

MARIAN COLLEGE

SUNSHINE WEST

Registered School Number: 1634

A Kildare Ministries Catholic Secondary School for Girls in the Brigidine Tradition

Annual Report 2019

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



College Contact Information

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Attestation: Minimum Standards & Accountability

I, 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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

30 May 2020

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 2019 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.



College Overview

Our History

Marian is a Catholic secondary school that has been providing education for girls in Year 7 to Year 12 since 1957. Our school is a congregational College under the stewardship of Kildare Ministries in the tradition of the Brigidine Sisters and is a place where faith is proclaimed and celebrated. Our school motto, *'Strength and Kindness,'* challenges students to show qualities of perseverance and energy, whilst at the same time, acting with gentleness.

Marian College is a multi-cultural community that celebrates the strength which comes from diversity. The Kildare Ministries 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

Core Health and Physical Education classes are timetabled in Years 7 to 10 whilst a popular elective program of Outdoor Education, Health and Human Development and Physical Education are offered in Years 10 to 12. The camping experience undertaken 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.

Principals' Report

In my work, I am very privileged to be able to come in contact with many learned people who offer opinions, ideas and philosophies that are quite thought provoking and engender much opportunity for reflection. Last year I attended a workshop facilitated by Dr. Anna Rowlands, an English theologian, and at one point she opened up a discussion about the questions that God asks in the Bible and specifically in the book of Genesis. I have thought about these questions many times and whilst the environment and context may not be the same, I have reflected on how we might answer those questions if God asked them of us especially as we focus on the Kildare Ministries Value of *Hospitality – Welcoming All*.

The first question comes from Genesis 3:9 when God asks Adam, “*Where are you?*” This is an interesting question to ask each other as individuals within our school community. With differences in age, culture, gender, size, capability and opinion, it is apparent that we may be on varying levels as to our stages of development. However, that should not compromise what we must do or where we should want to go. Whether it be the Kildare Ministries Vision Statement or the Marian College Vision Statement our guiding posts are clear.

KILDARE MINISTRIES VISION

*A community where all people are valued,
where all creation is recognised
as sacred and where hope,
justice and courage are our hallmarks.*

MARIAN COLLEGE VISION

*A community growing in Faith and Love
Serving Others
Striving to Achieve
Thinking for the Future*

Adam was hiding when God asked him this question because he was ashamed at the result of his poor judgement. If we are true to the collective vision of our community, then we stand at the front of all issues of social justice doing God’s work. There is no reason for us to hide and we should be voices for the marginalised, those most at risk and, when necessary, for each other.

Next, we turn to Genesis 3:13 when God turns to Eve and says, “*What is this that you have done?*” There are a great number of seconds, minutes and hours in a day. Are we going to be judged by a single action or by giving witness to a mission that responds to the changing needs of our world? One line in our College Mission Statement puts forward a challenge that we will:

Assert that justice requires a radical discomfort about the suffering of others and work to be an agent for change.

As time moves on will we be able to stand before others and acknowledge the positive impact that our relationship with them has had? Will we be able to say that our earth will thrive because of the effect that our lived actions has had on its viability? Eve’s response to God was to make excuses for putting herself first. I have seen many times over the year that if God was to ask this question to students, staff and parents then the tone of the query would be one of delight not disappointment.

Finally, in Genesis 4:9 God calls out to Cain and asks, “*Where is your brother?*” In celebrating the Kildare Ministries Value of *Hospitality* this is perhaps the most important question. Do we know where our sisters and brothers are? Hospitality requires an awareness and understanding of people and what is required to make them feel welcome within our community. Negative emotions of jealousy, distrust, envy, resentment, bitterness and anger have no place in a hospitable and open community. On the contrary, the philosophy of our Marian Community is one that is

accepting of positive relationships between peoples of a diverse and multi-cultural background. We see that evident every day and we promote the strengthening of the bonds that gives witness to all of us living as harmonious and welcoming players in this 21st Century society.

We should be proud of the story of the year gone past. We have seen collective efforts of individuals, groups and classes in offering something good for the benefit of others. We have seen the product of people's talents that give pleasure to so many others. It is heartening to see the social justices groups raise awareness and much needed resources to many charities including the community groups affiliated with Kildare Ministries.

So, to the members of the Marian Community I say that when God asks you the above three questions, I feel you can reply with much pride and happiness. *Where are you?* Right at the front of all that is good. *What is this that you have done?* Great things in the service of others and the community. *Where is your sister and brother?* Right beside us and in good hands because of your compassion, justice and hospitality. On your behalf, I extend our thanks to the staff who, too, role model the development of relationships that are based on our Core Values. We should never under-estimate the impact that our staff have had on the lives on those young people they encounter on a daily basis. It is also important to acknowledge the efforts of the students. Congratulations on all your achievements and on the contribution you make to the tradition that exemplifies us as Brigidine people.

Mr Raymond Pisani



Church Authority

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:

Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.

Wonder

Celebrating all that is good with joy and gratitude

Courage

Speaking and acting with integrity

Hospitality

Welcoming all

Hope

Bringing a sense of purpose

Compassion

Walking with and having empathy for all

Justice

Making the needs of the vulnerable paramount

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.



