



2023 ANNUAL REPORT

TO THE SCHOOL COMMUNITY



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COLLEGE CONTACT DETAILS

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PRINCIPAL	Angela Romano
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E NUMBER	E1234

MINIMUM STANDARDS ATTESTATION



I Angela Romano attest that Marian College is compliant with:

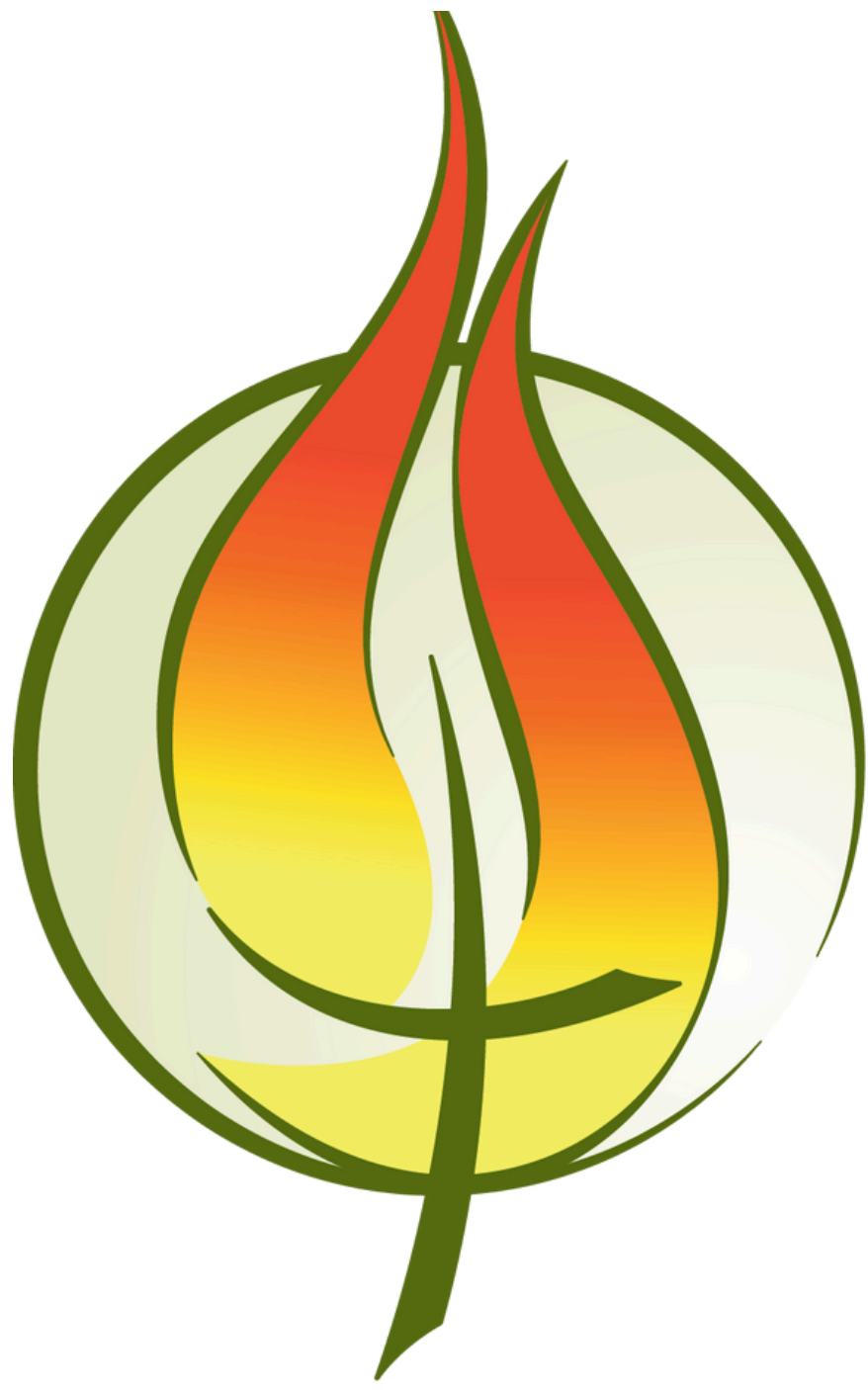
- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related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

Ms Angela Romano
Principal

April 2024

NOTE: The School’s financial performance information has been provided to the Australian Charities and Not-forprofits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

GOVERNING AUTHORITY REPORT



Kildare EDUCATION MINISTRIES

In the Brigidine Tradition

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.

Erica Pegorer

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.

COLLEGE OVERVIEW



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. building positive relationships.

