Annual Report 2015

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future
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 2015 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

15 May 2016
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 2015 are evaluated through our Vision and Mission Statements. Moreover, all developments and changes are reflected in the Kildare Ministries 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.
What good is it, my brothers and sisters, if you say you have faith but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, “Go in peace; keep warm and eat your fill,” and yet you do not supply their bodily needs, what is the good of that? So faith by itself, if it has no works, is dead. But someone will say, “You have faith and I have works.” Show me your faith apart from your works, and I by my works will show you my faith. (James 2:14-18)

This scripture passage from St. James aligns perfectly with the vision and mission of our College. All schools have an obligation to produce works of all types. As a Catholic community our works are given focus and direction through the commitment to our faith. However, faith without action is meaningless. It is through action that we give witness to our faith.

There is much planning and organisation in the operation of a school. At Marian College we have a 5-year School Improvement Plan (SIP) that outlines the strategic intentions and goals for the school community in five key areas: Catholic Identity, Learning and Teaching, Wellbeing, Finance Facilities and Resources, and Leadership. The long term SIP is supported by the short term Annual Implementation Plan (AIP) that dissects the strategic intentions and goals into specific, workable and measurable school improvement foci. The effective execution of these improvement foci will highlight the performance and development of the College. A synonym of the word ‘implementation’ is ‘action’ and hence the relative success of the school year will relate to the extent to which the words of these two documents have been witnessed by action.

Schools develop their own sense of uniqueness. Whilst there may be similarities in approaches or structures a distinct culture can be attributed to individual schools. As a Catholic girls College in the Brigidine tradition, our school has qualities that distinguish us in a very specific way. Our Catholic Identity strategic intention is:

At Marian College, we are faithful to the Gospel call to develop a spirituality and identity that is true to our Brigidine heritage and grounded in human experience and contemporary issues.

In practical terms this intention encompasses all that we do at the school. Our daily relationships, our encounters with others, all activities in classrooms and in the school yard, and the connections to the wider community are influenced by the Jesus message in the Gospels. The message is spread through a focus on the spiritual dimension of our lives enacted through prayer, liturgy and the celebration of the Eucharist. The message is further exemplified through the actions of the Justice and Democracy Forum, St Vincent de Paul Group, the Marian Leos, the Year 10 Community Service Program and the Personal Development modules of the VCAL classes and numerous other instances of service. There is strong encouragement for all members of our community to engage with the mystery of our faith and at the same time forge a leadership pathway based on service.

In conjunction with the development of the faith community we also strongly emphasise that we are a learning institution who engenders a love of learning. We are committed to the provision of an educational program that inspires creativity, curiosity and critical thinking as expounded by our Learning and Teaching strategic intention:

Marian College’s programs will reflect equity and excellence, evidenced by graduates who are successful learners, confident and creative individuals, and active and informed citizens.

Importantly, the school emphasises that we are all co-learners and College staff and parents, as well as students, share in the successful implementation of this intention. The newly introduced learning management system, SEQTA, has already provided great outcomes in the development of courses and assessment tasks, and the opportunities for improved feedback in relation to student progress. We are a professional learning community that encourages collegiality and a performance and development culture. All teachers are members of Professional Action Learning Teams (PALT) that research and examine innovative and authentic approaches to learning. They also participate in an appraisal program where they receive feedback on their progress in achieving success in the implementation of professional learning goals. Ultimately, the focus is on personalised learning strategies and styles that cater best for the students in our care.

continued....
Co-Principals’ Report continued

In order to facilitate the learning program the College ensures that appropriate resourcing is allocated that caters for the needs of students and staff. Schools are organisations that consist of large volumes of people, structures, and activities. A highly co-ordinated and considered approach to the financial administration and property development of the College is imperative to the provision of a relevant, purposeful and ongoing learning program. The Finance, Facilities and Resources strategic intention succinctly addresses our approach in this area:

Learning, teaching and life at Marian benefit from benchmark facilities and resources that are sustainably and responsibly funded.

