

2024

Annual Report to the School Community



Marian College

304 Barkly Street, ARARAT 3377

Principal: Catherine Howison

Web: www.mcararat.catholic.edu.au

Registration: 411, E Number: E2020

Principal's Attestation

I, Catherine Howison, 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 03 Apr 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

Vision and Mission

Marian College Vision

Marian College is a dynamic and nurturing Kildare Ministries Catholic school in the Brigidine tradition.

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.

College Overview

Marian College is a Catholic co-education school located in the rural town of Ararat, about three hours north west of Melbourne. It is a school of approximately 370 students from Years 7 to 12, serving the areas Ararat, Stawell, and the greater Grampians region.

Founded in 1888 by the Brigidine Sisters, Marian College has a rich history of providing quality education grounded in faith. Marian College is a Kildare Education Ministries school and is inspired by the teachings of Jesus, Bishop Daniel Delany, and the charisms of St. Brigid of Kildare and Nano Nagle. The KEM mission focuses on fostering an inclusive, socially just education that encourages personal integrity, compassion, and a sense of community. Marian College understands Graduate Outcomes as being nurturing students to become people with an awareness of spirituality and faith who:

- are welcoming, respectful and inclusive
- are hope-filled, confident and reflective
- embrace a life-long love of learning and strive for excellence in all they do
- are responsible, independent and ready to be contributing members of society, and
- endeavour to bring positive change to their community.

Marian College is committed to promoting equity, challenge and sustainability through its curriculum by addressing the effective use of resources, including staffing and time management. Our student population is diverse and often complex, with a significant number of students requiring additional support for learning, behavioural, and social needs, alongside many students who excel academically. Our students are friendly, welcoming, and curious, and they take great pride in belonging to the Marian College community.

Our staff are actively engaged in providing equal opportunities for all students and work strategically and collaboratively, with open hearts and minds, to mitigate the impacts of any socio-economic disadvantage. We foster an inclusive environment where closing achievement and opportunity gaps related to disadvantage and geographic location remains a key priority. Every student is supported in their learning and in pursuing their chosen pathway, this is firmly grounded in the Vision and Mission of Marian College as a dynamic and nurturing community where every student can learn.

Principal's Report

I present this Annual Report with a great deal of appreciation for the work undertaken by the staff and community of Marian College in 2024. It is clear to all that as a community, Marian College strives not only for excellence and continual improvement but also to continually build a community that lives out its values.

As a Kildare Ministries school in the Brigidine tradition, we strive to keep the Gospel values at the heart of our community, and actively promote high expectations for all, respectful relationships, perseverance, justice and service. We nurture young people to embody the College motto of *Fortiter et Suaviter* - strength and gentleness - by promoting personal integrity, compassion and hope. Our commitment to ensuring a vibrant and challenging educational environment stems from our belief that 'success' goes beyond the classroom, and as such we strive to equip our students with the skills they need to strive for excellence in all they do and to develop responsibility, independence and readiness to contribute positively to their community. Marian College continued to be a hub of learning, curiosity, and discovery in 2024, fostering an environment where every student felt valued and supported—especially those most vulnerable. Our commitment to holistic education ensured a flexible and diverse approach, tailored to meet the wide-ranging needs of our students, from the highest achievers to those requiring additional support with their learning.

Staff worked hard towards learning growth for all students in 2024. It is worth noting that the upward trend in improved VCE results continued with the Median VCE score for Marian College holding steady at 29. This reflects Marian College's strong performance in VCE, particularly in comparison to 'like' schools in our Diocese. For 2024 students undertaking the VCE Vocational Masters (Applied Learning) again demonstrated excellence with 100% of students successfully completing this course. Our VM program is in many ways a 'jewel in our crown' providing excellent learning opportunities for students who choose that course of study. Having strong, rigorous and well supported pathways for senior students that suit their needs and aspirations is a wonderful achievement for our school and our community.

Marian College's 2022 application to Catholic Capital Grants for a building project was confirmed in 2023. The scope of the application included demolition of existing learning areas and other associated spaces. Construction of a new STEM facility comprising of a resource centre, library and other associated spaces. Siteworks to include a new plaza and other associated landscaping. In 2024 we saw the area cleared and the slab poured with works commencing in August. This project has been well managed by Mrs Barker and Mr Summers and significantly by Business Manager Mrs Leonie McGuckian.

