

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



Marian College

196 Glengala Road, SUNSHINE WEST 3020

Principal: Angela Romano

Web: [www.mariansw.catholic.edu.au](http://www.mariansw.catholic.edu.au)

Registration: 1634, E Number: E1234



**MARIAN  
COLLEGE**



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## Principal's Attestation

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I, Angela Romano, attest that Marian College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 20 May 2026

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## About this report

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Marian College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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### Governing Authority Report

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 form all present and future actions.

Kildare Ministries Core Values 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 - for all

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.

Marg Blythman - Kildare Education Ministries Board Kildare Education Ministries Limited

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## Vision and Mission

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### Vision and Mission Marian

College An Inclusive Community Growing in Faith and Love

- Serving Others
- Striving to Succeed
- Creating and Nurturing the Future

### Mission Statement

As our Kildare Ministries 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 innovative learning environment that uses exemplary teaching practice so that all students can learn with purpose and wonder.
- 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 in order to enhance the capacity for growth and learning.
- Assert that justice requires a radical discomfort and all work to be agents for change.
- Join with First Nations Peoples as custodians of our Earth, affirming our faith in the future through responsible stewardship of all creation.
- Acknowledge our strengths and our common humanity by celebrating diversity.

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## College Overview

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### College Overview

Marian College is a Kildare Education Ministries school, in the Brigidine tradition, educating 850 students from the Western suburbs of Melbourne. Set in Sunshine West, on the traditional lands of the Wurundjeri people, Marian College has been educating young women since 1957.

The College was founded by the Brigidine Sisters, women of deep faith and vision who were inspired by Saint Brigid of Kildare—a woman known for her strength, compassion, and commitment to justice. In this rich heritage, Marian College continues to honour the Brigidine tradition by empowering students to grow in faith, strive for excellence, and contribute meaningfully to the world around them.

At Marian College, our motto Strength and Kindness reflects the heart of who we are and what we stand for. These words, along with our core values of Wonder, Courage, Hope, Hospitality, Compassion, and Justice, guide the way we educate, support, and walk alongside every young woman who enters our gates. Each student is encouraged to explore her passions, develop her talents, and grow in confidence—empowered with strength to face challenges and guided by kindness in her relationships and choices. Through a learning environment grounded in faith and rich in opportunity, students come to understand themselves, their potential, and their place in a world that needs their voice and their values. Marian College is a dynamic learning community that embraces innovation and prepares young women to navigate an ever-changing world with confidence and purpose. Grounded in our motto, Strength and Kindness, we offer a future-focused education that nurtures academic excellence, wellbeing, and a strong sense of belonging.

From Years 7–10, students engage in a learning framework that builds essential skills and knowledge aligned with the Victorian Curriculum. Our senior programs — VCE, VCE Vocational Major, and VET — provide diverse and flexible pathways, supporting each student to pursue her aspirations with clarity and confidence. We are proud of our strong tradition in the visual and performing arts, alongside wide-ranging opportunities in sport, academic enrichment, and student leadership. At Marian, every student is encouraged to explore her potential, embrace challenge, and lead with courage and compassion.

Our commitment to social justice is deeply embedded in the life of the school and expressed through meaningful action. We actively engage both students and staff in a wide range of initiatives that promote compassion, solidarity, and a strong sense of responsibility to others.

Our social justice efforts include outreach and immersion programs, where students gain

first-hand understanding of the challenges faced by marginalised communities. We are proud to partner with organisations such as Vinnies, Caritas, Wellsprings for Women, Saltbush, the Brigidine Asylum Seekers Project (BASP). Through these partnerships, our students are empowered to be agents of change, putting their faith into action and living out the values of Strength and Kindness in service to others.

These experiences not only raise awareness but also foster a lifelong commitment to justice, equity, and the dignity of every person.

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## Principal's Report

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### Principal's Report

As I reflect on 2025, I am reminded of the richness of a year shaped by our College theme of Hospitality – Welcoming All. At Marian, hospitality extends well beyond a simple welcome; it is expressed in the way we encounter one another each day with openness, generosity and respect. It is evident in the small yet meaningful moments—a kind word, a helping hand, an inclusive classroom, and a genuine sense of belonging. Grounded in the Brigidine charism, we are called to create spaces where all feel known, valued and welcomed, and this commitment has been clearly reflected across our community throughout the year.

