



St Maroun's College

Annual School Report 2024

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Message from Board Chairperson

On behalf of the Governing Board, it is with considerable pride and gratitude that I present the St Maroun's College Annual Report for 2024. This year has been marked by a palpable vibrancy across all facets of College life, a testament to the collective dedication and collaborative spirit of our staff, students, and parents. As you read through the following pages, I trust you will share in our appreciation for the rich tapestry of achievements woven throughout the year.

The Board's primary focus remains steadfast: to ensure the highest standards of governance that underpin the educational mission of St Maroun's College. We have continued to work closely with the Executive Principal and the College Executive, maintaining a clear understanding of the College's operations, strategic initiatives, and the dynamic rhythm of daily life.

In 2024, the Board provided ongoing guidance and support as the College continued to implement its Strategic Plan and diligently progressed the initial stages of our ambitious Masterplan. The commitment to enhancing our learning environment for the benefit of our students remains a central priority.

I extend my sincere appreciation to Sr Margaret Ghosn, our Executive Principal, for her visionary leadership across both St Maroun's College and Maronite College of the Holy Family. Her guidance has been instrumental in fostering a unified and forward-thinking approach. My gratitude also extends to the dedicated College Executive and all

staff members whose unwavering focus on nurturing our students within a framework of strong Maronite values has been evident throughout the year. The innovative and engaging delivery of the curriculum by our teaching staff continues to empower our students on their learning journey.

During 2024, the College Board directed its attention and efforts towards several key areas:

- **Supporting Spiritual Growth and Service:** We have actively championed the College's commitment to its Maronite Catholic identity, evident in the regular celebration of Masses and Reconciliation, as well as the enthusiastic participation in service and social justice initiatives such as the St Vinnies Christmas hamper collection and the impactful Breakfast Club.
- **Monitoring Academic Progress and Wellbeing:** The Board closely reviewed the data from the Year 6 and Year 10 NAP assessments, the ongoing PAT testing for Years 1-10, and the positive impact of the Wellbeing Boost Grant on initiatives ranging from gym equipment to mental health resources and anti-bullying programs. The celebration of student achievements through the end-of-term awards further underscores our commitment to holistic development.
- **Investing in Professional Learning:** We have supported the College's focus on continuous improvement through the participation of our Executive team and Middle Leaders in

the Effective Schools Training, as well as the valuable professional development sessions led by Headspace & Beyond Blue and Dr Simon Breakspear.

- **Advancing the Masterplan:** The Board has maintained ongoing and productive discussions with our project manager and Leaf Architecture regarding the crucial renovations. This development, which will create new STEM learning areas, marks the significant first step in our broader Masterplan to enhance our facilities.
- **Fostering External Connections:** We have been encouraged by the College's proactive engagement with politicians, the development of valuable partnerships with external providers such as the University of NSW through the WANAGO Engineering program, and the successful expansion of the annual Public Speaking Competition to include other Maronite schools. The Uni Maronites initiative also provides valuable support for our senior students transitioning to university.
- **Embracing Innovation:** The Board has supported the introduction of new and enriching initiatives for the students, most notably the remarkable NASA excursion for students in Years 9-11, offering them unique STEM learning experiences, and the establishment of our after-school care program.
- **Ensuring Compliance and Accreditation:** The successful NESA Accreditation and Inspection process in June 2024, culminating in the renewal of our registration and provider approval, reflects the College's unwavering commitment to meeting the highest educational standards.
- **Celebrating Student Excellence:** The Board proudly acknowledges the exceptional achievements of our students in various competitions, including the

Mock Trial team's impressive performance, the HSC Industrial Technology students' nominations for SHAPE, and Michael Fares' distinction in the Young Scientists Awards. These highlights exemplify the talent and dedication within our student body.

The Governing Board extends its sincere gratitude to the dedicated College Executive Team: Sr Margaret Ghosn (Executive Principal), Ms. Trish Veness (Head of College), Ms. Renee Hajjar (Head of Teaching and Learning), Sr Marlene Chedid (Head of Mission), and Ms. Mary Flaskos (Head of Business Services) for their exceptional leadership and unwavering commitment throughout 2024.

