



Marian College Sunshine West

2021 Annual Report to the School Community



Registered School Number: 1634

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Contact Details

ADDRESS	196 Glengala Road Sunshine West VIC 3020
PRINCIPAL	Ray Pisani
GOVERNING AUTHORITY	Kildare Education Ministries Limited
TELEPHONE	03 9363 1711
EMAIL	principal@mariansw.vic.edu.au
WEBSITE	www.mariansw.catholic.edu.au
E NUMBER	E1234

Minimum Standards Attestation

I, Ray Pisani, attest that Marian College 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 2021 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 Schools.

31/03/2022

NOTE: The School's financial performance information has 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

Governing Authority Report

Church 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.

Raymond Pisani

Principal

Kildare Education Ministries Limited

Our College Vision

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.

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 to numerous causes. 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.

Principal's Report

At the beginning of each year we dream as to how the year may play out. We wonder what is in store for us? We wonder about the possibilities. This year you may have concentrated on that a little bit more. For our theme in 2021 we celebrated the Kildare Ministries Core Value of Wonder. However, our interpretation of the word "wonder" has a different context as there is an associated element to the theme, that is, "Celebrating all that is good with joy and gratitude."

Wonder, in this sense, does not come stated at the beginning of a sentence but makes us look out for jaw dropping experiences that are associated with a form of great happiness. It is worth reflecting on those experiences at Marian in 2021 that may have created this sense of wonder. We know that when we are young we love to dream, imagine, discover and explore and search for all that is fun. The Core Value of "wonder," within our school setting, has to be about recreating this love and joy in life and in learning. Whilst we are aware that schools have an element of straight rows and test days we aim for something more. We want our students to be engaged and motivated in their learning. We are aspiring to meet the challenge where we have a student-centred learning environment where meaningful project-based experiences are developed and implemented. That is, students find real meaning in whatever they do.

Throughout 2021, the College has facilitated a review and school improvement process leading to the creation of a new School Improvement Plan that will guide us from 2022 to 2025. The discussions, ideas and proposals all relate to a future orientated program that enhances the natural tendency for students to grow through discovery. Moreover, we strive for a learning culture which is nurturing and supportive as well as a social and emotional learning environment in which children feel safe. There will be strong emphasis in our new plan of the direct immersion of social emotional concepts throughout the learning and teaching program and that wellbeing and academic success are intrinsically linked.

In many ways this has been well demonstrated over the course of the year. The pandemic has given us reason to examine how we cope with our own personal wellbeing whilst at the same time dedicate ourselves to do our best in learning. It has been said that when we go through difficult crisis times, we develop greater initiative to assist us to grow and develop.

Recent times have been tough, but our young people and staff have grown because of the challenge and often the most creative ideas come from the most restrictive obstacles placed before you. Hardship demands that you cannot continue to do things as you always have. But when everything is turned upside down and you face significant limitations, you must find new and creative ways to make things happen. In that regard it is important to acknowledge the commitment and efforts of staff who were required to redesign learning courses and approaches in order to provide a program that allows our students maximum participation and opportunities for growth. Engaging in the new technologies has enabled staff to further their creative skills and extend the boundaries of what is possible in the future of education. No words can fully express my appreciation of the contribution of the Marian staff in bringing joy to others in 2021.

The major learning of these last two years is undoubtedly the value of relationships. The opportunities and ways that we connect with others is a primary determinant of joy, fulfilment and happiness which, in turn, leads to our overall physical and mental wellbeing. All members of our community have had to make choices to support others leading to real and evident examples of

compassion and empathy. I thank the students for their understanding and recognition of walking alongside their peers and being of support to them. I especially acknowledge the Year 12 students who have had to endure the uncertainty and demands of the year and have overcome these trials to conclude their secondary education in an inspiring manner. As we move on towards a new year these qualities will be instrumental in fully maintaining the College environment that fully aligns with our Brigidine tradition and Kildare Ministries Core Values. We must express and demonstrate our gratitude to all members of our Community, all the staff, students and parents, for the partnership that was evident to make this year a success.