This has been a year defined by learning in its fullest sense. Our students have engaged deeply in their studies, embraced new opportunities and challenged themselves to grow. Beyond the classroom, they have participated in a wide range of co-curricular experiences, faith and service opportunities, and moments of connection that have enriched their educational journey. At Marian, learning is not solely measured by academic achievement, but by the formation of young people who embody courage, compassion and hope.

A particular highlight this year was the opportunity to participate in the Student for a Day experience. Immersing myself in the daily life of a Marian student—moving between classes, engaging in learning, and sharing in the rhythm of the school day—proved both energising and insightful. What stood out most was the warmth and spirit of our students. Their curiosity, humour and authentic engagement were evident throughout the day. The many conversations, shared laughter and strong sense of pride students hold for their College served as a powerful reminder of the importance of listening to, and learning from, our young people.

There have also been many significant occasions that brought our community together. Our performing and visual arts events showcased the remarkable creativity and talent of our students, while our sporting achievements reflected teamwork, perseverance and strong school spirit. Faith reflection days provided valuable opportunities for pause, connection and deeper understanding of self and others, grounded in our shared values. The much-anticipated Big Day Out was a joyful conclusion to the year, marked by laughter, connection and a strong sense of belonging.

While these key events are important markers in our calendar, it is often the quieter, everyday moments that truly define a year at Marian. The small acts of kindness, the encouragement shared between peers, the care demonstrated by staff, and the courage shown by students in their learning all speak to the heart of our community.

Nothing at Marian is possible without the dedication of our staff. I extend my sincere gratitude to each member of our team who consistently goes above and beyond in support of our students. Their professionalism, care and commitment bring our motto of Strength and Kindness to life each day.

A notable strength of our staff this year has been their deep commitment to professional growth. Professional learning has been evident across all areas of the College, with staff engaging in ongoing development to enhance their practice, collaborate with colleagues, and respond to the evolving needs of our students. Through whole-school initiatives, targeted teaching strategies, and reflective dialogue within teams, there has been a shared focus on continuous improvement. This commitment reflects a culture of learning that extends beyond the classroom—one in which our staff model curiosity, adaptability and excellence, ensuring that our students benefit from the highest quality contemporary educational practice.

To our parents and families, I extend my sincere thanks. The education of our young people is a shared partnership, and your trust, encouragement and engagement are integral to the life of the College. Together, we foster a strong and supportive community in which our students are able to flourish.

To our students, thank you for a wonderful year. Your enthusiasm, resilience and willingness to embrace opportunities have been inspiring. Your hard work and commitment are evident, and you should take great pride in all that you have achieved. As you continue your journey, may you carry with you the values of Marian—living with Strength and Kindness, and guided by a deep sense of justice, compassion and hope.

May the spirit of hospitality continue to shape our community, now and into the future.

Ms Angela Romano  
Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Catholic Identity and Mission

**Goal: To give witness to Kildare Ministries Values: In 2025 the value was Hospitality.**

#### Goals and Intended Outcomes

- Members of the community are provided learning opportunities that develop their understanding of the Brigidine, Kildare Ministries, and Catholic Identities
- Leaders and teachers weave a religious narrative framed by the gospel, Brigidine charism, and great stories of the Catholic tradition that empowers all members of the community to live the Kildare Ministries Core Values
- Students are provided with opportunities to unpack this theme; both as a whole school and in the classrooms.

Marian College actively embodies its Catholic Identity, aligning with the intended outcomes outlined in our Annual Action Plan. Rooted deeply in our Catholic faith, and honouring the traditions of Kildare Ministries and the Brigidine Sisters, the College cultivates a collaborative environment where every individual can flourish. We celebrate personal growth and empower our graduates to live out the Kildare Ministries core values in the world- Justice, Wonder, Compassion, Hope, Hospitality and Courage.

### Achievements

#### Achievements

- Throughout 2025, the College strategically emphasised the core value of Hospitality, recognising its intrinsic link to a sense of purpose. This focus was intentionally integrated across a range of College activities, including liturgical celebrations, communal Masses, prayer initiatives, the student Wellbeing program, reflection days, retreat experiences and staff professional development workshops. These intentional efforts aimed to provide both communal and individual opportunities for faith formation, fostering a deeper understanding of Jesus' mission and our lived experience of hospitality within our community.