I also wish to thank the committed members of the College Board who generously volunteer their time, expertise, and guidance: Mr. Daniel Azzi, Mr. Chahine Chahine, Mr. Anthony Yacoub, Ms Angela D'Angelo, Mrs Mary Leask, Ms Grace Ho, Sr Julia Khalil and Sr Rita Bou Raffoul. Their contributions are invaluable to the effective governance of St Maroun's College.

As we look ahead to 2025, the Board remains steadfast in its commitment to supporting the continued growth, development, and success of St Maroun's College. We deeply appreciate the ongoing engagement, support, and contributions of our students, families, and the wider College community. The Board welcomes your continued input and feedback as we work together to ensure an even brighter future for St Maroun's College.

Blessings upon you and your families.

Mrs Antoinette McGahan
Chairperson
St Maroun's College Board





Executive Principal's message



Dear St Maroun's College community,

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

Spirituality, faith and service

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

- Y4 First Holy Communion and Y3 First Reconciliation were celebrated.
- Combined MCHF and St Maroun's College staff retreat on 22nd July that included guest speaker and 10 different workshops run by different staff.
- We celebrated Mother's, Father's and Grandparents Day with beautiful Masses followed by morning teas.
- Harmony Day was celebrated 25 March with students encouraged to wear costumes of their Country.
- Breakfast club held in terms 3 and 4 twice a week. Kellogg's donated boxes of cereal and parents donated long-life milk, bowls and spoons. Teachers volunteered to serve bowls of cereal to students.
- St Vinnies Christmas hamper collection for Vinnies was a popular initiative.

Campus

- Year 6 and Year 10 NAP assessments in key curriculum areas. These new assessments are part of the National Assessment Program. These new assessments will be phased in over 3 years, starting with Science Literacy in 2024, Civics and Citizenship in 2025, followed by ICT (Information and Communication Technology) Literacy in 2026.
- PAT testing undertaken each year for Years 1-10 so we have further data to analyse students literacy and numeracy.
- Wellbeing boost grant was spent on items such as gym equipment, resources for the psychologist, games for Primary students, guest speaker, and bullying drama performance.
- End of term awards in categories in Academic excellence, Determination award, Community Service, Maronite Values, Arabic Excellence and Music Excellence.
- On 29 May our Years 4-6 girls competed in a Diocesan soccer Gala Day against other schools and came out champions!
- Our Secondary rep teams included soccer, touch, basketball, volleyball and other team sports.

Professional Learning & Guest speakers

- Effective Schools Training run by AIS involved a number of our Exec team and Middle Leaders participating in 4 sessions in terms 3 and 4. This training will assist us in identifying areas the College can improve on.
- 8 April from 3:15-4:15pm staff attended a professional development, where Headspace & Beyond Blue consultants presented a face-to-face professional development session on the 'Be You' program.
- On Monday 9 December Dr Simon Breakspear led a PD for staff. Simon develops frameworks and tools that make evidence-based ideas actionable and easy.

Masterplan

Ongoing discussions with our project manager and Leaf architecture regarding our D block renovations to include new STEM learning areas. This is the first step in our Masterplan which will include a large auditorium, additional learning spaces and new staffroom in Secondary.

Connections

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

- WANAGO Engineering program for senior students in association with University of NSW.
- Annual Public speaking competition was extended this year to include St Maroun's College, St Charbel's College and Holy Saviour School and was held on 25 June.
- Uni Maronites supports Maronites on university campuses and their dinner dance on 23 November was a way for St Maroun's senior students to get to know university students and so assist them in the transition.

New initiatives

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

- Students from years 9-11 attended NASA from 24 September to 6 October in Florida, United States. Students participated in a 3-day trip to NASA where they trained as an astronaut and participated in microgravity and MARS experiences using motion and visual simulation. Students also enjoyed the thrill of the rides in a 2-day experience of Universal Studios, while exploring the world of STEM.
- We have become providers of afterschool care.

CRICOS

- Short stay students over 2 weeks from 12 Feb to 23 Feb Education and Culture Australia (IEAEC) and Times Academy
- Over July school holidays, one of our teacher Leah Lim, travelled to China to participate in a Youth Cultural Exchange Program in Beijing through the ANC company.