Stewardship Council

As a Stewardship Council at Marian College, we are commissioned to assist in “maintaining and developing the College as an innovative and contemporary place of outstanding education for young women within the traditions of the Catholic Church, the Brigidine story and Kildare Ministries.” Our role is to provide support for our Principal, Ray Pisani, through reflections, observations and robust conversation about how we help in embedding the emerging cultures of the Brigidine and Kildare Ministries at Marian.

I have continued to chair the Stewardship Council in 2019 and I am indebted to the members who give of their time and energy to continue to contribute to the leadership culture at Marian College.

In September 2019, I joined Ray in London (in my role as Principal of Mother of God School) for a leadership program. We visited Mulberry School for Girls and met the head teachers and student leaders there. Every one of them, an outstanding leader in their own right. What struck me was the connections I automatically made to Marian College. In both schools, a clear vision, embedded in a strong, aspirational culture; schools that model and cultivate young women as strong leaders of their communities; articulate, creative, passionate... You should be proud of the school community you and your daughter are part of. Your presence and your contribution make our school a better place.

I am proud of the continued presence and contribution of the Stewardship Council to our College. In particular, I am proud of the good counsel that we offer Ray in his role as Principal. Finally, I would like to thank Ray for his continued leadership and strategic vision for Marian College. Our school continues to be in good hands.

Gerard Broadfoot - Chairperson Stewardship Council

Council Members



Gerard
Broadfoot



Annette
Broadfoot



Damian
Casamento



Simone
Cymbalak



Anne Walsh



Elaine Kent



Monika Pilekic



Adele
Hegedich



Raymond
Pisani

Education in Faith

Throughout 2019 our College theme “HOSPITALITY – WELCOMING ALL” has been acknowledged and at the forefront of all College liturgical celebrations and gatherings. As a Catholic educational institution, this is exactly what we are called to do at Marian. We welcome all those who enter our doors and participate in learning and teaching. Our liturgical celebrations have been faith based reflections that have allowed us to look back at our foundations: family, church, parishes, and friends. We have been able to celebrate Marian College as a place of welcome for all who have come to us and continued to want to be part of our great College. Marian College has been a source of hospitality since its inception.

Early in 2019, the College community gathered for our Opening College Mass led by Fr. Barry Hughes. It was celebrated with many students actively involved through prayer and song.

Every year, at the conclusion of Term 1, the College experiences a very beautiful re-enactment of the Passion of Jesus Christ. Starting with an act of service our Principal, Mr Ray Pisani, washed the feet of those he serves in the Marian community, staff, parents and students alike. Through drama, dance, music, scripture, readings and prayer students were able to gain a sense of the ultimate sacrifice Jesus went through, showing his never ending and never failing love for us. At this gathering, the students experienced Jesus’ ultimate fate, his suffering and death, all of which was done with a message of love, forgiveness and hope.

During Term 2, our Year 7-11 students had the opportunity to be involved in a Reflection Day whilst our Year 12’s attended an overnight retreat. These occasions give our students time to be involved in reflection and prayer activities and to identify where they can be involved in social justice issues. Also, they help students see where God is in their lives, especially through a sense of belonging to this Christian community.

Every three years all of the Marian College staff have a wonderful opportunity to participate in a two day Retreat. In 2019 we travelled to Geelong, and day two had a genuine religious and spiritual focus. Mark Clarke, Executive Officer for Peace and Mission for the Archdiocese of Melbourne, both led and challenged us all with his wonderful and inspiring delivery. His workshop centred around how the Catholic Church, throughout history has spoken not only to its people but the world on issues that are current and pertinent at the time. He used documents that explained Catholic Social Teachings of the Church. Marian College has been a supporter of Mark and his work over the year and as such, he asked for the launch of the Archdiocese of Melbourne Australian Catholic Bishops’ Conference 2019-2020 Social Justice Statement to be held at Marian College. Bishop Mark Edwards, who has been a regular visitor to Marian over his time as Bishop, launched the Statement in September. This prestigious event held at Marian College and attended by many of the local primary schools and secondary colleges was a wonderful event.



Returning to the Retreat, it was then Andrea Grant, Faith and Mission Leader at Kildare Ministries, who gave a stimulating and motivating delivery on the “Principles of Living Justice Charter.” Justice is to have an even higher profile in Kildare Ministries schools and we could not have been better served with its launch, than with Andrea being with us.

Our theme for 2019 has been “Hospitality – Welcoming all” and as such, it was at the Brigidine Celebration Day Mass that we were able to acknowledge all of the countries that our students come from. We are so fortunate to have students come from over 60 different countries and we were able to display all of their national flags, which hung above us all during Mass. It was Fr. Barry Hughes who led us and we are indebted to him for once again allowing us to do a few things during that Mass that also acknowledged our melting pot of nationalities, including having many of our students read a Prayer of the Faithful in their native tongue. A real highlight of our wonderful Mass was the reflection on the readings that was delivered by Valerie Luey. So good was her reflection, Father Bob Maguire, one of our special guests, highly praised her and asked for a copy.