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



In 2023, we celebrated the Kildare Ministries Core Value of Courage – speaking and acting with integrity. Speaking and acting with integrity—is paramount! It's about instilling in students the courage to uphold their principles and values, even when faced with challenges including peer pressure. By creating a safe and supportive environment that encourages open dialogue and respectful debate, we as educators helped students develop the confidence to voice their opinions honestly and respectfully. We were successful in equipping Marian students with the learning to embody courage and integrity to navigate complex situations with grace and authenticity, laying the foundation for a lifetime of ethical decision-making and meaningful contributions to society.

Courage was witnessed at Marian in a variety of ways that inspired others to do the same and furthered the growth of our culture of strength and kindness. Courage was witnessed by promoting inclusivity, embracing and celebrating diversity, and actively addressing discrimination around us. Courage in 2023 was about standing up for what is right and creating a safe and welcoming environment for all students. Courage was also witnessed by the College in supporting mental health issues post pandemic.

The College prioritised the holistic needs of students beyond academic success while continuing to provide counselling services and promoting positive coping strategies. The culmination of these efforts marked our success, indicating the transformational power of courage in influencing positive change.

The College recognises the critical importance of both planning and consultation to embedding educational improvements. By engaging in thoughtful planning, we can strategically align our goals and initiatives with the needs and aspirations of our students and the community. Our Annual Action Plan was developed with input from various stakeholders. Meaningful consultation ensured that diverse perspectives were considered, fostering a collaborative and inclusive approach to decision-making. This synergy between planning and consultation not only enhanced the quality of our educational programs but also improvement and student-centered practices.

Student voice and agency remained central at our College. Our Student Leadership Program has been pivotal in creating a leadership model that fosters genuine participation in decision-making processes. A tangible result of this effort has been the development of pathways to student leadership, spanning from junior to senior years and encompassing a wide range of groups, clubs and activities.

PRINCIPAL’S REPORT

We embarked on a new vertical curriculum in 2023 at years 9–10 to create a more cohesive and integrated learning experience for our students. This approach allowed for a seamless progression of skills and knowledge across those levels, promoting deeper understanding and continuity in their education journey. By aligning our curriculum vertically, we aim to better prepare students for higher-level concepts and real-world applications, ultimately enhancing their academic success and overall growth.

The College continues to strengthen its Catholic Identity, recognising the importance of explicit, consistent

and informed articulation of the Catholic context and the Kildare charism as anchors for this educational community's decisions and actions.

We are proud of the achievements we have made together during 2023. The College embraces the opportunity to develop new platforms for learning. We look forward with promise to what we can achieve together next year to leave a lasting positive impact on our students and the wider community.

2023 was a successful year and students and staff should be congratulated for their efforts.



CATHOLIC IDENTITY & MISSION



Achievement in relation to the following Annual Action Plan Intended Outcomes for Catholic Identity is reported in this section.

Rooted in a strong Catholic Identity, Marian College fosters a collaborative spirit that honours the rich traditions and stories of Kildare Ministries and the Brigidine Sisters. Within this supportive community, we nurture the growth of each individual. We celebrate personal development and strive to empower our graduates to embody Marian's Core Values in all aspects of creation.

To live out this Strategic Intent, our Intended Goal is 'To give witness to Kildare Ministries Living Justice Living Peace: Learning with Wonder, Leading with Courage, Living with Compassion.'

Intended Outcomes:

Members of the community are provided learning opportunities that develop their understanding of the Brigidine, Kildare Ministries and Catholic Identities

Leaders and teachers weave a religious narrative framed by the gospel, Brigidine charism, and great stories of the Catholic tradition that empowers all members of the community to live the Kildare Ministries Core Values

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

Achievements:

- Regular Catholic Identity professional learning and faith formation opportunities
- Recontextualisation of the gospel message for a contemporary context
- student participation in current social justice issues within the classroom and thorough student led social justice groups
- Kildare Ministries student seminars
- actions of St Brigid, Nano Nagle and the works of the Brigidine and Presentation Congregations are woven within the curriculum and College initiatives