NESA Inspection and Registration

NESA Accreditation and Inspection took place on 5 June 2024. The school's application was assessed having regard to the risk assessment process of the NSW Education Standards Authority (NESA) for the purpose of registration and accreditation. The school's Principal and proprietor certified that the school complies with the requirements for registration and accreditation and provided a sample of evidentiary materials, based on the NESA risk assessment. We received the Inspection Report Renewal of registration and accreditation and the Inspection Report: Renewal of school provider approval. Certificates were received 31 July 2024.

Highlights

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

- The mock trial team made it in the top 32 schools and elimination round.
- The following HSC Industrial Technology students nominated for possible inclusion in SHAPE: Amirah Housil, Hong Nhu Y Nguyen, Jee Cheung Ong. SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students and will be held at the Walsh Bay Arts Precinct from March 2025.
- Congratulations to Michael Fares (Y11) on achieving a distinction in the Young Scientists Awards. The Young Scientist Awards Program celebrates the scientific investigations and technological innovation of K-12 school students across in NSW. Michael entered in the Year 11 and 12 Scientific Investigations - Physics. His project called The Effect of Set Frequency on Metronome Synchronisation Time was highly commended and very well researched and written.

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

Sr Margaret Ghosn
Executive Principal



Message from the SRC

My Name is Isabel Najjar, and I am proud to have been named St Maroun's College Captain for 2024. The leadership team, elected in term 4 of 2023, has been extremely proactive in our approach towards various charitable works.

We collaborated with the St Vincent De Paul Society, where students donated a range of necessities to make up Christmas hampers during the giving season. Early in 2024, the College celebrated Harmony Day with an orange inspired mufti and a range of activities, aimed to promote and encourage the acceptance of the cultural diversity that exists within the college.

Further on in the year, the leadership team also planned a movie night fundraiser, where all funds raised from the sale of tickets, food and drink, were donated to the Cancer Council, in honour of one of our students who sadly lost her battle to cancer just a few weeks prior. The movie night was a success in raising a heightened awareness of the disease that affects so many in our society.

The leadership team organised one last fundraiser as their last active initiative, which sought to raise money to go towards purchasing small gifts for patients at the Sydney Children's Hospital located in Randwick. The SRC team collected gold coin donations from all students and used these to purchase small gifts,

later distributed to the children in the hospital. This fundraiser undoubtedly played a crucial role in encouraging our students developing a willing attitude towards community service and sparked a widespread appreciation for the good health and happiness that we were all blessed to experience.

It is fair to say that 2024 was an eventful year for St Maroun's College, one that inspired a collective approach towards enhancing the social wellbeing of our community and instilled a positive attitude within our students towards making a constructive difference in society.

Isabel Najjar
SRC Coordinator
College Captain



Message from the Parent Body

In 2024 we did not form a Parent Association as it was difficult to find parents who would take on the role of Chairperson, Treasurer and Secretary. As such, the parents agreed to work on events throughout the year without a formal body.

The parents were very active and contributed to the following events:

- Primary Athletics Carnival
- Easter Egg Raffle
- Mother's Day Stall
- Primary Disco
- Bunnings BBQ
- Fun run sausage sizzle
- Father's Day stall
- Saj day
- End of Year concert food stall

These events were well supported bringing the College community together in a positive way. We appreciate the contribution of parents to the life of the College.



About St Marouns College

Howayek Blessings Ltd, trading as St Maroun's College, is an independent, non-selective co-educational school, educating students from Kindergarten to Year 12.

The College was founded in 1968 by the Maronite Sisters of the Holy Family who were renowned for their teaching methods that respect the individual's right to meet their full academic potential while preserving their language and knowledge of their cultural identity. This philosophy continues to present.

Mission statement

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.

Ethos

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

Vision for Learning

Our vision for learning is to engage and empower students through a Christ-centred education that fosters holistic development and lifelong success.

Through 21st century practices, we guide students to grow as critical thinkers who navigate an ever-changing world with resilience and compassion.

