



Marian College Sunshine West

2022

Annual Report to the School Community



Registered School Number: 1634

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Minimum Standards Attestation

I, Raymond 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/04/2023

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

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.

Annette Broadfoot

Chair - Kildare Education Ministries Board

Kildare Education Ministries Limited

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.

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, VCE Vocational Major and VET 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

How do you measure success? I ask this question because a line out of our Vision Statement is “*Striving to Succeed.*” Also within our School Improvement Plan we have a Priority Theme of *Succeed and Flourish.* The premise of success is ingrained within all that we do and say at the College. So I ask again: how do we measure success? Well I believe that there is no single true measure of success, and successful people use a variety of benchmarks to evaluate their achievements.

It is said that one measure may be the strength of relationships. The social aspect of life in a community is vital to its success. We must not ignore the importance of understanding the quality of relationships members of our community have with one another. In moving about our yard, classrooms and facilities, and the ways different programs and experiences are shared, you can view the joy and happiness that individuals have in each other's company.

Another measure may be the achievement of individual and personal goals. All students and staff have their goals which they want to reach over the year. If we take that seriously we generate a great deal of pride in saying that I can “walk the talk.” This is a modern version of older sayings like “actions speak louder than words.” Our students are a true reflection of those who set goals, take action and achieve them. It has been a successful year and students should be congratulated for their efforts.

Another way to measure community success is to check whether all members have the tools and paths to become leaders in our community. Developing new leaders ensures the long-term survival of the community, setting things up so that there is continuity regardless of whoever takes the helm. The key is to get each individual to own and have a share in the community. Our Student Leaders have been establishing a leadership model that provides for authentic participation in the decision making process at the College. One tangible outcome has been the pathways to student leadership developed from the junior to the senior years and across so many different groups and activities.

The value of community stories play a significant role in helping us understand how successful our community is. Stories allow us to discover insights on how our programmes and initiatives affect community members on a personal level. There have been countless stories told over 2022 which will continue to be told over the coming years that will build the Marian culture and tradition. To our Year 12 students I congratulate you on your persistence, determination and contribution to the Marian story. People may tell you that you have been part of history these last few years. That might be right and although it may have been difficult we rightfully celebrate 13 years of school education. Share the stories with those who want to hear.

Finally, communities can experience success when overall organisational goals are achieved. If these goals have been communicated to the community beforehand, and the community has been involved in creating the outcome, they are able to celebrate the collective success. I encourage you to access the College School Improvement Plan and commit to ensure that this plan comes to life successfully in both word and deed.

This year we have also been celebrating the Kildare Ministries Core Value of *Compassion – walking with and having empathy for all.* How successful has that been and what have been the benefits? Research has shown that since time began communities that have been compassionate have become stronger because of their ethos of care and safety for others.

When compassionate people focus on supporting others they increase their self-esteem leading to less stress. And training in compassion can make us more resilient to stress.

In enacting this core value I have witnessed many members of our community actively listening and respectfully hearing what others are saying. They placed all their focus and attention on those in need. It was very apparent that they grasped not just the facts but also what the other person was thinking and feeling about the problem. This, in turn, resulted in an understanding of the options to move forward, the strategies that would work best and the resources to call on to support a successful outcome. And this is what has impressed me most. Responsibilities that have been taken in the name of compassion have led to a persistence to overcome fear, uncertainty and pain.

Compassionate action that I have witnessed at Marian over 2022 has, in turn, inspired others to do the same and furthered the growth of our culture of strength and kindness. Compassion is a character trait that is present in everyone. However, it is also a trait that sometimes gets forgotten. It is something you can develop with practice. It involves two things: intention and action. The intention is simply opening your heart to others; action is what you do about it. Success is the result. I acknowledge and affirm the commitment and dedication of the staff, the efforts of our students and the support of all our parents and families. And I leave you with the message that:

“Success is not measured by what you do compared to what somebody else does. Success is measured by what you do compared to what you are capable of doing.”

Zig Ziglar

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal: To give witness to Kildare Ministries *Living Justice Living Peace*: Learning with Wonder, Leading with Courage, Living with Compassion.