CATHOLIC IDENTITY & MISSION



- Marian News regularly showcases Religious Education curriculum's dynamic approach
- students explore the "Three Worlds of the Text" framework for learning about scripture
- Faith in Action RE classes enact social justice through community partnerships ie: St. Paul's Primary
- student Justice Democracy Forum, Young Vinnies and Marian Leos provide awareness and fundraise for Brigidine Asylum Seekers Project (BASP) and other charities
- St Brigid's charism builds on the life of Jesus Christ through the curriculum and social justice initiatives and liturgical celebrations
- weekly and daily prayers reflect the College value of Courage
- weekly Acknowledgment of Country
- Staff Spirituality Day: 'Encountering the sacred through art' at NGV
- introduction of Year 9/10 Religious Education electives
- the LJLP document is incorporated in all subject areas and College documentation
- community partnership the Women's hospital and Maribyrnong Tree Planting program
- establishment of student led Zet Zero committee
- Year 12 Retreat and Graduation
- Year 7-11 Reflection Day with guest speakers
- excursion to Frontyard and Intersection
- whole school College masses and liturgies
- partnership with Fr Barry Hughes and Marian Stewardship Council
- Brigidine Celebration Day
- celebration of Mass with Bishop Martin Ashe
- student partnership worth Kildare Ministries Community Works

LEARNING & TEACHING



Priority: Succeed and Flourish

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

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:

Year 9/10 Program
Building on the planning of the previous years, in 2023, we commenced the implementation of our re-envisioned Marian Learning Program, guided by the Vision for our Learning Program 2025 and the Marian Graduate Statement* which prioritise authenticity and student agency.

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.

- In 2023 our new Marian Year 9/10 Program was launched.
- In these years, our students have the opportunity to enrol in semester units, both core and elective, from an extremely diverse range of options.
- Electives are pitched at different levels of literacy, numeracy and conceptual-thinking challenge. There are opportunities for students to follow advanced pathways or to consolidate key skills.
- Most elective classes cater for Year 9 and 10 students together.
- Some electives are based on an applied learning model and prepare students for the VCE – Vocational Major.
- Co-creation of tasks and success criteria with students was evident in an increased number of classes.

LEARNING & TEACHING

- Providing the students with greater choice and flexibility has enabled students to have more agency in designing their own learning program and pathway and consequently this has impacted positively on engagement.
- Throughout 2023, we reviewed our new program to inform planning for 2024 and beyond. This process has involved student focus groups to gather student voice. Many Year 9/10 students contributed to the focus groups. Students had the opportunity to provide information about what was working well, perceived gaps or challenges and suggestions for the program in the future. The students articulately provided thoughtful insights.
- Further feedback was gathered through student surveys and the responses from students were overwhelmingly positive in relation to the electives offered, increased student agency and authentic real-world links. The majority of students indicated that the program enabled them to choose their own personal learning pathway and that it was preparing them for their future both at school and beyond.
- This information informed the work of the Marian College Learning Program Change Team as they planned for future years and for additional electives with authentic links to community and the environment.

Developing Student Efficacy:

- Learning Leaders continued to work with Learning Teams to maintain the focus on the Visible Learning + 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 focused more on the dispositions of the “assessment-capable learner” moving beyond just knowledge and skills.
- Teachers used LMS (SEQTA) tools to get students to provide pre-task and post-task reflection on learning progress and to identify their next learning steps.

Strategies for co-construction:

- Workshops based on VL+ High Impact Teaching Strategies, including learning intentions, formative assessment, SOLO, rubrics, and co-construction were planned and delivered.
- Teachers provided increased opportunities for students to co-construct learning in their classes, for example, students have co-constructed Learning Intentions, examination questions (built with extended abstract verbs), success criteria and rubric descriptors.
- Staff Learning Showcases demonstrated and explained approaches to co-creation.

Use of data regularly, in cycles of inquiry, to make changes to practice that are transferable:

- The focus on increasing VCE results was 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.

LEARNING & TEACHING

A range of workshops that assisted teachers to access, analyse and use a range of other available data were facilitated.

ACER Progressive Achievement Tests (PAT) were administered (and are annually or more frequently) for students in Years 7 – 10. Data sets were made available to all teaching staff.

All Year 6 students completed 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, particularly, 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 required 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 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).

NAPLAN:

As in previous years, Marian College students performed well in NAPLAN in 2023, especially in the literacy components of Reading, Writing, Grammar and Punctuation and Spelling. This is evident when compared with “students from a similar background”, as reported on the MySchool Website. For example, in Writing our Year 9 and 7 students were placed well-above students from a similar background. In Reading, Grammar and Punctuation and Spelling our students were placed clearly above students from a similar background. Our average score was also above the average of all Australian students for all reported components of literacy.

Average scores in Numeracy are similar to those to students from similar backgrounds.