It would be remiss of me not to give a very special “thanks” to our Liturgy Captains for 2019. Not only have they been my support in 2019 but in fact they have supported me for the last three years in leading significant liturgical celebrations at Marian. So to Valerie, Dimitra, Jasmine and Lauren my heart felt and sincere thanks for all that you have done to enhance the religious and faith culture at Marian College.

I would like to take this opportunity to thank all of the students who have made our liturgical celebrations such special occasions. It is such a reassuring feeling knowing that we have so many students who are so willing and able to give of their time and expertise to enhance our liturgies. Special mention must be made of the work of our College Choirs who ensured that all liturgical gatherings were celebrated with prayerful and spiritual music and song. To the staff Liturgical Team, Dan Mogg, Pasqualina Piccione, Michael Cooper and Mari Eleanor thanks for all of your support.

At the end of the year we acknowledged the Year 12's at their Graduation evening which was a most dignified, memorable and reverent occasion sending forth of our students. They will take with them so many special gifts that they have received over the past six years here at Marian College. We wish them all the very best. Remember you will always be in our prayers and you will always be part of Marian.



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, United Nations Group
- Design & Technology Exhibition, Mac Fest, STEAM Exhibition
- School Camps, Excursions
- LOTE Week, Science Week, Book Week
- Cultural Diversity Week
- Year 10 Social, Year 12 Graduation
- Marian College 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, Garden Club
- Brigidine Celebration Day combined with Make A Difference Day
- 1:1 Laptop program and BYOD program at year 10, 11 and 12
- Student Leadership Programs
- Transition Process
- Guest Speakers
- Parent Education Program
- Community Service Program



Professional Engagement

2019 was, once again, a busy year for all staff at Marian College. Many opportunities for learning and further development were undertaken to support progress towards our Annual Implementation Plan. Staff embraced projects that provided a framework to improve the teaching and learning outcomes for students as well as continue the professional dialogue about pedagogy. As a learning community we commit to being lifelong learners who contribute to the learning and knowledge base of our community. This enables us to achieve our goals and realise our vision.

Professional Learning Program

Our term planning days saw a renewed focus on relevant team projects, promoting collaboration based on design, practice and evaluation, where staff were able to consolidate the work within the Visible Learning Plus initiative. Weekly subject specific learning teams are the main drivers through which the professional learning of teaching staff can take place. These teams ensure a focus on curriculum design is applied using a team based approach. Teams set goals for the year, collect student data to inform the teaching and learning program and evaluate their progress.

The professional learning workshops conducted this year have enabled the College to tailor its professional learning program to meet the needs of the staff, support advanced leadership enrichment opportunities, provide ongoing religious formation of staff to enhance the Catholic identity of the school and allocate resourcing to develop the school as a learning community. Many staff are involved in the planning and delivery of these workshops and these are a credit to the expertise and continual commitment to improving student outcomes. Some of this year's workshops included: Analysing our VCE Data, Benchmarking and Moderation, Teacher clarity through high quality learning intentions, Using the Berry Street Model in Pastoral Care lessons, Digital Technologies - Planning with Arduinos, Cross marking, moderation and feedback and Horizons of Hope-Role of the Teacher in a Catholic School.

Each year the College supports the formation program offered by Kildare Ministries by sending staff to a variety of opportunities on offer. Numerous staff attend network meetings, induction programs and leadership development opportunities run by Kildare Ministries. One highlight is the annual Founding Grace Retreat and in 2019 Anne Daunt and Pasqualina Piccione attended to deepen their own spiritual journey. Jenny-May Wilson and I were also given the opportunity to present a workshop on our leadership journey at a New Leaders Induction Day This gave us an opportunity to reflect upon our own journey and share our collective experience with leaders new to Kildare Ministries schools. It was a great privilege and honour to be asked to contribute to this formation.

The Marian teaching appraisal framework provides teaching 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 provides school leadership with the opportunity to affirm and acknowledge good practice and to work collaboratively with individuals to develop their Professional Learning Plans. It is integral to recognise that this process has been well and truly embedded into our practice and our challenge as a College is to continue to build on this as the main vehicle to improving student outcomes.

Our two day staff seminar was held in Term 3 at the Novotel in Geelong. Staff participated in a retreat centred on the theme of "Cultivate flourishing in a just world." We were introduced to the moral imperative for developing a whole school approach to wellbeing led by Marie Mc Leod. Mark Clarke led an inspiring session on living justice and its challenge for us and we were joined by Andrea Grant who unpacked the Kildare Ministries Living Justice document. The retreat highlighted for all of us the need to take action to maintain and create a just world.

Formation Program

Many teams across the College take part in formation days. The School Leadership Team, the Year Level Leaders Team, the Learning Leaders Team and the Learning Support Team all took part in formation in 2019. Being given an opportunity to plan and develop a strategic focus ensures that teams are deliberate in their approach and build the capacity of effective teams. We acknowledge the work of teams across the College and continue to support them.

