

2025

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 2025 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 20 Apr 2026

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 northwest 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 deep appreciation for the dedication and commitment shown by the staff and wider Marian College community throughout 2025.

This year has once again demonstrated that Marian College is a community striving, not only for excellence and continual growth, but for a culture that genuinely lives out its values each day.

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 2025, 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.

In 2025, staff worked with real determination to support learning growth for every student. The College again delivered strong and reliable VCE outcomes with the College attaining a Median Study Score of 28, an achievement that reflects strong academic performance, particularly when compared with similar schools across the Diocese.

Students undertaking the VCE Vocational Major again excelled, with 100% of participants successfully completing their program. Worth noting too is that we continue to measure success for some students as the securing of an Apprenticeship or full-time employment in their chosen field, both of which are supported by our Vocational Major and VET pathways. The VM pathway stands as one of Marian College's great strengths, offering rich, hands-on learning experiences for students who choose this course of study. It stands as a testament to the expertise of our staff and the value of providing diverse, rigorous and well-supported senior pathways.

Marian College continued the significant building project which included the demolition of outdated learning areas and the construction of a new facility featuring a resource centre, library and flexible STEM-focused learning spaces. Construction progressed steadily throughout the year, and the building reached completion in December. We look forward to celebrating its official opening in 2026.

This project has been strengthened by strong leadership and careful oversight, with Mrs Barker and Mr Summers guiding the initial stages and Business Manager Mrs Leonie McGuckian, providing significant expertise and commitment throughout. The appointment of our new Business Manager, Mr Cam Evans, has further supported this work and ensured continuity as we moved into the next phase of development and then reached completion.

Marian College undertook a comprehensive review in 2025 of its Positions of Leadership (POL) structure. Through a thoughtful and consultative process, a renewed leadership model was developed to better support the strategic and operational needs of the College moving into 2026. As part of this restructure, the future College Leadership Team will include the Religious Education and Faith Leader, ensuring a strong and consistent faith perspective within our leadership deliberations.

Following extensive staff consultation, the College also made the decision to transition from the Hub model to a structure focused on distinct curriculum areas. This shift supports greater clarity, alignment and collaboration across learning programs. Three new leadership roles were established as part of this process: Senior School Coordinator, Learning Resource Centre Coordinator, and Student Learning, Growth and Engagement Coordinator. I am deeply grateful for the openness of staff throughout this review, their willingness to engage in robust discussion, and their commitment to keeping student outcomes at the centre of every decision. Gratitude also to all staff whose tenure in Positions of Leadership have come to an end.

In 2025, the strength of our Marian College community was built, day by day, through the dedication, generosity and professionalism of our staff. I extend my sincere thanks to every member of our team - our Office and Administration staff, Learning Support Officers, Grounds and Maintenance staff, Canteen staff, Support Staff and our teachers - for the care, commitment and passion they bring to our school. Their collective efforts shape the culture of Marian College and ensure that our students are known, supported and inspired.

I acknowledge particularly the work and dedication of Mrs Leonie McGuckian who resigned her position at Marian College in December to take a new direction. Leonie made an exceptional contribution to Marian College over her five years of service. As Business Manager, Leonie shaped daily operations, strengthened administrative and support teams, and ensured the effective stewardship of College resources. Leonie played a pivotal role on the Leadership Team and Finance Committee, and her oversight of the building project demonstrated remarkable attention to detail, resilience and dedication.

I also acknowledge with gratitude the ongoing guidance and support of our Stewardship Committee, whose leadership strengthens the mission and direction of our College.

My appreciation extends equally to the students and families of Marian College. It is the partnership between staff, students and parents that makes our community such a vibrant and welcoming place to learn and grow. Together, we continue to build a school we can all be proud of.

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 & Harmony 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 such as the National Catholic Education Conference held in Cairns.

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. This was a specific focus for 2025 and will be again in 2026 so that achieving Catholic accreditation is embedded into Professional Learning Practices
- 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. This included attendance at the Palm Sunday Peace Rally in Melbourne as part of the Brigidine Asylum Seekers Project.

Value Added

Clear Vision/Mission and Values widely publicised with a value promoted annually. In 2025 it was 'Hospitality'.

- 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. Examples were Ethical Chocolate Easter Egg Raffle, Breakfast Club, Palestine, Project Compassion.
- 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.

Learning and Teaching

Goals & Intended Outcomes

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

Achievements

In 2025, the Learning and Teaching Teaching leaders comprised of:

- Head of Learning & Teaching Mrs Michelle Hogan

Hub Leaders:

- Religious Education - Mrs Marlo Drake Bemelmens
- 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 and Jakki Gibson
- 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
- Our Assessment and Reporting practices continue to incorporate both formative and summative assessment to support and communicate student learning to students and parents. Aligned with Teacher Advisor (TA) interviews, our TA reporting cycle provided formative feedback every 5–6 weeks. TA reports include written comments from subject teachers and a formal conversation between students and their TA teachers. Reports emphasise constructive feedback over grades, outlining what students have

achieved and their next steps. Each student, at every year level, receives five progress reports across the year, in addition to two semester reports.

