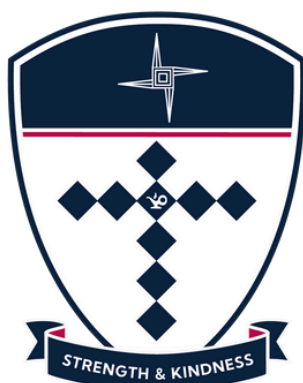


Marian College

2023 - 2024

ANNUAL REPORT TO THE SCHOOL COMMUNITY



MARIAN
COLLEGE

196 Glengala Road,
SUNSHINE WEST 3020

Principal: Angela Romano

Web: www.mariansw.catholic.edu.au

Registration: 1634, E Number: E1234



Principal's 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.

Attested on 27 May 2025

About this report

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

Governing Authority Report

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

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

Marian College is a Kildare Education Ministries school, in the Brigidine tradition, educating 850 students from the Western suburbs of Melbourne. Set in Sunshine West, on the traditional lands of the Wurundjeri people, Marian College has been educating young women since 1957. The College was founded by the Brigidine Sisters, women of deep faith and vision who were inspired by Saint Brigid of Kildare—a woman known for her strength, compassion, and commitment to justice. In this rich heritage, Marian College continues to honour the Brigidine tradition by empowering students to grow in faith, strive for excellence, and contribute meaningfully to the world around them. At Marian College, our motto Strength and Kindness reflects the heart of who we are and what we stand for. These words, along with our core values of Wonder, Courage, Hope, Hospitality, Compassion, and Justice, guide the way we educate, support, and walk alongside every young woman who enters our gates. Each student is encouraged to explore her passions, develop her talents, and grow in confidence—empowered with strength to face challenges and guided by kindness in her relationships and choices. Through a learning environment grounded in faith and rich in opportunity, students come to understand themselves, their potential, and their place in a world that needs their voice and their values. Marian College is a dynamic learning community that embraces innovation and prepares young women to navigate an ever-changing world with confidence and purpose. Grounded in our motto, Strength and Kindness, we offer a future-focused education that nurtures academic excellence, wellbeing, and a strong sense of belonging.

From Years 7–10, students engage in a learning framework that builds essential skills and knowledge aligned with the Victorian Curriculum. Our senior programs — VCE, VCE Vocational Major, and VET — provide diverse and flexible pathways, supporting each student to pursue her aspirations with clarity and confidence. We are proud of our strong tradition in the visual and performing arts, alongside wide-ranging opportunities in sport, academic enrichment, and student leadership. At Marian, every student is encouraged to explore her potential, embrace challenge, and lead with courage and compassion. Our commitment to social justice is deeply embedded in the life of the school and expressed through meaningful action. We actively engage both students and staff in a wide range of initiatives that promote compassion, solidarity, and a strong sense of responsibility to others. Our social justice efforts include outreach and immersion programs, where students gain first-hand understanding of the challenges faced by marginalised communities. We are proud to partner with organisations such as Vinnies, Caritas, Wellsprings for Women, Saltbush, the Brigidine Asylum Seekers Project (BASP). Through these partnerships, our students are empowered to be agents of change, putting their faith into action and living out the values of Strength and Kindness in service to others.

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

Principal's Report

Marian College remains deeply rooted in its Catholic Identity and Kildare Ministries heritage. In 2024, we continued to embed the values of the Gospel and the charism of the Brigidine tradition into every aspect of our work. By explicitly and consistently articulating our faith context, we reaffirmed our mission to nurture students in an environment grounded in justice, compassion, and hope.



In 2024, our College theme centred on the value of Hope. Our student leaders brought this theme to life by launching student-led assemblies—designed, curated, and delivered entirely by students. These gatherings showcased powerful personal reflections, celebrated student initiatives, and highlighted the performing arts.