Because of the change in the way that NAPLAN was reported in 2023, there was no growth data available for analysis which is an important measure of our “value adding” and key to our evaluation of the impact of our programs

LEARNING & TEACHING

- As outlined above, teachers use data to review teaching practice and plan for greater impact on student learning outcomes and NAPLAN data has been used by teams to enable teachers to target teaching.
- Numeracy has remained a priority and a number of programs have been developed to increase impact.
- Some Programs/Strategies to Improve Student Outcomes:
 - As outlined above, staff reviewed, analysed and used multiple datasets to identify class and student learning targets.
 - All students participated in goal setting and review as part of the learning and wellbeing program.
 - Students regularly reflected on progress towards learning goals as part of the feedback process in response to formative and summative assessments in classes.
 - All students who received tutoring as part of the “Tutor Learning Initiative” had 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 of the students’ teachers.
- The Targeted Teaching of Mathematics Program was implemented. In this program, there were extension classes at Years 7, 8 and 9 and support classes in Years 7 and 8, with additional classes reducing overall student to teacher ratios.
- 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.
- Language Support Classes were timetabled for students at risk of not meeting benchmarks in the literacy area.
- The Learning Diversity Department continued to provide LSO support for students linked with them.
- The Alternative Learning Track (ALT) Program at Years 7 and 8 provided high-performing students the opportunity to develop a personalised learning plan, designed to challenge and extend their already high levels of understanding and skill, supported by an ALT Learning Mentor. The ALT Program enabled students to participate in extension incursions, excursions, competitions and co-curricular activities that enriched and challenged them, supplementing their regular class learning program.
- The Marian Year 9/10 Program, referred to above, provided students with the opportunity to enrol in semester units pitched at different levels of challenge. Students were able to select electives assessed at a level beyond their year level. They were also able to choose electives that supported them in consolidating skills if required.
- Accelerated VCE options provided the opportunity for the early completion of VCE Units. Students may be approved to study one or two accelerated Unit 1/2 VCE subjects in Year 10 and Unit 3/4 subjects in Year 11.
- Year 12 students were offered opportunities to enrol in tertiary units and the further development of our links with different tertiary institutions was planned.

LEARNING & TEACHING



VCE Results:

- The Marian VCE data has demonstrated measurable improvement in a range of indicators:
- There was an increased percentage of Study Scores above 40.
- Our median Study Score placed us clearly above the state median in a range of subjects.
- Of particular note, Marian College again excelled in English with a median study score of 32.4 placing us clearly above all Victorian Schools (30). The MACS School VCE Data Snapshot, reported that 12% of our students achieved a Study Score above 40, well above all other similar schools. 74% of Marian students gained a Study Score above the state median of 30 in English.

VCE Results:

- In a range of subjects, our students achieved above their predicted Study Score (Positive Adjusted Study Scores).
- 11% of our students achieved an ATAR above 90, almost 30% of our students achieved an ATAR above 80 and 61% achieved an ATAR above 70
- The Median ATAR was 75
- These ATARs translated into pathways' success, with our students gaining places in their chosen tertiary courses. In first round offers, over 83% of our students were offered their first or second preference through VTAC. Consequent round offers saw many more students being offered their first preference, meaning that most students gained places in their preferred courses.

STUDENT WELLBEING



Goals and Intended Outcomes:

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

Priority: Succeed and Flourish

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 and emotional learning

The significant curriculum changes that were implemented in 2023 in relation to our middle schools program – the combined Year 9/10 elective program and homeroom structure – have supported both this goal and intended outcome. The elective program has offered all students the opportunity to customise their programs to their interests and passions and have provided them with the chance to build new relationships across the cohort.

Supporting this program has been the combined and vertical Year 9 and 10 homerooms and the inclusion of 4 Wellbeing periods across the cycle to address some of the key elements of wellbeing and provide connection to their peers. These 4 periods centre on the key pillars of Heart, Mind, Body and Spirit. This program has provided the students with the opportunity to build positive relationships, and focus on the key elements of social and emotional learning such as self-awareness, self-management, responsible decision-making, social awareness and relationship building. Key topics such as resilience, respectful relationships and time management have also allowed all members of the community to manage their learning programs.

Focus Groups that have been surveyed indicate that the students have been very positive about the entire program and seek to have input into areas that they would like the program to cover into the future.