- The continuation of the Year 12 school based Religious Education subject Living Justice Living Peace, which enabled students to explore Catholic Social Teachings through our charter. This subject has grown in popularity with our Year 12 students.
- Our Year 7 students began their journey into the foundational stories of the College, exploring the traditions of both the Brigidine and Presentation Congregations. Moving into Year 8, students delved into the life and impact of St Brigid, tracing her significant connections to the Irish landscape and drawing parallels with their own Homeroom patrons.
- Faith Formation Professional Learning Workshops included the recontextualisation of the gospel message for a contemporary context, through the unpacking of the Gospel of Luke.
- Staff undertaking formal studies in Accreditation to teach, teach RE and lead in a Catholic School through the sponsored study program from MACs
- Staff and Student social justice groups raised awareness and funds for the Wellspring for Women, along with our once a term sausage sizzle fundraising.
- In May we received formal notice from the Archbishop of Melbourne, The most reverend Peter Comensoli appointing Fr. Jude as our College Chaplain. Father Jude Pirota presided over the Year 12 Graduation Mass, a significant occasion held at St Leopold's Catholic Church in Sunshine. Along with our Advent Mass in December.

## Value Added

### Value Added

To conclude, Marian College offers a wide range of impactful activities and programs that positively influence student wellbeing and achievements, benefiting the entire school community. The following list exemplifies the rich and varied curricular and extracurricular opportunities available.

#### Faith Formation and Spiritual Growth:

- Regular celebration of Mass and other liturgical events in the calendar.
- Opportunities for prayer, reflection and retreats.
- Religious education programs that deepen understanding of Catholic teachings and traditions.

#### Service and Social Justice Initiatives:

- Organising and participating in charitable donations of funds, non-perishable foods, clothes and toys.

- Raising awareness about social justice issues through education and action.
- Attending Social Justice forums and seminars run by Kildare Ministries.

Pastoral Care and Wellbeing:

- Providing a supportive and inclusive environment for all students through the Wellbeing Program that explored Head, Heart, Mind and Spirit.

Professional networking with Kildare Ministries

- Through extensive induction programs run by KM both new staff- teaching and non-teaching have the opportunity to learn in the charism of St. Brigid and gain a solid understanding of the governance of Kildare Ministries.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal & Intended Outcomes

#### Priority: Succeed and Flourish

#### Goals

Strengthen teaching practice through coaching, feedback and evidence-informed professional learning.

Build student agency, wellbeing and authentic learning.

Use achievement, attendance, wellbeing and behavioural data to improve outcomes.

Strengthen partnerships with families to support student growth.

#### Intended Outcomes

Improved teaching practice through collaboration, coaching and shared approaches to effective learning.

Increased student growth, engagement and wellbeing through targeted teaching strategies and professional learning.

Stronger use of data to inform curriculum planning, intervention and wellbeing support.

Greater family engagement through clear communication and information evenings.

In 2025, Marian College focused on optimising the growth and wellbeing of every student and staff member by strengthening the coherence and clarity of the learning environment.

Teachers increasingly embedded explicit learning intentions, success criteria, worked examples and formative assessment practices to support clarity, confidence and student agency. Assessment design was refined to include clearer expectations and multiple entry points, enabling greater access, support and extension across learning areas.

Learning teams engaged in structured, data-informed inquiry cycles, drawing on achievement, attendance, wellbeing and behavioural data to identify priorities and adjust practice.

Collectively, these initiatives strengthened instructional consistency, reinforced high expectations and positioned student growth as a shared responsibility across the College.

## Achievements

### Achievements

In 2025, Marian College strengthened its Years 9–10 vertical curriculum through deliberate course redesign aligned with Victorian Curriculum 2.0. Learning sequences were reviewed and refined to ensure clarity of progression, strengthened knowledge development and alignment with revised curriculum standards.

The embedding of the Wonder–Explore–Aspire framework further strengthened coherence across the learner journey. This framework provided a clear developmental narrative, supporting curriculum design that progressively builds knowledge, skills and dispositions from curiosity and foundational understanding (Wonder), through application and exploration (Explore), to purposeful direction and aspiration (Aspire).

Student voice continued to inform refinement of the vertical model. Feedback highlighted the value of choice, flexibility and authentic learning opportunities, reinforcing the importance of maintaining both rigour and relevance within the program.

Learning intentions increasingly emphasised assessment-capable learning, supporting students to understand success criteria, monitor progress and take greater ownership of their growth. SEQTA tools were utilised to strengthen reflection and feedback processes.

Marian strengthened its data-informed approach across Years 7–12. Analysis of NAPLAN and ACER PAT data identified specific trends in numeracy performance, prompting a deliberate and research-informed response.