- 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
- Living Justice Living Peace (LJLP) is used in College life to explicitly coordinate whole school action that supports social justice

Goal: To build and sustain authentic partnerships.

- The College develops and nurtures strong relationships that provide for the inclusion and wellbeing of all members of the Marian Community.
- Strong College relationships result in the awareness of actions to be taken to provide for the common good in the world.
- Parents/Carers 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.

Achievements

- Renee Oberin, Mission Leader from Kildare Ministries and Bernadette Casey, Assistant to the Principal: Faith and Mission presented an online remote workshop to staff, at the beginning of the 2022 school year on exploring the Kildare Ministries narrative, *Living Justice Living Peace (LJLP)* and the College theme: *Compassion walking with and having empathy for all*. Staff worked in groups, made references to scripture and parables, and reflected on the theme on a personal and professional level.
- The 2022 Religious Education curriculum was aligned with elements of LJLP.
- The Year 7 students were introduced to the Brigidine and Presentation Congregation traditions through the Religious Education curriculum.
- The Year 8 students explored the narrative of St Brigid, the significant places in Ireland linked with her life and made connections with their Homeroom name. They identified aspects of Jesus' ministry from LJLP with St Brigid's calling to social justice.
- The Year 10 Religious Education units provided scope for Catholic Social Teachings the unit: My Morals, My Conscience.

- Workshops provided opportunities for staff to discuss and explore LJLP with a plan for LJLP to be referred to more explicitly in all 2023 programs across the curriculum.
- Student social justice groups connected LJLP to their social justice awareness campaigns and fundraising events.
- Staff were given opportunities to hear from Australian Aboriginal Groups on the development and importance of the '*Uluru Statement from the Heart*' in a professional learning workshop. The workshop explored the significance of Acknowledgement to Country, Reconciliation, LJLP and Child Safe Principles. Staff were given opportunities to reflect and discuss these messages in a meaningful way.
- The Marian College Reconciliation Covenant was developed. Staff were given an opportunity to review the three focus areas of the Covenant: Spirituality, Cultural Recognition and Awareness, and Practical Reconciliation & Justice.
- The College theme: *Compassion Walking with and having empathy for all* was embedded in prayer, liturgies, assemblies, Masses, reflections, information nights and the Year 12 Retreat.
- The Commencement of the School Year Mass was celebrated by Fr Barry Hughes on 4 February. He made poignant links in his homily with the readings of the day and encouraging students and staff to enact compassion on a daily basis. We welcomed Fr Barry's return later in the year to preside over our Year 7, 8 and 9 End of School Year Mass on 6 December and our staff Mass on 13 December. Mass celebrations were held in St Paul's Parish Church, Sunshine.
- For the first time in two years, the whole College celebrated the annual Brigidine Celebration Day with a whole school Mass followed by a variety of activities. Bishop Terry Curtain presided over Mass and shared his thoughts on the meaning of compassion in today's society.
- Kildare Ministries Community Works were supported during the year through calendared events such as awareness raising of their specific needs, fundraising and students conducting a working bee at Saltbush in Balnarring, Victoria as part of their Year 12 RE Program.
- Fr Jude Pirotta presided over our Year 12 Graduation Mass which was held in St Leopold's Croatian Catholic Church in Sunshine. Fr Jude made special mention of the harmonious and diverse community Marian continues to build for our families and students. Special guests included members of the Stewardship Council – Damian Casamento, Gerard and Annette Broadfoot and Anne Hubbard, and Trustee of Kildare Ministries Audrey Brown.
- Liturgical experiences were developed for Church seasonal celebrations such as Ash Wednesday, Advent and Christmas. The Liturgy team assisted in planning each celebration and students participated and led these holy events for the College community.

