College Contact Information

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Registered School Number: 1634

Attestation: Minimum Standards & Accountability
We, Rita Grima and Raymond Pisani attest that Marian College Sunshine West is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Vision and Mission

At Marian we take seriously our responsibility to provide the best learning environment for our students. This is best exemplified through our Vision Statement:

Marian College:
A Community growing in Faith and Love
• Serving Others
  • Striving to Achieve
  • Thinking for the Future

Our Mission statement also calls us to be true to our traditions, culture and future.

Mission Statement:

As our Community faithfully continues the journey of the Brigidine Sisters, immersed in the teachings of the Gospels and living the Core Values with strength and kindness, Marian College will:

• Establish an environment that capitalises on our natural tendency for learning and use exemplary teaching practice so that all students can learn effectively and with a sense of purpose.
• Respect and promote the uniqueness of each individual and provide opportunities for all to navigate their own path in life, realise their potential, and contribute to the growth of the community.
• Celebrate effort and excellence, both personal and communal, in order to enhance the capacity for growth and learning.
• Assert that justice requires a radical discomfort about the suffering of others and work to be an agent for change.
• As a custodian of our Earth, confirm our faith in the future through careful stewardship that models and promotes a responsible and restrained use of resources.
• Acknowledge our strengths and our common humanity by celebrating diversity.

All our actions and activities over 2014 are evaluated through our Vision and Mission Statements. Moreover, all developments and changes are reflected in the Brigidine Core Values. All members of our school community have a responsibility to uphold the traditions on which this College has been established and the Core Values measure the integrity of all developments at Marian. The Brigidine tradition places great emphasis on protecting and valuing the dignity of each individual and hence, at Marian, we have the same outlook. We are here to serve the needs of all students in the most comprehensive and all inclusive manner.
Marian College is a multi-cultural community that celebrates the strength which comes from diversity. The Brigidine Core Values, based on the gospel teachings of Jesus, inform our work in all areas of school life. All of our programs are provided within a very affordable fee structure, which is kept deliberately low to ensure families wishing to access a high quality, Catholic Education are able to do so within their local community. The College has embarked on a building program in keeping with a visionary master plan that provides for new or refurbished learning and teaching facilities well into the future.

Curriculum
The comprehensive curriculum offered from Years 7 – 10 provides students with a broad knowledge base. In addition to literacy and numeracy programs the curriculum includes an instrumental music program for all Year 7 students, Year level camps for all students in Year 7 & 9 and a broad-ranging elective program in Years 9 & 10. Comprehensive options at the Senior School allow students to develop individualised VCE, VET and VCAL programs. The College has a strong commitment to digital technologies. All students at the College have a notebook laptop for their personal use and wide-spread access to technology is available across the school for all students.

Co-Curricular
An extensive co-curricular program offers choice for students to extend their learning in a variety of areas. Sport, Performing and Visual Arts programs sit alongside Social Justice programs, debating and public speaking teams, Science Club and LOTE Club. Students are encouraged to broaden their learning horizon through active participation in the Co-Curricular program.

Healthy Bodies
The development of an extensive Outdoor and Environmental Education Program at Years 10, 11 and 12 is supported by core Health and Physical Education classes in Years 7 to 10. The camping experience offered at Year 7 and Year 9 encourages young women to participate in a range of unfamiliar and challenging activities. Intra- and Inter-school sporting activities are a highlight of the sporting program.

Community Engagement
Students at Marian College are encouraged to contribute to community development within the school and in the broader community. Social Justice Groups are active and mirror the commitment to social action characteristic of the Brigidine Sisters. Students participate in nursing home visits, contribute to homework clubs and volunteer their time with soup vans. Student leaders contribute their voices to shaping the development of the College.

Student Wellbeing
Pastoral Care is the responsibility of each member of the school community. Students participate in a formal Pastoral Care program addressing the particular needs of the cohort and the year level. Strong transition processes support students new to the College at all year levels. A Peer Support program for Year 7 students builds connections with older students and is an opportunity for leadership development. As an accredited Restorative Practices School the College continually reviews processes for student behaviour management to provide for effective learning environments and to focus on building positive relationships.
Co-Principals’ Report

Our College theme, ‘Be the change you wish to see in the world’ is attributed to Mahatma Gandhi, Indian independence leader and advocate of nonviolence. Many times it is much easier to quote the theme rather than find ways to give witness to its true meaning. So why choose this theme and have there been elements of successfully living it throughout 2014. A number of points need to be considered if you want to see and be change.

Firstly, identify the change that needs to happen and how it may be initiated. Secondly, look for ways to ensure that the change becomes a community activity and invite others to take part in something important and special. Thirdly, it is important to imagine what the end result may be and try to make it happen now using your beliefs and values as the cornerstone of your actions. Fourthly, be proactive. Do not wait to be asked to take a stand on issues that affect the community, society or the world. Be clear about what you want for yourself as an individual and what is important in your duty to the community. To summarise, to be the change means to want, choose and commit your actions to do the right thing.

What are some ways you are being the change you wish to see? How might you begin that today? Why are some of your inspirations? Are you inspired by a woman named Rosa Parks who grew up as an African American in the racist world of Southern United States? Back in the 1950’s on bus journeys African American people sat in their own section segregated from white people. If the white section got filled then the next row of African American people were forced to stand up. On December 1st 1955, after a long day at work, Rosa was travelling home on the bus and after a short while the driver demanded that she stand up and give her seat to a white person. Rosa refused and she was arrested and fined. She later said: “I only knew, as I was being arrested, that it was the very last time that I would ever ride in humiliation of this kind.” From this action the African American community galvanised and the civil rights movement was born. After Rosa’s arrest the community distributed a pamphlet asking all African American people to not ride the buses on the next Monday. In fact they did not ride the buses for 381 days and, as their community represented 66% of customers, the bus company nearly went bankrupt. The city backed down and the segregation laws were cancelled.