In 2024, Hope was more than a theme at Marian College—it was a living, breathing presence that shaped our actions, our culture, and our community: through the voices of our student leaders, in everyday acts of compassion, and in the ongoing commitment to supporting one another through challenge and change. Hope was promoted by encouraging resilience, celebrating growth, and recognising the potential within each student. It was evident in our focus on student wellbeing, where we prioritised holistic development beyond academic success. This included continued access to professional counselling services, wellbeing initiatives, and the promotion of positive coping strategies across year levels.

Hope in 2024 was about believing in the future, even in uncertain times. It meant creating spaces where students felt seen, heard, and supported—where their sense of belonging could flourish. These collective efforts reflected the transformational power of courage, compassion, and faith in shaping a community committed to positive change.

In 2024, Marian College continued to prioritise thoughtful planning and meaningful consultation as essential drivers of educational improvement. By aligning our goals with the aspirations of our students, staff, and broader community, we ensured that our initiatives remained both relevant and responsive.

The development of our Annual Action Plan reflected the input of diverse stakeholders, creating a shared sense of purpose and direction. This collaborative approach has strengthened our commitment to student-centred practices and continuous improvement across all areas of school life.

Our ongoing implementation of a vertical curriculum in Years 9 and 10 provided students with a more connected and coherent learning experience. This structure supported the development of transferable skills and deeper understanding, while also preparing students for more complex learning and real-world application in their senior years.

We are proud of what we have achieved together in 2024. With a spirit of innovation and collaboration, we embraced new platforms for learning and celebrated the contributions of both staff and students.

We look back on 2024 with pride, united in our commitment to building a vibrant, inclusive, and future-focused learning community.



Angela Romano
Principal



Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Mission

Goals and Intended Outcomes from the Annual Action Plan.

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

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

Achievements

Achievements In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.

- Throughout 2024, the College strategically emphasised the core value of Hope, recognising its intrinsic link to a sense of purpose. This focus was intentionally integrated across a range of College activities, including liturgical celebrations, communal Masses, prayer initiatives, the student Wellbeing program, reflection days, retreat experiences and staff professional development workshops. These intentional efforts aimed to provide both communal and individual opportunities for faith formation, fostering a deeper understanding of Jesus' mission and our lived experience of hope within our community.

- Welcoming our 2024 College Principal, Angela Romano in a beautifully reverent Commissioning Liturgy and service at St Leopold's Catholic Church, with guest that included Ray Pisani the outgoing Principal of 17 years, members of the Stewardship Council and Kildare Ministries Board, family and friends and the entire College community
- Staff celebrated the 10 year anniversary of Kildare Ministries by attending the KM Conference. Staff engaged in a dynamic 3-day conference, gaining invaluable insights from First Nations keynote speaker Professor Ann Patel Gray and a panel of experts. The event offered rich professional learning workshops and valuable networking opportunities with colleagues from other schools and the KM community.
- The introduction of the Year 12 school based Religious Education subject Living Justice Living Peace, which enabled students to explore Catholic Social Teachings.
- Our Year 7 students began their journey into the foundational stories of the College, exploring the traditions of both the Brigidine and Presentation Congregations. Moving into Year 8, students delved into the life and impact of St Brigid, tracing her significant connections to the Irish landscape and drawing parallels with their own Homeroom patrons. They also examined St Brigid's commitment to social justice through the lense of Jesus' ministry as outlined in the LJLP document.
- "Awaken the Spirit" enabled Yr 9/10 students to explore the intersection of religion and science through Integral Ecology. They analysed key figures and texts, demonstrating understanding of how theology and science unite in the ongoing search for truth and are for our common home.
- Faith Formation Professional Learning Workshops included the recontextualisation of the gospel message for a contemporary context, Sacred Art with Fr Elio Capra, Forgiveness, Islam 101, Catholicism, St Brigid's charims, an Introduction to the gospels, Prayer
- Staff undertaking formal studies in Accreditation to teach, teach RE and lead in Catholic School.
- Staff and Student social justice groups raised awareness and funds for the Brigidine Asylum Seekers Project and Caritas.
- In November, our Marian community gathered for Father Barry Hughe's final Mass, marking the culmination of over three decades of dedicated servant leadership. We extend our deepest gratitude for his many years of unwavering support and guidance in both education and faith formation. We wish him the very best in his retirement.