Staff Attributes

- **Trust**
Trust is demonstrating reliability, integrity, and respect, thereby fostering a supportive and collaborative atmosphere where colleagues and students feel secure and valued.
- **Initiative**
Initiative involves proactively identifying opportunities for improvement while demonstrating self-motivation and problem-solving skills to enhance the growth of the College community.

- **Leadership**
Leadership involves inspiring and guiding others towards common goals, fostering collaboration, and supporting growth, while upholding the College's mission and vision.
- **Growth Mindset**
Growth mindset is the ability to develop through effort and learning, embrace challenges, seek feedback, and encourage continuous improvement in themselves and others.

Student Attributes

- **Adaptable learner** - collaborates effectively, manages their learning, and work independently, turning challenges into opportunities for growth and achievement.
- **Resilient learner** - embraces and perseveres through challenges with a positive mindset and takes ownership of their learning.
- **Thinker** - creatively engages with ideas, critically assesses them, and reflects on their learning to foster deeper understanding and innovative solutions.

Strategic Priority Areas

- Mission and Values
- Educational Excellence
- Holistic Wellbeing
- Collaboration and Community

In seeking to best deliver a challenging and engaging education to our students, the Board and Executive team at St Maroun's College are implementing a Master Plan that envisions future learning spaces for students of all learning abilities.



Outcomes and results

- Student outcomes in standardised national literacy and numeracy testing
- Post-school destinations (for Years 10, 11 or 12 only), in appropriate and broad terms such as ‘workforce’, ‘further study’, ‘unknown’
- HSC results, including a comparison of student performance relative to the state and performance trends using graphs or tables and interpretative comments
- Senior secondary outcome including:
 - percentage of Year 12 students undertaking vocational or trade training, and
 - percentage attaining a Year 12 certificate or equivalent VET qualification.

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) annual assessment for students in Years 3, 5, 7 and 9 took place in March.

The table below shows average student results at St Maroun’s College for 2024.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	416	466	443	442	441
Year 5	513	525	514	549	509
Year 7	558	566	573	560	551
Year 9	566	585	585	577	576

<div></div> Well above	<div></div> Below
<div></div> Above	<div></div> Well below
<div></div> Close to	<div></div> No comparison available

For further analysis please go to <https://www.myschool.edu.au/school/43655/naplan/results>

Record of student achievement years 10 and 11

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records the completion of Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the Higher School Certificate (HSC).

In 2024, all 53 Year 10 students received a RoSA Grade. Students who complete Year 11 receive a Preliminary Certificate which supersedes the RoSA.

Higher School Certificate Results

In 2024, 40 students from Saint Maroun's College sat for the NSW Higher School Certificate across 23 courses studied at the College and 4 course studied externally.

External courses included:

NSW School of Languages

- Arabic Continuers
- Chinese and Literature
- Portuguese Continuers
- Spanish Continuers
- Spanish Extension
- Vietnamese continuers

TVET (TAFE)

- Industrial Technology
- Hospitality
- Construction
- Electrotechnology
- Software Design and Technology

Total Cohort 2024

2024	Qualification	Number of Students	% of students
Year 12	HSC	40	93
Year 12	Record of School Achievement (RoSA)	3	7

There were 43 students in year 12 in 2024. Of the 40 students that sat the HSC, 7 were awarded VET qualifications, this is 18% of the total HSC students.

The table below shows that the majority of students achieved within the Band 5-4 bracket. There were 17 band 6s attained, with many more achieving Band 5s. Business Studies, Legal Studies and English Advanced were the strongest areas of achievement.

Course	Total Number of Students	Students with Band 6	Students with Band 5	Students with Band 4	Students with Band 3	Students with Band 2	Students with Band 1
Ancient History	9	1	4	2	2	0	0
Biology	7	0	0	6	1	0	0
Business Studies	11	2	8	1	0	0	0
Chemistry	7	1	2	0	4	0	0
Community and Family Studies	11	0	8	3	0	0	0
Economics	7	0	2	4	1	0	0
Engineering Studies	1			1			
English (Standard)	19	0	1	16	2	0	0
English (Advanced)	15	0	13	2	0	0	0
EAL/D	6	0	1	1	4	0	0
Information Processes and Technology	11	0	4	5	2	0	0
Investigation Science	5	0	3	2	0	0	0
Legal Studies	7	2	3	2	0	0	0
Mathematics Standard 2	16	0	3	6	5	1	1
Mathematics Advanced	11	2	0	5	2	0	0
Modern History	1	0	0	1	0	0	0
Personal Development, Health and Physical Education	8	2	2	2	1	1	0
Physics	1	1	0	0	0	0	0
Studies of Religion II	11	2	4	3	1	1	0
Visual Arts	6	0	5	1	0	0	0
Band Total		13	66	60	26	3	1

