	4		4				
Economics	10		3	2	3	2	
English (Advanced)	17	1	8	8			
English (Standard)	46			37	9		
Hospitality (Food & Beverage) Examination	4		2	2			
Industrial Technology: Multimedia	2		2				
Legal Studies	7	6	1				
Mathematics Advanced	7		5	2			
Mathematics Standard II	35		8	14	11	2	
Modern History	11	2	2	3	3	1	
Music 1	2		2		8		
Personal Development, Health and Physical Education	25		8	7	1	2	
Physics	5		1	3	2		
Retail Services Examination	10		5	3			
Society and Culture	11	3	3	5			
Studies of Religion I	8	1	4	3			
Studies of Religion II	23		6	12	3	2	
Visual Arts	2	1	1				
<b>Band Total</b>		<b>17</b>	<b>98</b>	<b>138</b>	<b>57</b>	<b>11</b>	

Course	Students	Band E4	Band E3	Band E2	Band E1
English Extension I	3		3		
English Extension II	2		1	1	
History Extension	3	1	2		
Mathematics Extension I	1		1		
<b>Band Total</b>		<b>1</b>	<b>7</b>	<b>1</b>	

# Maronite College of the Holy Family

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## 3. STAFFING

### 2023 Staffing Profile

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

Workforce Composition	Number of Staff
Teaching Staff	109
Full-time equivalent teaching staff	101.6
Non-Teaching Staff	34
Full-time equivalent teaching staff	28.6

Teacher Accreditation status of all teaching staff (as defined by the TA Act)	Number of Staff
Conditional	12
Provisional	3
Proficient Teacher	91
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Other	3

### NESA

A significant change to teacher accreditation in 2023, was the mandatory implemented of the NSW Education Standards Authority (NESA) as the sole authority to make teacher accreditation decisions and the single authority of the Teacher Accreditation Policy in all NSW schools. As a result, MCHF implemented new Teacher Accreditation procedures align to NESA’s new Accreditation Policy.

All teachers employed to deliver the NSW curriculum at Maronite College of the Holy Family are required to hold active accreditation with NESA. Teacher Accreditation at the College is overseen by the Head of Risk and Compliance.

**Proficient Teacher Accreditation:** All newly appointed teachers to the College are provided with a mentor. Conditional and Provisional teachers are supervised by the Head of Risk and Compliance as they journey in their accomplishment to achieve Proficient Teacher Accreditation. In 2023 eight (8) Conditional and Provisional teachers achieved Proficient Teacher Accreditation.

**Maintenance of Accreditation:** It is mandatory for all Proficient Accredited Teachers to maintain their level of proficiency throughout their NESA mandated “Maintenance” period. Consequently each Proficient teacher is responsible for keeping a record log of professional development both elective and NESA approved provider courses for the duration of the maintenance period. which is submitted to NESA.

**Highly Accomplished and Lead Teacher:** These Accreditation levels are voluntary. Teachers considering moving towards these levels are encouraged to apply to NESA, work independently and collaboratively to improve their own practice by researching and engaging in self-identified professional development opportunities in accordance to NESA’s preferred providers.

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## 4. ATTENDANCE

### STUDENT ENROLMENT

In August 2023 there were 680 enrolled in the Primary and 578 enrolled in the Secondary department. There were 28 classes from K-6 and 23 Homeroom Groups from 7 to 12. The number of girls and boys (as of Census date) is identified in the table below.

Stage	1			2		3		4		5		6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	43	46	45	47	53	48	50	61	40	54	60	53	37	680
Boys	37	54	49	54	53	57	44	48	59	50	50	37	29	578
TOTAL	80	100	94	101	106	105	94	109	99	104	110	90	66	1258

### STUDENT ATTENDANCE RATES

In 2023, 89.96% of students attended school each school day on average. This was a slight increase from the daily attendance in 2022.

Year	K	1	2	3	4	5	6
Attendance Rate %	91.51%	89.79%	91.57%	92.40%	91.92%	91.08%	91.73%
Year	7		8	9	10	11	12
Attendance Rate %	90.43%		88.50%	85.83%	85.99%	89.77%	89.39%
Year	Whole School						
Attendance Rate %	89.96%						

### MANAGEMENT OF NON-ATTENDANCE

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and well-being. This includes both explained and unexplained absences. As such, the College has stringent protocols in place to investigate and assess concerns for ongoing absences, unexplained absences, and punctuality. The Stage/Year Advisors and Head of Wellbeing ensure that absences and non-attendance are monitored and followed through. Habitual absence is a minimum of 30 days' absence within 100 school days. Where a student is absent for a minimum of 30 days within 100 school days the College is required to investigate this as a possible 'Neglect' situation under Child Protection Legislation; Mandatory Reporting. Consideration will be given for a lack of awareness of educational requirements by families from culturally and linguistically diverse backgrounds, and information is provided to these parents.