Perhaps you may be inspired by the story of Kenyan woman Wangari Maathai. In her early years Wangari was very lucky. She was a determined girl who, supported by her mother, received a full high school education, and then a scholarship to study in America. She returned to Nairobi with a Master’s Degree in Biological Sciences and after further study she became the first East African woman to receive a PhD. After becoming Head of a Department at the University of Nairobi she found that women were not being treated equally and fairly compared to men. So her activist journey began and she was successful in gaining support from other women. Whilst she was able to change many policies her most important achievement was addressing her country’s record of environmental degradation. In the 50 years from 1950, Kenya had lost 90% of its forests. Wangari had a vision that replenishing the forests will assist poor rural people with work. She was instrumental in the creation of the Kenyan Green Belt Movement, a tree planting strategy where thousands of seedlings were planted in long rows, stopping soil erosion, retaining water in the soil, and creating animal habitats. Women who found native seeds and grew seedlings which were then planted elsewhere in the country were paid for their efforts. The Green Belt movement has planted over 40 million trees and trained over 30,000 women in forestry, beekeeping and food processing. However, Wangari angered many people in power and in fact she survived an assassination attempt and was arrested many times whilst she led peaceful protests for democratic reform. She outlasted her opponents and in time was elected to the Kenyan Parliament. She was awarded the Nobel Peace Prize in 2004 for her contribution to sustainable development, democracy and peace. Wangari Maathai showed that economic development and environmental sustainability can co-exist in a powerful way.

Finally, you may be inspired by the singer Katy Perri who had to fight to get to where she is today. She was dropped by her record label and had to audition to get another chance with Capital Music. Those who know her say that she is the hardest working woman in music and is the only musician ever who has had 6 number one songs on the same album. Some say that she is a bit quirky and when you hear her music it seems that she is trying to be role model for people like her. Through songs like ‘Firework’ and ‘Roar’ she is speaking to young people who feel that they do not fit in, or those who are bullied, or those who are put down and told they have no future. She is telling them that they all have a place, all have greatness within them and to be unafraid to be who they want to be. As we know, this message is an important one in this day and age.

These women knew the change that they wanted to see in the world and they engineered global community support for their cause. They all knew what the fruits of their struggle would be and did not waste any time to initiate action. Although initiatives at Marian may not be to the same grand scale, we can witness similar approaches within our school community. The Justice and Democracy Group and The Marian Leos set goals and strategies to identify issues and possible actions to achieve community awareness and support of those in need. Most importantly they ensure that the community is made aware of all their activities and events and they encourage others to get involved. One of the measures of student understanding in a school cause is whether it promotes ongoing involvement after secondary school. The fact that a number of ex-Marian Leo members have formed the local Brimbank Leos club is testimony to their determination to make an ongoing and lasting difference. The wider community has already benefitted from the work of this new club.

Similarly the VCAL students promoted and encouraged the school community to think sustainability and cultural diversity in one of their Personal Development Skills projects. Through their “Scrap Walk” second hand fashion show they collected recycled clothes which were later donated to St. Vincent de Paul. The task promoted teamwork and independent research, while students’ skills were utilised in order to make the collaboration meaningful. The Fashion Show showcased the talents of VCAL students, and motivated the whole school to support the project. Their goals were met very successfully and the Fashion Parade demonstrated the deep trust and respect within the student body, indicators of a respectful and inclusive student group at the College.

And finally, over the course of the year many students were recognised for their participation and involvement in the academic life of the school. These students are also examples of young people with a vision for achievement within a community framework. It is quite significant that our students showcase the balance between academic achievement and giving witness to the Brigidine Core Values. Students, through their energy, participation, and dedication, embody the positive qualities of any change process. That is, they strive for growth, improvement and making their environment better through their presence and action. They commit to the adage “if it’s to be, it’s up to me.”

To be the change you wish to see in the world can be summarised in three words:

**Vision, Decision, Action**

Another inspirational young woman we know as Malala, who spoke up in her homeland and across the globe in support of education for girls, addressed the United Nations in 2013 and stated:

The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born.

Seeing the change you want to see happen takes much effort of wanting, choosing, and committing actions to stand for what is right. We are fortunate to see this positive approach to life in so many areas of our Marian Community.

*A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future*
Marian College is conducted by Kildare Ministries which has responsibility for ten Catholic secondary colleges. As the authority in civil and canon law for Marian College, Kildare Ministries is active in the sponsorship and governance of the school. Kildare Ministries holds reserve powers that include appointment of Principals, a need for schools to seek approval for capital borrowings and a requirement for approval for significant change in educational direction. Such responsibilities are exercised through the promotion of a series of core values which state:

In Brigidine Education we will:

Be faithful
  to our Catholic heritage
Welcome
  all people, especially the most vulnerable
Celebrate
  all that is good with joy and gratitude
Engender
  a love of learning, hope and
    a sense of purpose
Image and practise
  justice and service

This statement of core values informs policies and guidelines that are developed across each of the Kildare Ministries secondary colleges. In addition, there is a strong sense of networking between the schools through such means as the provision of professional development opportunities for staff, through regular meetings of their Principals and through active involvement in local Stewardship Councils.