Extention Courses	Students	Band E4	Band E3	Band E2	Band E1
Science Extension 1	2	0	2	0	0
Mathematics Extension 1	4	2	2	0	0
Mathematics Extension 2	2	2	0	0	0
Band Total		4	4	0	0

Course- external	Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Construction	2	1	0	2	0	0	0
Electrotechnology	1	0	0	1	0	0	0
Industrial Technology	11	1	2	3	5	0	0
Software Design and Development	2	0	0	2	0	0	0
Band Total		2	2	8	5	0	0

2024 St Maroun's College HSC Mean data compared with State Mean.

Course Name	Total Students	St Marouns College E.M. Mean	State E.M. Mean	School/State Variation
Ancient History 2 unit	9	80.58	72.92	7.66
Arabic Continuers 2 unit	4	81.1	80.67	0.43
Biology 2 unit	7	74.54	73.89	0.65
Business Studies 2 unit	11	83.4	73.45	9.95
Chemistry 2 unit	7	73.03	74.33	-1.3
Community and Family Studies 2 unit	11	80.75	74.48	6.27
Economics 2 unit	7	75.09	77.35	-2.26
English Advanced 2 unit	15	82.96	82.03	0.93
English EAL/D 2 unit	6	71.33	69.68	1.65
English Standard 2 unit	19	73.94	71.4	2.54
Hospitality Examination (Kitchen Operation)	1	77.4	78.52	-1.12
Industrial Technology 2 unit	11	74.69	70.77	3.92
Information Processes and Technology 2 u	11	75.65	71.76	3.89
Investigating Science 2 unit	5	80.4	74.55	5.85
Legal Studies 2 unit	7	84.46	75.55	8.91
Mathematics Advanced 2 unit	11	72.13	78.43	-6.3
Mathematics Extension 1 2 unit	4	84.25	79.94	4.31
Mathematics Extension 2 2 unit	2	92.1	82.58	9.52
Mathematics Standard 2 2 unit	16	70.2	71.63	-1.43
Personal Development, Health and Physical	8	76.85	74.03	2.82
Physics 2 unit	1	92	73.75	18.25
Science Extension 1 unit	2	35.35	38.03	-2.68
Software Design and Development 2 unit	1	76.2	74.22	1.98
Studies of Religion II 2 unit	11	78.69	77.45	1.24
Visual Arts 2 unit	6	81.73	81.9	-0.17

Year 12 Attainment

Of the Year 12 Cohort for 2024, the majority of students have chosen to continue into tertiary education

- 36 Students enrolled into University
- 6 Students enrolled into TAFE/Apprenticeship Courses
- 1 Student has a pending University enrolment but has applied for the Australian Defence Force

Post Higher School Certificate Destination

Name of University	Boys	Girls	Total
University of Sydney	2	4	6
University of New South Wales	1	1	2
Australian Catholic University (ACU)		5	5
University of Technology Sydney (UTS)	1	2	3
Macquarie University	5	4	9
Western Sydney University	5	3	8
University of Newcastle	1		1
Notre Dame		1	1
ADF		1	
Total	15	21	36

Name of Tafe/College	Boys	Girls	Total
TAFE	4	2	6

In summary:

In 2024, the majority of students received University offers.

For the student's going to university, the majority opted for Macquarie University (9)

Other universities students opted for included Western Sydney University, University of Sydney, Australian Catholic University, University of Technology Sydney, University of New South Wales, University of Newcastle and Notre Dame University.

Many students were accepted into University on Early Offers such as Leadership Schemes, and SRS (Schools Recommendation Scheme). For the students who did not get into their first preferences they were accepted into their second or third preferences with pathways available.