- Marian Celebration day was held on 26 July. This was a fun day that began with a multifaith Liturgy, with a celebration on how many faiths believe in the positivity of Hope. The School song was translated into many languages, representative of our multicultural community.
- Father Jude Pirotta presided over the Year 12 Graduation Mass, a significant occasion held at St Leopold's Catholic Church in Sunshine. During the service, Father Jude thoughtfully acknowledged the hope that our graduating students carry for their families, themselves and their friendships.
- The student Liturgy team collaborated to create meaningful liturgical experiences for key Church seasons, including Ash Wednesday, Advent, Marian Celebration day, Student Reflection day, Remembrance Day, Year 12 Retreat and Christmas. These celebrations saw significant student involvement, with students actively participating and taking leadership roles in guiding the College community through these holy times.

Value Added

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

Faith Formation and Spiritual Growth:

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

Service and Social Justice Initiatives:

- Organising and participating in charitable donations of funds, non-perishable foods, clothes and toys.
- Raising awareness about social justice issues through education and action.
- Promoting a culture of empathy, compassion and solidarity and connecting the Living Justice Living Peace document in all subject areas, and the Annual Action Plan
- Teaching student Catholic Social Teaching through current world issues – fast fashion, modern day slavery and ecological conversion.

Pastoral Care and Wellbeing:

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

Professional networking with Kildare Ministries Faith Leaders

- Through attendance at Faith Network Meetings with colleagues from Kildare Ministries schools, the Assistant Principal: faith and Mission contributes to and benefits from shared expertise in faith development.
- The Educating In faith and Educating in Justice Leaders attended Network meetings at Kildare Ministries to plan and run student seminars, school initiatives and support the RE curriculum.

Learning and Teaching

Goals & Intended Outcomes

The goal at Marian College is to enhance the growth and wellbeing of every student and staff by fostering a learning environment where authentic life experiences are integrated into teaching, promoting student self-efficacy and learning agency. Teachers use diverse strategies, such as rubrics, formative assessments, and worked examples, to collaboratively establish success criteria with students across various levels. Additionally, teams participate in ongoing data-driven inquiry cycles to implement effective and transferable teaching practices.

Achievements

Throughout 2024, the program was reviewed to inform future planning, incorporating valuable insights from student focus groups. Students provided feedback on strengths, challenges, and potential improvements, with a majority expressing satisfaction with the increased agency, choice, and real-world relevance of electives. This feedback informed the Marian Learning Program Change Team's planning for additional electives with authentic community and environmental links.

Learning intentions increasingly emphasised assessment-capable learning, extending beyond knowledge and skills to include reflective learning behaviors. Teachers utilised SEQTA tools to encourage student reflection on learning progress, fostering self-directed learning.

Data-Driven Practice: Maintaining a focus on VCE performance, VASS data analysis workshops were conducted, and Unit 3/4 teachers developed targeted strategies for improvement. ACER PAT testing was administered to Year 7-10 students, with data sets made accessible to staff. Additionally, NAPLAN data was analyzed, particularly in literacy components, where Marian students performed notably well compared to students from similar backgrounds. Workshops enabled staff to utilize data to identify learning targets and inform instructional strategies.

Student Learning Outcomes

Programs/Strategies to Enhance Student Outcomes:

- Personalised Learning Plans were continued for students receiving targeted support through the Tutor Learning Initiative and the Learning Diversity Department.
- Targeted Mathematics Teaching Program provided extension and support classes across Years 7–9, supplemented by additional after-school math sessions.
- Language Support Classes and the Alternative Learning Track (ALT) Program offered personalized learning experiences for students requiring support or extension.
- Accelerated VCE options allowed students to undertake VCE units early, and new partnerships with tertiary institutions enabled Year 12 students to enroll in university units.