STUDENT WELLBEING



Achievements:

- Range of electives offered as part of the Year 9/10 program
- Four periods of Wellbeing per cycle with the Homeroom teacher
- The Focus of the program on the key pillars – Heart, Body, Mind and Spirit
- Each pillar provides key elements such as physical activity, mindfulness, and building class spirit
- The program offers student choice in relation to activities offered, such as yoga or dancing
- Use of organisations such as Elephant Ed to support the program delivered
- Collaborative class activities such as the class presentations linked to key topics such as bullying, gender equality, and inappropriate use of social media
- Year 9 City Camp
- Year 10 Pathways Program
- Use of the PULSE Program to monitor student wellbeing each week

Goal: To build and sustain authentic partnerships

Priority: Engage Community Partnerships

Intended Outcome: The College develops and nurtures strong relationships that provide for the inclusion and wellbeing of all members of the Marian Community. For our community the key aspect of this goal is the strong relationships that are created between the homeroom teacher and the students within this homeroom. An effective Homeroom/Mentor teacher develops within the 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. We have long recognised that for our students to flourish that we need to work in a three-way partnership with our families in order for our young people to develop spiritually, socially, emotionally, physically and academically.

STUDENT WELLBEING



Achievements:

- Homeroom structure from Years 7-12
- New Homeroom structure at Years 9/10
- Role of the Homeroom/Mentor teacher
- Wellbeing programs from Years 7 -12 with the focus on the key pillars of Heart, Mind, Body and Spirit
- Information Evenings
- Year 7 Meet and Greet sessions for our new families (February)
- Parent/Student/Teacher Conferences
- Use of the PULSE from Years 7-12 – to monitor the wellbeing of each student, each week
- Annual Awards Evenings
- Year 12 Graduation Evening
- Subject Selection Evenings
- Sporting Teams
- Performing Arts Co-curricular groups such as Choir
- Performing Arts Showcases
- Information Evenings for our Sudanese and Burmese families
- Art Exhibition in October

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 and Excursions
- LOTE Week, Science Week, Book Week
- Afterschool tutorial and revision classes
- Holiday VCE classes
- Homework Club
- Breakfast Club
- Peer Support Program – Buddy Program between Years 7 and 8
- College Assemblies
- Student Leadership Program
- Brigidine Celebration Day
- Interschool and Inter-house sport
- Music Programs and School Choir
- Special Interest Clubs – Chess, Science, Book, Art, Garden, Bike
- Transition Program for Year 7s
- Art, Design & Technology Exhibition
- Student and Family Wellbeing Support – School Counsellors

STUDENT WELLBEING

E1234 Marian College Secondary Student 2023 Overall and Domain Level Snapshot - Family

1st Level Comparison			MACS	2021	2022	2023	M	F
DOMAIN	DOMAIN DEFINITION	Base (n=)	3 436	22	-	45	2	43
OVERALL	Overall school positive endorsement %		57%	61%	-	62%	-	62%
1. Family engagement	The degree to which families are partners with their child's school.		26%	26%	-	27%	-	26%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		66%	56%	-	66%	-	68%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		59%	65%	-	68%	-	67%
4. School climate	Families' perceptions of the social and learning climate of the school.		67%	77%	-	78%	-	77%
5. Student safety	Perceptions of student physical and psychological safety while at school.		54%	60%	-	57%	-	56%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		60%	70%	-	72%	-	71%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		55%	70%	-	56%	-	55%

Student Satisfaction:

MACSSIS survey was undertaken in 2023 and the following points can be highlighted:

- Overall Positive School Endorsement by students surveyed equivalent to the MACSSIS average
- Very High Data above MACSSIS average for the junior part of the school for Domains such as Catholic Identity, School Belonging, Student Safety and Teacher/Student Relationships.
- This was also supported by the Senior Part of the School
- Focus Group analysis – for both Learning and Teaching, Wellbeing, New Year 9/10 program were all positive and supported by the students surveyed.

Student Attendance:

The normal protocols for attendance at school are listed below:

As attendance at school is essential for learning, government legislation for “Every Day Counts” was brought in a number of years ago and the College has established clear protocols to document attendance.

These protocols set clear expectations that students need to be in class and when this is not possible, there needs to be a valid reason for absence. The legislation also states that if a student is absent for more than 5 days in a 12-month period without explanation then the school will follow through with informing the government authorities such as the Education Department.

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

It is the responsibility of the parents to contact the College on the absence line – 9363-1711 before 9.00 am and provide a reason for the absence.