Where there are issues of non-attendance, parents/guardians will be notified by the College in writing. Failure to resolve these issues at the local level will result in the matter being forwarded to CSNSW which has agreed arrangements with the NSW Department of Education and Communities to progress habitual non-attendance interventions which require court action. The College also contacts Family and Community Services (FACS). MCHF has a Flowchart as a guide for responding to Habitual Unexplained Non-attendance of children and young people at MCHF. The following steps are undertaken:

- Parents/Guardians are contacted by the Stage/Year Advisor
- If absence remains a concern, then a formal meeting is arranged with the Head of Wellbeing and the Stage/Year Advisor.
- An Attendance Improvement Plan is devised
- If the absence continues to be a concern, then an Official Warning Letter is issued.

Once the College has followed through with the steps outlined above and no reasonable explanation or relevant documentation is provided, a notification will be made to Family and Community Services, and they will advise the College on the appropriate action necessary.

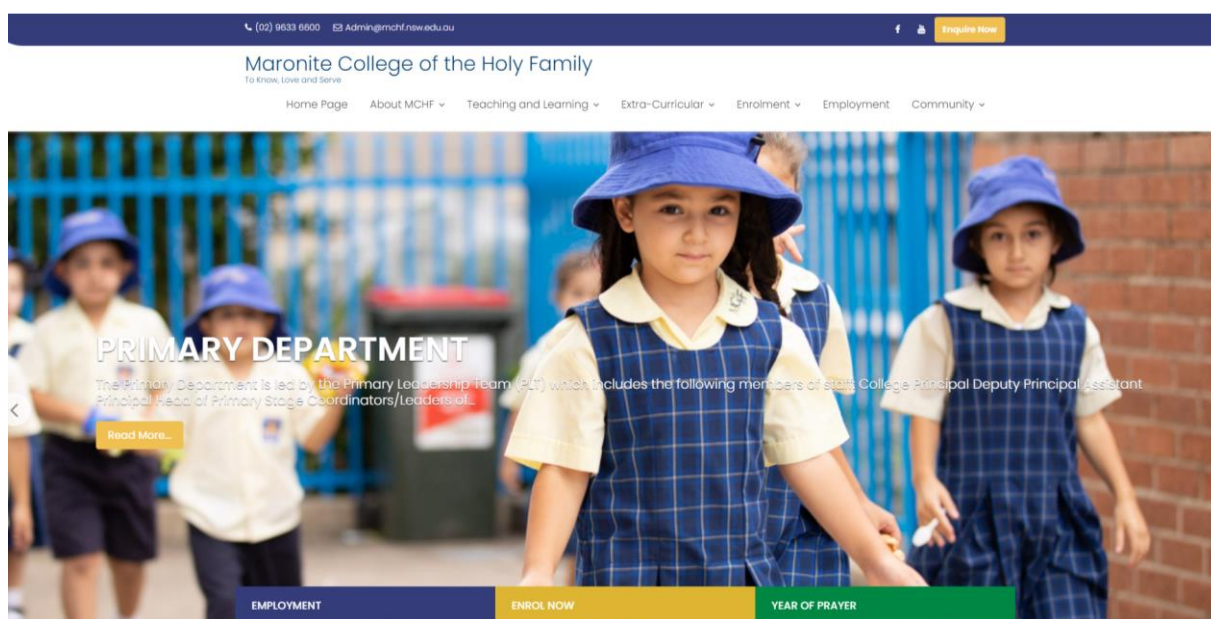
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## 5. SCHOOL POLICIES

The following school policies are publicly available on the website:

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



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## 6. STAKEHOLDER SATISFACTION

In 2023 the College undertook the Tell Them From Me survey (TTFM) to garner parent, teacher and student satisfaction. The survey was taken in term 2 and extended to term 3 and asked stakeholders about their satisfaction in several areas.