- 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.
- Strengthened focus within Professional Learning Teams on data-driven, evidence-based practices aimed at improving student outcomes.
- Targeted focus within the Learning and Teaching Team to use data-driven insights to identify high performing students and provide extension opportunities for these students.
- Continued focus on literacy development via PLCs, reviewing previous areas of focus and including an emphasis on extending academic vocabulary and supporting differentiation and making adjustments for learning needs within our classrooms.
- 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 Head of Learning and Teaching 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.
- 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 English teachers.
- 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.
- Continued focus on implementation of Victorian Curriculum 2.0 to prepare the curriculum for full implementation in 2025 in accordance with The Victorian Curriculum F–10 Version 2.0.
- 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.
- Began process of review and development of whole school curriculum mapping and curriculum documentation in preparation for VRQU audit the following year and to monitor implementation of updated Victorian Curriculum 2.0.

Student Learning Outcomes

- 100% successful completion of VCE or VCE Vocational Major.
- The school retained a VCE median study score of 29 in 2025.
- 14% VCE students scored an ATAR of 80 and above.
- 24% scored an ATAR of 70 and above.
- 59% scored an ATAR of 60 and above.
- All students received between 2-3 formative progress reports for all core subjects per semester and 5 across the year in addition to 2 semester based summative reports.
- 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 individualised programs tailored to their individual needs.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	505	48%	520	54%
	Year 9	550	55%	545	51%
Numeracy	Year 7	520	68%	524	68%
	Year 9	557	68%	553	66%
Reading	Year 7	520	54%	526	61%
	Year 9	561	66%	552	57%
Spelling	Year 7	499	48%	514	60%
	Year 9	554	66%	554	67%
Writing	Year 7	516	50%	531	60%
	Year 9	574	64%	561	59%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	28
VCE Completion Rate	100%
VCE VM Completion Rate	95%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

In 2025, our Wellbeing goals centred on the formal implementation of the School-Wide Positive Behaviour Supports (SWPBS) framework as a coherent, evidence-based approach to strengthening culture, clarity and consistency across the College.

Working in partnership with Jane Bennett (Positive Behaviour Specialist: DOBCEL), the year's work emphasised:

- Establishing clear, co-constructed behavioural expectations across the school.
- Building staff capacity to implement evidence-based, data-informed wellbeing practices.
- Strengthening Tier 1 universal supports while refining targeted intervention pathways.
- Embedding a consistent, preventative approach to behaviour and culture.

A Core Implementation Team was formally established to guide this work. The team met regularly to engage in Professional Learning, plan and implement professional learning for staff on SWPBS, prioritise actions, and ensure fidelity to the SWPB framework.

Our approach remained centred on holistic student development, with a deliberate shift toward explicitly teaching behaviour for the first time. A structured Behaviour Teaching Schedule was developed for implementation in 2026, ensuring expectations will be intentionally taught, revisited and reinforced across all year levels.

Achievements

- Formal Implementation of SWPBS: Transition from exploration to active implementation of the SWPB framework, supported by ongoing consultation with DOBCEL and structured planning processes.
- Establishment of Core Implementation Team: Formation of a representative leadership team to oversee data analysis, action planning, staff communication and staged rollout of SWPBS across the College.
- Co-Construction of College Expectations: Staff, students and parents were engaged in consultation processes to review and refine our behavioural expectations. This strengthened shared ownership and ensured our expectations authentically reflect our community values.
- Development of 2026 Behaviour Teaching Schedule: For the first time, a whole-school, timetabled approach to explicitly teaching behaviour was developed. Lessons have been mapped across the year to provide clarity, consistency and proactive reinforcement of expectations.

- **Social Innovators Program:** Students participated in the Social Innovators program, developing inquiry-based responses to contemporary social issues and strengthening their capacity for ethical leadership and community contribution.
- **Student-Led Period Poverty Initiative:** Emerging from student voice and action-based learning, students established a Period Poverty group, advocating for practical change within the College and raising awareness across the community. This initiative exemplified authentic student agency and compassion in action.
- **Peer Support Program:** The Year 7/11 Peer Support initiative continued to build belonging and connection, strengthening transition processes and reinforcing a culture of mentorship and shared responsibility.
- **Ongoing Student Voice & Action-Based Work:** Students were increasingly engaged in collaborative problem-solving around wellbeing and culture, reinforcing that positive behaviour and social responsibility are shared commitments.
- **Child Safety Culture:** Continued emphasis on Child Safe Standards within staff meetings, pastoral briefings and policy refinement ensured student safety remains foundational to our wellbeing framework.

Value Added

This year's work represents a significant strategic shift from isolated initiatives toward a coherent, sustainable framework for wellbeing and behaviour. Notable areas of added value include:

- Clearer behavioural expectations co-constructed with the community.
- Stronger Tier 1 universal supports through structured SWPB implementation.
- A preventative, teaching-focused approach rather than reactive behaviour management.
- Enhanced student agency through Social Innovators and student-led action groups.
- Strengthened transition and belonging structures through Peer Support.