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 extracurricular activities that occur at the school. These include:

- Celebration of the College theme: Compassion Walking with and having empathy for all.
- Organisation of College Liturgies and prayerful services such as ANZAC Day, World Day of Prayer and Remembrance Day.
- Homerooms begin the day with prayer and have a sacred space displaying liturgical colors and iconology appropriate for the Homeroom. Staff meetings begin with a prayerful reflection and Acknowledge of Country where appropriate.
- Year 8 students explored the natural resource of water and its usage in Australia and other countries through their RE unit of work. They compared its access, cleanliness and cost to the communities of numerous third world countries and identified the injustices these communities are faced with compared to residents of Australia.
- National Reconciliation Week was celebrated in May /June with a number of activities organised by the JDF group, Education for Justice Leader and the Resource Centre staff. These included: daily activities in the Resource Centre, Reconciliation hands display, Homeroom Group activities, daily prayers, acknowledgement of country and reflection on the 2022 National Reconciliation theme: Be Brave, Make a Change.
- The Year 12 two day retreat was held at Camp Wilkin, Anglesea. The program included a range of small group reflective workshops, a whole group fun activity, reflective walks, prayer, reflection and a student led liturgy based on the theme: Compassion. Students had an opportunity to look beyond their Year 12 year and share their reflections, dreams and aspirations.

Events

- Year 12 Celebration Day.
- Year 12 Graduation Mass, Presentation of Graduands and family dinner dance.
- Cultural diversity was celebrated on Brigidine Celebration Day with students representing their culture by showcasing their traditional dance and traditional attire.
- The Years 7-9 Reflection days were held on March 22. Each year level invited guest speakers who spoke on a range of topics influenced by the College motto: Strength

and Kindness and the core value of compassion. Students participated in a range of challenging, reflective and fun activities.

Liturgy Teams

- The Marian Staff Liturgy Team met regularly to plan and develop liturgies, Masses and prayer services that combine scripture, music, song and drama.
- The Assistant to the Principal, Learning Leader: Religious Education and the Educating for Justice Leader attended Faith Network Meetings with colleagues from Kildare Ministries schools.
- The Leaders of the JDF and Marian Leos participated in the online Kildare Ministries Student Leadership Seminars where they joined student leaders from fellow Kildare Ministries Colleges. Guest speakers explored the work of St Vinnies through the theme of compassion.
- The social justice students groups educated the Marian community on a range of social justice issues that affect both our global and local communities, such as raising awareness and funds for the Brigidine Asylum Seekers Project, Tongan tsunami, the Ukrainian conflict and Caritas.

Learning and Teaching

Goals & Intended Outcomes

Goal: To optimise the growth and wellbeing for every Marian student and staff member

At Marian College, in our Annual Action Plan, we have an integrated approach to our goals, so there is no discrete goal for each area. Learning and Teaching is integrated with other areas: Student Wellbeing, Leadership and Management, Education in Faith and College Community. Achievement in relation to the following Annual Action Plan Outcomes is reported in this section.

Intended Outcomes

- Teachers situate teaching in contexts that are authentic to life and the world of the students and enable students to develop self-efficacy and agency in learning
- Teachers use several strategies (e.g., rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels)
- Teams use data regularly, in cycles of inquiry, to make changes to practice that are transferable

Achievements

Intended Outcome: Teachers situate teaching in contexts that are authentic to life and the world of the students and enable students to develop self-efficacy and agency in learning

Based on work in previous years, in 2022, we have reimagined what our Marian Learning Program could look like to ensure that our students are prepared to flourish in their future. To target our planning, the Vision for our Learning Program 2025 and the Marian Graduate Statement* were guiding documents.

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.*

Significant changes for our learning programs have been planned throughout 2022 for implementation in 2023. A particular focus was the development of the exciting new Year 9/10 Program.

Planning the New Year 9/10 Program

- The structure for our new Year 9 - 10 Program was developed, ready for implementation, by the Learning Program Change Team. This was based on research, school visits, input and feedback from stakeholders, and other evidence collated in 2022 and preceding years.
- Teams and teachers formulated proposals for Year 9/10 units and electives. New units were required to align with the Vision for Learning and Teaching Program 2025 which prioritises authenticity and student agency. They also considered links to "Living Justice, Living Peace".

- The planned program will provide students with greater choice and the opportunity to enrol in semester units, both core and elective, from a diverse range of options. These electives will be pitched at different levels of literacy, numeracy and conceptual thinking challenge, aligned with the Victorian Curriculum. There will be opportunities for students to follow advanced or accelerated pathways whilst others may choose to consolidate key skills.
- Many classes will cater for Year 9 and 10 students together, implementing a shift to “stage, not age learning”. Accelerated options will support pathways to the early completion of VCE Units. Some electives may be based on an applied learning model and prepare students for the new VCE (Vocational Major) which is also being planned for 2023.
- With greater choice and flexibility in these years, students will have more agency in designing their own learning program.
- In addition to units, from across the range of academic learning areas, all students in Years 9 and 10 will participate in our expanded, holistic wellbeing program. This program aims to prepare students to optimise and prepare for challenges related to their mental health, social connectedness, physical health and spirituality.