These initiatives reflect Marian College's ongoing commitment to fostering student growth, agency, and achievement through authentic, data-informed teaching practices and targeted support programs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale Score	Proficient
Grammar & Punctuation	Year 7	532	61%
	Year 9	565	56%
Numeracy	Year 7	513	55%
	Year 9	548	55%
Reading	Year 7	531	70%
	Year 9	572	72%
Spelling	Year 7	541	74%
	Year 9	568	78%
Writing	Year 7	559	80%
	Year 9	591	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	98%
VCE VM Completion Rate	94%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	61%
TAFE / VET	20%
Apprenticeship / Traineeship	2%
Deferred	0%
Employment	7%
Other – The category of Other includes both students Looking for Work and those classed as Other	10%

Student Wellbeing

Goals & Intended Outcomes

Goal: To optimize the growth and wellbeing of every Marian student and staff member

Priority: To succeed and flourish

Over the course of 2024 the clear goal has been around optimizing the growth for every Marian student and staff member allowing every member of the community to succeed and flourish.

From a Wellbeing perspective, the focus of this goal has been around the following clear intended outcome which has been the development of a sequenced wellbeing program from Years 7-12.

This program has been linked to the four key pillars of Heart, Body, Mind and Spirit and has focused on the building of positive relationships, and the key elements of social and emotional learning such as self-awareness, self-management, responsible decision making and social awareness. Key topics such as resilience, respectful relationships, time management and organizational skills have allowed all members of the community to manage their learning program.

Achievements

Achievements over the course of the year have been:

- Homeroom structure from Years 7-12 with each student being linked to a significant adult
- The four periods per cycle of wellbeing offered as part of the Year 9/10 program.
- Collaborative class activities such as class presentations linked to key topics in the area such as bullying and inappropriate use of social media
- Use of external organisations such as Elephant Ed to support the program begin delivered
- Students given a voice in choosing parts of the program for activities such as dancing
- Year 7 Camp
- Year 9 Camp
- Year 10 Pathways program
- Use of the PULSE program to monitor students' wellbeing each week

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

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

Value Added

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

- School Assemblies and celebrations – Opening School Mass
- Celebration of our cultural diversity during Marian Celebration Day
- Annual Awards Assembly
- Information Evenings
- School Camps and Excursions
- Annual Athletics carnival
- Interschool sport and Inter house sport
- Music Program and Co-curricular activities such as concert band and school choir
- School Production – Matilda Junior
- Transition Process – at Year 7 and at other year levels
- Co-curricular clubs – such as Chess Club, Book Club, Science Club, Bike Club, etc
- Art Design and Technology Exhibition
- Homework Club
- After school tutorial and revision classes
- Subject Selection Evenings
- Student leadership program
- Breakfast Club
- Student and Family Wellbeing Support – School Counsellors

Student Satisfaction

MACSSIS survey was undertaken in 2024 and the following points can be highlighted:

- Overall positive school endorsement is higher than the MACSSIS average.
- Out of the 10 domains – higher than the MACSSIS average in 6 including catholic identity, rigorous expectations, teacher/student relationships, school engagement, school safety and student voice
- Equal to the MACSSIS average in 3 other domains including school belonging and learning dispositions
- Focus group analysis and discussions were also positive and supported by the students surveyed in areas such as the Year 9/10 learning program and Wellbeing program introduced at the middle levels of the school

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.

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

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

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

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

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

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

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

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

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

Years 9 – 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	88.39

Average Student Attendance Rate by Year Level	
Y07	91.4
Y08	89.5
Y09	88.6
Y10	89.7
Overall average attendance	89.8



Leadership

Goals & Intended Outcomes

In 2024, Marian College advanced strategic objectives that aligned with the College's mission and values, emphasising the Gospel, the Brigidine charism, and the Kildare Ministries Core Values, with a particular focus on Hope. The leadership initiatives aimed to:

Weave a Religious Narrative: Leaders and teachers integrated a religious narrative framed by the Gospel, Brigidine charism, and Catholic tradition to empower the community to live out the Core Values.