STUDENT WELLBEING



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

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

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

If a parent/guardian is unable to be contacted, the new attendance guidelines require that the College follow up unexplained absences by ringing all contacts, including

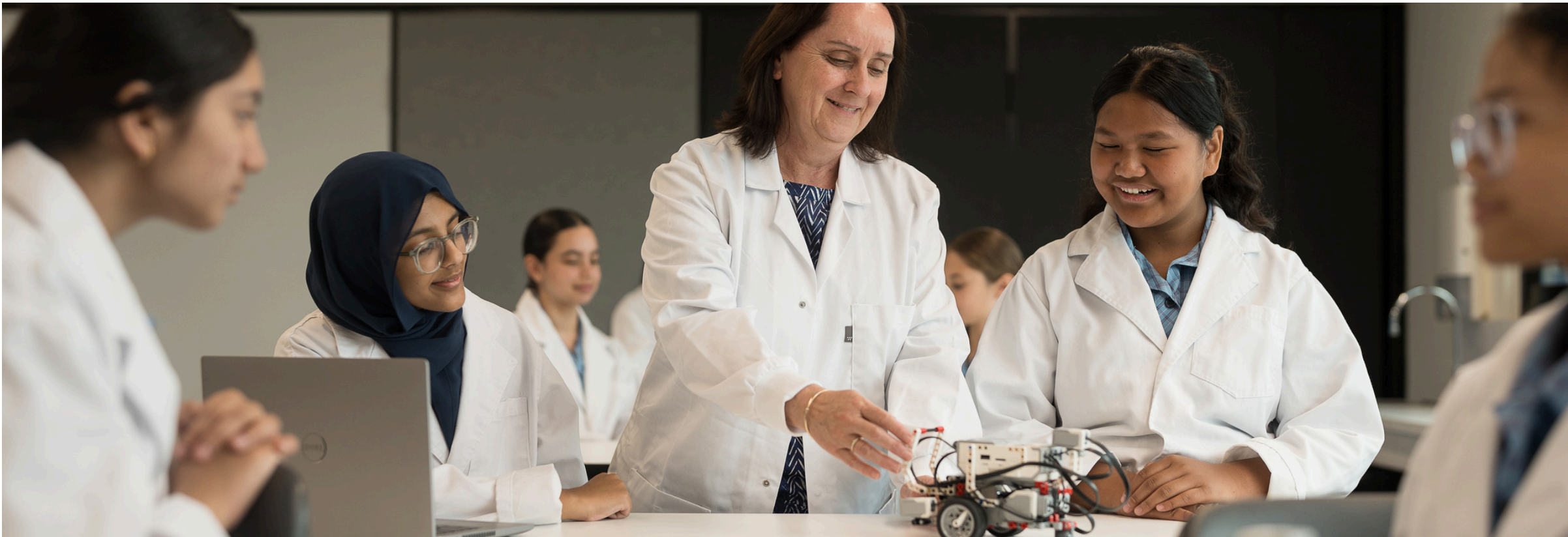
emergency contacts until verbal communication be made with someone who can explain the absence of the student.

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

Notes and medical certificates are required to explain absences and unresolved absences are followed through by the Homeroom teacher and Year Level Leader, currently known as Community Leaders.. These staff will work closely with families when absences form a pattern or point to underlying issues and concerns. The minimum attendance requirement for VCE and VM students is 90% and this is closely monitored by staff to ensure that attendance issues do not contribute to unsatisfactory unit results.

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

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 AA
- 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.

CHILD SAFE STANDARDS



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



Intended Outcome:

Leaders and teachers weave a religious narrative framed by the gospel, Brigidine charism and great stories of the Catholic tradition that empower all members of the community to live the Kildare Ministries Core Values

Annual Targets:

- Staff have attended at least one workshop focussed on the Brigidine, and Kildare Ministries identity
- Reviewed and updated plan for whole-school Wellbeing Program is implemented
- Staff build capacity theologically, spiritually, and pedagogically

Intended Outcome:

The school’s culture prioritises regular feedback on classroom teaching. Teachers are supported to refine their performance via strategic peer partnerships and learning walkthroughs

- Annual Targets
- Instructional Leaders have provided meaningful feedback to teachers through peer partnerships and coaching during the year
- Leaders and teachers continue to develop coaching skills
- Leaders develop a framework for processes to provide regular feedback to teachers and LSOs to refine practice

Intended Outcome:

Leaders and other 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 Target:
- Wellbeing/Learning Teams and other teams have some documented evidence of the use of wellbeing, learning behaviour and progress data to inform practice

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, analysed and used data as they work towards Learning Team/Appraisal Goals
- Continued improvement in MACSSIS Staff Domain 11 – Collaboration in Teams – how well teachers work together in teams to improve teaching and learning
- Leaders analyse data and lead and support teams to utilise data

LEADERSHIP



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 2023. 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.
- Coaching of all teaching staff as part of the appraisal process. Coaching staff expanded to include all senior and middle leaders.
- Learning Support Officers continued the implementation of their appraisal process.
- Continued documented processes and procedures for remote learning for both staff and students.
- Accreditation opportunities through internal and external workshops are offered to all staff
- 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 .