Parents were surveyed regarding:

Parents feel welcome	6.9	School supports positive behaviour	7.6
Parents are informed	6.5	Safety at school	7.2
Parents support learning at home	7.3	Inclusive school	6.3
School supports learning	7.4		



### 'Partners in Learning' Parent Survey Report

Independent

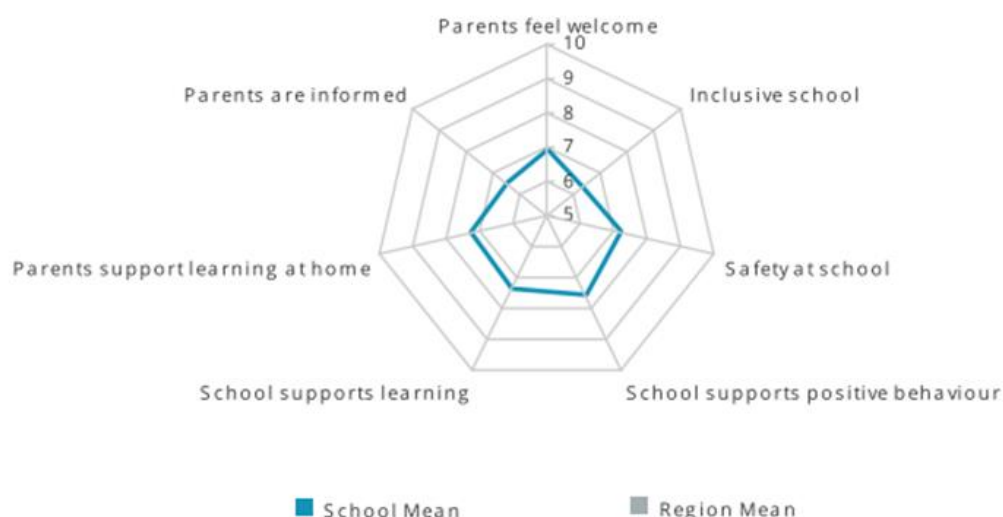
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### Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 182 respondents in this school who completed the Parent Survey between 06 Aug 2023 and 09 Sep 2023.



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Staff were surveyed in areas of:

Leadership	6.4	Teaching strategies	8.1
Collaboration	7.4	Technology	7.4
Learning culture	8.0	Inclusive school	8.2
Data informs practice	8.0	Parent involvement	6.6
Challenging and Visible Goals	7.6	Quality Feedback	7.4
Planned Learning Opportunities	7.6	Overcoming Obstacles for Learning	7.6



## 'Focus on Learning' Teacher Survey Report

Independent

Maronite College of the Holy Family

### Focus on Learning: A Planning Tool for School Communities

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

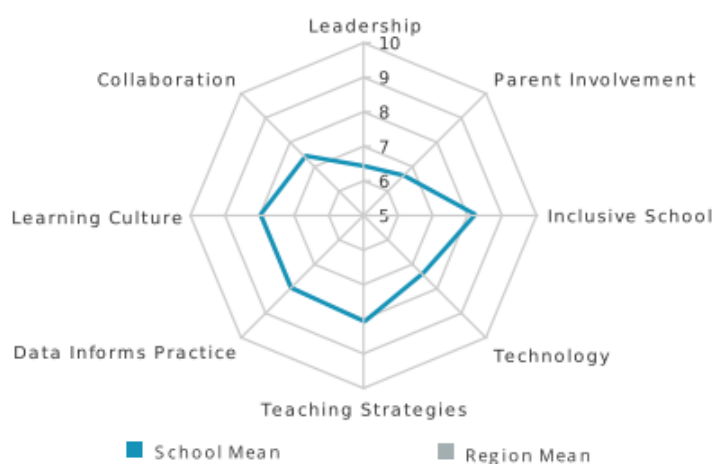
One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

This report provides results based on data from 82 respondents in this school who completed the Teacher Survey between 07 Aug 2023 and 04 Sep 2023.

### Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Maronite College of the Holy Family. More detailed results for each measure follow.





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## Primary students were asked:

- Participation in school sports 72%
- Participation in extracurricular activities 47%
- Positive sense of belonging 81%
- Positive relationships 85%
- Value schooling outcomes 90%
- Positive homework behaviours 58%
- Positive behaviour at school 88%
- Interested and motivated 66%
- Effort 97%

## Secondary students were asked:

- Participation in school sports 66%
- Participation in extracurricular activities 30%
- Positive sense of belonging 69%
- Positive relationships 81%
- Value schooling outcomes 63%
- Positive homework behaviours 63%
- Positive behaviour at school 92%
- Interested and motivated 30%
- Effort 72%

Overall results were insightful and provided the background for our future directions.



# Maronite College of the Holy Family

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## 7. SUMMARY FINANCIAL INFORMATION