Kildare Ministries’ schools are student focused. The Brigidine Sisters have built a strong foundation that provides the basis for the quality teaching and learning programs in each of the Kildare Ministries Schools, the focus that exists on student and staff wellbeing, and the careful stewarding of physical and financial resources that have been built up over many years.
The Marian College Stewardship Council is part of the governance structures of Kildare Ministries, the new Church body entrusted with the oversight of various education and community works, in the tradition of the Brigidine Sisters and the Presentation Sisters. The Stewardship Council acts as an advisory council and over the year has the opportunity to hear about and contribute to the work of the College in various areas of school life based on the School Improvement Plan and the Annual Implementation Plan. This year topics under discussion have included:

- Celebrating the excellent VCE results and post-school destination data of the 2013 cohort of students and discussing school plans for further improving outcomes for senior students
- Learning and Teaching initiatives and the new Leadership Structure supporting innovation in Learning and Teaching
- Occupational Health and Safety
- Outcomes of the Pastoral Wellbeing and Stewardship of Resources Review
- Work on ratifying College Policies and offering advice for improvements and future directions

I take this opportunity, on behalf of all members of the Council, to congratulate the staff of Marian College for the exemplary educational programs they offer and for the care and support extended to all students and their families. The College continues to provide a high quality Catholic education for young women from the western suburbs of Melbourne.

Gerard Broadfoot - Chairperson Stewardship Council

Board Members
‘Be the difference you wish to see in the world’.
Gandhi wrote these words at a time when India was going through some quite difficult times; lack of rights, injustice and poverty. At Marian College we have encouraged the students to not just discuss justice issues but act on them. To be the difference, to step out and help, regardless of the situation, will help in their own understanding of the world. “In order to bring about positive change in the world we need not only engagement with the outer world, but also engagement within our inner world. If we want to see greater awareness in the world, we have to cultivate awareness. If we want to see greater harmony and less strife we need to learn to become more adept at handling our emotions and learn to respond to frustrations with more patience and kindness than we do at present.” (Gandhi)

As educators we are always attempting to find ways for students to engage with the world in a holistic manner. It isn’t just about the academic; we aim to educate the whole person with the philosophy of this College, of St Brigid, Bishop Daniel Delany and the Brigidine Order.

Liturgies
Prayer is an important component of our Catholic Identity and is a part of every day in pastoral care and Religious Education classes. However, we also have the opportunity to celebrate as a College community, to show appreciation for the things we have in this world. These liturgies are presented by the Liturgy Group who support the preparation and participation of the liturgies.

The year began with the Commencement Liturgy celebrated by Bishop Vincent Long. In his homily he emphasised the empowering actions of the Spirit of God. His Homily focussed on the students and their learning in the context of Australia; opportunities available here but not necessarily in all countries.

2014 has also witnessed a cohesive effort for the choir who organised and rehearsed with the support of Ms Mari Eleanor, Ms Jenny Tawa and Mr Michael Cooper. Brigidine Celebration Day showcased their gifts and talents and created the context to fully celebrate this special occasion.

We had the privilege of having Sr. Catherine Kelly share her insights about the Brigidine Order and their justice works.

The Year 12 Graduation was held at Mary MacKillop Church in Keilor with the Gospel singers participating throughout the liturgy, it was a wonderful experience creating a prayerful and inspirational experience for our Year 12 students of 2014.
Retreat and Reflection Days
Time is allocated throughout the year to allow students time to reflect on themselves and their experiences. For the Year 7-11 students it is a one day experience that develops from their current needs; from the establishment of an understanding of Brigidine, to Social Justice actions. All these draw the student into a deeper understanding of the context of Marian College and it ethos ‘strength and kindness’.

For the year 12 students it was a two day retreat at Anglesea. There was time to contemplate their past, present and future. “I know well the plans I have in mind for you, says God, plans for your welfare, not for woe! Plans to give you, a future full of hope.” (Jeremiah 29:1). It was a wonderful experience for both Staff and students.

Justice in Action
After a presentation from Sr. Brigid Arthur some of the students in the Senior School elected to visit the Broadmeadows Detention Centre. It has provided the opportunity for students to meet the asylum seekers and talk with them about their experiences. The experiences of these people leaving their country with a hope for a new start in life; the risks, the suffering and hardship of the journey. A journey that isn’t over as they wait desperately hoping they will receive refugee status, a wait that can go on for years. The deep sadness and despair is hard to see in a mother’s eyes who waits in limbo for the piece of paper that never comes.

It is important to thank the Pastoral teams, staff and students for their involvement in all of the Masses, Reflection Days and social awareness activities held throughout the year. In the words of Bishop Daniel Delany “From every seed sown and cultivated by love we shall be sure to reap a harvest.”

Education in Faith (continued)

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future
Value Added

In summary, there are many activities and programs that are organised at Marian College that have a positive effect on the wellbeing and achievements of students and the school community. The following list demonstrates the many varied and rich curricular and extra-curricular activities that occur at the school.