Prioritise Feedback and Peer Partnerships: Develop a culture of regular, evidence-based feedback to refine teaching practices through peer partnerships and learning walkthroughs.

Data-Informed Curriculum Planning and Wellbeing: Collaborate to evaluate progress, wellbeing, and behaviour data, guiding whole-school curriculum planning and enhancing student social-emotional learning.

Data-Driven Cycles of Inquiry: Implement data-informed cycles of inquiry to drive instructional improvement.

Achievements

A great deal was achieved in the area of Leadership and Management

Staff workshops centred on the Brigidine and Kildare Ministries identity, with a strong focus on integrating religious narratives in teaching and leadership practices.

The Wellbeing Program was reviewed to align with the religious narrative, promoting spiritual, theological, and pedagogical growth.

Peer partnerships and coaching frameworks were established, fostering reflective practice and constructive feedback among teachers and Learning Support Officers (LSOs).

A comprehensive data analysis framework was implemented to inform curriculum planning and wellbeing initiatives.

Data inquiry cycles were embedded in Learning Teams to systematically review and adjust instructional practices.

Updated and developed new College policies, procedures and work practices to ensure necessary compliance and legal obligations.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

Religious Narrative Workshops: Focus on Brigidine and Kildare Ministries identity and integrating religious narratives.

Wellbeing Program Alignment: Sessions to align the Wellbeing Program with religious and pedagogical frameworks.

Coaching and Peer Partnerships: Workshops to build coaching skills, promote reflective practice, and provide constructive feedback.

Data Analysis and Curriculum Planning: Training to utilise data in curriculum planning and student support strategies.

Data Cycles of Inquiry: Collaborative sessions focused on data analysis to drive instructional improvements. Throughout the reporting period, the College maintained a robust program of professional learning and compliance training to support staff in fulfilling their roles effectively. Key initiatives included:

AI Training: Equipping staff with the necessary skills to integrate artificial intelligence tools into educational practice.

First Aid Training Update: Ensuring staff are up-to-date with essential first aid knowledge and procedures.

KM Staff Induction: Comprehensive induction program for new staff members at the KM campus.

Professional Conferences: Participation in key industry conferences such as COMVIEW, STAV, VCCA, Women in Leadership, Careers, VCE, and NAPLAN.

Expenditure And Teacher Participation in Professional Learning

Compliance Training: A comprehensive compliance training program covering OHS, policy updates, disability standards in education, anaphylaxis, bullying, harassment, discrimination, and mandatory reporting. This program utilized a combination of CompliLearn e-learning modules developed by CompliSpace and tailored in-house modules to ensure compliance with legislative requirements.

Number of teachers who participated in PL in	62
2024 Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

The MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) conducted in 2024 provided valuable insights into the school's overall performance and areas of strength. The survey, administered to staff, students, and parents, highlighted key strengths within the school environment, particularly in the areas of overall school positive endorsement, school climate, school leadership, and staff safety. This report aims to summarise these strengths and provide a foundation for ongoing development and enhancement in these domains.

1. Overall School Positive Endorsement:

The MACSSIS survey indicated a high level of positive endorsement from parents, students and staff. The responses reflected a sense of satisfaction and confidence in the school's operations, educational delivery, and community engagement. Key contributing factors include effective communication, supportive relationships, and the school's commitment to continuous improvement.

2. School Climate:

A positive school climate was identified as a notable strength, characterised by a welcoming, inclusive, and safe learning environment. Staff, students, and parents acknowledged the school's efforts in fostering a culture of respect, inclusivity, and well-being. Programs promoting social-emotional learning and student support services were highlighted as impactful initiatives contributing to this positive perception.

3. School Leadership:

The survey underscored the effectiveness of school leadership, with a particular emphasis on transparency, vision, and responsiveness. The implementation of strategic initiatives aligned with the school's mission and values was also recognised as a driving force behind the positive perceptions.