Some other examples of teaching being situated in authentic contexts:

- The Year 7 Humanities and Science teams worked collaboratively to deliver a Project-based Learning (PBL) Water Project, culminating with a *Safe Water for All Expo* presented by Year 7 students with visitors from all year levels. This project also highlighted inequity in access to safe water and associated impact on human development. Work is planned to continue to develop opportunities for integration, breaking down subject-based silos.
- A range of STEAM Projects were integrated into the Year 7 Maths Program, including the Aviation Project, providing an authentic opportunity for hands-on application of mathematics skills.

Developing Student Efficacy

- Learning Leaders continued to work with Learning Teams to maintain the focus on the Visible Learning + (VL+) Action Plan prioritising student “assessment capability”.
- SOLO taxonomy was used by teams to ensure that surface to deep thinking was developed and assessed.
- Year 7 and 8 Learning Days focused on the Marian Learner Poster (characteristics and disposition of the Marian Learner), 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) continued.
- Learning Intentions have focused more on the dispositions of the “assessment capable learner” moving beyond just knowledge and skills.
- More teachers have implemented co-creation of tasks and success criteria with students.

- Teachers are expected to use SEQTA (Learning Management System) tools requiring students to provide pre-task and post reflection on learning progress and identifying their next learning steps.

Intended Outcome: Teachers use several strategies (e.g., rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels)

- There has been continued implementation of the Marian College Visible Learning + Action Plan.
- Workshops based on VL+ High Impact Teaching Strategies, including learning intentions, formative assessment, SOLO, rubrics, and co-construction of success criteria were planned and delivered.
- Teachers provided increased opportunities for students to co-construct learning in their classes, for example, students have co-constructed examination questions (built with extended abstract verbs) and rubric descriptors.
- Staff Learning Showcases have demonstrated and explained approaches to co-creation.
- Further workshops focusing specifically on co-creation of success criteria were planned for future implementation.

Intended Outcome: Teams use data regularly, in cycles of inquiry, to make changes to practice that are transferable

- 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.
- A range of workshops were facilitated assisting teachers to access, analyse and use a range of other available data.
- ACER Progressive Assessment Tests (PAT) used annually (or more frequently) for students in Years 7 - 10. Data sets were made available to all teaching staff.
- All Year 6 students complete AAS testing prior to entry to the College and these data sets were made available to all teachers and a workshop assisted Year 7 Teachers to utilise this data to inform planning.
- NAPLAN data sets were made available to all teachers and workshops supported English and Mathematics teachers to use this data to inform planning.
- Aggregated Semester Report data (achievement and learning behaviour) was available to all teachers and explained in staff presentations.
- Victorian Curriculum Growth Data was available to all teachers, specifically flagging students not demonstrating expected growth (or 12-months growth for 12-months schooling).

- Learning Teams established goals, requiring evidence-based analysis of student learning outcomes, referencing data sets.
- Learning 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 based on this.
- The Learning Team Agenda Template requires Learning Teams to review students' learning outcome data and evidence as part of their fortnightly meetings.
- 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.
- The Performance and Development Goal in the appraisal process required teachers to use data and evidence to demonstrate goal progress (this could align with Learning Team goal progress).

VCE Results 2022

Even though there was no increase in Marian College's Median Study Score in 2022, there were numerous positive achievements and trends.

- There were strong outcomes in relation to study score data when compared with similar schools via the VCE Snapshot (MACS). In English, our results were outstanding with our median Study Score placing us above all other similar schools in our MACS Snapshot Data. 8% of our students achieved a Study Score of 40 or over in English.
- Overall we had an increased percentage of students achieving Study Scores above 40.
- In a range of subjects, our students achieved above their predicted Study Score (Positive Adjusted Study Scores).
- Almost 10% of our students gained an ATAR over 90 and 23% were above 80. Over 38% of our students achieved a ranking over 70.
- The ATARs translated into pathways' success, with over 93% of our students being offered their first, second or third preference through VTAC. Consequent round offers saw many more students being offered their first preferences.
- For the third year in a row, one of our students was selected for the VCAA "Top Designs".