Schools across Australia continue to face teacher shortages and changes to the MEA placed challenges on Marian College in 2024 in terms of covering classes. I acknowledge the hard work, agility and generosity of the staff for their commitment to ensuring that learning continued throughout the year with the highest degree of consistency possible under difficult circumstances.

2024 also saw changes in the Leadership of Marian College. Mrs Carmel Baker submitted her resignation as Principal in 2024 after 13 years of dedicated service. I thank Carmel, on behalf of the staff, students and community, for her commitment to the stewardship of Marian College. Mr Matthew Summers graciously stepped into the role as Acting Principal and showed unwavering commitment to the smooth running and future proofing of the college. Under his leadership 10 new staff were employed for 2025, ensuring that the college could begin the academic year fully staffed. Mrs Michelle Hogan, took on the Head of Learning 10-12 in conjunction with her existing role as Head of Learning and Teaching 7 - 9. This was a considerable workload and responsibility and I am extremely grateful for her generosity and capacity. I also acknowledge the commitment and work of Ms Alex Abela, Head of Staff Development, and of Ms Steph Saravanja, Head of Wellbeing and thank them both for their leadership in 2024. Mrs Leonie McGuckian has demonstrated wise and careful stewardship of the college finances and resources in her role as Business Manager. Mrs Marika Stirling deserves recognition for her tireless work in supporting the Leadership Team. I thank these individuals and all the staff at Marian College - our Office and Administration staff, our Learning Support Officers, our Grounds and Maintenance staff, our Canteen staff, our Support Staff and our teachers for their care, their commitment and their passion for our wonderful school. My gratitude is also extended to the students and families of Marian College. Undoubtedly, it is the students, staff and parents in our College community that make our school such a wonderful place to be.

Catholic Identity and Mission

Goals & Intended Outcomes

Strategic Goal: We will enable all to flourish through responsible stewardship as a Kildare Ministries school in the Brigidine tradition through:

- Deliberate, purposeful and ongoing professional development opportunities for staff focused upon the Catholic traditions and the School Charism utilising post-critical beliefs and dialogue. (Staff meetings, Retreats, PD Days, Network meetings with Catholic Education and Kildare Education Ministries, daily prayer, liturgies and Religious Education).
- Enhanced faith formation opportunities and programs for staff and students based upon the College Values, Mission and Living Justice Living Peace Charter (Kildare Induction - new staff, new leaders and principals, Diocesan early teacher network, revised formal Marian formation processes and mentoring).
- Auditing of curriculum offerings across the school for opportunities that invite all students to engage in learning experiences that recognise Catholic Social Teaching as linked to action.
- Promotion of extra-curricular and external opportunities for students and staff engagement in Catholic Social Teaching (through such activities as Justice groups, KM Justice seminars, KM leadership camp, Retreats, Indigenous camps, stewardship of resources, engagement with Community Works, Fred Hyde Day, Caritas, St Brigid's Day themes, Exploration of KM Values school wide, Kildare and diocesan network gatherings).
- Promotion and further support for professional learning and formal qualifications in RE, theology and Scripture for staff through promotion and financial assistance.

Achievements

- Staff at Marian College have a strong understanding of Marian College's identity as a Kildare Ministries school in the Brigidine tradition. This is modelled for students, allowing their own awareness and sense of connection to this identity to grow.
- Students were actively engaged in learning about and demonstrating the College Values through regular presentations, curriculum offerings, classroom learning and activities, assemblies and whole school events such as St Brigid Day and Fred Hyde Day.

- The College consistently promoted its values, faith, and traditions through the curriculum, extracurricular programs, staff and student gatherings, community events, and publications.
- Staff were encouraged and supported to obtain accreditation to teach in a Catholic school, with further encouragement for those looking to teach Religious Education or lead in a Catholic school.
- The College continued to strengthen ties with the broader Catholic community through networking with Kildare Ministries, Kildare Education Ministries, DOBCEL, and Catholic Education Melbourne.
- Connections with local Catholic primary schools and the parish were fostered through shared liturgies, community activities, school visits, transition programs, and information evenings.
- A commitment to social justice was further embedded in the curriculum, guided by the principles of the Kildare Ministries Living Justice Living Peace Framework.