Following investigations into evidence-based intervention models, the College implemented a trial run of QuickSmart Mathematics to support students requiring targeted numeracy intervention. This structured program focused on building automaticity and confidence in foundational number skills.

In addition, deliberate small-group Mathematics tuition was introduced for students identified through NAPLAN and PAT data as requiring further support. These interventions were monitored to evaluate growth and inform ongoing refinement.

At the senior level, VASS data workshops enabled Unit 3/4 teachers to analyse performance patterns and implement targeted instructional adjustments. Professional learning supported staff to interpret data effectively and align classroom strategies with identified needs.

Collectively, these initiatives strengthened curriculum coherence, reinforced high expectations and ensured that instructional decisions were responsive to student data.

## Student Learning Outcomes

### Student Learning Outcomes

Personalised Learning Plans (PLPs) continued to support students identified through the Tutor Learning Initiative and the Learning Diversity Department, ensuring adjustments were responsive, documented and regularly reviewed.

A strengthened Mathematics support framework provided targeted intervention and extension across Years 7–9, including structured in-class support, small-group tuition and additional after-school Mathematics sessions informed by NAPLAN and PAT data.

Language Support Classes and the Alternative Learning Track (ALT) offered differentiated pathways to meet diverse learner needs, providing structured support, flexibility and targeted skill development.

Accelerated VCE pathways enabled eligible students to undertake VCE studies early, while partnerships with tertiary institutions provided selected Year 12 students with opportunities to complete university-level subjects.

These initiatives reflect Marian College's commitment to high expectations, equitable access and measurable growth, supported by targeted intervention, differentiated pathways and data-informed teaching practice.

### NAPLAN

Domain Year level Mean Scale score Proficient  
Domain Year level Mean Scale score Proficient  
Domain Year level Mean Scale score Proficient  
Domain Year level Mean Scale score Proficient  
Grammar & Punctuation

Year 7

533  
61%

Year 9

563  
60%

## Numeracy

Year 7

529

68%

Year 9

554

60%

## Writing

Year 7

559

78%

Year 9

596

68%

## Reading

Year 7

538

71%

Year 9

575

72%

## Spelling

Year 7

543

76%

Year 9

570

77%

## Senior Secondary Outcomes

VCE Median Score 29

VCE Completion Rate 98%

VCE VM Completion Rate 94%

VPC Completion Rate \*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

**Post-School Destinations as at 2025**

Tertiary Study 67%

TAFE/ VET 17%

Apprenticeship / Traineeship 3%

Deferred 9%

Employment 0%

Other - the category of Other includes both students looking for work and those classed as other. 4%

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	533	61%	533	61%
	Year 9	563	60%	564	58%
Numeracy	Year 7	529	68%	521	62%
	Year 9	554	61%	551	58%
Reading	Year 7	538	71%	535	71%
	Year 9	575	72%	574	72%
Spelling	Year 7	543	76%	542	75%
	Year 9	570	77%	569	78%
Writing	Year 7	559	78%	559	79%
	Year 9	596	68%	594	70%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	98.30%
VCE VM Completion Rate	92%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2025</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal & Intended Outcomes

- **To optimize the growth and wellbeing of every Marian student and staff member**
- **To succeed and flourish**

#### Key Goals included:

- To optimise the growth and wellbeing of every Marian student and staff member, creating a community where all individuals are supported to succeed and flourish.
- The development and implementation of a sequenced whole-school wellbeing program from Years 7–12 that supports student growth, engagement and belonging.
- Strengthening student wellbeing through the four key pillars of Responsibility, Relationships, Resilience and Reaching Out, supporting social and emotional development and future readiness.
- Building students' self-awareness, self-management, social awareness and responsible decision-making through explicit wellbeing and pastoral programs.
- Supporting students in developing positive learning habits, including organisation, time management and personal responsibility.
- Developing a Whole School Framework that connects learning, wellbeing and faith formation in a cohesive and intentional way.
- Ensuring the College's wellbeing and student support practices are grounded in the Kildare Ministries values of Hope, Justice, Hospitality, Courage, Compassion and Wonder.