STUDENT LEARNING OUTCOMES

NAPLAN

Marian College students performed well in NAPLAN when compared with "students from a similar background". For example, in Writing our Year 9 students were placed well-above students from a similar background and also above the state (Victoria).

Literacy results were generally strong at both Years 7 and 9. Increasing growth in the numeracy area was a focus of planning initiatives for the future.

There was no growth data available as testing was not completed in 2020 and this is used as an important measure of our “value adding”.

When comparing 2022 to 2021:

Year 9

- Average scaled Reading score remained the same
- A strong increase in the average scaled Writing score
- A small increase in the average scaled Numeracy score

Year 7

- A strong increase in the average scaled Writing score
- A small increase in the average scaled Reading score
- An increase in the average scaled score Numeracy score

As outlined above (in Achievements), teachers use data to review teaching practice and plan for greater impact on student learning outcomes.

Some Programs/Strategies to Improve Student Outcomes:

- Additional staff to support junior mathematics classes, to both extend students and support students, below standard.
- The Tutor Learning Initiative was used to provide additional tutor support to students whose progress had been impacted during the pandemic. This was based on a detailed analysis of growth data.
- Period 5 Maths Class ran every Thursday after school. This was an extra mathematics class that was offered to students, at all levels, and was staffed by a number of mathematics teachers.
- Maths Support Classes were timetabled for students at risk of not meeting benchmarks at Year 7.
- Language Support Classes were timetabled for students at risk of not meeting benchmarks.
- The Learning Diversity Department continued to provide LSO support for students linked with them.

Processes the college used to set goals and targets for outcomes including students at risk.

- Staff regularly review, analyse and use multiple data sets when identifying student learning targets (see Achievements section above).

- All students participate in goal setting and review as part of the learning and wellbeing program.
- Students regularly reflect on progress towards learning goals as part of the reflection process in response to formative and summative assessments in classes.
- All students who received tutoring as part of the “Tutor Learning Initiative” completed a Personalised Learning Plan that specifically identified personal goals for these students and progress was monitored throughout the year.
- All students linked with the Learning Diversity Department had a Personalised Learning Plan. Goals were formulated based on input from all the students’ teachers.
- All Alternative Learning Track (ALT) Students, who are identified as high performing students, completed a Personalised Learning Plan, formulating goals, in consultation with their assigned Learning Mentor.

MEDIAN NAPLAN RESULTS FOR YEAR 9

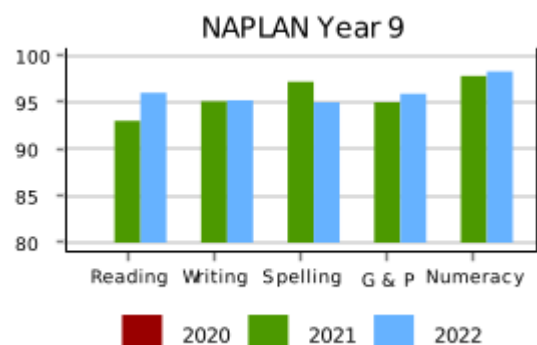
Year 9 Grammar & Punctuation	584.7
Year 9 Numeracy	565.7
Year 9 Reading	582.3
Year 9 Spelling	588.9
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	92.3	-	94.9	2.6
YR 07 Numeracy	-	98.1	-	95.6	-2.5
YR 07 Reading	-	97.5	-	98.5	1.0
YR 07 Spelling	-	98.1	-	97.8	-0.3
YR 07 Writing	-	98.1	-	99.3	1.2
YR 09 Grammar & Punctuation	-	95.0	-	95.9	0.9
YR 09 Numeracy	-	97.8	-	98.3	0.5
YR 09 Reading	-	93.0	-	96.0	3.0
YR 09 Spelling	-	97.2	-	95.0	-2.2
YR 09 Writing	-	95.1	-	95.2	0.1

* 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

Priority: Engage Community Partnerships

Goal: To build and sustain authentic partnerships.