Whilst reflecting on the present is healthy, looking forward to the future with a hopeful mindset is equally important. We need to balance our past experiences with what we will need to create to ensure that our future years live up to our hopes and dreams. The College has many plans to keep moving forward and, as individuals, we need to ensure that we are on board to take on the challenge of contributing, in some way, to those dreams. Keeping moving forward, with positive actions and a hopeful spirit, will allow all to continue to grow. In this way we will be devoting ourselves to the happiness of all. There is a quote that says:

"All great beginnings start in the dark, when the moon greets you to a new day at midnight."

Shannon L. Alder

We have an opportunity to take this new day with both hands and celebrate all that is good with joy and gratitude well into 2022.

School Advisory Council Report

In a year like no other, stewardship of a community has been vital so that in the midst of all that 2021 has brought us, we continue to flourish. The Marian Stewardship Council continues to be an important part of the school community and has engaged with Ray and school leaders in conversations on student wellbeing, school vision & mission and school improvement.

We congratulate Ray, the Leadership Team of Jane, Michael, Donna and Kerrie and the broader school community on the outstanding outcomes on the School review this year. The external review panel recognised the strong leadership evidenced at Marian College and appreciated the enthusiasm and commitment that individual teachers had for their work. Importantly the panel also spoke highly of the young women they met as part of the review.

We know the commitment that Marian staff have for the young people here and in 2021 so much more was asked of all. Schools communities have been asked to adapt to new paradigms in these times and on behalf of everyone at the Stewardship table at Marian we deeply appreciate and congratulate all at Marian for your accomplishments in 2021.

Members of the Marian College Stewardship Council: Annette Broadfoot, Damian Cassamento, Adele Hegedich, Anne Hubbard, Brigitte MacDonald, Shane Noonan, Anne Walsh.

Gerard Broadfoot

Chairperson

Marian Stewardship Council

Education in Faith

Goals & Intended Outcomes

Goal: To weave Kildare Ministries Values and the Brigidine and Presentation stories into the fabric of our Catholic identity - throughout College life and across the curriculum.

Intended Outcomes:

- Our community celebrates a thorough understanding of the Kildare Ministries story and how it inspires our response to the needs of the College Community, emerging from the traditions of our past.
- That students enter into dialogue and engage in activities that demonstrate their commitment to the Kildare Ministries Core Values.
- Foster meaningful celebrations, liturgies and opportunities for prayer to express both our Catholic Traditions and local identity for students and staff

Achievements

- Connections to the Core Values are evident in all presentations, assemblies and information nights.
- Students in Year 7 are introduced to the Brigidine and Presentation Congregation tradition.
- Education in Faith Team has been developed and has responsibility for the implementation of the Living Justice Living Peace Charter and the promotion of the Core Values.
- Living Justice, Living Peace (LJLP) has been introduced to the Community and is visible around the school especially in Homerooms.
- Workshop on LJLP has been presented to staff.
- School service groups, JDF, Leos and St Vinnies have connected their specific mission at the College to include LJLP.
- A Sustainability Group has been initiated.
- The College has strategically supported the Kildare Ministries Community Works by identifying their specific needs and calendared events.
- Prayer experiences are developed for Lent, Easter, prominent feast days and Christmas.
- Whole school or Year Level assemblies and liturgies are planned and incorporate the theme of the year and the Core Values..
- Liturgy teams assist in the planning and conducting of liturgies and prayer services.
- All Homerooms have a prayer table that is set up consistent to the Marian protocol.
- Community Events include meaningful and appropriate liturgies and prayer services that support the purpose of the activity, connect with our Catholic tradition and Kildare Ministries story.