These include:
• College Liturgies, Retreats, Prayer Services
• Homework Club
• Pastoral Care Programs at each year level
• Peer Support for year 7 students with year 10 student leaders
• The Justice and Democracy Forum, The Leos Club, St. Vincent de Paul Group
• Design Education Exhibition
• School Camps, Excursions
• LOTE Week, Science Week, Book Week
• Cultural Diversity Week
• Japanese Cultural Exchange
• Year 10 Social, Year 12 Graduation
• Central Australia Trip
• Awards Night
• College Assemblies
• Student and Family Wellbeing Support, 1.6 FTE Counsellors, 0.4 FTE Psychologist
• Interschool Sport, Interhouse Sports
• Sudanese Family Support, Vietnamese Family Support
• Music Programs, School Rock Band, School Choir, College Music Nights
• Work Experience Program
• Special Interest Clubs eg Science Club, Environmental Club, Art Club, Bike Club
• Brigidine Celebration Day combined with Make A Difference Day
• 1:1 Laptop program and BYOD program at year 11 and 12
• Student Leadership Programs
• Transition Process
• Guest Speakers
• Parent Education Program
• Community Service Program
2014 was another busy year for the staff at Marian College. Our continued focus has been to align all projects to support and facilitate teacher effectiveness. Keeping this goal in mind, professional learning at Marian College has been characterised by relevant team projects, collaboration promoted by active involvement in the design, practice and evaluation of learning to improve the effectiveness of teacher pedagogy.

2014 saw the entire staff undertake an evidence based teacher appraisal process. This framework provided staff with an opportunity to evaluate their performance in the classroom by using data to identify areas of strength and areas for further improvement and consolidation. The process also offered school leadership the opportunity to affirm and acknowledge good practice and to work collaboratively with individual staff members to develop their Professional Learning Plans. This process was supported throughout the year by Kaye Fletcher and Robyn Barrat from the Australian Centre for Effective Partnerships (ACEP). Kaye and Robyn worked regularly with all teaching staff on setting professional learning goals, incorporating teacher observations, giving and receiving feedback and the use of student work samples to reflect on teacher practice.

The Professional Action Learning teams continued their work on targeted projects to improve the teaching and learning outcomes for all students and continue the professional dialogue between staff about pedagogy. Staff used team teaching, classroom observations, student and teacher surveys and annotated student work samples as data and this information gave staff the opportunity to propose and implement strategies for further program development.

Professional learning over the year saw staff take part in targeted professional learning modules which ran over a number of afternoon sessions. In term two priority was given to specific OHS training undertaken by relevant staff, namely the anaphylaxis and mandatory reporting modules, Warden training, and First Aid and CPR updates. In terms three and four the focus was on faculty planning and development centred on the Effective Learning and Teaching Statement incorporating the design and development of units of work, use of formative and summative assessment tasks and progress to date towards the Annual Implementation Plan.

Many key leadership groups also had an opportunity to take part in formation. The Year Level Leaders and Learning Leaders took this up during the first part of the year, which enabled these newly appointed leaders to work collaboratively on the vision for the team and their role within the College. This is an integral part of the development of each individual leader and their team and an aspect that the College values immensely.

This year the first day of our annual Staff Seminar was held at the College. We had the pleasure of securing Anna Bennet who facilitated a session for the teaching staff on personalised learning. Teaching staff were given the opportunity to revisit key themes of personalisation, that being: learners are central, ICT as a key enabler and communities of collaboration. Staff spent time learning and investigating key strategies to employ in the classroom as part of the learning and teaching program. Chris Sage facilitated a session with support staff who spent the morning reflecting on their own personal journey through a workshop on journal making. Staff spent the afternoon taking part in various ICT workshop sessions.

The second day of our annual Staff Seminar saw the College host Dr Amy-Jill Levine alongside staff from St. Aloysius College, Catholic Regional College Melton, St. Paul’s Primary School and The Academy of Mary Immaculate. Dr Levine’s session was both insightful and extremely informative in understanding Jesus in his Jewish context. A great thank you to all staff who contributed to the planning and delivery of the two days.

The staff members at Marian College are always willing to reflect upon their own practice, develop professional competencies, engage in professional discussion through sharing skills and knowledge and develop innovative curriculum. These characteristics are an integral part of what a professional learning community looks like and one that the College aspires too.
Teaching Staff Attendance

The figures represent the teaching staff attendance rate per staff member who was employed at the school on the last day of term 4. Staff on any type of leave during the year have been counted as not being in attendance during that leave. This includes staff on long service leave, leave without pay and maternity leave.

The Marian College staff are to be congratulated for their commitment to providing a Learning and Teaching program that is comprehensive and caters for the many individual needs of our students. All staff have been involved in organising and participating in a myriad of academic, cultural, sporting and wellbeing activities. The staff commit their time and effort to the overall development of each student and work in partnership with the College community to provide future pathways for all.

Staff Retention
The proportion of teaching staff retained in 2014 from the previous year was 90.63%. It should be noted that the calculation of this figure is affected by staff not retained if they had been employed to take the place of teachers who would be returning to teaching duties the next year.

Teachers and ancillary staff transfer from school to school for a variety of reasons, both professional and personal. All staff at the College should be endeavouring to further themselves in their own career path. The College realises that staff may leave to enhance their own prospects for promotion. Similarly, the College seeks to employ new staff who will add particular expertise, creativity in a preferred area or overall educational leadership.

Teacher Qualifications
Marian College is proud to acknowledge the diversity amongst the teaching staff and their commitment to lifelong learning. Our staff members have attained a variety of qualifications and this assists us to deliver specific programs for our students. The following table describes the aggregate qualifications for the staff employed at Marian College.

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>25.40%</td>
</tr>
<tr>
<td>Graduate</td>
<td>38.10%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>6.35%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>88.89%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>26.98%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Staff Composition
The following table illustrates the composition of the teaching and non-teaching staff at Marian College over 2014. The College provides employment for a wide range of roles, skills and talents as seen by the number of full-time equivalent staff.