In 2022, with the development of a new School Improvement Plan 2022 - 2025, the focus has been on the development of every member of our school community – students, staff and family. We also wanted to highlight the link between both our learning and teaching and wellbeing programs.

From a Wellbeing perspective, the focus for this goal has been around the following intended outcomes:

- The College develops and nurtures strong relationships that provide for the inclusion and wellbeing of all members of the Marian Community.

For our community a key aspect of this goal is strong relationships and the starting point for this is the relationship between our students and their homeroom/mentor teachers. This significant adult is not only their teacher but is there to support them with both their learning and wellbeing needs. An effective homeroom/mentor teacher develops within their group a collaborative and supportive learning environment where, in association with the subject teachers, the student has the ability to learn to their full potential and have one year's growth for one calendar year.

- Strong College relationships result in the awareness of actions to be taken to provide for the common good in the world.

We communicate in many ways with all members of our community to make them aware of the focus and work we do in the social justice space. This work is very important in the building of positive relationships within the community as shown by our social justice groups such as the Marian Leo's and the Justice and Democracy Forum. They have a goal to make everyone aware of how we can all work collectively for the common good and to make a difference in the world.

Whilst these social justice groups have the desire to be of service they are also creators of positive relationships, developed across year levels, as they work to towards their goals. The long-term goal for all of our Marian Learners is that when they graduate they are socially aware global citizens that can work towards making the world a better place for all.

- Parents/Carers 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.

We have long recognised that we are in partnership with our families to ensure that we work together to support all members of our community in order to develop them spiritually, socially, emotionally, physically and academically.

We do this in a number of ways such as our parent/student/teacher conferences, our information evenings and our support evenings with our Sudanese and Burmese families.

Achievements

To support our commitment to ensure students 'Succeed and Flourish' we were able to provide positive experiences in many areas including:

- Homeroom structure from Years 7-12
- Social Justice groups – Marian Leo's and Justice and Democracy Forum
- Role of the Homeroom/Mentor teacher
- Year Level Wellbeing Programs
- Annual Awards Night
- Parent/Student/Teacher Conferences
- Information Evenings
- Subject Selection Evenings
- Year 12 Graduation Evening
- Special Interest Groups
- Sporting Teams
- Performing Arts groups

VALUE ADDED

Opportunities for students to participate in curricular and extra-curricular activities included:

- Information Evenings
- Parent/Student/Teacher Conferences
- Subject Selection Evenings

- Annual Awards Evening
- School Camps, Excursions
- LOTE week, Science Week, Book Week
- Afterschool tutorial and revision classes
- Homework Club
- Peer Support Program between Years 7 and 10 students
- College Assemblies
- Brigidine Celebration Day
- Interschool Sport, Inter house Sport
- Music Programs, School Choir
- Special Interest Clubs – Chess, Science, Book, Art, Bike, Garden
- Student Leadership Programs
- Transition Process
- Art, Design and Technology Exhibition, STEAM Exhibition
- Student and Family Wellbeing Support – School Counsellors, School Psychologist

STUDENT SATISFACTION

In 2022, Marian College had many ways in which student satisfaction could be measured.

The Student Leadership team were able to facilitate meetings with their year levels where issues and concerns were raised and input into changes to curriculum, uniform and canteen were noted. This has brought about changes within the school and supported student voice.

The involvement of students in activities such as Interschool sports and co-curricula clubs has been significant and has continued to increase over time. Students are investigating other ways to support their learning both in and out of the classroom. Important school events including Reflection Days and Brigidine Celebration Days also enhance these learning opportunities and build community spirit.

Student attendance rates and participation numbers in the College learning and well-being programs supports the fact that students are taking advantage of the additional opportunities that the College has provided after the period of lockdown.

Parents at both Information Evenings and Parent/Student/Teacher conferences have expressed support for the work that the school is doing with their children.

They understand that working together provides the nurturing environment that they are expecting for their children in a secondary setting.

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 for the absence.