Value Added

- Clear Vision/Mission and Values widely publicised with a value promoted annually. In 2024 it was 'Hope'.
- There were opportunities to build connections with the broader Catholic community through network meetings with Kildare Ministries and Kildare Education Ministries, Diocese of Ballarat Catholic Education Ltd (DOBCEL) and Catholic Education Melbourne.
- Additional opportunities for engagement with local Catholic primary schools (St Mary's, Ararat and St Patrick's, Stawell) and the Gariwerd Parish through shared liturgies, community activities, visits, transition programs and Information evenings.
- Student Leader attendance at KEM Social Justice Seminar in June.
- Ongoing promotion of social justice education at all year levels, and opportunities for action through St Vincent de Paul Society, Caritas, Fred Hyde Day, Indigenous Speakers and camps.
- Establishment of a Justice Co-ordinator as a Position of Responsibility with time allowance.
- The Justice and Democracy student group worked on a number of fundraising campaigns and awareness raising activities. These were Social Justice initiatives based on Brigidine and Kildare Ministries core values.
- Production of Values displays (giant letters) for use at school events.
- All staff participated in the Kildare Ministries Conference - Crossing New Seas in March 2024.
- Student Leaders (2025) attended the Kildare Ministries Senior Leadership Retreat in December.
- Employment of an experienced Religious Education and Faith Leader beginning in 2025.

Learning and Teaching

Goals & Intended Outcomes

1. To support student growth and strengthen parent engagement through a formative reporting cycle that delivers regular, actionable feedback and informs learning-focused conversations during TA interviews.
2. Improve student growth in literacy over the next three years, evidenced in the use of data.
3. Strengthen data literacy among staff as a tool for richer learning and improved student outcomes.

Achievements

In 2024 the Learning and Teaching Teaching comprised:

Head of Learning & Teaching Senior School (1st Semester) Mr Matthew Summers

Head of Learning & Teaching Juniors School (1st semester) Mrs Michelle Hogan

Head of Learning and Teaching 7-12 (2nd Semester) Mrs Michelle Hogan

Hub Leaders:

Religious Education - Mrs. Debra Glasson

CAL Hub (Culture and Learning) - Mrs Stephanie Mansell & Mrs Christine Bulger

STEM (Science and Maths) - Ms Susan MacPherson & Mr Rodney Clarke

PEAT (Physical Education, The Arts & Technology) - Mr Paul McLoughlan

Applied Learning - Mrs Dani Smith

These Hub Leaders also worked in conjunction with:

Head of Literacy (through Professional Learning Teams) - Ms Natalie Wirper

Learning Diversity Coordinator - Mrs Rhonda North

Head of Staff Development - Ms Alexandra Abela

- A new reporting cycle was implemented, requiring teachers to provide formative feedback every 5–6 weeks. Aligned with Teacher Advisor (TA) interviews, this cycle supports timely, focused discussions on student progress. Reports emphasise constructive feedback over grades, outlining what students have achieved and their next steps.
- HOLT and Head of Learning Diversity increased capacity in ACER data analysis via professional development and engagement with ACER.
- HUB leaders, Head of Learning Diversity and HOLT engaged in ACER and NAPLAN data conversations.
- Continuation of the ILSY (Improving Literacy in Secondary Years) program, in partnership with the Diocese of Ballarat and the University of Melbourne.
- Strengthened focus within Professional Learning Teams on data-driven, evidence-based practices aimed at improving student outcomes.
- Targeted emphasis on literacy development via PLCs, particularly in writing, including the collection of student writing samples and the modelling of effective writing strategies.
- Whole-school staff meetings dedicated to NCCD (Nationally Consistent Collection of Data) and learning diversity, alongside thorough analysis of student data to support NCCD report moderation by the Junior School Head of Teaching and Learning and the Learning Diversity Leader.
- Continuation of Macqlit interventions for students in reading determined by standardised test results identification.
- ACER PAT Mathematics and Reading assessments were administered to all students in Years 7–10 in October.
- Introduction of the ACER ADVANCE Award Program, providing high-achieving students with an opportunity to further extend their learning and academic growth.
- Individual VASS data analysis sessions were held with VCE staff to review student outcomes and identify areas for improvement.
- Ongoing development of the English Curriculum Project in collaboration with the CAL (Catholic Access to Learning) Hub.