A walk through the College property will demonstrate this intention in action. Recent additions to the site plan of the school highlight state of the art facilities with the accompanying services that provide for all manner of learning and teaching. The Design Warehouse and the extension to the Brigid Arthur Trade Training Centre, incorporating Food Technology and the Canteen, are both impressive and functional. The redesign of outdoor areas to cater for learning spaces as well as passive recreation, supports the ideal that learning can happen anywhere. The refurbishment of old computer rooms into open plan ‘learning commons’ also provide for flexibility in the educational pedagogy that we provide. Furthermore, the College aims to remain current in relation to technology provision with property wide wireless capability, the laptop and BYOD program, and elearning online resources. Financial support is also provided to enable innovative learning experiences through specialised programs, excursions and camps, and guest speakers. The strategic intention also stresses the College’s support for a sustainable future and within all our ideas, proposals and decisions we deliberate on the environmental footprint that we impart on our earth.

Learning and teaching, finance and resources, all count for nothing if the place we are connected to does not support safety, happiness and enjoyment. The College was proud, at the beginning of 2015, to be acknowledged and recognised as a ‘Restorative Practice’ school. We understand that in large communities there may be times of conflict and misunderstandings. In the true meaning of the Jesus message we inculcate a spirit of compassion and reconciliation in our relationships with one another. Our Wellbeing strategic intention also confirms this commitment:

At Marian College each person’s capacity for growth and learning is enriched in an environment dedicated to personal and spiritual wellbeing.

Pastoral care and learning are not mutually exclusive and, in fact, must be aligned closely with one another. The schools of the 21st Century are constantly afforded the responsibility to deal with the issues that are affecting society. That is understandable given that young people spend a large proportion of their awake time at school. However, this responsibility must be closely shared with parents, guardians and community groups. What is abundantly clear is that students learn best when they live and work in an environment of care and respect. The pastoral program is centered on the development of respectful relationships, healthy mind, body and spirit, and living life to the full. Analysis of our school calendar, individual timetables, diaries and chronicles will detail the myriad of encounters and activities that shape the wellbeing of every individual in our community. Most are planned whilst others occur more by the need to address specific issues as they arise. Within all relationships, and as a restorative practice school, our wellbeing platform is strengthened by recognising our humanity and everyone’s basic desire for self-fulfilment.

As a school we are always looking for improvement and providing a quality education where students will reach their full potential and where excellent student outcomes are achieved. This is perfectly summarised in the Leadership strategic intention:

Marian College is the best choice for the Catholic education of girls in the Western Suburbs.

This intention is not designed as boasting or big-headed. What is does state is that our students deserve nothing but the best and when it comes to their wellbeing and learning they should want for nothing. Our students are capable of achieving great things and they must be given every opportunity to experience life to the full. With the commitment to both faith and action, the Marian community will accept nothing less.

We express our thanks to the staff, students and parents for the positive partnerships that continue to be developed with the vision of providing an environment based on strength and kindness.

Mr Raymond Pisani & Ms Rita Grima

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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 Stewardship Council receives its mandate from the Board of Kildare Education Ministries.

The major focus of the Stewardship Council is maintaining and developing the school as a good place for the education of young people within the traditions of the Catholic church, the Brigidine story and Kildare Ministries. Schools are places of learning and personal growth. Stewardship Councils have an important role in contributing wisdom that informs the structures and processes of the school to assist in the creation of a strong learning environment.

Rigorous discussion was undertaken over the course of the year on the following issues:

- Restorative Practices
- The Learning and Teaching Review
- Finance and resources
- The Annual Implementation Plan
- Occupational Health and Safety – Risk management
- The Enhancing Catholic School Identity Project

All discussions at meetings are discerned through the lens of prayer and our commitment to giving witness to the Jesus’ message. I would like to thank all members of the Council for their support, wisdom and positive encouragement of growth and development at the College. I also acknowledge the commitment and efforts of the staff in providing an exemplary platform for the continued success of all the students.