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

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

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

Notes and medical certificates are required to explain absences and unresolved absences are followed through by the Year Level Leader. Explained and unexplained absences are closely monitored and 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	88.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.8%
Y08	90.1%
Y09	89.7%
Y10	88.4%
Overall average attendance	90.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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

Our School Vision Statement was updated for 2022 to become:

Marian College - An Inclusive community growing in Faith and Love

Serving Others

Striving to Achieve

Creating and Nurturing the Future

This is a strong indicator of our Child Safety Focus for all members of our community.

Key elements to this update include the aspects of both *Community* and *Nurturing*.

From a Child Safety perspective, we would define nurturing as caring for and protecting someone while they are growing. This links significantly to the work that we do with both the staff and the students in relation to Child Safety and the development of a school culture around a safe community.

This requires the setting of goals in terms of the professional learning of Staff and the ongoing education of our students with respect to their understanding of Child Safety.

In 2022, the focus was in the specific 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
- The continued empowerment and participation of students in the process - giving them a voice which is linked to our AAP
- The Student Leadership Child Safety Committee - contributing to the development of the school culture by their ongoing work to ensure that students are aware of their rights. This has included making sure all students are aware of the Child Friendly version of the College's Child Safety Policy and how this is enacted to ensure their safety. Using College Assemblies to communicate this information.
- Sharing information with the community via the Marian News so that our parent community are aware of the developments in this area.

Planning has taken place for the student leaders to work with a group of parents who have volunteered to join the Child Safety Committee. Together they will continue their work in the promotion and empowerment of Child Safety. This will reinforce the belief that we are working in partnership with all segments of our Community.

Achievements

In 2022, the work on the ongoing implementation and development of school culture revolved around making members of our community aware of the significant July 2022 changes to the Child Safe Standards.

This included professional learning for our staff with key staff initially doing training through both MACS and Kildare Ministries and then working with all staff, teaching and non-teaching, in relation to these changes.

The key professional learning with staff focused on what was the same about the standards and what was different. For example in:

Standard 1 - we focused on what was required to ensure that we create a culturally safe environment that meets the needs of our Indigenous students.

Standard 9 - our focus was in relation to the ongoing work required to create both a physical safe environment and a safe online space for all students. This involved the continual learning for students of the challenges associated with the online world and the ways in which they can navigate this space positively for both themselves and others.

To communicate these changes staff were asked to consolidate their understanding of the standards by completion of specific support material including the Child Safeguarding Module through Complilearn.

We continue to review our risk management and recruitment processes to ensure correlation with the expectations in the Child Safe Standards.

Leadership

Goals & Intended Outcomes

The following goals and intended outcomes are from the 2022 Annual Action Plan.

Priority: Succeed and Flourish

Goal: To optimise the growth and wellbeing for every Marian student and staff member

Intended Outcome: Leaders and teachers collaboratively evaluate progress, wellbeing, and behaviour data, as well as evidence-based research, to inform whole school curriculum planning to improve student social-emotional learning

Annual Targets:

- Wellbeing and other teams have some documented evidence of the use of wellbeing and behaviour data to inform practice
- Team meetings analyse and use wellbeing and behaviour data

Intended Outcome: Teams use data regularly, in cycles of inquiry, to make changes to practice that are transferable

Annual Targets:

- Evidence of PL workshops enabling staff to analyse and use data
- Observed and minuted evidence that Learning Teams have reviewed and analysed (data) as they work towards Learning Team/Appraisal Goals
- All recorded goal progress on LT Goal Template references student data
- Improvement in key data sets e.g. PAT, VCE, NAPLAN
- Leaders review key data sets to identify progress/patterns and use this to inform future planning
- Leaders analyse data and lead and support teams to utilise data

Intended Outcome: 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.

Annual Targets:

- Documented evidence of the review of existing Reflection Days and a plan for a coordinated approach for the future

- Staff build capacity theologically, spiritually, and pedagogically

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 2022. These include:

Goal: To optimise the growth and wellbeing for every Marian student and staff member

- 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 and face-to-face 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.
- Learning Support Officers collaborate with line managers to develop an Annual Review Meeting Goal that benefits, executes, and achieves great outcomes for students, staff, and the Marian community, and inspires team development.
- 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 2022

Description of Professional Learning Undertaken in 2022

Priority: Learn, Lead, and Live the Core Values

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

The Catholic Contribution - Virtual Lecture Series by Professor John Haldane

Faith and Learning Leader Network Meeting

Justice and Sustainability Workshops and Seminars

Internal Professional Learning Workshops including sessions on the LJLP Charter and its capacity to be integrated within the school community.