- 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.
- LSOs collaborate with line managers to develop an Appraisal Goal that benefits, executes, and achieves great outcomes for students, staff, and the Marian community, and inspires team development.
- Learning teams action learning team guidelines.
- Targeted workshops were provided that assisted staff in the development of meaningful prayer and faith experiences.
- Continued the implementation of the Learning Program Change Team.
- Coaching program delivered to middle leaders and implementation of coaching to support the achievement of goals undertaken.
- College strategically supported the Kildare Ministries Formation programs.
- Introduction of PULSE as a dataset used in Community Team meetings.

LEADERSHIP



Description of Professional Learning Undertaken in 2023:

Priority: Learn, Lead, and Live the Core Values

- RASNET Conference Units 1-4
- KEM Committee of the Trustees – Mission and Ministry
- Catholic Social Teaching
- Faith and Learning Leader Network Meeting
- Teacher Accreditation Platform – TAP
- Justice and Sustainability Leader Network Meeting
- Justice and Sustainability Workshops
- Internal Professional Learning Workshops including sessions on the LJLP Charter and its capacity to be integrated within the school community
- Advent in the Year of Matthew
- Texts and Traditions Conference
- Introduction to Religions & Ecology
- Staff Spirituality Day- Encountering the Sacred through Art

Priority: Succeed and Flourish:

- Teaching Excellence Program
- Role Modelling positive Leadership and Coaching Strategies
- School Libraries Association of Victoria Annual Conference
- BVC VET Coordinators Network Meetings
- Career Coordinator’s Workshops
- VCAA Subject-Specific Workshops

- Time release for teaching staff to plan new year 9/10 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 Program
- Mental Health First Aid
- Getting ready for VCE English and EAL Crafting Texts
- Effective Strategies to Engage Reluctant Learners
- Unlocking Wellbeing and Safety through Positive and Coaching Psychology
- VCE Vocational Major (VM) live webinar about flexible delivery options
- Love Bites Senior Respectful Relationships – Consent Training

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
- VIT Effective Mentoring Program
- Student Programs- Social Justice Seminars
- Effective collaboration between teachers and teacher assistants
- Aboriginal and Torres Strait Islander Perspectives in the VCE Biology

LEADERSHIP



Number of teachers who participated in PL at Marian is approximately 55 staff.
Average expenditure per teacher for PL \$1,455

Teacher Satisfaction:
MACSSIS survey was undertaken in 2023 and the following points can be highlighted:

- Domain 11 Collaboration in Teams increased in almost all areas, supported by our action to continue to value and support the work of Learning Teams as the main vehicle to improve teaching and learning.
- Domain 5 Feedback to staff, is an opportunity to continue to look for ways to improve the quality and frequency of feedback they get. Embedding coaching conversations with pedagogical focus will continue to shape the quality of feedback that staff will receive.

- Domain 4 Instructional Leadership is positive compared to the MACS average. Staff are complementary about the interactions between leadership and a clear articulation of vision for learning and teaching. However there is still room for the College to consider how it will build this into the future.
- Domain 3 Staff-Leadership Relationships most improved across MACS average and 2023 school data. The data reflects high levels of trust, confidence and supportiveness between leadership and staff relationships, promoting motivation amongst the staff; a domain to celebrate and continue to embed

COMMUNITY ENGAGEMENT



Priority Theme: Engage Community partnerships

Goal: To build and sustain authentic partnerships:

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

Annual Targets:

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

Achievements:

- Marian College held a variety of events that encouraged participation and communication with families. These included the biannual Performing Arts Showcases, annual Art Exhibition, SEQTA parent workshops, and information evenings for our Burmese and African families. To promote inclusion we also offered monthly Newsletters translated for Burmese and African families; interpreters are available for all parent teacher student conferences. The year 7 families were also invited to an information session and informal get to know you BBQ to assist with the transition into secondary school.