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:

- Celebration of the College theme Wonder - Celebrating all that is good with joy and gratitude.
- Organisation of College Liturgies and Class prayer services
- Reflection Days for all year levels
- Staff briefing prayer services
- Student social justice commitment through the work of the Justice and Democracy Forum, the Leo's Club, St. Vincent de Paul Group
- Celebration of our Cultural Diversity
- Acknowledgement of National Reconciliation week and Acknowledgement of Country at all school events
- Onsite celebration of Year 12 Graduation Liturgy and presentation of Graduands
- Guest Speakers on faith and wellbeing issues
- Community Service Program
- Education for Justice Position of Leadership coordinates the work of the social justice groups
- The development of staff Education for Justice team and continued presence of staff and student Liturgy Teams
- Commitment to Kildare Ministries Formation Activities for staff/students
- Hosting and participating in Kildare Ministries Social Justice student activities

Learning & Teaching

Goals & Intended Outcomes

The following goals and outcomes are from the 2021 Annual Action Plan

Goal

To maximise the learning progress and consequently pathways for every student

Intended Outcomes

Each student should achieve at least one year of growth for a year of input

Data and evidence are systematically collected and analysed to inform practice

The culture of learning and student 'assessment capability' as outlined on the Marian Learner Poster is strengthened

Curriculum is reviewed and updated to ensure students have the opportunity to develop future focused skills and capabilities and optimise pathways

Achievements

Achievements

Intended Outcome 1

Each student should achieve at least one year of growth for a year of input.

Year 12

- Our 2021 results showed an improvement in the Median VCE Study Score
- There were very positive outcomes in relation to study score data, particularly when compared with similar schools via the VCE Snapshot (MACS). In English, our results were outstanding with a median study score of 32, placing us above all other similar school in our MACS Snapshot Data. 74% of our students achieved VCE Study Score of 30 or over in English.
- In English and a number of other subjects, our students achieved above their predicted Study Score (Positive Adjusted Study Scores).
- For the second year in a row, one of our students was selected for "Top Designs"
- 27% of our students gained an ATAR over 80; 45% achieved a ranking over 70; 72% were above 60.
- These ATARs translated into pathways success with our students gaining places in their preferred tertiary courses. In first round offers, over 86% of our students were offered their first or second preference through VTAC. In second round offers, even more students were offered their first preference. All eligible students have been offered a place in a course.

Other Evidence and Data

- NAPLAN - see Student Learning Outcomes
- Each year all students in Years 7 to 9 and some Year 10s completed ACER Progressive Achievement Tests (Adaptive). All teachers have access to this data and can review this in

teams and utilise the data to inform planning. The 12-month progress data was extracted, showing the 12-month growth of every student. A significant proportion of students demonstrated greater than 12-months growth.

- Learning Area Progress is reported on Semester Reports and the point for 12 months prior is also shown. This data was extracted from SEQTA and a report produced identifying 12-month growth for all strands reported for all students. This enabled the measurement of progress to be reviewed for all students. Students achieving less than 12-months growth were identified and interventions planned.
- Students with no growth or very low PAT growth and low Victorian Curriculum growth were identified and this was utilised to target students for the "Tutor Learning Initiative". This program was aimed at supporting increased growth for these students.
- Additional Programs including Literacy and Maths Support, as well as the Alternative Learning Track Program, have continued to support student growth.
- English and Maths teachers were also timetabled to provide tutorial support when there are no timetabled classes on Wednesday afternoons and a Period 5 Maths Class has been introduced to support our goal of increasing mathematics growth.

Intended Outcome 2

Data and evidence are systematically collected and analysed to inform practice

- The focus on increasing VCE results has been maintained. VASS data analysis workshops were facilitated for teachers and the Assistant to the Principal - Learning and Teaching met with Unit 3/4 teachers to plan strategies for improvement.
- Workshops assisting teachers to access, analyse and use available data.
- Data sets (report, PAT, AAS) were made available to all teaching staff.
- Learning Teams established goals, requiring evidence-based analysis of student learning outcomes.
- Teams reviewed assessment task data extracted from Semester Reports and considered the comparative rigour of tasks. Teams reviewed and re-developed assessment tasks and rubrics.
- The Learning Diversity Department gathered and utilised a range of data to inform personalised learning plans.
- Student growth data was analysed to identify students for the government-funded Tutor Learning Program.
- Benchmarking and cross-marking were embedded in the practice of learning teams and the evidence has informed planning and practice for teams.

Intended Outcome 3

The culture of learning and student 'assessment capability' as outlined on the Marian Learner Poster is strengthened.