### Achievements

#### Achievements

- Homeroom structure from Years 7-12 with each student being linked to a significant adult
- The four periods per cycle of wellbeing offered as part of the Year 9/10 program.
- Collaborative class activities such as class presentations linked to key topics in the area such as bullying and inappropriate use of social media
- Use of external organisations such as Elephant Ed to support the program being delivered

- Students given a voice in choosing parts of the program for activities such as dancing or yoga – their own personal preferences
- Year 7 Camp
- Year 9 City Experience Program
- Year 10 Pathways program
- Use of the PULSE program to monitor students' wellbeing each week

### **Student Voice**

Another area of significant progress has been in the continual development of the student leadership program and the development of student voice in the decision making process of the school. The Student Representative Council have had a focus on the review of school policies such as the Mobile Phone policy and Bullying and Harassment policy and they have carried out a survey of the whole school in relation to their views of Bullying and Harassment both at school and in the online world.

The data gathered indicated that the online world in which our young people live continues to present challenges for how they both see and navigate the world they live in. We continue to work with our students in this space to develop both their understanding of social media and the ways that they can use it both positively and the impacts of its negative use.

### **Student Leadership Program**

The development of a new leadership structure for 2026 has been planned and implemented with our CAPtains of Change – Year 12 leaders building the foundation of our leadership structure for 2026 and beyond. This development has created leaders in the following areas – Learning, Faith, Justice Sport and Arts. These leaders are supported by our Student Representative Council from Years 7-11 and our Sports Captains at Year 12.

We look forward to how this new leadership structure will evolve over time.

### **Value Added**

#### **Value Added**

Opportunities for students to participate in curricular and extracurricular activities included:

- Opening School Mas
- Celebration of excellence assembly for the Class of 2024

- School Assemblies - both whole school and level
- Information Evenings - Year 7 in particular as we build that partnership with families
- School Camps and Excursions
- Pathways program for Years 10 - 12
- Annual Athletics Carnival
- Interschool and Interhouse Sports program
- Music Program and Co-curricular activities such as rock band, school choir and concert band
- Transition process at Year 7 and for other Year Levels
- Co-curricular clubs such as Chess Club, Games Club, Book Club etc
- Art Design and Technology exhibition
- Subject Selection Evenings
- Breakfast Club
- School Counsellors - Student and Family Wellbeing Support

## Student Satisfaction

### Student Satisfaction

Thriving Schools Index data collection for 2025 offers the following highlights:

- **Co-curricular** activities offered are meaningful and contribute to student experience
- Students are growing academically in a safe and nurturing learning environment
- Teachers are creating a learning environment within classrooms that is conducive to student participation
- The facilities and equipment provided support the growth of the learning community
- Focus groups support the development of the Year 9/10 elective program and the wellbeing lessons offered at the middle levels of schooling
- Students believe that school leadership exemplifies the culture and values of the school

## Student Attendance

### Student Attendance

The normal protocols for attendance at school are listed below:

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 absence. The legislation also states that if a student is absent for more than 5 days in a 12-month period without explanation then the school will follow through with informing the government authorities such as the Education Department.

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

It is the responsibility of the parents to contact the College on the absence line – 9363-1711 before 9.00 am and provide a reason for the absence. Parents are also able to use our Learning Management system to report student absence directly to our Student Receptionist.

Providing the College with a reason for absence is vital as it assists the school in having accurate data that we are required to provide to both the Melbourne Archdiocese of Catholic Schools and the government. This is particularly important to communicate these absences where there are ongoing medical concerns.

After roll call in the morning, students are followed up who are absent and no explanation/reason have been provided by sending an SMS message to our parents. The School Attendance Officer is responsible for this process.

Parents are required to respond to the SMS and contact the College with an explanation for the absence.

Schools are required to advise parents/guardians of unexplained absences on the same day and as soon as practicable.

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

The protocols also indicate that if no contact can be made with a parent/guardian or any of the listed emergency contacts that it may require the further step of contacting emergency services for a welfare check.

Notes and medical certificates are required to explain absences and unresolved absences are followed through by the Homeroom teacher and Year Level Leader, currently known as Community Leaders.. These staff will work closely with families when absences form a pattern or point to underlying issues and concerns.

The minimum attendance requirement for VCE and VM students is 90% and this is closely monitored by staff to ensure that attendance issues do not contribute to unsatisfactory unit results.

The school is continuing to enhance these processes to ensure consistency of follow up and that we continue to meet the government attendance guidelines.