- Review of the existing term-based subject structure led to the decision to return to a semester-based model in 2025. This change aims to support deeper student understanding and enable more consistent and predictable staffing arrangements.
- Working parties for both Maths and English to prepare the curriculum for full implementation in 2025 in accordance with The Victorian Curriculum F–10 Version 2.0
- Introduction of direct Career Pathway advice during year 10 Subject Selection evenings and interviews with TA teachers. This enabled parents to have meaningful conversations around vocational options with their child.

Student Learning Outcomes

- 100% successful completion of VCE or VCE Vocational Major.
- The school retained a VCE median study score of 29 in 2024 from previous years 2022 and 2023.
- 38% of students who sat exams attained an ATAR of 70 or higher.
- All students received between 2-3 formative progress reports for all core subjects per semester.
- Adjusted and modified assessment and reporting was made available for students with additional learning needs.
- The school continued to implement processes to support students at risk with individualized programs tailored to their individual needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	534	60%
	Year 9	540	46%
Numeracy	Year 7	528	67%
	Year 9	549	64%
Reading	Year 7	532	67%
	Year 9	543	47%
Spelling	Year 7	528	71%
	Year 9	553	67%
Writing	Year 7	545	69%
	Year 9	547	53%

*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	29
VCE Completion Rate	100%
VCE VM Completion Rate	100%
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	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

In 2024, our wellbeing goals continued to focus on strengthening intervention systems and addressing both performance and opportunity gaps. The year's work emphasized:

- Building positive and proactive relationships across the school
- Embedding evidence-based practices tailored to the needs of each year level
- Ensuring a safe, responsive, and student-centered learning environment

Our approach remained centered on holistic student development, with targeted initiatives addressing social-emotional growth, resilience, and engagement—particularly in the critical junior and senior years.

Achievements

- ABC Paradigm Training: Staff undertook professional development with Robert Pereira to deepen understanding of the (ABC) paradigm, enabling more consistent, informed responses to student behaviour.
- ABC Student Workshops (Years 7–10): A series of wellbeing workshops were implemented based on key behavioural and emotional issues identified in these year levels. Student insights helped shape future program planning as well as provided an opportunity to specifically teach empathy and compassion.
- Curriculum Integration: Workshop materials were documented and integrated into curriculum resources, ensuring sustainability and ease of delivery for future cohorts.
- Year 12 Targeted Workshop Series: A bespoke series of six workshops, composed in conjunction with Robert Pereira, was delivered for Year 12 students, focusing on academic pressure, decision-making, safe driving, and party-safe culture, grounded in psychological theory and real-world application.
- Year 8 Experiential Program: In response to feedback from ABC workshops, a hands-on program was developed to offer opportunities for success and real-life learning, tailored specifically to the needs and interests of Year 8 students.
- Student Leadership Development: A range of leadership and innovation programs were run in partnership with Crazy Ideas College, including:
 - Values in Action
 - Social Innovators
 - Future Ready Program

These programs fostered creativity, agency, and community-minded thinking among participating students.