Gerard Broadfoot - Chairperson Stewardship Council
Education in Faith

Pope Francis says “What does freedom mean? It is certainly not doing whatever you want, allowing yourself to be dominated by the passions, to pass from one experience to another without discernment, to follow the fashions of the day; freedom does not mean, so to speak, throwing everything that you don’t like out the window. … Let us not be afraid of life commitments, commitments that take up and concern our entire life! In this way our life will be fruitful! And this is freedom: to have the courage to make these decisions with generosity.”
– Address, May 4

Our theme for 2015 was “When the whole world is silent, even one voice becomes powerful” spoken by Malala Yousafzai. She is a student who wanted an education and to make a difference. She would not be silenced and she stood up for every student, especially female students, who wanted an education. The Taliban in Pakistan didn’t like what she did and what she said. They retaliated. They attempted to kill Malala and stop her message, but it wasn’t to be. Even when it felt like the world was silent and not helping, Malala’s voice was powerful. She used words, not violence to fight the negativity that condemned girls to have little or no education. In 2014 she was a joint recipient of the Noble Peace Prize. There is a day set aside by the United Nations, Malala Day on the 14th of July. It is a day to raise awareness and support girls education around the world.

In the Catholic Tradition we also have powerful voices: Jesus with his teachings of love and social action, a message which impacted on the lives of St Brigid, Nano Nagle and Bishop Daniel Delany, the patrons of Kildare Ministries. These are all people who stood up against the establishment or the forces of the day, to bring about change and an awareness of what is right!

May each of us listen to these positive role models acting out of love not hate, out of hope, not violence!

Liturgies
To pray is to open oneself up to being in dialogue with God. Prayer is an important component of Catholic Identity and the Catholic school life. We prayed in celebration of the beginning of another school year and also to commemorate important events throughout the year. The liturgies we celebrate as a College Community are led by the students in the Liturgy Group and this year there has been a marked increase in the number of students participating! These students have developed the liturgies to a greater depth, aptly supported by the Music Department with Mari Eleanor, David Ellis and the Gospel Singers facilitated by Michael Cooper.

The Opening of the Design Warehouse and the final section of the Brigid Arthur Building provided the occasion to demonstrate our appreciation of the new spaces, a place where all feel welcome, where all can learn and rejoice in their skills, and where, in justice and love, all contribute to the good of the Marian community. The Opening Mass held in March and celebrated by Fr Manuel Sunaz focussed on the need to be a voice in the world, stand up for justice and not allow injustice to rule; this was then reflected upon in all the liturgies throughout the year. Bishop Vincent Long was the celebrant for the Brigidine Celebration Day Eucharist. At this Mass we had Ms Marguerite Buckley, the Development Officer from Kildare Ministries, speak to the College Community on the life and work of Sr Catherine Kelly, who passed away earlier in the year.
The Year 12 Graduation was held at Mary MacKillop Church in Keilor with Father Jude Pirotta as the celebrant. The Gospel Singers added to the occasion through their inspirational singing.

Retreat and Reflection Days
Each of the Year levels have had a special day set aside to reflect on issues important to them. The Year Level Leaders have been supportive in the organisation of these days. There have been opportunities for a deeper review of the Brigidine Tradition, Social Justice, Relationships and the development of the individual.

The Year 12 students attended a two day retreat at Anglesea in June. It was time out from school and school work with the students having the time to reflect on what has happened in their lives to date, and what will be happening in their future.

Justice in Action
There have been many opportunities throughout the year where Marian students have endeavoured to be the voice in the silent world, to stand up for those people that are treated unfairly. The Palm Sunday March for Refugees and Popup Sunday have been opportunities to make the community aware of the injustices experienced in Australia. Brigidine Celebration Day was a time to support others through the sale of food and other items. Students also participated in activities that led to the raising of funds to support a number of worthy causes.