- Learning Leaders have continued to work with Learning Teams to maintain the focus on the Visible Learning + (VL+) Action Plan. Learning Team's established goals at the beginning of the year that reflected VL+ Action Plan and Marian Learning Framework.
- SOLO taxonomy was used by teams to inform changes ensuring that surface to deep thinking was assessed.

- Staff Workshops have continued to focus on VL+ strategies, SOLO Taxonomy, data analysis.
- Year 7 and 8 Learning Days focused on the Marian Learner Poster, the Learning Challenge (Pit) and growth mindset learning behaviours.
- The focus on the reporting and valuing of the Marian Learning Behaviours (reflecting the Marian Learner Poster) was consolidated.
- Learning walkthroughs focused on VL+ strategies that facilitate the development of assessment capability.
- Learning Intentions have focused more on the dispositions of the "assessment capable learner" in addition to knowledge and skills.

Intended Outcome 4

Curriculum is reviewed and updated to ensure students have the opportunity to develop future focused skills and capabilities and optimise pathways.

Whilst the pandemic slowed the progress of our Whole School Learning Program Review, significant progress has been made.

- Based on work to date, new electives aligned with our future vision were introduced in 2021, for example, a new integrated project-based learning elective, "Change the World". This elective has enabled students to investigate and develop solutions to authentic, real-world problems.
- In 2021, additional electives were planned to be added to our learning program. These aim to break down traditional, artificial subject delineation and instead prioritise cross-curricular capabilities and skills. For example, "Data in the World" will address Victorian Curriculum Strands in Mathematics, Humanities and the General Capabilities.
- STEM technologies continued to be built into units. In 2021, further integration was planned, with the proposal for STEM at Year 7 to no longer be a stand-alone subject but to be more deliberately integrated into other subjects such as Year 7 Mathematics.
- Based on staff feedback, the Learning Leaders and Learning Program Change Team envisioned what our Marian College Learning Program could look like in 2025, at the end of our next school improvement cycle. The Learning Leaders and Learning Program Change Team began systematically working towards this. To target our planning, the Marian Graduate Statement was developed, considering input from staff.

Marian learners graduate with a 'love of learning for life. They have the breadth of capabilities and skills to adapt and flourish in a complex and rapidly changing world. Inspired by faith, they have the courage to address global challenges and build the collective wellbeing of their community.

- The current learning program was reviewed in light of this, and a gap analysis was conducted. This is informed planning and development, with the aim to implement significant structural change in 2023.
- Our focus on student agency, a broad range of capabilities and skills and the plan to develop a program that integrates student wellbeing and academic progress has guided our work during the latter part of 2021 and will continue in 2022 so that we can ensure that our Marian Graduate Statement can be a lived reality.
- Remote learning has helped to introduce and embed new technologies within the classroom. Examples include the use of collaborative, real-time online technologies where students can

interact with their teacher and peers in a range of different mediums and the effective delivery of assessments via online platforms.

STUDENT LEARNING OUTCOMES

NAPLAN

- Reading growth was strong with 26% of students achieving high growth which places the growth of Marian students above all other similar schools reported in the MACS Snapshot.

MEDIAN NAPLAN RESULTS FOR YEAR 9

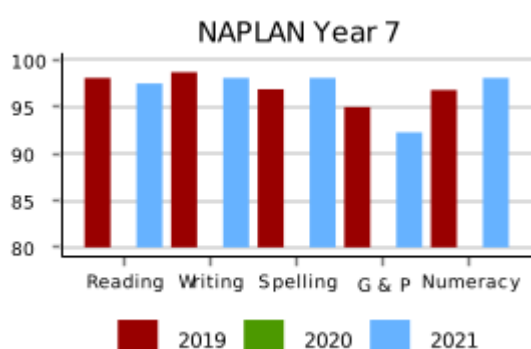
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	560.8
Year 9 Reading	580.3
Year 9 Spelling	601.8
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	95.0	-	-	92.3	-
YR 07 Numeracy	96.8	-	-	98.1	-
YR 07 Reading	98.1	-	-	97.5	-
YR 07 Spelling	96.9	-	-	98.1	-
YR 07 Writing	98.7	-	-	98.1	-
YR 09 Grammar & Punctuation	92.6	-	-	95.0	-
YR 09 Numeracy	98.2	-	-	97.8	-
YR 09 Reading	95.0	-	-	93.0	-
YR 09 Spelling	97.5	-	-	97.2	-
YR 09 Writing	95.8	-	-	95.1	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal: To ensure that the college well-being programs build resilient, positive, motivated young people.