- Peer Support Program: The Year 7/11 Peer Support initiative was further consolidated, with clearer structure, and stronger integration into the transition process.
- Monitoring of wellbeing needs: Regular student surveys were conducted throughout the year to identify emerging wellbeing needs and tailor support accordingly.
- Implementation of one-on-one Wellbeing support through the Second Step Program for Year 7 students.
- Creation of the Learning Nook, along with the Head of Learning Enhancement in response to the increased needs of students with both wellbeing, behavioural and learning needs. Students scheduled into the Nook during the day to provide circuit breakers, or additional one-on-one supports with an LSO.
- Exploration of SWPB Framework: We began formal exploration of the School-Wide Positive Behaviour (SWPB) framework through:
 - PD attendance
 - Consultations with Brooke Nester (CEOB)
 - TIGF survey data collection
 - Staff discussions in pastoral meetings
- Child Safety Culture: A consistent focus on Child Safe Standards remained evident in staff meetings, year level briefings, and professional dialogue, reinforcing our school-wide culture of safety and vigilance.
- Program Rationalisation: In line with evolving priorities, we de-implemented Elevate and PEEC, allowing for a more focused and contextually relevant approach to wellbeing. Exploration of ways to better ensure that RRRR course content could be implemented successfully given staffing uncertainty for 2025 led to the selection of the Wellio platform for 2025 and the undertaking of training and PD for relevant staff in preparation for use of the platform in 2025.
- Marian College engaged in with One Red Tree Resource Centre Inc. One Red Tree provides a comprehensive range of evidence-based psychological treatments across the lifespan and is based locally. Our involvement with the School Outreach Program enables Marian students to have access to a provisional psychologist who works with the student, in partnership with the family and provides onsite services at school.

Value Added

This year's initiatives reflected a strategic, responsive approach to student wellbeing in alignment with both student voice and contemporary research. Notable areas of added value included:

- Increased teacher capacity to understand and address behaviour through ABC frameworks
- Greater student engagement in workshops that addressed real-life and developmentally relevant topics
- Stronger transitions support for Year 7 and Year 12 students through targeted, high-impact programming
- The emergence of student leaders through leadership initiatives promoting social innovation and future readiness
- Data-informed decisions shaped by student voice surveys and staff consultation

These programs have supported the further development of emotional regulation, responsible decision-making, and greater school connectedness across multiple year levels.

Student Satisfaction

Student feedback throughout 2024 was encouraging, with many expressing appreciation for the relevance and impact of the ABC workshops and the Year 12 life-skills sessions via student feedback surveys. Students in Year 8 reported enjoying the new hands-on program, particularly its practical and interactive nature. Peer mentors and mentees alike valued the structure and community-building focus of the Peer Support Program.

Student Attendance

Robust attendance monitoring systems have enabled us to track student engagement with well-being initiatives effectively. By analyzing attendance data, we have been able to identify trends and areas for improvement, allowing us to refine our programming to better meet the needs of our student population. This data-driven approach has been instrumental in ensuring the accessibility and relevance of our services.

This annual report highlights the progress made in promoting well-being on campus and underscores our ongoing commitment to nurturing the holistic development of our students. As we reflect on the achievements of the past year, we look forward to continuing to innovate and collaborate to create an environment where all individuals can thrive.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	78.95

Average Student Attendance Rate by Year Level	
Y07	88.0
Y08	83.9
Y09	84.2
Y10	84.6
Overall average attendance	85.2

Leadership

Goals & Intended Outcomes

Leadership Goals:

1. Ensure all college leaders understand their role and important shared responsibility for our college mission, vision, values, delegated governance responsibility and whole - school improvement focus.
2. To provide clarity for staff in relation to the new leadership structure, leadership responsibilities, professional accountability, monitoring and mentoring.
3. Develop a strong culture for feedback, reflection and personal growth with staff and students, beginning with the Senior Leadership team.

Stewardship Goals:

1. In light of the continued financial pressures of increased cost and the potential impact on families and the college, and with the planned capital grants project and changes to the EBA, ensure flexible human, physical and financial resources are deployed to best meet the needs of all students to enhance student learning.
2. Maintain systems and legislative compliance and accountability (risk register, Complispace modules, OH&S and Child Safe teams) to provide a safe working environment for all.

Achievements

- Members of the Leadership Team engaged with selected professional reading of texts aimed at further leadership formation.
- The Review of Position Description for student leadership roles continued to be a way to embrace shared and distributed models for student leadership.
- New staff supported by assigned colleagues as Mentors. Marian College has an explicit Induction Program to enable new staff to transition successfully into our school context.