I would like to thank Ms Kerrie Williams, Year Level Teams, staff and students for their involvement in all of the Masses, Reflection Days and social awareness activities held throughout the year.
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
- 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

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Professional Engagement

Professional learning at Marian College has been characterised by relevant team projects, collaboration, design, practice and evaluation of the learning to improve the effectiveness of teacher pedagogy and improved student outcomes. Our College’s focus on teacher practice has remained consistent and sustained for many years.

Staff have undertaken varied professional learning opportunities to support their work and this year we continued with the Professional Action Learning Teams (PALTs). These teams are established to provide a framework for teachers to work on targeted projects to improve the teaching and learning outcomes for all students and continue the professional dialogue between staff. As in previous years we had our teams supported in their actions by their respective Learning Leaders. This framework provided an opportunity for all staff to take part in action research involving the collection of student feedback, team teaching and/or classroom observations as well as the ability to evaluate courses being delivered while working towards improved pedagogical practices.

The adoption of a new Learning Management System (SEQTA) has also meant that much of our focus for the year has centred on providing the necessary support to staff to work with this system. Our involvement in the Change2 project also meant that a team of staff worked towards the trial and implementation of the SEQTA parent portal for 2016. Learning Leaders and Year Level Leaders have worked closely alongside staff to ensure a smooth and considered implementation of SEQTA across faculty and year level areas.

Teaching staff took part in the annual appraisal process. This framework provides 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 appraisal system provides school leadership with the opportunity to affirm and acknowledge good practice and to work collaboratively with individuals to develop their Professional Learning Plans.

In 2015 year many of our Middle Leaders also undertook a review based on their leadership role. Using the AITSL 360 degree tool, leaders were given the opportunity to reflect upon their leadership thus far, gather the necessary data and set future goals through their Leadership Action Plan. This framework will work to build the capacity of our School Leaders and to shape our College as a learning organisation where professional learning and personal development are embedded in our school culture and where improvement is continuously sought.

Many staff took up the opportunity to attend professional learning programs facilitated by external organisations. The increased use of webinars has made attending professional learning sessions easier and far more convenient. Occupational Health and Safety requirements meant that all staff completed anaphylaxis and mandatory reporting training modules, updated their CPR and took part in a defibrillator training session.

In Term 2 all staff participated in the Annual Staff Seminar. Teaching staff celebrated the work thus far, scanned the horizon in education and spent some time on the renewal of our School Improvement Plan. Support staff spent the day immersing themselves in the Kildare Ministries story facilitated by Marguerite Buckley, followed by a session on the contribution of ‘their’ work at the College.

I would like to take this opportunity to thank all staff for their involvement in the professional learning activities facilitated over the course of 2015. In particular I acknowledge the efforts of those staff who supported and mentored pre-service teachers during the year. In 2015 we have had an unprecedented number of pre-service teachers through the College and this is a true testimony of the generosity and spirit exhibited by staff.

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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.

| Teaching Staff Attendance Rate | 92.04% |

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 2015 from the previous year was 95.38%. 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>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>23.08%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>36.92%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>6.15%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>87.69%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>26.15%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.54%</td>
</tr>
</tbody>
</table>

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Professional Engagement 
(continued)

Staff Composition
The following table illustrates the composition of the teaching and non-teaching staff at Marian College over 2015. The College provides employment for a wide range of roles, skills and talents as seen by the number of full-time equivalent staff.

<table>
<thead>
<tr>
<th>Principal class</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff (head count)</td>
<td>67</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>61.51</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>40</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>29.88</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
</tr>
</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 2015, opportunities were offered to all staff to participate in professional development. In total, approximately $154,725.22 was committed to professional learning, shared between 106 staff members, resulting in an average spending of $1459 per staff member.