Future Initiatives

Over 2019 a group of 10 support staff volunteered to take part in a trial that would lead to the development of an appraisal process for support staff. The group used the Educator Impact Framework which enabled them to collect data from key stakeholders, review this feedback alongside their own reflections on their role and set goals to improve their work. I would like to express my appreciation of the work of the group, their openness to take on feedback and build their own capacity which will in turn support the vision and mission of the College. The rest of the staff will look forward to your recommendations to build this process into our plan for continued improvement.

Marie McLeod has begun working with a core group of staff on the development of a whole school approach to wellbeing. I would like to thank all those who volunteered for this working party and we look forward to their contribution to the College.

Finally a huge thank you to all staff for their willingness to contribute to the learning journey of our community and continued focus on school improvement.

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	89.8%
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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 2019 from the previous year was 89.3%. 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.

Staff Retention Rate	89.3%
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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.

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	25.8%
Graduate	27.3%
Graduate Certificate	4.5%
Bachelor Degree	89.4%
Advanced Diploma	25.8%
No Qualifications Listed	3.0%

Staff Composition

The following table illustrates the composition of the teaching and non-teaching staff at Marian College over 2019. The College provides employment for a wide range of roles, skills and talents as seen by the number of full-time equivalent staff.

Principal class	1
Teaching staff (head count)	79
FTE teaching staff	69.2
Non-teaching staff (head count)	46
FTE non-teaching staff	34.8
Indigenous teaching staff	0

Expenditure and Staff Participation in Professional Learning

Professional Learning is an important ingredient in overall school improvement and all staff are expected to model 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 2019, opportunities were offered to all staff to participate in professional development. In total, approximately \$163,035 was committed to professional learning, shared between 90 (FTE) staff members, resulting in an average spending of \$1811 per staff member. An average amount of \$2039 was spent per teaching staff member.

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

<p>PATHWAYS</p> <p>Australian Catholic University - Advisory Conference Brimbank and Melton LLEN meeting Brimbank Career Advisers Day Brimbank VET cluster VET Coordinators meeting IMVC Education Centre IMVC working party meeting Network Meeting - Regional Careers Group North West Careers Group Meeting VU Forum</p> <p>WELLBEING</p> <p>21st Annual Psychology Teachers Conference Behaviour Management in Schools Calming Todays Anxious Kids Counselling program review Creatively Addressing Anxiety in Students with Special Needs CSSS Network - Annual Conference CSSS Network meeting Effective Mentoring Program How to teach students with Anxiety to Build Confidence and Improve Improving Student Agency Voice and Participation MPower Girls NCCD Network Meeting NCCD TEAM REGION MEETING Orygen Youth Health and Travencore Overcoming School Refusal Reaching Out CDN Conference 2019 Sparks of life conference - First Aid Staff Professional Learning Day Student Wellbeing Network Meeting Student Wellbeing Professional Learning Understanding Treating and Managing School Refusal Youth Suicide Prevention</p> <p>LEADERSHIP</p> <p>Analysing your Schools VCE Data APS Institute/Supervisor-training Beginning Teachers Workshop BVC Coordinators Meeting Catholic Development Network Seminar Certificate IV in Training and Assessment Effective Mentoring Program VIT KM - New Leaders Induction Day Learning Leaders Planning and Formation Middle Leadership Development Seminar 2019 - National Conference New School Leaders New Staff Induction Parish Priest and Principal Briefing</p>	<p>ADMINISTRATION</p> <p>Briefing - Nationally Consistent Collection of Data First Aid Update Marian College Professional Development Day - Warden Training Schools Law Conference VCSSPDA -Deputy Principal Professional Learning Session Sacred Music Concert Meeting VTAC information briefing</p> <p>FAITH</p> <p>Biennial KM Principals and Faith Leaders Retreat Induction - New Staff to Kildare Ministries Schools Jewish Museum of Australia Justice Leaders Planning Kildare Ministries Conference Religion and Society Annual Conference Religious Education Accreditation Program Secondary RE Leaders Network (All Regions)</p> <p>LEARNING AND TEACHING</p> <p>Achper Conference Become a Bigger Better Brains Educator ClassVR Training Critical and Creative Thinking Workshops for teachers DATTA VIC CONFERNECE Differentiation for High Achievers DigiCon Conference Dylexia-Practical skills and Idea to use in the classroom Growing Food in Small Spaces Indonesian Language Immersion Weekends Jacaranda VCE Success Expo Learning & Teaching Network Learning Diversity Formation Day MAV Annual Conference MAV SACS 2019 Meet the Assessors VATE Reviewing Student Exam performance implications for 2019 Secondary Curriculum Literacies Network (SCLN) Staff Professional Learning Day - Visible Learning Plus STAV - VCE Biology Conference STAV Labtech Conference STAV STEM Conference on Incorporating STEM into Curriculum Teachers as Readers - Creating a reading culture in school Teachers Tool Kit Unit 3 Health and Human Teaching Romeo & Juliet from new text book Yr 9 Science Arduino unit Top Class Dance Understanding Autism Spectrum Disorder Unit 4 Health and Human Development</p>
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Principals Network Breakfast - Western Region
 School Leadership Formation Days
 SCSA AGM and executive meeting
 SCSA Sports Co-ordinators Meeting
 Sports Coordinator Handover
 Teacher Validation Day AIET
 VCE School Leaders Briefing
 VET Co-ordinators BVC meeting
 VIT Professional Boundaries Workshop
 VTAC Briefing
 World EduLead Conference