Year 9-12 Student Retention Rate - 90.68

Average Attendance Rate for the following Year Levels:

Year 7 - 92.5

Year 8 - 89.2

Year 9 - 87.6

Year 10 - 89.7

Average is the following - 88.85

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	88.15

<b>Average Student Attendance Rate by Year Level</b>	
Y07	91.42
Y08	89.54
Y09	88.56
Y10	89.65
Overall average attendance	89.79

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## Leadership

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

##### Priority: Learn, Lead and Live the Core Values

###### Goals

- Strengthen Brigidine, Kildare Ministries and Catholic identity.
- Embed Core Values across learning and wellbeing.
- Promote faith formation and Living Justice Living Peace (LJLP).

###### Intended Outcomes

- Increased engagement with Professional learning faith and formation programs/ workshops/online modules.
- Core Values embedded in College life and wellbeing through meetings and workshops
- LJLP reflected in curriculum and social justice initiatives

##### Priority: Succeed and Flourish

###### Goals

- Strengthen teaching practice through coaching and feedback.
- Build student agency, wellbeing and authentic learning.
- Use data and professional learning to improve outcomes.
- Strengthen partnerships with families.

###### Intended Outcomes

- Improved teaching practice through collaboration.
- Increased student growth, engagement and wellbeing through Professional learning sessions.
- Greater family engagement and communication with information evenings
- Utilised Data for Curriculum and Wellbeing Planning: Worked collaboratively to analyse student achievement, wellbeing, and behavioural data to inform whole-school curriculum development and strengthen social-emotional learning.

##### Priority: Engage Community Partnerships

###### Goals

- Build authentic and inclusive community partnerships.

- Promote wellbeing, social justice and reconciliation.

#### Intended Outcomes

Increased community participation and belonging through increased alumni participation.

Greater engagement in social justice and reconciliation initiatives.

Strengthen Feedback and Peer Collaboration: Cultivate a culture of consistent, evidence-informed feedback to enhance teaching practice through structured peer partnerships and learning walkthroughs.

### Achievements

Significant progress was made throughout the year.

#### Data Analysis and School Improvement

Introduced a Data Analysis Team who worked collaboratively to review audit findings and strengthen staff understanding of the importance of using data to inform teaching, learning, and wellbeing practices across the College. A deliberate and concerted effort has been made to build a culture of evidence-informed practice, with data increasingly used to guide decision-making, monitor student progress, and support continuous school improvement.

#### All staff participating in Staff Appraisal & Review

A concerted effort has been made to ensure all staff actively participate in the Staff Appraisal and Review process.

A structured peer coaching model was embedded with encouraging reflective dialogue and meaningful feedback among teachers and Learning Support Officers (LSOs). This has fostered meaningful professional dialogue between leaders and staff, focused on setting individual and collective goals aligned with the strategic priorities and intended outcomes of the College. The process has supported reflective practice, professional growth, and a shared commitment to continuous improvement across the school community.

#### College Policies and Process

College policies, procedures, such as the staff handbook and operational practices were reviewed and updated to ensure compliance with legislative and regulatory requirements.

## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

### Professional Learning for all staff

Professional learning opportunities throughout 2025 were closely aligned with strategic priorities and staff development needs.

#### Catholic Identity and Faith

Religious workshops and accreditation programs deepened staff understanding of Brigidine and Kildare Ministries identity and strengthened the integration of faith narratives into educational practice.

Staff were encouraged to further their Religious Education accreditation.

KM Staff Induction supported new staff and leaders in understanding the Kildare Ministries tradition and values.

focused on deepening understanding of the Brigidine and Kildare Ministries identity, with a strong emphasis on integrating a religious narrative across teaching, learning, and leadership practice. Professional Learning Days were conducted throughout the year, with additional voluntary opportunities offered to staff to support ongoing formation and professional growth.

#### The Professional Learning Conference

featured guest speakers Amy Green and Ben Tallboy. Amy Green focused on building a positive culture to strengthen staff wellbeing and learning practices, while Ben Tallboy explored maintaining professional boundaries through case studies addressing physical contact, social interactions, and digital communication, providing practical strategies to support ethical professional practice.

A line up of workshops focusing on sleep hygiene, neuroscience behind Growth Mindset, the power of meditation, neurodiversity were offered at the Professional Learning Conference

#### Leadership Development

## Expenditure And Teacher Participation in Professional Learning

Middle Leaders were provided with targeted leadership development opportunities to strengthen their capacity to lead effectively, support teams, and contribute to whole-school improvement initiatives.

Staff participated in leadership-focused professional learning including Women in Leadership and other professional forums.