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<table>
<thead>
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<tbody>
<tr>
<td>Principal class</td>
<td>2</td>
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<tr>
<td>Teaching staff (head count)</td>
<td>63</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>58.7</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>40</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>28.2</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
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</tbody>
</table>

Expenditure and Staff Participation in Professional Learning
Professional Learning is an important ingredient in overall school improvement and all staff are expected to model the Brigidine Core Value of a ‘love of learning.’ Consequently staff members at Marian are committed to the growth of their own professional knowledge and practice and they take part in formal and informal activities that strengthen the learning and teaching capacity at the school. At Marian we acknowledge that all who are employed by the school share in the duty of educating our students. Consequently, in 2014, opportunities were offered to all staff to participate in professional development. In total, approximately $123,395 was committed to professional learning, shared between 102 teaching staff member, resulting in an average spending of $1210 per staff member.

Some of the major areas that were targeted for professional learning included:

ADMINISTRATION
- Briefing - Nationally Consistent Collection of Data
- Bus Licence
- Mapping - Planning Profiles Training
- Marian College Professional Development Day - Warden Training
- Ongoing VCE Exam Conduct and Administration Briefings
- Privacy Seminar
- Professional Telephone Techniques
- Schools Law Conference
- Set Up of New PA system
- Union Representative training
- VASS Introduction
- VCSSPDA - Deputy Principal Professional Learning Session

FAITH
- A Fire on the Earth - How music helps the message!
- Biblical Reflection Day
- Dimensions of Judaism as a Religious Tradition
- Formation of the Teacher
- Induction - New Staff to Brigidine Schools
- Religious Education Coordinators Conference
- Retreat Day for heads of RE Department
- Sending Fire on the Earth: Youth: Faith and Spirituality

LEARNING AND TEACHING
- School Improvement Secondary Mathematics
- A practical guide for differentiating Learning
- ACHPER Conference - Health Outdoor sport and Physical Education
- AGIDEAS
- AusVELS in Catholic Secondary Schools Briefing
- Beginning Teachers Workshop
- Brain-Based Learning
- Building Community Through Reading
- Digital Learning Conference
- CEO Western Region Curriculum Leaders Forum
- Classroom Observation
- Creative Connections & Community Arts = Learning Communities
- Curriculum Literacies Network
- David Attenborough Science Presentation
- Developing and Differentiating Curriculum for High Achievers
- Differentiation in English
- Discovering National Treasures
- Education for Sustainability
- Effective strategies for Engaging Reluctant Learners
Professional Engagement (continued)

LEADERSHIP
CEOM Leadership Conference
Dealing with Difficult People
Emerging Leaders Program 2014
People Management Skills
Essential Leadership skills
Leadership skills for Co-ordinators Professional Learning Coordinators Network (7 - 12)

PATHWAYS
ATIP Documentation Day
Australian Culinary Challenge
Brimbank VET cluster VET Coordinators meeting
Career Advisers Day
Career Development Conference
Careers Practitioner Contact Day
Environmental Project Management (Cert III in Carbon Management)
Hair Expo
Induction to being State Reviewer
New Teachers to IVET
Observation of a Careers Practitioner
VOTES - ATIP VET Documentation Forum
VTAC BRIEFING

WELLBEING
Cystic Fibrosis Teachers Seminar Advanced First Aid
Discovering Positive Education
Successful School Transition
Effectively Managing and Supporting very difficult students
Effectively working with non-funded students with special needs
First Aid Level 2
First Aid Training
How to deal effectively with difficult kids
Marian College Counselling Department Formation Day
Refugee Education Support Program Workshop
Seasons Program - Loss & Grief Program
The Pursuit of Happiness: Real life and Resilience
Working with children and adolescents who have experienced trauma

Effectively Embedding feedback into the Learning and Teaching Program
Exploration of Maker Spacers/Visit to Docklands Library
Filex Fitness Conference
Highly Effective Feedback and Assessment Strategies
How to effectively teach advanced writing skills
Making sense of Newton's Laws
Jewellery from sublimation: printed metal
Learning and Teaching Network: Western Region
Learning in a connected world
Marian College Professional Development Day – ICT
Mathematics: Expert Teaching 5-8
Mathematics Association of Victoria SAC Evening
Modelling Electricity
Physics Teachers Conference
Practical Comprehension strategies for the ESL/EAL learner
Preparing for Year 12 English in 2015
Raw Artists
School Assessed Coursework Workshop / Meet the Examiners
School Assessed Task information VCE - Food and Technology
Secondary Geography Conference
Setting Up Differentiated and Brain-Friendly Classrooms
Severe Language Disorder
Staff Seminar Day - Marian College - Personalised Learning
Studio Arts Assessment Planning and Learning
Success for students with Dyslexia
Teacher Toolkit Health and Human Development
Teaching advanced writing skills
Teaching English Grammar and Vocabulary for Writing and Reading
Teaching Girls with Asperger Syndrome
Teaching English as an Additional Language Project
Thinking in the Australian Curriculum
Thinking in today’s classrooms
Towards Year 12 English
Understanding Intellectual Disability
Unit 2 and 4 Visual Communication and Design
VATE English Context 2014
VCAA VET Hospitality Exam Writing
VCAL PDS Quality Assurance - Stage 1
VCE Biology Conference
VCE Legal Studies Unit 2
VCE Music Teachers Conference
Victorian Stories of the First World War
Writers Gathering 2014
Learning and Teaching

Education at Marian College aims to equip our young women with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of the future. In the 21st century Australia’s capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Marian College aims to share this responsibility with students, parents, carers, families, the community, business and other education and training providers.

Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever. Skilled jobs now dominate jobs growth and people with university or vocational education and training qualifications fare much better in the employment market than early school leavers. To maximise their opportunities for healthy, productive and rewarding futures, Australia’s young people must be encouraged not only to complete secondary education, but also to proceed into further training or education.

Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT. We are proud of our e-Learning vision which has seen the development of a 1:1 laptop program supported by a strong wireless network. The College also has every learning space digitally ready with digital projectors, screens, speakers and wireless internet access. Our resource list from year 7 to 12 now has 90% of the resources available as digital e-resources. Underpinned by our new Learning Management System, SEQTA, the College celebrates cutting edge technology and facilities to make the contemporary “blended learning” teaching model a reality for our students.

Contemporary research has identified the foundation of a successful education system in the 21st century as one that embraces an approach to personalised learning. Personalising learning means, in practical terms, focusing in a more structured way, on each child’s learning in order to enhance progress, achievement and participation. All children and young people have the right to receive support and challenge, tailored to their needs, interests and abilities. This demands active commitment from students, responsiveness from teachers and engagement from parents.

A key enabler of personalised learning is Technology. “Personalising learning and teaching means taking a highly structured and responsible approach to each child’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging students – and their parents, as partners in learning”. A Vision for Teaching and Learning in 2020 (Department of Education and Skills – 2006). Marian College continues to improve student outcomes by the personalised learning approach it has always taken to learning. This means the curriculum that is delivered provides students with the opportunity to enter and exit at a level that suits their individual learning styles, ability and interests. In 2014 the College has invested a considerable amount of time in supporting teachers to develop skills that allow them to modify the learning to cater for all ends of the educational spectrum. Each classroom provides a challenging and stimulating environment for all students to be successful in their learning and therefore caters to the individual needs of the student.
The College has also continued its work to have a greater understanding of how students learn. This means that teachers use their skills and knowledge to engage students in a partnership role that facilitates creative and critical thinking and taking safe risks to manage change.

At Marian we are always looking for ways to improve the capacity for parents to be partners in their daughter’s learning. This year, we have encouraged parents to be more involved in the College through specific parent information evenings and providing study guides to parents whose daughters are in their senior years of schooling.

Finally, the students need to see value in what they are doing. Ongoing review, feedback and evaluation of the curriculum at Marian College is a vital step in maintaining interest and relevancy. A professional learning community is embedded in the culture at Marian where teachers work collaboratively to develop a learning environment to engage our students for learning. This means that we are setting tasks that enable students to think beyond a search engine. We encourage critical and creative thinking where students are not going to find the answer in one or two locations but rather draw together a range of resources and discern the information themselves in order to reach a conclusion.

All of this work is ongoing and we look forward to the work we have to do together at Marian College and we take this opportunity to thank a special group of people for getting us to where we are today. The College’s Leadership Team, Teaching and Learning Team and the Learning Leaders Team collectively make major decisions regarding the curriculum and pedagogical direction – we thank them for the robust conversations we have on a regular basis working towards the common goal of embedding a culture of performance and development at Marian College. Marian College is truly a vibrant community of learning.
Student Attendance

Attendance at school is an important determinant in the progress of any student. As well as developing learning strategies, attendance helps children to develop social skills such as friendship building, teamwork, communication skills and healthy self-esteem. By regularly missing days of school, students are at risk of missing out on key learning activities and may experience long term difficulties with their learning. Student attendance for 2014 at Marian College is indicated in the table below.

<table>
<thead>
<tr>
<th>Average student attendance rate by year level</th>
<th>Year 7</th>
<th>95.66</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 8</td>
<td>95.95</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>94.92</td>
</tr>
<tr>
<td></td>
<td>Year 10</td>
<td>94.44</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td></td>
<td>95.24</td>
</tr>
</tbody>
</table>

The College has clear procedures for following up attendance issues. The use of SMS contact with parents when students are absent is supported by phone calls to families when students have been absent for 2 or more days. Notes and medical certificates are required to explain absences and unresolved absences are followed through by the Year Level Leader. Explained and unexplained absences are closely monitored and Homeroom Teachers and Year Level Leaders will work closely with families when absences form a pattern or point to underlying issues and concerns. The minimum attendance requirement for VCE and VCAL students is 90% and this is closely monitored by staff to ensure that attendance issues do not contribute to unsatisfactory unit results.

Proportion of Students meeting national benchmarks at Years 7 and 9

Marian College students participate in the NAPLAN (National Assessment Program Literacy and Numeracy) tests conducted by the VCAA in Year 7 and 9. The 2014 Year 7 and Year 9 results are available in the table below for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy and provide the percentage of students in the school who met the national benchmark. The data does not include those students who were exempt from participating in the NAPLAN nor those who were absent at the time of its implementation.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |
|---------------------------------------------|--------|-------|--------|-------|--------|
| NAPLAN TESTS                                | 2012 % | 2013 % | 2012-2013 Changes % | 2014 % | 2013-2014 Changes % |
| YR 07 Reading                               | 94.1   | 94.9   | 0.8     | 98.2   | 3.3     |
| YR 07 Writing                               | 94.1   | 92.0   | -2.1    | 93.7   | 1.7     |
| YR 07 Spelling                              | 94.0   | 92.0   | -2.0    | 94.5   | 2.5     |
| YR 07 Grammar & Punctuation                 | 94.0   | 91.3   | -2.7    | 92.7   | 1.4     |
| YR 07 Numeracy                              | 88.1   | 97.8   | 9.7     | 97.2   | -0.6    |
| YR 09 Reading                               | 94.2   | 97.2   | 3.0     | 90.4   | -6.8    |
| YR 09 Writing                               | 91.2   | 91.8   | 0.6     | 83.8   | -8.0    |
| YR 09 Spelling                              | 95.1   | 93.6   | -1.5    | 93.2   | -0.4    |
| YR 09 Grammar & Punctuation                 | 94.1   | 89.9   | -4.2    | 92.3   | 2.4     |
| YR 09 Numeracy                              | 96.2   | 92.5   | -3.7    | 96.6   | 4.1     |
Student Outcomes (continued)

The table also displays student performance in the 2012 and 2013 NAPLAN (National Assessment Program Literacy and Numeracy). Examination of the data reveals that over the previous 3 years the majority of students at the College have reached the national benchmarks. Literacy and Numeracy continues to be a major focus of professional learning at the College. A Literacy program has been developed at Years 7 to 9 and individual learning plans are used to identify specific areas for student improvement.