- The Leadership Team engaged with a range of supervision experiences to support their personal and professional growth in 2024.
- Professional Learning Teams (PLTs) extended throughout 2024, strengthening and embedding of a culture of collaboration amongst staff.
- Continuation of Peer Projects that were introduced in 2023 and establishment of mechanisms to support the process. The objective of the Peer Project is for teachers to engage in professional learning that is relevant, focussed, and current. The Peer Project concluded with a reporting phase in Term Four; and key learnings informed the Annual Review Meeting (ARM).
- All staff engaged with Professional Development that was both responsive and strategic.
- Senior and Middle Leaders conducted interviews for Grade 6 students for the 2025 enrolment year.
- Building began on the new Capital Works project with consultation and planning.
- Consultation with Kildare Ministries around the appointment of a new Principal to begin in 2025.
- Employment of 10 new staff to begin in 2025 ensuring that Marian College was well placed to provide excellent and well resourced learning opportunities for students.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Two whole school Professional Development days were conducted internally:</p> <p>(1) 'Putting Evidence into Practice', July 2024. Across three workshop sessions, presenter Michael Rosenbrock (Director, Evidence InformED), guided teaching staff and learning support officers in the examination and effective use of evidence in educational settings. In keeping with the school's 2024 professional learning theme of 'evidence informed practice', the day-long workshop comprised three sessions: (1) What does it mean to be evidence-informed in practice? (2) Digging deeper into the evidence and (3) Planning for Impact.</p> <p>(2) 'Indigenous Perspectives in Practice', December 2024. This day of professional learning brought together staff from all areas of Marian College from teachers, through to learning support officers and the administration team. The core objective outlined for the day was to improve the knowledge base of all staff around First Nations Peoples, thus commencing the journey toward holistic inclusion of First Nations perspectives in the curriculum and culture. Presentations drew on the expertise of Jeannette Morris (Education Officer, Aboriginal and Torres Strait Islander Education DOBCEL), Helen Christensen (Education Officer, Aboriginal and Torres Strait Islander Education DOBCEL), and Lisa Moloney, (Education Consultant). Some members of Marian College's teaching staff led workshops during which they shared examples of their own implementation journeys, sharing examples of classroom practice. Throughout the day's program, there was opportunity for open and safe dialogue in workshop sessions and larger yarning circles. Staff received expert guidance on a range of issues including protocols for connecting, building and sustaining relationships. This included engaging with information on local First Nations groups, child safe standards and avenues for accessing support for First Nations students. The critical importance of addressing the cross-curriculum priority in meaningful, respectful ways was a clear throughline, as was the importance of recognising and embedding indigenous cultural knowledge and histories across all subjects. Our staff was given pause to reflect on the place of truth telling which incorporates First Nations voice. Insights were offered into Victoria's history, significant dates and events, and the means for accessing resources which afford respect for intellectual knowledge and intellectual property. In the curriculum planning days which followed this intensive, our teachers felt better equipped to audit and refine curriculum. Victorian place-based resources and national resources for including First Nations perspectives were used with confidence and fresh insights.</p>

Expenditure And Teacher Participation in Professional Learning

- Resumption of structured peer observations with successful piloting of Quality Teaching Rounds (QTR) process (The University of Newcastle). Quality Teaching Rounds (QTR) is an approach to teacher professional development that involves teachers working in groups of four or more (known as Professional Learning Communities or PLCs) to observe and analyse each other's teaching using the 'Quality Teaching Model'. During each of four one-day 'Rounds', the PLC participates in discussion of a professional reading, one lesson observation, and one post-lesson discussion during which the Quality Teaching Model is used to code the lesson. Continued participation in DOBCEL's ILSY Whole School Implementation Team project. New engagement with ILSY Executive Boost for school leaders.
- Continued focus within Professional Learning Teams (PLTs) on evidence-informed practice to improve student outcomes in Literacy, with a focus on 'Writing' in 2024. PLT meetings continued in the Tuesday meeting cycle, with a frequency of one meeting per three weeks on average during term time.
- Ongoing involvement in DOBCEL's English Curriculum Project with Kirsten Bourne. Emphasis on developing new English Curriculum with a particular focus on mapping a developmental sequence of skills and knowledge. The project aims to improve literacy outcomes through explicit instruction, a phonics-based approach and structured literacy.
- Wednesday Morning Professional Learning sessions continued internally in 2024, with a variety of leaders, teachers and learning support staff presenting on innovations in and reflections on best practice.
- Action inquiry projects (Peer Collaboration Projects) were completed by teaching staff as a formal means of collaboration around practice. Teacher-authored reports aligned with Professional Learning Plans and AITSL Professional Standards.