Staffing

The staff at Saint Maroun’s College are committed to the Teacher Accreditation process and ongoing Professional Learning to maintain and develop teacher knowledge, skills and practices. The Australian Professional Standards for Teachers are embedded in all professional learning. All staff have access to professional learning, both at the College in the form of College Development Days and outside the College in the capacity of specialist subject and leadership workshops, which are offered by external providers including, but not limited to, Australian Independent Schools, Teacher Training Association and other specialist providers like the English, Science, HSIE Teacher’s Associations.

Professional Development Days include teacher welfare, classroom and curriculum-based support, as well as Child Protection and First Aid.

In addition, staff are given the opportunity to attend subject specific curriculum and planning days.

Professional learning and development opportunities are essential to ensure that College staff develop the knowledge and skills pertaining to their work and to improve student outcomes. Professional learning can take many forms including whole College professional development days, meetings and conferences and subject specific training.

Teacher Accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	3
Proficient Teacher	45

In 2024 the College had 48 teaching staff, 45 who were classified as Proficient Teachers and 3 teachers Provisionally Accredited working towards professional competence of Proficient Teacher.

Accreditation at Proficient Teacher

The Professional Engagement domain highlights the ability of teachers to engage in personal and collegial professional learning. As a distinct professional community within the College, beginning teachers at Saint Maroun's College participate in an induction to the College Accreditation program. This program highlights the importance of engaging and reflecting on professional development. It aims to assist teachers to translate newly acquired learning into effective classroom practice. An integral aspect of the mentoring program is for teachers to keep a professional development journal.

Maintenance of Accreditation

Maintenance Phase Professional development was validated by relevant department heads. Teachers were given opportunities to share their newly acquired skills and knowledge during K-12 staff meetings, held each term.

Highly Accomplished and Lead Teacher

These Accreditation levels are voluntary. Teachers considering a move towards these levels are encouraged to work independently and collaboratively to improve their own practice by researching and engaging in self-identified professional development opportunities.



Teaching staff participated in PDs over the course of the year. All staff are required to complete a minimum of 12 hours relevant training which is NESA accredited each year. A summary of the professional development staff attended in 2024 is provided below:

Course Title	Provider	Participants who attended
Designing HMS Unit plans workshop	Achper	1
Assessing Year 11 HMS Workshop	Achper	1
LAZSTA Science Conference	LAZSTA	1
Writing for NAPLAN	ETA	1
Writing for NAPLAN	ETA	1
Wellbeing Conference: Building Belonging Cultivating Connection	AIS NSW	1
Classroom Management Workshop	Catholic schools	1
English 3 - 6	NESA	1
Managing & Responding to E xtreme Behaviours K-6	IEU	1
Social media self defence for school leaders	Cybermarvel(NSW Ed)	1
Teaching FMS workshop	KIDDO	1
Hospitality training	AIS NSW	1
Hospitality training	AIS NSW	1
Hospitality training	AIS NSW	1
Industry Immersion	AIS NSW	1
AI Symposium	NSW Catholic Schools	1
CHCPRT026 Support the rights and safety of children and young peopleEpec	Epec Education	1
Effective Schools Series 1. Aligning staff around your shared purpose	AIS NSW	1
Professional Learning Module - Understand	Beyond Blue	1
Professional Learning Module - Inquire	Beyond Blue	1
School Governance Module 9: Reputation Risk	AIS NSW	1
School Governance Module 11: Financial Governance Part 1	AIS NSW	1
School Governance Module 11: Financial Governance Part 2	AIS NSW	1
School Governance Module 14: Not-for-Profit Status	AIS NSW	1
Autism: Differentiating the Curriculum	TTA	1
Studying a text in English K - 6	AIS NSW	1
Round Table Discussion Secondary Education	NSW Teachers Guild	1
Determining the HSC mark: Assessment, Moderation and Standards Setting	NESA	1
LR Bus Drivers Course	Core Driving School	1