Leadership development opportunities strengthened staff capacity to lead teams, support wellbeing and drive continuous improvement across the College.

### Staff Professional Learning & Teaching

Coaching and peer partnership training strengthened staff capacity in reflective practice, coaching and constructive feedback.

Data analysis, curriculum planning workshops and cycles of inquiry enhanced staff capability in using data to improve curriculum development and student learning outcomes.

Staff attended professional conferences including COMVIEW, STAV, VCCA, Careers, VCE and NAPLAN to support contemporary teaching practice.

### Wellbeing and Child Safety

Compliance training addressed child safety, bullying, harassment, discrimination, disability standards, mandatory reporting and anaphylaxis.

### Compliance

First Aid refresher training ensured staff maintained current emergency response knowledge.

Emergency management training ensured wardens were identified and emergency procedures understood and implemented.

CompliLearn and in-house compliance modules supported staff in meeting legislative and regulatory obligations.

### Administration

An online system was introduced to strengthen the recording and monitoring of professional learning, accreditation and compliance requirements.

Improved documentation processes supported accountability and ensured accurate regulatory reporting.

### Value Added

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<p>Strengthened a culture of evidence-informed practice through the introduction of a Data Analysis Team.</p> <p>Improved staff engagement in professional growth through full participation in Staff Appraisal &amp; Review processes.</p> <p>Enhanced teaching practice through structured peer coaching, reflective dialogue, and collaborative feedback.</p> <p>Increased staff capability in using data to inform curriculum, wellbeing, and student learning outcomes.</p> <p>Deepened understanding of Brigidine and Kildare Ministries identity across teaching and leadership practice.</p> <p>Strengthened staff wellbeing and professional culture through targeted wellbeing and professional boundaries training.</p> <p>Built leadership capacity through targeted Middle Leader development and leadership-focused professional learning.</p> <p>Improved compliance and accountability through updated policies, training, and online monitoring systems.</p> <p>Increased collaboration and consistency across teams through coaching partnerships and professional learning communities.</p> <p>Enhanced student wellbeing and engagement through staff professional learning in growth mindset, neurodiversity, and wellbeing practices.</p> <p>Strengthened community engagement and communication through information evenings and partnership initiatives.</p> <p>Supported continuous improvement through ongoing professional learning aligned with College strategic priorities</p>	
Number of teachers who participated in PL in 2025	62
Average expenditure per teacher for PL	\$1600.00

## Teacher Satisfaction

### Teacher Satisfaction

Staff Composition

Principal Class (Headcount) 1

Teaching Staff (Headcount) 86

Teaching Staff (FTE) 82.15

Non-Teaching Staff (Headcount) 48

Non-Teaching Staff (FTE) 39.96

Indigenous Teaching Staff (Headcount) 0

### **Parent, student and teacher satisfaction with the school Thriving Schools Survey 2025**

The Thriving Schools Survey was conducted in 2025 and provided meaningful insights into the College's performance and areas of strength. Feedback gathered from staff, students, and parents highlighted strengths and recommendations.

#### **Strengths**

Our school is grounded in strong Catholic values that shape our culture and daily practice. Faith and mission provide a shared sense of purpose for students, staff, and families.

The College offers excellent co-curricular programs that enrich student life, building confidence, teamwork, and leadership beyond the classroom.

The College's capable and committed staff foster high expectations and strong relationships, while high levels of parent confidence reflect the trust and partnership within our community.

#### **Where We Need to Grow**

The College needs to strengthen listening, consultation, and the visibility of leadership through clear communication.

A deeper focus on student voice, belonging, and agency, is essential to improving engagement.

We also need more meaningful and inspiring learning experiences, supported by co-designed systems, facilities, and technology that align with our future-focused vision.

#### **Conclusion**

The Thriving Schools survey findings reflect the College's sustained dedication to cultivating a positive, safe, and inclusive learning community. Building on these strengths will be essential to further enhance the experience of all stakeholders. Continued evaluation, targeted professional learning, and open dialogue will support the maintenance of these areas of strength while addressing opportunities for future growth.