In 2021, the programs offered at the College continued to focus on the link between both our teaching and learning and our well-being programs.

Over the course of the year we had our traditional well-being program that included the focus on topics such as cyber-bullying, resilience, mental health and the peer support program for our Year 7's.

When we re-entered remote learning we ensured that our pastoral programs still allowed our pastoral teachers to build and maintain positive relationships and that all students felt supported and aware of whom they could go to for assistance if they needed.

At the same time the Well-being Team were working on an overall framework to support our well-being framework. This involved reviewing and analysing a number of different frameworks and concluding that the Catholic Education eXcel framework best meets the needs of our community.

We are now linking these frameworks to the teaching and learning area in relation to the Marian Learner. We are highlighting the importance of the overarching link between well-being and teaching and learning.

This has been exemplified in the development of our new School Improvement Plan for 2022 to 2025.

Achievements

Overcoming the challenges of 2021 demonstrated those elements that we had learned from 2020.

We know that we can adapt to a changing landscape both from a teaching and learning and well-being perspective. It demonstrated that we could do things differently and still build relationships with our wider community. Consequently, we were able to provide positive experiences in many areas including:

- Parent/Student/Teacher Conferences and connection to families
- Annual Awards Night
- End of Term Assemblies
- Unplugged Days as part of the Year 9 Program
- Year Level Pastoral Care Program
- Subject Selection Evenings
- Information Evenings
- Year Level Assemblies

- Annual Art, Design & Technology Exhibition
- School Tours

When restrictions changed we were able to have a very successful Graduation Evening for our Year 12 Class of 2021 and their families, This was a great way to finish off a very challenging year. We will continue to use some of these new ways into the future.

VALUE ADDED

A number of activities were organised over the course of the year that provided for the well-being of our community.

These include:

- Homework Club
- Pastoral Care Programs at each year level
- Peer Support for Year 7 students with Year 10 student leaders
- Art, Design & Technology Exhibition, STEAM Exhibition
- School Camps, Excursions
- LOTE Week, Science Week, Book Week
- Marian College Awards Night
- College Assemblies
- Student and Family Well-being Support, 1.6 FTE Counsellors, 0.4 FTE Psychologist
- Inter-school Sport, Inter-house Sports
- Sudanese Family Support, Vietnamese Family Support, Burmese Family Support
- Music Programs, School Choir
- Special Interest Clubs e.g. Science Club, Environmental Club, Art Club, Bike Club, Garden Club
- 1:1 Laptop program and BYOD program at year 10, 11 and 12
- Student Leadership Programs
- Year 7, Years 8-12 Transition Process

STUDENT SATISFACTION

Student comments as to what they were most proud of in 2021:

- Finding motivation to complete work
- Having an efficient and productive schedule I stick to.
- Completing all my work before the due time
- I got some results back from assessments and test and I've received good scores
- I am proud of my time management and the adaptability that I have gained more control of.
- The completion of class tasks and assessments with efficiency despite needing to overcome distractions
- I've learnt lots of things over the last weeks and I'm improving in a lot of stages.
- I am proud that I have persevered so far through this online learning experience
- I am proud that I have been able to keep up on the lessons and being at home has not entirely effected my school work.
- Maintaining the same work ethic as I would at school.
- Maintaining good marks and keeping up with most work
- Learning independently
- That i can do school from any location
- Working more effectively in schooling as well as spending a lot more time with family and things other than just school. I am working more effectively and I have a lot of time for myself and those around me without feeling tired all the time.