VATE - 2019 English State Conference
 VATI Conference
 VCAA - Naplan
 VCAA 2019 SAT Professional Learning Workshop
 VCAA VCE Examination Conduct and Administration
 VCAA Study Design Workshops
 VCAA VET Workshop
 VCAL at ACU
 VCCA new study design proposals
 VCE English Project 2019 - From Coursework to EXAM
 VCE Informatics workshop
 VCE meet the Assessors Workshop - Specialist Maths
 VCE Physics Teachers Conference 2019
 VCE Professional Learning
 VILTA Conference
 Visual Communication Unit 2&4 seminar
 Deaf Connect Ed - Practical Strategies for Teachers
 Western Learning Diversity Leaders Network Meeting - Secondary
 Western Region Learning and Teaching Network
 Western Region Secondary Mathematics Teachers Network



Learning and Teaching

At Marian College, we aim for at least one year's growth in learning for one year's input of teaching for every student. The Australian Curriculum, Assessment and Reporting Authority (ACARA) publishes NAPLAN results, via the My School website, annually, and these address the literacy and numeracy skills of our students in years 7 and 9. The data published this year identified "high gain" schools nationwide, which signify significantly improved NAPLAN results for their students, from one testing period to the next. In 2019, for the second consecutive year, Marian College has been recognised by ACARA as one of a selected number of "high gains" Victorian schools and an even smaller number of "high gains" secondary schools.

Marian College students demonstrated substantially above average growth in literacy in the reading component, which has a high impact on future success. These results reflect a combined effort by teachers, parents and the various programs implemented at Marian College. Congratulations are extended to the College community for this accomplishment and for sustaining the achievement from the previous year. This recognition is reward for the work that the College's teachers have been doing, focusing on optimising the progress of every student. Various strategies have been employed, many underpinned by our three-year long involvement in the Visible Learning Plus Project. These include, but are not limited, to:

- Implementing a whole-school approach to promoting and supporting reading, led by our teacher librarians and the Resource Centre Team, working collaboratively with English teachers
- Using data effectively to know where our students are placed in their learning to target teaching, focusing on growth
- Establishing strong professional learning teams that use evidence and plan collaboratively
- Achieving an alignment between school, learning team and individual teacher goals
- Implementing a range of strategies to support/extend students with particular literacy needs
- Focusing on teacher clarity through the key document, The Marian Learning Framework
- Developing a shared language and expectations for learning, displayed through our Love of Learning Poster
- Embedding a culture of quality feedback that includes teacher to student, student to student, student to teacher and teacher to teacher feedback

Of course, we emphasise that NAPLAN growth is only one indicator that measures our success and impact on student learning and the value of a holistic Marian education goes well beyond standardised testing scores. At the same time, as Rob Randall, the then ACARA CEO (2018), stated, improving students' literacy and numeracy skills are essential to their success in and beyond school.

In reviewing our VCE results at the beginning of this year, we were also able to track student growth based on NAPLAN data from Years 7 and 9 to VCE, through the new Student Longitudinal Progress Report. This showed numerous students moving from lower achievement bands in Year 7 to higher achievement bands at VCE. This again highlighted the opportunities that we provide for our students to progress at a higher rate than the state average, if students make the most of the learning opportunities that we offer.

Most of our VCE students gain an ATAR, the purpose of which is to provide tertiary institutions with a ranking on which to base selection and an ATAR of over 50 will open direct access to a range of university courses. 64.4% of our 2018 graduates applying, gained an ATAR above 50, compared to 50% of students in Victoria. Three quarters of our students received a first round offer for their first or second preference course. In 2019, we have implemented a wide range of strategies to further improve our VCE results, with additional resources being deployed to support the achievement of our aspirational goals.

However, it is recognised that VCE is not the ideal pathway for all students and our Applied Learning Program has gone from strength to strength, with most students completing nationally recognised VET Certificates and developing essential work-related and personal development skills, whilst continuing to develop essential literacy and numeracy skills. A range of exciting projects ensures that learning is relevant, authentic and prepares students for a range of pathways after school.

Further programs are offered to support progress of the diverse range of students at the College, including accelerated subject offerings, electives pitched to extend our high achievers, advanced and extension mathematics options, a mathematics and a language support program, Homework Club and a VCE tutorial program. Further to this, our Learning Diversity Department continues to work tirelessly supporting those students with additional needs to fully engage and optimise their progress.