Course Title	Provider	Participants who attended
CAA Industry Update	CAA	1
TVET Update	TAFE NSW	1
University Update	CAA	1
Macquarie University Early Entry Program	Macquarie	1
Camp Program Preparation	NSW Department of Sport and Rec	3
Welfare Program Discussion (Ongoing throughout T1/T2 with providers)	Wellio/Parachute	3
Jacaranda Expert Panel Webinar: Collaborative Investigations and Depth Studies in HMS	Jacaranda	1
Health and Movement Science 11-12	NESA Learning	1
Implementing Grow Your Mind	Grow Your Mind	1
Managing Difficult Conversations in K-6 Schools	IEU	2
Dealing with argumentative behaviour	TTA	1
Interpersonal skills for life and work	TTA	1
Key Elements for School Wellbeing Programs	TTA	1
Macq Lit Reading Intervention - Day 1	MultiLit	1
Macq Lit Reading Intervention - Day 2	MultiLit	1
Understanding violence, antisocial and extremist behaviour	CSNSW	1
Primary Education: Developmental Coordination Disorder/Dyspraxia	TTA	1
2024 Stage 6 English Syllabus Analysis	ETA	1
2024 Stage 6 English Syllabus Analysis	ETA	1
English Teachers Conference	ETA	1
English Teachers Conference	ETA	1
Swimming Team Manager Lite Course	Sydney Catholic Schools	1
Child Protection Training	Catholic Employment Relations	All staff
Workplace Behaviours for Schools	Catholic Employment Relations	All staff
Provide First Aid, Provide basic emergency life support, Provide cardiopulmonary resuscitation.	Allens Training	All staff

Workforce Composition

Saint Maroun’s College employed a total of 62 staff in 2024. Non-teaching staff were employed in various capacities including Information Technology Manager, College Psychologist, College Payroll Officer, Admin staff and Business Manager.

Workforce Composition	Primary only	Secondary only	Primary & Secondary	Head count	FTE
Total Teaching Staff	16	25	8	49	45.8
Total non-teaching staff	2	1	10	13	8.7

The College did not employ any Aboriginal and Torres Strait Islander people during 2024.





Attendance

In August 2024 there were 569 students enrolled at Marouns College. The number of girls and boys (as of Census date) is identified in the table below which indicates a higher number of boys compared to girls enrolled.

Stage	1			2		3		4		5		6		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Girls	21	18	18	12	19	20	21	22	16	32	28	20	22	269
Boys	22	18	23	17	34	20	23	18	26	26	25	27	21	300
TOTAL	43	36	41	29	53	40	44	40	42	58	53	47	43	569

The majority of the students at the College attend from Kindergarten to Year 12. There are also new enrolments from other schools and overseas (mainly Lebanon and Vietnam) in to both the Primary and Secondary.

The majority of students are Maronite Catholics with Lebanese heritage, other religions include, Orthodox, Melkite and Roman Catholic. Other cultural backgrounds include Greek, Vietnamese, Chinese, Spanish, Australian etc.

The College draws its enrolments predominantly from Dulwich Hill, Marrickville, Petersham and Earlwood.

International Department

Full Fee International Students

In 2024, Saint Maroun's College continues to provide educational services to overseas students with a Student Visa 500, utilising the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) provider number, 03814D. A total of 33 students were enrolled across Kindergarten to Year 12 predominantly from China, Vietnam, Korea, Russia and Thailand. A total of 1 full-time EAL/D teacher was employed to support the students in developing English proficiency.

Year	2017	2018	2019	2020	2021	2022	2023	2024
Total Students Enrolled	34	39	38	42	33	26	33	33

Student Attendance

Year Level	Attendance Rate
Kindergarten	94%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	91%
Year 5	92%
Year 6	91%
Year 7	92%
Year 8	92%
Year 9	86%
Year 10	90%
Year 11	91%
Year 12	92%
Total College	91.87%

Management of Non-Attendance

Non-attendance at school can occur for a range of reasons including:

- The student is unwell.
- The Executive Principal has asked that the student remain home due to a communicable disease.
- The student is absent with a valid reason in the opinion of the Executive Principal.
- The student is absent without a valid reason in the opinion of the Executive Principal but with parent or carer consent.
- The student is absent with parent or carer consent.

All non-attendance by students is viewed as critical when it begins to impact on the learning, health and wellbeing outcomes of students. This includes both explained and unexplained absences. As such, the College has protocols in place to investigate and assess concerns for ongoing absences, unexplained absences, and punctuality.