STUDENT ATTENDANCE

The normal protocols for attendance at school is 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 the absence. The legislation also states that if a student is absent for more than FIVE days in a 12-month period without 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 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 of 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 Home room 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	98.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.3%
Y08	94.1%
Y09	91.5%
Y10	90.6%
Overall average attendance	92.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	98.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	63.0%
TAFE / VET	23.0%
Apprenticeship / Traineeship	4.0%
Deferred	4.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

Our School Vision Statement,

Marian College: A Community Growing in Faith and Love

Serving Others Striving to Achieve Thinking for the Future

is a strong indicator of our Child Safety focus.

In 2021 the Marian College Community was required to find the balance between the times we were on campus and the times when we were back in remote learning.

Remote learning presented one of the greatest challenges in terms of Child Safety in our ability to monitor our students and their safety and wellbeing. It was important to continue to remind them that they have a voice if they wished to raise concerns about their wellbeing and safety.

We advised our staff to continue to look out for patterns of behaviour in identifying students of concern. The same patterns as in the previous year were monitored including absence from classes, lack of engagement, infrequent contact or communication. These were identified as reasons for concern and followed up by either Homeroom teachers, Year Level Leaders or the Director of Students.

Students finding it difficult to cope with the remote learning environment had the opportunity to come to school during this time to be supported by staff working onsite. Not surprisingly, the number of students over time who needed to access this support increased over time. Many parents initiated this support for their daughter's as they become increasingly concerned about how they were coping without the normal social interactions that onsite learning provides.

During the year students in Year Levels were reminded of our Child Safety procedures and the importance of student voice. This involved the significant work of the Student Leadership Team and their focus on the empowerment and participation of Students in the processes and practices of Child Safety.

Achievements

Child Safety practices are a key aspect of the work of the staff at Marian. All staff have a clear understanding of their responsibility in terms of safety and care of the young people who attend Marian College daily. The Professional Learning program at the beginning of the school year and every term has a focus on Child Safety to ensure all staff clearly understand the Child Safety Standards.

For 2021, the focus was in the particular areas of:

- Implementation of the processes for reporting any forms of Child Abuse - the PROTECT protocols and what we expect of all of our staff
- Review of the Safety Standards and an insight into the changes being implemented for 2022.

- Preparation for the Full School Review that required us to demonstrate that we had addressed all compliance requirements.
- The empowerment and participation of Students in the process - giving them a voice

The most significant focus in 2021 has been a concentration on the Child Safety Standards and our work in this area and especially Standard 7:

- Participation and Empowerment of Children - giving students a voice in the standards

The Student Leadership Team have worked together to create a Child Friendly version of the College's Child Safety Policy. This has involved developing in the student leaders an understanding of staff professional boundaries, the staff code of conduct and what needs to occur at Marian College to ensure that we create and maintain a child safe environment.

The Student Leadership Team completed two key parts of this work in Term 2. Firstly, a sub-committee of the team carried out an audit of the school buildings and then produced a report for the Principal to consider the areas, they have identified, that need attention. Secondly, at the end of term assembly, they presented to the school community the Child Friendly version of the Child Safety Policy.

Planning is in place for the Student Leaders to work with a group of parents who have volunteered to join the Child Safety Committee in order to continue their work in terms of participation and empowerment of Child Safety. This will reinforce the belief that we are in a three-way participation - students, families and school community.

Leadership & Management

Goals & Intended Outcomes

The following goals and intended outcomes are from the 2021 Annual Action Plan.

Goal: To develop the collective efficacy of teams

Intended Outcome: Leaders commit to their own professional growth while enhancing their capacity to lead and support the growth of others.

Annual Targets:

- Annual Review Meeting feedback indicates a culture of reflective practice that supports personal and professional growth
- Documented goal setting, use of evidence, and reflection
- A planned and documented professional learning program underpinned by continuous feedback, data, and research
- CEMSIS data indicates a demonstrated increase in staff wellbeing.

Intended Outcome: The capabilities and qualities of high performing teams are evident in all areas of the College.

Annual Targets:

- Documented use of the accountability process and procedures
- Documented formation opportunities for all teams
- Participation and support of well-being initiatives
- A documented whole-school well-being framework developed and implemented
- A documented Wellbeing Pastoral Care program using the wellbeing framework
- Documented evidence that Learning Teams are demonstrating a high degree of collective efficacy focused on student learning progress and outcomes.