Changes in Benchmark Results from The Previous Year
The table also provides the percentage change in the proportion of students in the school who met the national literacy and numeracy benchmarks. These are assessed by the NAPLAN tests conducted by the VCAA in Year 7 and 9 and are a comparison to the previous school year. For example, a figure of 4.1% in Year 9 Numeracy means there was a 4.1% increase in the proportion of students who achieved the national benchmark from one year to the next. Please note that this is not a measure of the same students over two years but a measure of two different groups of students in consecutive years.

Measurement of student improvement from Year 7 - 9
The following table and charts measure the level of improvement in NAPLAN results of the students in Year 9 2014 as compared to their performance in Year 7 2012. Interpretation of this data indicates that our students have improved significantly in all literacy areas as compared to like schools. Student performance in the numeracy area has also maintained steady improvement in keeping with the results of like schools.

Table showing comparative NAPLAN results of students in Year 7 2012 and Year 9 2014

Graphs showing comparative NAPLAN results of students in Year 7 2011 and Year 9 2013
The following graphs indicate that students at Marian have shown improvement in reading, persuasive writing and numeracy as compared to like schools over the three years. In all results the measurement of student improvement at Marian is greater than that in like schools. The rate of improvement in students at Marian outweighs the rate of improvement in like schools.
Student Outcomes (continued)

How to interpret this chart

- Average achievement of students in the school
- Margin of error at 90% level of confidence
- Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence

Graphs showing comparative NAPLAN results of students in Year 7 2011 and Year 9 2013

The following graphs indicate that students at Marian have shown improvement in reading, persuasive writing and numeracy as compared to like schools over the three years. In all results, the measurement of student improvement at Marian is greater than that in like schools. The rate of improvement in students at Marian outweighs the rate of improvement in like school.
Student Outcomes (continued)

Average Standardised Results
The following data indicates the median score achieved by Year 9 students in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy statewide tests as assessed by the NAPLAN (National Assessment Program Literacy and Numeracy).

<table>
<thead>
<tr>
<th>MEDIAN NAPLAN RESULTS FOR YEAR 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>575.90</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>558.00</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>590.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>580.70</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>552.10</td>
</tr>
</tbody>
</table>

Senior Secondary Outcomes
Year 9-12 Student Retention
Marian has prioritized a goal to strengthen the connection to school by students and this is in keeping with the school’s mission of providing relevant and challenging programs that meet the needs of our students. Consequently, students are encouraged to examine specific pathways for their courses of study and complete the VCE, VET or VCAL. The proportion of 2011 Year 9 students the College retained to Year 12 in 2014 was 89.68%. The College commends the staff for their commitment in providing extensive opportunities for students in academic and vocational areas.

Senior Student Results 2012 - 2014
In 2014, we had 100% of our Year 12 students successfully complete their VCE and 89% of our Year 12 VCAL students successfully attained their certificate. The VCAL result reflects the number of students who throughout the year secured Apprenticeships and Traineeships in their selected field of study and employment.

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>29</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>89%</td>
</tr>
</tbody>
</table>
We offer our congratulations to the Year 12 of 2014 and the Year 11 students who have completed Unit 3 and 4 studies. The results for 2014 follow the pattern of continual improvement that the College has been striving for. Overall ATAR scores are much stronger across the group and we are pleased to be operating above state averages at many levels.

<table>
<thead>
<tr>
<th>Marian College Results</th>
<th>State Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Students (8.5%) received a ranking in the 90s</td>
<td>10% of the state received an ATAR in the 90s</td>
</tr>
<tr>
<td>14 students (17%) received a ranking in the 80s</td>
<td>10% of the state received an ATAR in the 80s</td>
</tr>
<tr>
<td>21 students (26%) received a ranking over 80</td>
<td>20% of the state received an ATAR over 80</td>
</tr>
<tr>
<td>78% of students received an ATAR over 50</td>
<td>50% of the state received and ATAR over 50</td>
</tr>
</tbody>
</table>

**Post-school Destinations**

A major function of any school is to provide appropriate pathways for all students. The College takes pride in the varied pathways that our students undertake. Marian College students have been incredibly successful in securing tertiary places for study in 2015. Of the 80 VCE students who applied for tertiary study through VTAC, 95% of students received a first round offer. Of these students, 67.5% received an offer for their first preference and 80% received an offer for their first or second preference.

Overall the results are a credit to the students, their families and the staff, and demonstrate the success of the College in supporting students to achieve their best.