Supporting the emphasis on optimal growth for all students, our Alternative Learning Track (ALT) Program has challenged gifted, talented or high performing students in Years 7 and 8. These students are linked with a learning mentor and each works towards individual learning goals. This year the students have been challenged to develop skills in problem-solving, communication, STEAM and debating. Some of the students participated in debating run by the Debaters' Association of Victoria. All ALT students have again participated the "Junior Stretch and Challenge Day" where questions posed required deep, critical and creative thinking and students explored and debated some thought-provoking questions and issues with students from schools across Melbourne. The students then attended the "It Takes a Spark Conference" where they participated in a range of digital technologies workshops, a problem-solvers' design challenge, and heard from inspiring women working in STEM careers. Teams of ALT students also submitted video pitches and were selected to present their STEM projects at the Catholic Education Leadership Centre STEM MAD (makes a difference) Showcase. In 2019, they were successful again, winning the "Wellbeing Award".

These projects, along with other Marian STEAM Projects, were presented at the Second Annual Marian STEAM Showcase. This showcase highlighted the incredible progress that has been made in integrating STEAM (Science, Technology, Engineering, Arts and Mathematics) skills into our learning programs and enabled our students to present their projects to the Marian Community, further increasing the authenticity of this learning. In STEAM learning, at Marian, we prioritise the design-thinking process, critical and creative thinking, problem-solving, collaborative and communication skills.

This is one example of our responsive future-focus and, whilst we are continually scanning the horizon to ensure that our programs are preparing our young people for the future, it is now time to undertake a more holistic review of our curriculum programs. The imperative for change is clear.

How can we prepare students for jobs that have not yet been created, to tackle societal challenges that we can't yet imagine, and to use technologies that have not yet been invented? How can we equip them to thrive in an interconnected world where they need to understand and appreciate different perspectives and worldviews, interact respectfully with others, and take responsible action towards sustainability and collective well-being?

(OECD 2019)

With this in mind, I had the opportunity to attend Edulead 2019, an international conference in Singapore. The Conference has developed a reputation for addressing the most important issues facing education. At this conference, Michael Fullan, a worldwide authority on educational reform, proposed that as educators we should foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world. Deep learning is learning that sticks with you for the rest of your life and is learning that engages the world, to change the world. Deep learning experiences are engaging, relevant, authentic and build the 6 'C's which are character, citizenship, collaboration, communication, creativity and critical thinking (Fullan, 2019).

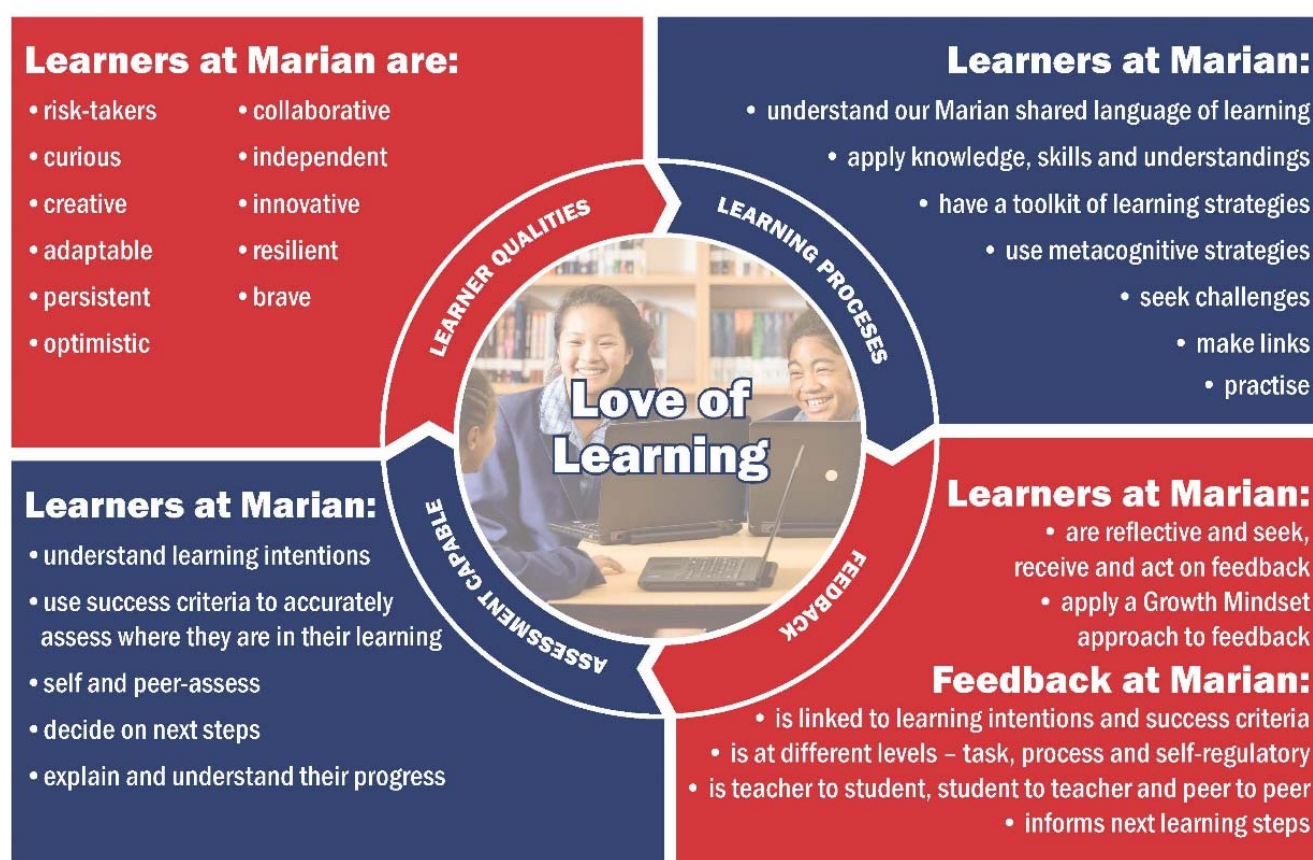
So what will our Marian College Learning and Teaching Program look like in 2024 and beyond? We are not sure but we have begun to collaboratively plan towards a program where academic progress and success will be based upon a broad range of capabilities and skills, ensuring our students are prepared to contribute and live well in the rapidly changing world, with all its challenges. The aim must be to develop a program that integrates student well-being and academic progress. The new moral imperative, defined by Fullan, is to raise the bar in both learning/academic achievement, and in doing well in life. Preparing students to have the capacity to engage with the world to change the world and to do well in life will be our guiding foci as we re-imagine our future Marian Learning Program.