List of Professional Learning undertaken in 2024:

'The Playbook Project' Collaborative Workshop Series

'Building Growth Cultures' Conference

The Power of a Core Set of Teaching Techniques - webinar

'Codifying Practices with Precision' - online workshop

Cracking the Hard Class Behaviour Management Seminar

Strengthening Universals to Support Classroom Behaviours

Keeping it Right: Maintaining the positive learning environment - online workshop

Expenditure And Teacher Participation in Professional Learning
Building Effective Relationships with Students - online workshop
Teaching First Nations Concepts in Drama
AI Opportunities for Educators
AI with Adam Spencer
New VCE Study Design Units 1-4 (Health Teachers Network)
VCE Biology Conference (STAV)
VCE Chemistry Conference (STAV)
VCE Psychology Conference (CDES)
VCE Physics Conference (VicPhysics)
DATTA Vic 2024 Conference (DATTA Vic)
'Discovery' Conference (Peak PhysEd)
STAVCON (STAV)
VATE 2024 English Teachers Conference (VATE)
Religious Education Conference, Halls Gap (DOBCEL)
Historical Interpretations Masterclass (HTAV)
'Unlock the Power of Metacognition in Scientific Inquiry' workshop (STAV)
'Worked Examples for the Win in Secondary Science" - online workshop (STAV)
The Rules and Foundations of Pseudocode - online workshop (MAV)
Analysing Pseudocode - online workshop (MAV)
Designing and Writing Pseudocode - online workshop (MAV)
VCE English Improvement Network (MACS)
VCE English Meet the Assessors (VATE)
EduTech Conference 2024, Melbourne (EduTech)
IEU National Conference, Sydney (IEU)

Expenditure And Teacher Participation in Professional Learning	
Early Careers Teacher Network (DOBCEL) Embedding Child Safe Standards Workshop (DOBCEL) VCE VM Community of Practice meetings (DOBCEL) VCE Examination Assessor Training (VCAA) Understanding PAT (ACER) Kildare Education Ministries (KEM) induction sessions for new staff KEM Conference - Crossing New Seas (whole school)	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$458.00

Teacher Satisfaction

Based on our whole-school review conducted in 2023, staff responses indicate a favourable response (between 80 and 90%) to work across all five aspects of College life - Catholic School Culture, Community Engagement, Leadership and Stewardship, Learning and Teaching and Wellbeing. Further, members of staff have a high level of knowledge about the students they teach and work holistically and collaboratively to meet individual needs. Internal staff survey measures conducted in 2024, independent of the School Improvement Framework (SIF) point to a strong sense of teacher self efficacy, belonging and responsibility; and there exists a strong understanding of the mission, values and vision for the College.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	18
Graduate Certificate	4
Bachelor Degree	39
Advanced Diploma	3
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	38.2
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	26.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The College actively seeks partnership within the parish and wider community to enhance student learning and wellbeing.

- The College has continued to explore opportunities to engage families in the life of Marian College for the improvement in student learning performance and outcomes.
- Staff recognise the importance of strong partnership between the school, parents and the community. As a rural school, opportunities to enhance student learning often extend beyond the College to include our very supportive local business, industries and organisations.
- We maintain partnership agreements with a range of external providers to ensure our students have access to a broad spectrum of opportunities. Collaborations with local government, the Local Learning and Employment Network (LLEN), local primary schools, Ararat Secondary College, and the local business network offer valuable avenues for both the College and its students to grow and thrive.
- In 2024, the Stewardship Council set forth ambitious goals to enhance community engagement. As part of this initiative, a new subcommittee—Community Engagement—was established to bring together a dedicated group from our College community focused solely on strengthening connections. The College also began re-engaging the volunteers who, unfortunately, were lost during the COVID period. As we reflect on these objectives, it is clear that meaningful progress has been made; however, there are still valuable opportunities for further growth and improvement.
- One of the commendable aspects of the 2024 Stewardship Council goals was the holistic approach of its members. Rather than adopting a one-size-fits-all strategy, the Stewardship Council recognized the diverse needs and preferences within the community. They suggested a multifaceted approach that encompassed both traditional and innovative methods of engagement. From parent information evenings, surveys and workshops, online platforms and social media campaigns, the school sought to cast a wide net, aiming for inclusivity and accessibility for all.