Priority: Succeed and Flourish

VIT Mentoring sessions

BVC VET Coordinators Network Meetings

Career Coordinator's Workshops

VCAA Subject-Specific Workshops

Time release for teaching staff to plan new year9/10 electives and wellbeing program

Formation Program for key leadership groups: i.e Senior Leadership Team, Year Level Leaders Team, and Learning Leaders

KEM Formation and Network Programs

Priority: Engage Community Partnerships

Transition sessions with feeder primary schools

School Libraries - Powering Literacy

Kildare Education Ministries Induction Programs for New Staff and New Leaders

Consent Education workshops

Brimbank Police Student Sessions
 Student Programs-Social Justice Seminars

Number of teachers who participated in PL in 2022	77
Average expenditure per teacher for PL	\$1121

TEACHER SATISFACTION

Based on various opportunities offered at a school level the following points can be highlighted:

- 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
- Staff involvement in the development of the new School Improvement Plan and Annual Action Plan
- Each year staff are involved in identifying key pieces of evidence that demonstrate progress towards annual targets, these highlight and celebrate achievement over the calendar year
- Teaching staff involvement in the Change agenda is positively received through unit/elective proposals
- Anecdotally staff feel their expertise is valued and that leadership is aware and can assist teachers with instructional issues
- The College's teaching staff appraisal process gives staff the opportunity to reflect on practice and work towards improving student outcomes. Anecdotally staff feel positive about their achievements within this framework.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.9%
Graduate	22.2%
Graduate Certificate	3.7%
Bachelor Degree	86.4%
Advanced Diploma	17.3%
No Qualifications Listed	4.9%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	89.0
Teaching Staff (FTE)	78.5
Non-Teaching Staff (Headcount)	58.0
Non-Teaching Staff (FTE)	46.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: To build and sustain authentic partnerships.

Intended Outcomes:

- The College develops and nurtures strong relationships that provide for the inclusion and wellbeing of all members of the Marian Community
- Strong College relationships result in the awareness of actions to be taken to provide for the common good in the world
- Parents/Carers 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

Achievements

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

- Supporting 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 and school tours
- Utilisation of Family Liaison Officers (Vietnamese, Sudanese & Burmese) in contacting parents and supporting them
- 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
- Celebration of Awards Night, Brigidine Celebration Day
- 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 2022 School Magazine
- Celebration of the Year 12 Graduands with their families at the Year 12 Graduation Liturgy and Dinner
- Mothers and Fathers Day Breakfasts

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 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

At Marian College the level of satisfaction is frequently addressed through the College Newsletter, College Magazine and on the College Website. We consistently report on activities, events and programs that have a positive effect on the morale and wellbeing of our total community. We can measure the level of satisfaction at the College through the following:

- Comments and feedback we receive from parents, students and teachers.
- The many opportunities to become involved in the life of the College such as Graduation Night, Year 12 Celebration Mass, Awards Night, Opening Mass, the Visual Arts and Design Exhibition, Performing Arts Showcases, Cultural Diversity Week.
- The level of attendance at Information Nights, Parent/Student/Teacher Conferences, Music Nights, STEAM Events, Student Wellbeing Workshops, Burmese Family Nights and Sudanese Family Nights.
- Participation and attendance in Parent Morning Teas, Mother's Day Breakfast, Father's Day Breakfast, Parent involvement in areas of school life, for example, sporting, cultural, and social justice activities.
- Participation Pastoral Care programs and Leadership positions
- Attending focus group meetings
- Surveys in relation to remote learning for parents, students and staff
- Transition Survey - positive responses in relation to the students' entry into Marian
- Parent Support Group meetings with families with the focus on student well-being and learning
- Participation in College Open Morning tours where we showcased the College and its daily life. Parents were given an insight into the key aspects of our school, the programs and facilities
- Parent involvement in mentoring program for students in Years 8 to 12 about subject selection and courses of study.