4. Staff Safety:

Staff safety continues to be an area of strength, with respondents indicating a sense of physical and emotional security within the school environment. Measures to ensure workplace safety, conflict resolution, and staff well-being continue to be works of the leadership team.

Conclusion:

The 2024 MACSSIS survey results underscore the school's ongoing commitment to fostering a positive, safe, and inclusive educational environment. Building upon these strengths will be essential in further enhancing the overall school experience for all stakeholders. Continuous monitoring, targeted professional development, and open communication will be crucial in maintaining these areas of strength while addressing potential areas for growth

Doctorate 0.0%

Masters 7.3%

Graduate 7.0%

Graduate Certificate 2.3%

Bachelor Degree 70.2%

Advanced Diploma 10.9%

No Qualifications Listed 2.3%

Teacher Qualifications	
Doctorate	0
Masters	23
Graduate	22
Graduate Certificate	3
Bachelor Degree	67
Advanced Diploma	12
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	96
Teaching Staff (FTE)	84.65
Non-Teaching Staff (Headcount)	58
Non-Teaching Staff (FTE)	45.36
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To build and sustain authentic partnerships

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

Annual Targets

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

Achievements

- Marian College held a variety of events that encouraged participation and communication with families. The most significant of these was our biannual production of "Matilda Junior" held during term 3 that was a celebration of significant work by both the staff and the cast of the production.
- Our Performing Arts Showcases, annual Art Exhibition, SEQTA parent workshops, and information evenings for our Burmese and African families. To promote inclusion we also offered monthly Newsletters translated for Burmese and African families; interpreters are available for all parent teacher student conferences.
- The year 7 families were also invited to an information session and informal get to know you BBQ to assist with the transition into secondary school.
- Guest speakers provided insight into 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 conducted by our Student Leaders
- Newsletters and School Magazine that highlight over the course of the year the life of the school and activities and celebrations that are part of the life of the school.

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 Targets

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

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

Achievements

- Supporting the Kildare Ministries work such as Brigidine Asylum Seekers project, Wellsprings for Women and Presentation Family Centre are supported by the social justice groups at the College.
- Families attended the Investiture Assembly and morning tea, and the Excellence Award Assembly
- Parents attendance at our Annual Awards Assembly at the end of the school year.
- Parents attendance at our annual Graduation Mass and Dinner
- Families invited to attend Performing Arts and Co-curricular showcase evenings, the annual Athletics Carnival, and the Commissioning of new principal
- Parents joining the Parent Child Safety Sub-Committee that involved reviewing College policies and carrying out an audit of the school grounds and buildings

Annual Targets

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

Achievements:

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

Parent Satisfaction

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

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

- Comments and feedback from parents, students and teachers
- The many opportunities to become involved in the life of the College such as Graduation Night, Opening school mass, Awards Assembly, Design Education Exhibition, School Production, Performing Arts Showcase.
- Attendance at Information Evenings both in person such as Year 7 and online for our Senior students.
- Attendance at Parent Student Conferences over the course of the year.
- Increased participation in our Mother's and Father's Day breakfast.
- Attendance at School Athletics Day.
- Surveys in relation to transition to Secondary school and transition to tertiary education/destination data for our senior students
- Development of our Parent Child Safety Sub-committee – which offers parent voice to child safety and safeguarding
- Participation in College open mornings and school tours as we showcase the school that gives parents insight into key aspects of the school such as learning program, facilities and activities
- Parent participation in mentoring students in Years 8–12 about subject selection and future pathways.

Our MACSISS survey data has shown an increase in parent involvement compared to previous years and has shown positives in the following areas –

- Family Engagement
- Communication with School and home
- Catholic Identity
- School Climate
- School Safety

Family Engagement continues to be an area of focus as we explore further ways to engage our parent community into the life of our school.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.mariansw.catholic.edu.au