In conclusion, our progress in learning and teaching has only been possible because of the Learning Leaders Team who lead our initiatives and professional learning. I thank them for their creativity, flexibility, dedication and support. Finally, it is important to emphasise that it is what teachers, working collaboratively in their teams, and in the classroom do each day that matters most. Thank you to all of our teachers at Marian College who have been so dedicated and continued to be “learners” in our Marian College Learning Community.

References

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OECD, 2018, The Future of Education and Skills: Education 2030, OECD Directorate for Education and Skills, Paris.



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 2019 at Marian College is indicated in the table below.

Average student attendance rate by year level	Year 7	94.0%
	Year 8	91.8%
	Year 9	91.0%
	Year 10	90.8%
	Overall average attendance	91.9%

As attendance at school is essential for learning government legislation for “Every Day Counts” was brought in a number of years ago and the College has established clear protocols to document attendance. These protocols set clear expectations that students need to be in class and when this is not possible there needs to be a valid reason for the absence. The legislation also states that if a student is absent for more than FIVE days in a 12 month period without an explanation being provided then the school will need to follow through with informing the Catholic Education Melbourne (CEM) and the Education Department.

These protocols establish a number of obligations that the College and parents have in following up absences:

It is the responsibility of the parent to contact the College on the absence line – 9363 1711 before 9.00 am and provide a reason for the absence. Providing the College with a reason for the absence is vital as it assists us in having accurate data that we are required to provide to both Catholic Education Melbourne and the government. This is particularly important to communicate these absences when there is ongoing medical concerns.

After roll call in the morning, we follow up students who are absent and no explanation/reason has been provided by sending an SMS message to our parents. Parents are required to respond to this SMS and contact the College with an explanation for the absence.

A review of the Attendance Guidelines by the Minister of Education in Term 4, 2017 stated that ‘schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable’.

If a parent/guardian is unable to be contacted, the new attendance protocols now require the College to follow up unexplained absences by ringing all contacts, including the emergency contacts until verbal communication is made with someone who can explain the absence of the student.

The protocols also indicate that **if no contact is able to be made with a parent/guardian or any of the listed emergency contacts that it may require the further step of contacting emergency services.**

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 2019 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	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	94.9	94.1	-0.8	95.0	0.9
YR 07 Numeracy	99.3	99.3	0.0	96.8	-2.5
YR 07 Reading	97.1	96.2	-0.9	98.1	1.9
YR 07 Spelling	97.8	96.3	-1.5	96.9	0.6
YR 07 Writing	97.1	97.1	0.0	98.7	1.6
YR 09 Grammar & Punctuation	96.7	95.5	-1.3	92.6	-2.9
YR 09 Numeracy	99.2	97.2	-2.0	98.2	1.0
YR 09 Reading	98.4	97.3	-1.2	95.0	-2.3
YR 09 Spelling	95.9	93.6	-2.3	97.5	3.9
YR 09 Writing	95.1	88.2	-6.9	95.8	7.6

The table also displays student performance in the 2017 and 2018 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. We have continued developing the Literacy program 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 2019 as compared to their performance in Year 7 2017. 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 2016 and Year 9 2018

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 7	543		543		560		546		541	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	539	546	513	513	542	546	536	542	544	554
Year 9	577		569		593		572		571	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	569	581	542	549	574	582	563	574	577	592