<table>
<thead>
<tr>
<th>Destinations Year 12 2014</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Trobe University</td>
<td>11</td>
</tr>
<tr>
<td>Melbourne University</td>
<td>12</td>
</tr>
<tr>
<td>RMIT University</td>
<td>18</td>
</tr>
<tr>
<td>Monash University</td>
<td>10</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>3</td>
</tr>
<tr>
<td>Victorian University</td>
<td>10</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>3</td>
</tr>
<tr>
<td>William Angliss</td>
<td>2</td>
</tr>
<tr>
<td>Deakin University</td>
<td>7</td>
</tr>
<tr>
<td>William Angliss</td>
<td>4</td>
</tr>
</tbody>
</table>

**POST-SCHOOL DESTINATIONS AT AS 2013***

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>76.7%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>20.5%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>5.0%</td>
</tr>
<tr>
<td>Deferred</td>
<td>1.6%</td>
</tr>
<tr>
<td>Employment</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

*(ON-TRACK DATA 2014 NOT AVAILABLE AT TIME OF PUBLICATION)*

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future
At Marian College the level of satisfaction is frequently addressed through the College Newsletter, College Magazine and on the College Website. We consistently report on activities, events and programs that have a positive effect on the morale and wellbeing of our total community. We can measure the level of satisfaction at the College through the following:

- Comments and feedback we receive from parents, students and teachers.
- The many opportunities to become involved in the life of the College such as Graduation Night, Year 12 Celebration Mass, Awards Night, Opening Mass, the Visual Arts and Design Exhibition, Performing Arts Showcases, Cultural Diversity Week, Hospitality Restaurant Nights.

- The level of attendance at Information Nights, Parent/Teacher Nights, and Music Nights, Digital Technology Nights, Student Wellbeing Workshops, Vietnamese Family Nights and Sudanese Family Nights.

- Participation and attendance in Parent Morning Teas, Parent involvement in areas of school life, for example, Canteen, Canteen Review Committee, Second Hand uniform shop, sporting, cultural, and social justice activities.

- Participation in School Review program, Pastoral Care programs and Leadership positions

- Attending focus group meetings

In addition, the Insight SRC data provides another valuable source of information regarding overall satisfaction with the College’ programs and procedures. A sample of this data is shared below.

**Parent Satisfaction**

Parent Satisfaction Data is reported back in the key areas of Community Engagement, Learning Opportunities, Staff Engagement, Student Engagement, Peer Relationships and Student Behaviour.

The data for Marian College was in the top 25% of Victorian Catholic secondary schools in all of the key areas. In particular, the Community Engagement indicators were exceptionally high indicating that the parents who responded felt informed and involved about their daughter’s learning. Currently we are undertaking a project to continue to improve the way the College builds effective partnerships with families to support student learning.

**Student Satisfaction**

Student satisfaction data is reported back in four key areas: Emotional Wellbeing, Teacher Relationships, Engagement in Learning and Student Behaviour. Most of the indicators in these areas were sitting in the middle 50% of Victorian Catholic secondary schools. The strongest indicators were around student motivation for learning and students feeling safe at school. Areas for review and improvement include connectedness to peers and working to build student resilience.

**Teacher Satisfaction**

There are many indicators within the teacher satisfaction data. The strongest indicators included supportive leadership, role clarity, appraisal and recognition and professional growth. Areas for review and improvement include parent partnerships and engaging practice.
2014 saw the commencement of a long awaited project – the new Design and Technology facilities. This new building will provide:

- 5 class size learning areas (for activities such as Multi Materials, 2D and 3D Art, Visual Communications, Textiles and Art Theory)
- multi-purpose space that can be converted into a Gallery for the display of student works
- preparation area for the Art Department staff
- purpose built specialist rooms for screen printing, spray painting, photography, pottery and textiles
- spaces for the storage of raw materials and students’ art work
- toilet facilities for the VCE students and water storage for sustainably servicing them
- outdoor learning spaces.

Work will also commence on the old Arts Building to transform this area into a food precinct with the Food Technology kitchen/class and Canteen connecting with the Trade Training Centre’s Hospitality Centre. The open space between the new Design Education Building and Food Precinct, will be converted into an outside learning/raised market garden/outdoor eating area.

The completed project will have cost in excess of $3.8m by the time the last stage has been completed (being the demolition of the existing Canteen and transformation of this area into a passive recreation area for students). The Project is being financed by a loan from the Catholic Development Fund without the receipt of any capital grant funding. This project will bring the College’s contribution to Building Projects and Refurbishments over the past 5 years to around $8.5m.

The main refurbishment works undertaken in 2014 have been:
- finalisation of the new Chapel (although the space has been in use in 2014, there are plans for further works in 2015 to appropriately define the purpose of the room)
- renovation of the main driveway area to provide a safer and brighter environment and more outdoor furniture for the junior students.

Given the implementation of the 1:1 laptop program throughout the College, a number of old computer pods around the College are being transformed into areas that enhance the teaching and learning activities of the surrounding classrooms. These projects will be fully funded by the College.

All of the works outlined in this report require self-funding from College reserves and draw against future income streams. Government funding models suggest that the growth in grant funding in the next few years will not keep pace with increases in recurrent expenditure, particularly wages which are the major part of total expenditure.

The level of fees has been kept relatively low to maintain the affordability and accessibility of a Marian education and this will continue to be at the forefront of consideration going forward. Our ability to continue to maintain and improve the College’s facilities and offer teaching and learning programs will rely more heavily on the continued contribution and support of the College’s families in the payment of fees.
# Financial Performance

## Financial Performance for the year ended 31 December 2014

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>331,561</td>
</tr>
<tr>
<td>Other fee income</td>
<td>429,895</td>
</tr>
<tr>
<td>Private income</td>
<td>204,290</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,681,957</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>7,736,874</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>10,384,576</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>8,043,086</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>2,218,263</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>10,261,348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>392,362</td>
</tr>
<tr>
<td>Other capital income</td>
<td>4,005</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>396,367</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>2,769,199</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*