Achievements

- The College builds partnership with our governing authority, outside agencies, local businesses, industries and organisation, and the parish to support student needs and opportunities. The Applied Learning area, our work experience program and our VET program are examples of strong community engagement and success. We are

fortunate to be located alongside the parish church in Ararat. Parish Priest Father Andrew is a strong supporter of College life and recognises the importance of working in partnership with the school to create opportunities for students and staff to deepen their understanding of our Catholic, Brigidine, and Kildare Ministries traditions, story, mission, ethos, and values. We are also proud to be one of the few Colleges that still has a Brigidine Sister actively involved in our community. This enduring connection to the Brigidine values—and their ties to both the school and the wider community—remains a vital part of our approach to community engagement.

- Community engagement with past students began to take shape in 2024. The formation of an Alumni group and the hosting of several reunions were highlights of the year.
- An additional initiative led by the College Careers Coordinator—inviting past students to return as guest speakers for senior students—proved highly successful. This not only provided valuable insights and inspiration but also opened doors for current students to access work experience placements, mentoring opportunities, and tutoring support through alumni networks.
- Students and staff are invited into a culture that promotes understanding, tolerance and respect.
- Our College Values of: Courage, Compassion, Hope, Hospitality, Justice and Wonder together with the KM Living Justice Living Peace Framework, provide opportunities for our community to explore Gospel values in contemporary life.
- New communication platforms, such as our whole-school Instagram account, has meant that snippets of our students' achievements are shared with a wider number of parents, students and community members. The level of engagement on our Instagram suggests that we have tapped into a popular and relevant communication platform that we have not accessed previously. Instagram has amplified visibility, attracting prospective students, Alumni, industry partners, and community stakeholders. By showcasing student achievements and the tangible outcomes of these programs, the school has effectively positioned itself as a hub for innovation and talent development, further enhancing its appeal and relevance in the educational landscape.
- Our vibrant Stewardship Council has consistently gone above and beyond to nurture our community's growth and well-being. Their tireless work serves as a testament to the power of active involvement in shaping the trajectory of our shared goals. Data shows that as the Stewardship Team continue to dedicate themselves to the community's betterment, there was an encouraging parallel trend of parents expressing a strong desire for increased engagement opportunities. This shared goal of connection is vital to enhancing our connections to the community and provide a solid foundation on which to build in 2025.
- Our Vocational Major course offers many links with the wider community, and these community ties serve to enhance our students' academic experience. It has proven to be exceptionally effective, not only enhancing the educational experience, but also

adding significant value to the school as a whole, helping to solidify our community connections and reputation in this field.

- The VCE VM course has emerged as a catalyst for a significant number of students accessing work placements within the community, showcasing its pivotal role in bridging the gap between education and industry. Through a dynamic curriculum that emphasizes practical application and hands-on experience, students enrolled in the VCE VM course have developed a diverse skill set that is highly sought after by businesses in the retail and design sectors. As a result, employers recognize the value that VCE VM graduates bring to their organizations and have eagerly opened their doors to offer work placements, providing students with invaluable opportunities to further refine their skills, build industry connections, and gain firsthand insight into the demands of the field. This symbiotic relationship between the VCE VM course and work placements underscores the program's effectiveness in preparing students for successful careers while meeting the needs of the community.

Parent Satisfaction

- Parents surveyed for Insight SRC in 2023 reported favourably at 77.0% that their children look forward to coming to school.
- 77% of parents answered favourably to the statement that: I have an opportunity to get involved in planning and deciding things at this school if I want to, indicating a perception of the school's openness to the input and participation of interested parents.
- 95% of parent respondents answered favourably to the item: 'This school always aims to improve the quality of education it provides'.

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.mcararat.catholic.edu.au