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

**ADMINISTRATION**
Briefing - Nationally Consistent Collection of Data  
Marian College Professional Development Day - Warden Training  
Schools Law Conference  
VCSSPDA - Deputy Principal Professional Learning Session  
InDesign Essentials Course  
Quality Assurance for VCAL Literacy  
Return to Work Coordinator Training  
Vetis Partnership  
VTAC information briefing  
Management of Safety in Laboratory

**FAITH**
Induction - New Staff to Brigidine Schools  
Religious Education Coordinators Conference  
Acrath Formation  
Australian Catholic Religious Against Trafficking in Humans  
Justice & Democracy Forum Planning  
Leading Catholic Identity and School Improvement  
Parish Priest & Principal Briefing with Prof Didier Pollefeyt  
Presentation People - Shaping the ongoing story conference  
Social Justice and Catholic Identity  
Staff Spirituality Day  
Ways of expressing our Catholic Faith Tradition

**LEARNING AND TEACHING**
“It's a digital world”  
2015 ATOM State Conference: New Perspective  
ABLES and SWD (previously LNSLN) Briefings 2015 Nth-West  
ABLES and SWD Briefing - Network Meeting  
ACER Learning Assessments Designing the future  
Achper Conference  
ACT Introductory Workshop  
Agideas Design Futures  
Analysing Your VCE Result  
Annual Psych Teachers Conference  
Annual Staff PL Day  
AusVELS in Catholic Schools Briefing (Secondary)  
Better Assessment - Improving feedback, reducing correction  
Briefing on Revised Reporting Guidelines for Secondary Schools  
CEA Chemistry Workshop for the new study design  
Community Arts Project  
Consistently Assessing Work in Year 12 VCE English  
Developing Curriculum for High Achievers  
Differentiating a Curriculum for High Achievers  
Differentiating Learning  
Excellence in Professional Practice Conference  
Focus on the process - Empowering EAL Learners  
Health & PE Network for High Performance 2014-15 Cohort  
Health and Physical Education Secondary Curriculum Support

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LEARNING AND TEACHING continued...

HEV Hospitality Conference
How to effectively teach superb essay writing in English and Literature
How to Write High Quality Rubrics
Ideas and Resources For Implementing The New VCE English Study Design
Inquiry based learning
IVET validation and moderation day
Leading Purposeful Teaching of Mathematics
Learning & Teaching Network - Western Region Program B
Learning Support Officer Professional Learning
Libguides Introduction
LibGuides: Advanced
MAV Conference
MAV VCE Professional Development
Physics Teachers Conference
Purposeful Teaching of Mathematics (Intensive)
Reading Matters Conference
Readings - Its all about the story
Reporting briefing
Reviewing ST Performance in the VCE Exam
Scaffolding EAL & refugee background students in Years 7-10
Scaffolding EAL and Refugee Background
School Visit
Secondary Curriculum Literacies Network (SCLN)
SEQTA Workshop and Forum
Specialist Maths Keynote SAC's Examiners Meeting
Streamed Briefing on Reporting Guidelines for Secondary Schools
Superb Essay Writing in English and Literature
Supporting Students with low literacy levels in VCE Legal Studies
Teaching and Supporting Students with Special Needs
Teaching Literacy in the VCAL
Toni & Guys Latest Collection “Lexicon”
Top Class Dance
Understanding the new VCE English study design
Unit 2 and 3 VCD Planning and Preparation
VATI Conference
VCAA Study Design Workshops
VCAL Induction Day
VCE Biology Conference
VCE Biology PD - update on revised study design in 2016 and 2017
VCE Chemistry Workshop
VCE Literature 2016
VCE Unit 1 Media - New Study Design
VET (Hospitality (Catering Operations) Planning Day
Vita Conference
Visual Communication Design Conference
Western Region Learning and Teaching Network