Early intervention of students who are developing patterns of poor attendance and punctuality; reduces the risk of escalation in later years.

School Attendance Legal Actions

The College will be following the "School Attendance Legal Action Guidelines."

Where there are issues of non-attendance, parents will be notified by the school in writing. Failure to resolve these issues at the local level will result in the matter being forwarded to the AIS who is the College's notification authority. This will be done through the 'Notification form for unresolved breaches of attendance.' Referrals to AISNSW will be submitted to DEC.





College Policies

Link to the college's publicly available policies for child protection, anti-bullying, discipline, managing complaints and enrolment.

The following school policies are publicly available on the college website

- Enrolment policy
- Child protection policy
- Anti-bullying policy
- Discipline policy
- Complaints policy

This is the link to these policies on the college website:

<https://www.stmarouns.nsw.edu.au/about/policies>





Stakeholder Satisfaction

The College undertakes a bi-annual Tell Them From Me Survey (TTFM) to garner levels of parent, teacher and student satisfaction, data was sourced in 2023 and we will continue to source data in 2025. The college will use this to guide their strategic planning and goals.

In 2024 the College used informal feedback from its stakeholders to monitor overall satisfaction. Staff gave feedback through staff meetings, parents through the PA events and students through the student representative council members directly to executive staff.

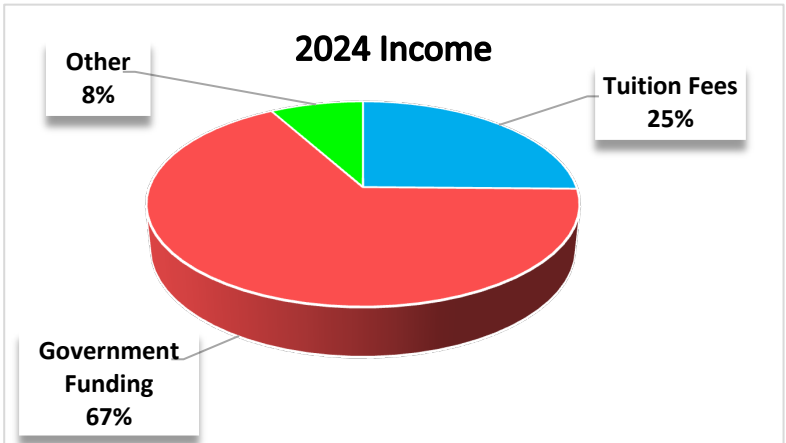
Being a small college, there is a low turnover of staff, with the majority of staff at the college for over 10 years. This reflects the high level of staff satisfaction. Parents and students continue to praise College practises, this is evident in the schools growing student numbers.



Summary of financial information 2024

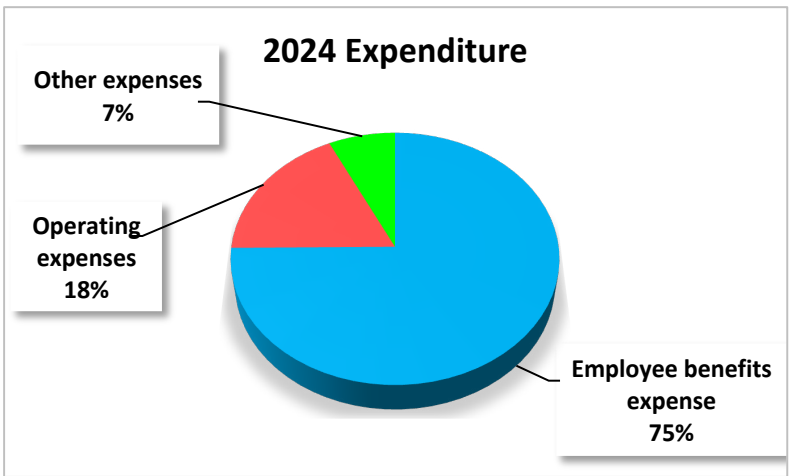
INCOME

The College derived its income from the following sources during 2024:



EXPENDITURE

The category of expenditure items for 2024 were:





St Maroun's College

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CRICOS: 03814D