Achievements

Our reflection on the achievements of the College in developing leadership illustrates that a number of initiatives were positively implemented to support members of the Community throughout 2021. These include:

Goal: To develop the collective efficacy of teams

- Each teaching staff member took part in an appraisal process. Over the past few years this has been adapted to consider the skills developed during remote learning.
- Learning Support Officers continued the implementation of their appraisal process.
- Continued documented processes and procedures for remote learning for both staff and students.

- Adaptive internal and external professional learning calendar incorporated remote learning.
- Team formation opportunities were scheduled over the year.
- An internal professional learning calendar was developed and published.
- Marian College staff lead a wide range of workshops.
- The development of a learning environment that supports distributive leadership and allows Position of Leadership holders to initiate and drive school improvement.
- The continued formation of Learning Teams that support collegiality, collaboration, and innovation.
- The staff took part in learning showcases throughout the year.
- New and returning staff were supported by peer mentors and a fortnightly timetable meeting.
- The staff well-being committee met regularly to coordinate and raise awareness about particular wellbeing issues.
- Learning teams action learning team guidelines.
- Targeted workshops were provided that assisted staff in the development of meaningful prayer experiences.
- Continue the implementation of the whole school curriculum review and change team.
- Continual development and implementation of coaching to support the achievement of goals.
- College strategically supported the Kildare Ministries Community Works by identifying their specific needs and calendared events.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Description of Professional Learning undertaken in 2021

Faith

RASNET Units 3 and 4 Examination Preparation

KEM Committee of the Trustees - Mission and Ministry

Catholic Social Teaching

Faith and Learning Leader Network Meeting

Teacher Accreditation Platform - TAP

Advent with Dr. Marg Carswell

The Catholic Contribution - Virtual Lecture Series by Professor John Haldane

Lent with Rev Dr Elio Capra SDB

VCE Master Class: "What is ecological sustainable development?"

The Catholic Contribution - Virtual Lecture Series by Professor John Haldane

Advent with Dr Marg Carswell

Teacher Accreditation Platform - TAP

Faith and Learning Leader Network Meeting

Community

Transition google meet with St Theresa's Mother of God and Our Lady's Primary School

School Libraries - Powering Literacy

Kildare Education Ministries Induction Program

Catholic Secondary Student Services 2021 Virtual Conference

Workshop for Information regarding Child and Family violence Information sharing

Brimbank Police Community Meeting

Number of teachers who participated in PL in 2021

76

Average expenditure per teacher for PL

\$764

TEACHER SATISFACTION

Based on the 2021 MACSSIS data most of our averages are on par, match or exceed the MACS average.

Using the MACSSIS data received in 2021 staff the following points can be highlighted:

- The staff perceptions of the quality of their relationships with members of the leadership team including their perceived support and trust have been maintained. One area for renewed focus is teacher workload and in particular the question of how we as a school community can positively promote and support practices to create a manageable workload.
- The perceptions of the schools' improvement agenda and the collaboration around this stand out based on this year's data. Staff are clear about the components of the school improvement plan.
- The psychological safety data remains relatively positive.
- The instructional leadership domain was also another positive area. Staff feel that their expertise is valued and deferred to, and that leadership is aware and can assist teachers with instructional issues.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.5%

ALL STAFF RETENTION RATE

Staff Retention Rate	91.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.5%
Graduate	22.5%
Graduate Certificate	2.8%
Bachelor Degree	88.7%
Advanced Diploma	22.5%
No Qualifications Listed	5.6%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	82.0
Teaching Staff (FTE)	74.5
Non-Teaching Staff (Headcount)	54.0
Non-Teaching Staff (FTE)	42.3
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

The College recognises the value and need for community partnerships and the development of strong relationships that sustain parent engagement in order to improve outcomes for students. We strive to enable parents to be active partners in the physical, spiritual, emotional, and academic growth of the young people in our care.