LEADERSHIP

Analysing School results
Be the Change Connected Educator Summit
Change 2 Team ICON
Creating Staff, Student and Community Engagement at Your School
Developing a School Master Plan
Girls and Education - 4th national Conference
ICON Implementation Schools Workshop N & W Regions
Principal Briefing and Consultation Forum on Student Reporting
Privacy Training for Secondary Principals
Professional Learning Coordinators Network (7 - 12)
COSSI Validation Training
VCE School Leaders Briefings

PATHWAYS

Brimbank VET cluster VET Coordinators meeting
Career Advisers Day
2015 Introduction to Career Development
Careers Practitioners seminars at RMIT/VU
Employers and High school career advisors Symposium

WELLBEING

First Aid Level 2
First Aid Training
How to deal effectively with difficult kids
Refugee Education Support Program Workshop
RESP Workshop-Curriculum
Assistive Technology for People who are Deaf or Hard of Hearing
Autism Spectrum Disorders
Creative Community Connections - Project feedback session
CSSS Network meeting
Developing Resilience in Adolescent Girls
Engage and Motivate Students
Refugee Support Program
Relationships, Rigour and Relevance: Engaging through transition
Respectful Relationships PD
Restorative Practice PD
Single session Family Consultation
Skills based training on suicide risk management for secondary schools
Understanding and Dealing with Student Anxiety and other Mental Illness
Working with school refusal
Working with young people with borderline personality disorder
Marian College aims through the learning and teaching program, to facilitate the prime purpose of education which is the development of the human intellect in all its dimensions - spiritual, social, cultural, moral, emotional and physical. In the 21st Century, education has become fundamental as the means by which a society passes on to each individual an understanding of culture in its many forms and at the same time develops the capacity to contribute to the improvement of that culture through interaction with others. Education serves both the individual and our nation. At Marian College the learning and teaching program strives to develop each person's values, skills and knowledge and, in so doing, enriches and extends the most significant resources of any nation - its collective brain power, wisdom and work capacity.

Educating for the 21st century continues to place high priority on educational fundamentals such as literacy, numeracy, communication, innovative thinking and learning, general knowledge and concern for individual well-being. Our vision for learning and teaching at Marian College reaffirms and strengthens a commitment to include and give full educational access to girls. It also encompass global issues to do with care about the planet's survival, cultural issues to do with quality of life, justice, interdependence and mutual respect, and economic issues to do with productive and fulfilling work and national viability.

All young women in Marian College have the right to gain, through the learning and teaching program, a broad and balanced education that prepares them for effective participation in society, to strive for excellence and place a high value on the achievement of every student in a range of culturally, socially, physically and economically valuable areas of study. We expect all students to aspire to achieve their personal best. Our programs encourage students to become independent learners who can analyse, pose questions and persist in seeking answers. The learning and teaching program aims to foster a spirit of enterprise in students and help them to approach change and unforeseen circumstances in a positive and constructive way.

Through the various Pathways in the College, we aim to develop in students the desire and capacity to learn effectively and to go on learning beyond school. As we review our programs, we consciously ensure that the allocation of resources, teaching methods and styles of assessment and reporting will secure the successful participation of all students. 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. We are very proud of our destination data which highlights that 90% of our students who finished Year 12 in 2014, went on to Tertiary Study. This was higher than the State average of 84%. The educational journey for the overwhelming majority of our girls continues well past Year 12.

In 2015 our Learning and Teaching structure and program was independently reviewed by a member of the Kildare Ministries and two Senior Leaders from Brigidine schools. We were pleased with the endorsement we received regarding our innovative learning and teaching structure, curriculum and some of the changes the College has made in regards to raising expectations for students. In 2014 CEO Learning and Teaching representatives visited our College to gain input into their Curriculum Design Elements vision. In 2015 the CEO have again sought our input and feedback on the new Catholic Learning Schema which will reflect the changing educational landscape for Catholic Schools. We are pleased that we are valued for our input into these Learning and Teaching initiatives from the Catholic Education Office.
In 2015, the College successfully implemented a new Learning Management System (SEQTA) to replace Moodle, which enabled teachers to store curriculum resources and courses in the one system. This will enable the College to introduce on-going reporting in 2016 where parents can access information regarding student progress at any time during the courses of study.

Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. We were invited to present at the international Ed Tech Summit hosted in Melbourne at Xavier College, having presented at this conference in 2014. Our topic was the “Blended Learning” pedagogical model which was an overview of how high impact teaching strategies are supported by digital technology. The College vision in the coming years in learning and teaching is to ensure our teachers are given professional learning in using these researched based high impact teaching strategies to improve outcomes for all students.

In this digital age, young people need to be highly skilled in the use of ICT. We also need to ensure that our students are not just consumers of technology but creators of programs and applications. To this end, the College has successfully introduced a year 9 taster, “Coding for the Future” and a year 10 elective “Gaming and Programming”. A feature of these courses will be the use of “coding” to solve problems. We currently have an interest group called “Tech Angels” who have been trialling coding through the on-line program Code Academy. The College recent purchased and installed a 3D printer which will support the new digital subjects. The vision is to have some students studying Computing at the VCE level and go onto Computer Studies at the Tertiary level. Currently Computer Studies at the Tertiary level is under-represented by females with only 15% of students in this cohort being female.

Contemporary research has identified the foundation of a successful education system in the 21st century as one that embraces an approach to personalised learning. 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 is well on its way to improving 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 2015, the College has continued to invest a considerable amount of time in providing skills to teachers 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.

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. Parents now have a better understanding of the rigor required in Years 11 and 12 and can help support their daughter during the peaks and troughs of the school year. It is envisaged that parents will have further opportunities to engage with their daughters learning through access to on-going assessment, parent kiosks and parent sessions on how to use our Learning Management System.

All of this work is ongoing and we are travelling this journey together. We still have much to do 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, Learning and Teaching Team, ICT 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 Outcomes

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 2015 at Marian College is indicated in the table below.

| Year 7   | 96%  |
| Year 8   | 94%  |
| Year 9   | 94%  |
| Year 10  | 94%  |
| Overall  | 94%  |

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 2015 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.

<table>
<thead>
<tr>
<th>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
</tr>
<tr>
<td>YR 07 Writing</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
</tr>
<tr>
<td>YR 09 Reading</td>
</tr>
<tr>
<td>YR 09 Writing</td>
</tr>
<tr>
<td>YR 09 Spelling</td>
</tr>
<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
</tr>
</tbody>
</table>
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 2015 as compared to their performance in Year 7 2013. 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 2013 and Year 9 2015

Graphs showing comparative NAPLAN results of students in Year 7 2013 and Year 9 2015
The following graphs indicate that students at Marian have shown improvement in reading 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
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).

MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th></th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>578</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>558</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>584</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>554</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>572</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 2012 Year 9 students the College retained to Year 12 in 2015 was 95.41%. The College commends the staff for their commitment in providing extensive opportunities for students in academic and vocational areas.

Senior Student Results 2015
In 2015, 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.

Senior Secondary Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>28</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>99%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>98%</td>
</tr>
</tbody>
</table>
Student Outcomes (continued)

We offer our congratulations to the Year 12 of 2015 and the Year 11 students who have completed Unit 3 and 4 studies.

<table>
<thead>
<tr>
<th>Marian College Results</th>
<th>State Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Students (4.82%) received a ranking in the 90s</td>
<td>10% of the state received an ATAR in the 90s</td>
</tr>
<tr>
<td>10 students (12%) received a ranking in the 80s</td>
<td>10% of the state received an ATAR in the 80s</td>
</tr>
<tr>
<td>14 students (16.87%) received a ranking over 80</td>
<td>20% of the state received an ATAR over 80</td>
</tr>
<tr>
<td>65% 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 2016. Of the 87 VCE students who applied for tertiary study through VTAC, 92% of students received a first round offer. Of these students, 58% received an offer for their first preference and 76% 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 2015 (VTAC offers for highest preference)</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>7</td>
</tr>
<tr>
<td>Deakin University</td>
<td>2</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>18</td>
</tr>
<tr>
<td>Melbourne University</td>
<td>4</td>
</tr>
<tr>
<td>Monash University</td>
<td>3</td>
</tr>
<tr>
<td>RMIT University</td>
<td>14</td>
</tr>
<tr>
<td>Swinburne University</td>
<td>5</td>
</tr>
<tr>
<td>Victorian University</td>
<td>20</td>
</tr>
<tr>
<td>William Angliss</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