- Guest speakers provided insight into cultural and faith perspectives with a focus on the College (Year 7–11 Reflection Day)
- Parents /Guardians were invited to our annual Mother's Day and Father's Day breakfasts. It was a chance for daughters to spend quality time, relax and celebrate the dedication, nurturing, guidance, faith and love of these important figures in their lives.
- Prospective families were also invited on College tours

Intended Outcome:

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

Annual Target:

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

COMMUNITY ENGAGEMENT



Intended Outcome:

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

Achievements:

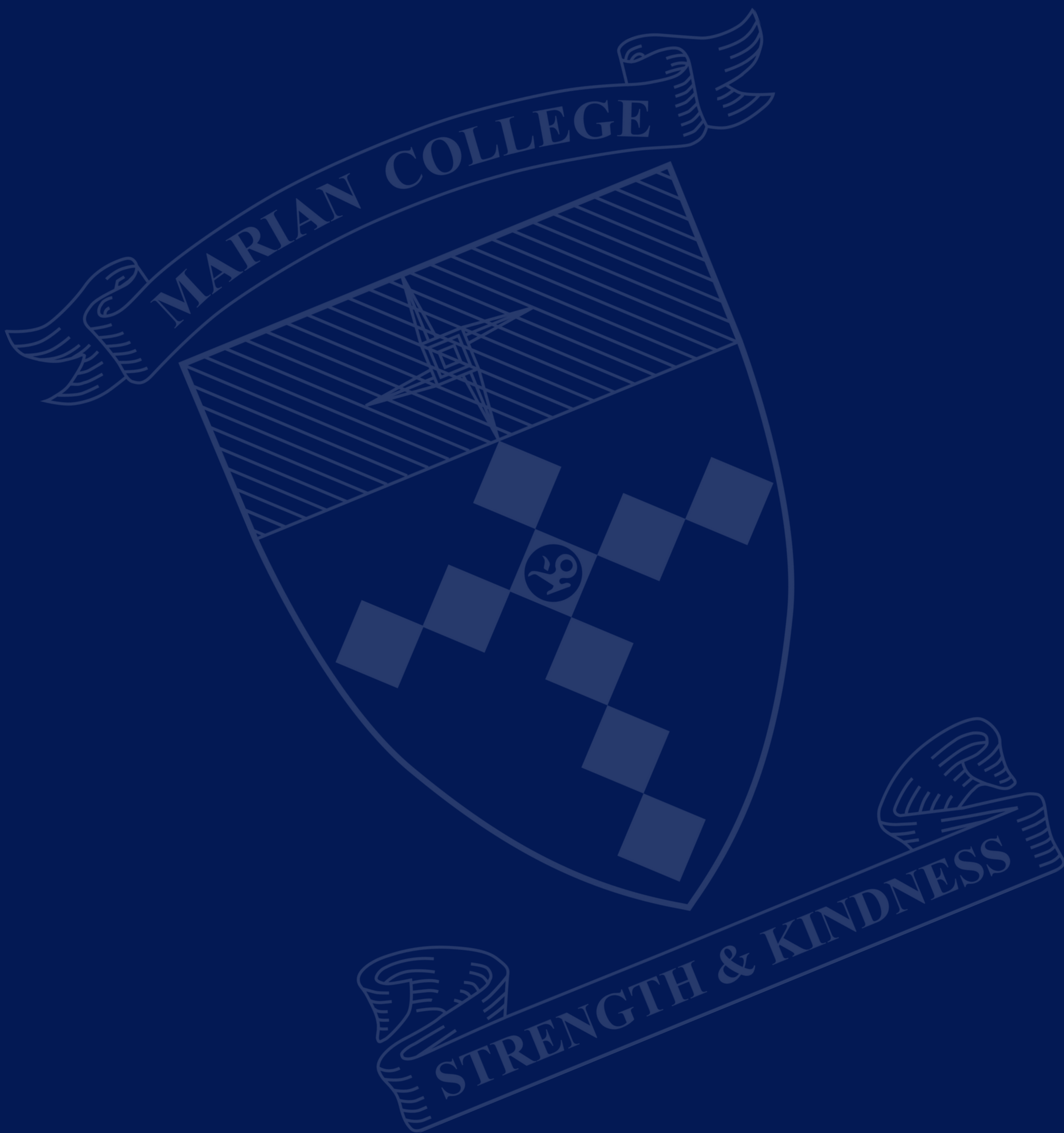
- Families attended the Investiture Assembly and morning tea, and the Excellence Award Assembly.
- Families invited to attend Performing Arts and Co-curricular showcase evenings, the annual Athletics Carnival, and the Commissioning of new principal

Annual Targets:

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

Achievements:

- The staff and student Social Justice groups partnered with Kildare Ministries Community works for fundraising, collection of donations and a working bee.
- 9/10 Faith In Action elective connecting to community through service.
- Year 8 and 9 students visited local Catholic primary schools with Ms Shelley Smith and Ms Bernadette Casey to promote Marian as an option for their secondary education, answer their questions and share the opportunities they have enjoyed at Marian.



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A Kildare Education Ministries Catholic College in the Brigidine Tradition.



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