Achievements

We continue to provide opportunities for parent and community engagement to give witness to the Kildare Ministries value of Hospitality - Welcoming All

- The Kildare Ministries Community Works e.g. the Brigidine Asylum Seekers Project, Wellsprings for Women and Presentation Family Centre are supported by the social justice groups at the College.
- Annual presentation by staff to the Brigidine Asylum Seekers Project of goods and monetary donations
- Staff contributing from their salary to the Marian College Student Special Needs Fund and the Brigidine Association Relief Fund
- Parent Information Nights, some online, to support pastoral care, transition, VCE/VCAL/VET pathways, subject selection, Careers and Pathways
- Open Mornings held both onsite and online
- Utilisation of Family Liaison Officers (Vietnamese, Sudanese & Burmese) in contacting parents and supporting them during lockdown
- Utilisation of translation services for other cultural groups to support understanding of College processes
- Support of families in the Parent Support Group meetings and case management processes
- Support of families in enabling the NDIS
- The Student Representative Council (SRC), Student Participation Group (SPG) Leaders actively involved in the development of student initiatives
- Online celebration of Awards Night, Brigidine Celebration Day
- Online Art, Design & Technology Exhibition
- Online Parent/Student/Teacher Conferences
- Fortnightly Marian News celebrating and acknowledging achievements and communicating information
- Liaising with our Priority Parish Primary schools in the support of our mutual transition programs
- Creation of the 2021 School Magazine
- Celebration of the Year 12 Graduates with their families at the Year 12 Graduation Liturgy and Dinner

VALUE ADDED

There are many activities that lead to the growth of community and for opportunities that provide enjoyment, wellbeing and personal development. These include:

- Commitment to Kildare Ministries and Kildare Education Ministries and to their schools and Community Works
- Continued student contribution to the development of the Child Safety policies, processes and practices
- Student Leaders leading College Assemblies
- Staff and students presenting to the College Stewardship Council
- Senior Student Leadership Program initiated in Year 10, consolidated into Year 11 leading to the formation of the Year 12 Student Leadership Team
- Connecting with the Respectful Relationships platform
- Extra-curricular groups led by volunteer staff and students eg Book Club, Science Club, Bike Club, Anime Club
- Fundraising contributions by the Marian Leo's to various community groups
- College relationship and support of the Brimbank Community Police Network
- College continued association with the Brimbank Melton Local Learning and Employment Network and the Brimbank VET Cluster

PARENT SATISFACTION

Parent comments as to what worked well in 2021

- Interaction with teachers and peers during class lessons. For example English teacher reading to the girls and class discussion afterwards. It was wonderful as a parent to hear the interaction between students and teacher.
- The combination of some interactive Google meet sessions with classes that allow students to complete their activities and assignments during class time.
- Online classes that had teacher instruction and collaborative work
- The use of Google Meets, shorter periods and teachers allowing students the flexibility to manage their own learning under teacher direction.
- Focus on engaging with students individually. Sending out questionnaires to students at the end of the week to see how they are going.
- Under the circumstances I think that their subjects worked well.

Parent comments as to what were they most proud

- Getting everything done, seeing her enjoy home learning and managing everything extremely well by herself.
- Remained grounded and was able to complete her work with excellent marks.
- I am proud that she has been independent and disciplined to complete her tasks on time and without reminding.
- Discipline and initiatives. She attends online classes without being told.
- She worked really well and self-disciplined her daily learning. She appeared less stressed or anxious about catching COVID-19. She slept better and appeared more relaxed in comparison to when she was at school.
- Her focus and hard work every day, connecting with her teachers and student on a different level has been great for her.
- The commitment to completing school online with very little supervision and direction.
- Being able to work hard even when the teacher isn't physically around.
- Completed all online tasks, was up early each morning and ready to log in to classes.
- Adapting to the change to home-schooling really well and quickly.
- Giving it her best while having to do this on her own while her mum has to go to work. She's had computer issues as well.
- Her desire to improve herself with regard to her school work, she is more confident when asking for assistance and participates more in group activities.
- She seemed to show consistency in her learning. She has adapted some new time management and planning strategies that should help her as she heads towards her senior years.
- Structuring her day ahead of time, contacting her teachers if she had any issues, ensuring her work was done and catching up if she needed to miss a class or leave early.
- That she was able to navigate the learning herself including google meets, and seqta. I have been working the whole time, so she has had to do all her work independently as well.