POST-SCHOOL DESTINATIONS AT AS 2014* (On Track data - 64% of cohort responded to survey)

| Tertiary Study      | 64.2% |
| TAFE / VET          | 13.4% |
| Apprenticeship / Traineeship | 3.0% |
| Deferred            | 7.5%  |
| Employment          | 9.0%  |

*(ON-TRACK DATA 2015 NOT AVAILABLE AT TIME OF PUBLICATION)*
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.

Marian College has continued to be rated in the top 25% of Victorian Catholic secondary schools in all of the key areas. Community Engagement continues to be a strong indicator of parent satisfaction as respondents indicate that they were well pleased with their involvement and participation in their daughter’s 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. As in previous years the strongest indicators were around student motivation for learning and students feeling safe at school. Areas for review and improvement include classroom behaviour and connected to peers.

**Teacher Satisfaction**
There are many indicators within the teacher satisfaction data. Supportive leadership, appraisal and recognition and professional growth continue to be strong indicators. Areas for investigation include work demands and curriculum processes.
The College completed its biggest fully self-funded project in 2015 with the opening of the Design Education Warehouse, new Food Technology Centre, new flow through style Canteen and associated landscaped areas. The entire project cost approximately $3.7 million financed by a 15 year loan from the Catholic Development Fund. These eagerly awaited new modern spaces have been enthusiastically embraced by the students and staff.

Over the 2014 Christmas period, a major refurbishment of the Agnes Lyng Building (the Year 7’s and Year 8’s area) was also undertaken transforming the central computer pod areas into collaborative break out spaces to enhance teaching and learning.

With the completion of the above projects, focus has shifted to refurbishment of the Year 10 and Year 9 buildings and surrounds. Planning for the refurbishment of the Year 10 building has been prioritised for with the main focus being transformation of the central learning space and upgrading of the décor of the existing classrooms.

The Health and Physical Education and Sports Programs will be invigorated by the completion of the new outdoor Sports Precinct in 2016. The area will utilise the College’s land behind the St.Paul’s Parish carpark and feature an all-weather artificial grass soccer pitch, sports equipment store, small spectator area, fitness stations, volleyball court and refurbished tennis/basketball court.

All of the above works are being funded out of the College’s current reserves and future income. The timely payment of fees by our families plays a major part in being able to deliver these structural improvements that enhance the educational experience of all Marian students.
Financial Performance

Financial Performance for the year ended 31 December 2015

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>317,277</td>
</tr>
<tr>
<td>Other fee income</td>
<td>424,281</td>
</tr>
<tr>
<td>Private income</td>
<td>215,422</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,838,560</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>8,280,255</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>11,075,795</strong></td>
</tr>
</tbody>
</table>

| Recurrent Expenditure                             | Tuition   |
| Salaries; allowances and related expenses         | 8,654,298 |
| Non salary expenses                               | 2,560,886 |
| **Total recurrent expenditure**                   | **11,215,185** |

| Capital income and expenditure                   | Tuition   |
| Government capital grants                        | 0         |
| Capital fees and levies                          | 513,024   |
| Other capital income                             |           |
| **Total capital income**                         | **513,024** |
| **Total capital expenditure**                    | **1,498,340** |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |         |
| Total opening balance                            | 2,540,902 |
| Total closing balance                            | 3,526,219 |

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.