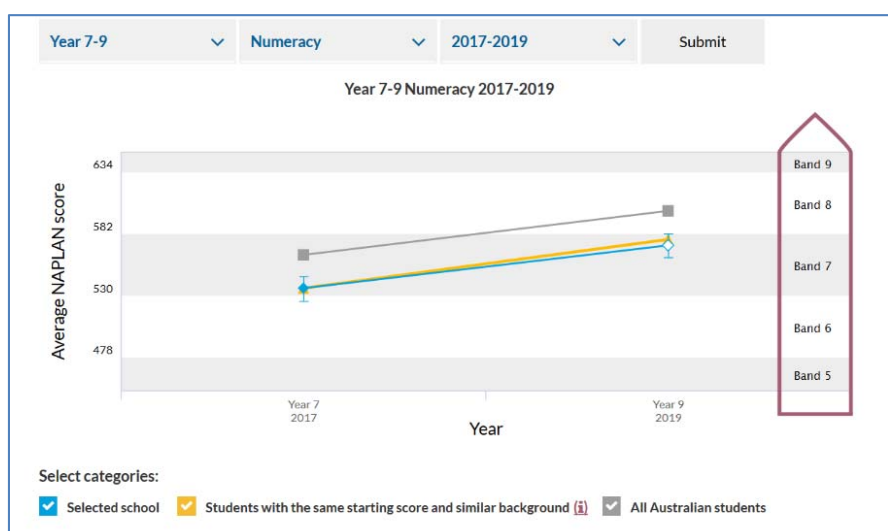
Marian College's average when compared to **Similar** (SIM box) and **All** (ALL box) Australian students is:



Graphs showing comparative NAPLAN results of students in Year 7 2017 and Year 9 2019

The blue line shows how much results at Marian College have improved since the students did NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago (same starting score) and who have similar background as the students at Marian. The grey line shows the amount of improvement achieved by students across all Australian students.

The following graphs indicate that students at Marian continue to show significant gain in reading as compared to like schools and all schools over the three years. In writing and numeracy, the results showing a relatively consistent level of performance as compared to like schools.



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	Year 9 Reading	583.8
	Year 9 Writing	534.6
	Year 9 Spelling	600.4
	Year 9 Grammar & Punctuation	583.2
	Year 9 Numeracy	577.8

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 in 2016 Year 9 students the College retained to Year 12 in 2019 was 91.1%. The College commends the staff for their commitment in providing extensive opportunities for students in academic and vocational areas.

Senior Student Results 2019

In 2019, 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	
VCE Median Score	29%
VCE Completion Rate	100%
VCAL Completion Rate	89%

We offer our congratulations to the Year 12 of 2019 and the Year 11 students who have completed Unit 3 and 4 studies.

Marian College Results	State Results
6 Students (8.11%) received a ranking in the 90s	10% of the state received an ATAR in the 90s
7 students (9.46%) received a ranking in the 80s	10% of the state received an ATAR in the 80s
13 students (17.6%) received a ranking over 80	20% of the state received an ATAR over 80
78.4% of students received an ATAR over 50	50% of the state received and ATAR over 50

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 2020.

Round 1 Offers:

- 46 students (56.8% of VTAC applicants) received an offer for their First Preference
- 13 students (16%) received an offer for their Second Preference
- 5 students (6.2%) received an offer for their Third Preference

73% received a first round offer for first or second preference

85% received a first round offer for preferences 1 - 4

Overall, the results in 2019 reflect a wonderful outcome and are a credit to the students, their families and the staff, and fantastic demonstration of the success of the learning program.

Destinations Year 12 2019 (VTAC offers for highest preference) in the Jan round	No. of students
Australian Catholic University	5
Deakin University	8
Deakin College	2
La Trobe University	10
La Trobe College	1
Melbourne University	2
Monash University	10
RMIT University	20
Swinburne University	6
Victorian University	13
Federation University	1
Other	3

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	65.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	5.0%
Deferred	9.0%
Employment	5.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

Parent, Student and Teacher Satisfaction

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 Activity.
- 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, Mother's Day Breakfast, Father's Day Breakfast, Parent involvement in areas of school life, for example, Canteen, sporting, cultural, and social justice activities.
- Participation in School Review program, Pastoral Care programs and Leadership positions
- Attending focus group meetings



Resources and Facilities

The focus of our capital works in 2019 has included:

- adding the finishing touches to the new Science Building (mainly with the furnishing of the breakout spaces and purchasing 3D printers and Virtual Reality Headsets);
- completing landscaping works on the old Science Block area;
- upgrading the Auditorium with state of the art technology and enhancing the sound and lighting; and
- finalising the design of the new Year 9/10 Learning Centre which will be built in 2020.

The new two-storey building to house Year 9 and Year 10 students will sit on the site of the current Year 10 building and main toilet block. The project will provide 10 large flexible classroom spaces, staff offices, breakout spaces, meeting rooms for staff/students, a large gathering space on the ground floor, an inside-outside maker space area, a new toilet block and will also include a 30kW solar power system on the rooftop.

The College has been awarded a Commonwealth capital grant of \$1.5m towards the cost of construction with the balance of over \$3.8m being self financed by the College. At the end of this building project, a major landscaping project will be undertaken in the middle of the school property and other spaces freed up by recent building projects will be refurbished. These projects will cost upwards of \$1.0m as well.

Investment in additional human resources has been a priority in 2019 and will continue to be in 2020. This is concentrated in the Learning Diversity area and Administration/Compliance. In 2020 the College will develop a new School Improvement Plan and this Plan will require the complementary investment of resources.

Support from families - in the prompt and full payment of fees and charges - allows the College to continue to improve our facilities, spaces and equipment for the continued enhancement of the educational opportunities of our students.