#### **Teacher Qualifications**

Doctorate 0.0%

Masters 16.3%

Graduate 14.0%

Graduate Certificate 2.3%

Bachelor Degree 54.3%

Advanced Diploma 10.9%

No Qualifications Listed 2.3%

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	23
Graduate	25
Graduate Certificate	3
Bachelor Degree	69
Advanced Diploma	11
No Qualifications Listed	10

<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	97
Teaching Staff (FTE)	89.43
Non-Teaching Staff (Headcount)	66
Non-Teaching Staff (FTE)	50.73
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Goal: To build and sustain authentic partnerships

Intended Outcome: The College develops and nurtures strong relationships that provide for the inclusion and wellbeing of all members of the Marian Community

#### Annual Targets

- Evidence of a range of events and publications that promote inclusivity for cultural groups
- Evidence of at least one parent/carer event or activity per semester

### Achievements

#### Achievements:

- Marian College held a variety of events that encouraged participation and communication with families in a variety of areas.
- These included our Performing Arts Showcases, annual Art Exhibition, SEQTA parent workshops, and information evenings for our Burmese and African families. To promote inclusion we also offered monthly Newsletters translated for Burmese and African families; interpreters are available for all parent teacher student conferences.
- The year 7 families were also invited to an information session and informal get to know you afternoon tea/supper to assist with the transition into secondary school.
- Guest speakers provided insight into cultural and faith perspectives with a focus on the College (Year 7-11 Reflection Day)
- Our Twilight Evening gave families an opportunity – both current and prospective families to come and see what programs and support we have to offer to our community.
- Parents /Guardians were invited to our annual Mother's Day and Father's Day breakfasts. It was a chance for daughters to spend quality time, relax and celebrate the dedication, nurturing, guidance, faith and love of these important figures in their lives.

- Prospective families were also invited on College tours

Intended Outcome: Parents/Guardians are welcomed in authentic and engaged partnership with College staff to enable positive approaches to support the faith, wellbeing, and educational needs of each student

#### Annual Target

- Increased level of attendance of parent/carers at forums and committees
- Parents joining the Parent Child Safeguarding Sub-Committee

Intended Outcome: The College plays a prominent role in the wider Community engaging in initiatives, celebrations, and events and contributing to the understanding of and response to current and emerging issues

#### Achievements

- Families attended the Investiture Assembly and morning tea, and the Excellence Award Assembly.
- Families supported our Year 12 Graduation Mass and Dinner evening.
- Families invited to attend Performing Arts and Co-curricular showcase evenings, and our annual Athletics Carnival

#### Annual Targets

- Evidence of student lead initiatives that develop community partnerships
- Participation in a number of local community initiatives or events

#### Achievements:

- The staff and student Social Justice groups partnered with Kildare Ministries Community works for fundraising, collection of donations.

- 9/10 Faith In Action elective connecting to community through service.
- Year 8 and 9 students visited local Catholic primary schools with Ms Shelley Smith to promote Marian as an option for their secondary education, answer their questions and share the opportunities they have enjoyed at Marian.

## Parent Satisfaction

### Parent Satisfaction

The level of satisfaction is frequently addressed through the College newsletters, College magazine and on our College website and our social media platforms. We consistently report events, activities and programs that have a positive impact on morale and wellbeing of our total community.

We measure the level of satisfaction from our parent community in the following ways:

- Comments and feedback from parents, students and teachers.
- The many opportunities to become involved in the life of the College such as Opening School Mass, Award Assemblies, Graduation Mass and Dinner, Design Education Art Exhibition and Performing Arts Showcases.
- Parent attendance at Year 7 Welcome Evening is very positive and continues to increase each year
- Parent attendance at our online information evenings for our Year 8-12 students is positive.
- Parent connection to the school during Parent Teacher Conferences has increased over time particularly with the model and timing that allows parents to conduct interviews over the course of the day and evening. We have continued to use the on-line model after COVID as the preferred option for families but will continue to review this each year.
- Attendance at our Annual Athletics Carnival
- Increased participation in our Mother's Day and Father's Day breakfast
- Introduction of our International Women's Day breakfast
- Parent participation in our Open college mornings and afternoons as we showcase the College, guided by Student Leaders that gives families an insight into the key aspects of the school such as our learning programs, facilities and activities

Our Thriving Schools Index data collected in 2025 indicates positives in the following areas:

- Student development and their ability to grow academically, socially and emotionally and spiritually
- Teachers providing a quality learning experience for their child
- That we provide a safe and nurturing learning environment
- Technology is used effectively to enhance student learning
- Leadership of the school are providing an environment of listening and are trusted in the direction the school is heading

Engagement of our families continues to be a focus as we explore ways to include our families in the life of this learning community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mariansw.catholic.edu.au](http://www.mariansw.catholic.edu.au)