These initiatives have strengthened collective efficacy, improved clarity for students, and laid a strong foundation for explicit behaviour teaching in 2026.

Student Satisfaction

Student feedback throughout 2025 reflected increased clarity around expectations and a growing sense of shared responsibility for culture. Students involved in Social Innovators and the Period Poverty initiative reported valuing opportunities to contribute meaningfully to College life and to lead tangible change.

Peer mentors and Year 7 students continued to report positive transition experiences, highlighting the importance of connection, structure and student leadership opportunities.

Student Attendance

Attendance monitoring processes continued to support early identification of students requiring additional wellbeing support. Data analysis informed both Tier 1 adjustments within SWPB implementation and targeted responses where required.

This data-informed approach has strengthened our capacity to proactively respond to emerging needs and to align attendance supports with broader wellbeing strategies.

This annual report reflects a year of significant groundwork and strategic alignment in student wellbeing. The implementation of SWPBs, establishment of leadership structures, and strengthening of student agency initiatives position the College strongly for 2026, where explicit teaching of behaviour and continued collaborative practice will further enhance a culture in which all students can thrive.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	69.33

Average Student Attendance Rate by Year Level	
Y07	88.02
Y08	83.93
Y09	84.17
Y10	84.55
Overall average attendance	85.17

Leadership

Goals & Intended Outcomes

Review leadership positions by the end of 2025

As part of the Annual Action Plan, Marian College undertook a comprehensive review of its Positions of Leadership (POL) structure in 2025. A renewed leadership model was developed through a thoughtful and consultative process to better support the College's strategic and operational needs moving into the future.

The College Leadership Team for 2026 will be enriched by the Religious Education and Faith Leader, strengthening the integration of faith within leadership deliberations.

Following extensive staff consultation, the College will also transition from the Hub model to a structure focused on distinct curriculum areas, enhancing clarity, alignment and collaboration across learning programs.

Achievements

Three new leadership roles were established for 2026:

- Senior School Coordinator
- Learning Resource Centre Coordinator
- Student Learning, Growth and Engagement Coordinator

Value Added:

- Appointment of an additional IT staff member to address increased support needs across the school.
- Appointment of a new Business Manager.
- Appointment of five teachers and one Learning Support Officer for the 2026 school year, including a teacher of Chinese thus reducing the need to apply for a Language exemption at Years 7 and 8.
- Establishment of a Consultative Committee, strengthening transparency and collaboration by creating a clear forum for staff voice in key decisions. This ensured diverse perspectives informed College planning and built shared ownership of initiatives impacting teaching, learning and wellbeing.
- Successful progression and completion of the major building project, ensuring alignment with long term planning and responsible stewardship of resources.
- Increased enrolments at year levels other than Year 7, indicating growing community confidence in Marian College.

- An active and engaged Stewardship Committee worked closely with College leadership to monitor progress against strategic priorities and support initiatives that enhance student learning, wellbeing and community engagement.
- All staff engaged in professional development that was both responsive and strategic.
- The Principal conducted all interviews for new enrolling students and their families, strengthening relationships and ensuring a personalised transition into the College community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Next Steps in Responsive Teaching - Advanced Masterclass (PLC)
QTR Foundational Workshop (PLC 2)
STAV VCE Physics Conference (Presenter)
STAV VCE Biology Conference
STAV VCE Physics Conference
STAV VCE Chemistry Conference
VicPhysics VCE Conference (Delegate)
VATE Meet the Assessors - English
CDES VCE Psychology Teachers Conference (Delegate)
Effective Mentoring Training (VIT)
VCTA Reviewing student performance in the 2024 VCAA VCE examination
VCE Chemistry Conference
The New Study Design Units 2 & 4 (online) - Health Teachers Network
Learning Diversity Leaders Network Day (Secondary)
DOBCEL Secondary RE Gathering, Trinity College Colac
Beginners Masterclass from DATTA Vic - Get Started with Textiles (DATTA Vic)
VIT PRT Seminar - Horsham
Engaging Your Faith Online Series - Can a Scientist Believe in God?
Engaging Your Faith Online Series - An introduction to AI and transhumanism
Engaging Your Faith Online Series - Integrity in our Common Mission
DOBCEL: English Curriculum Pilot
Training Session with Quality Teaching Advisor, Michelle Ware, University of Newcastle
Governance and Democracy in Action VEC (at VATL)

Expenditure And Teacher Participation in Professional Learning

IEU Consultative Committee Training

Learning Diversity Leaders Meeting (Online)

SIMON Conference

SWPB Training Jane Bennett CEOB (online)

Supporting Students with Sensory Needs (online) IEU Learning Hub

Supporting Students with Dyscalculia (online) IEU Learning Hub

Connecting Students with ADHA

Explore Data Collection through a MTSS lens

School Wide Positive Behaviour - Jane Bennett DOBCEL

VET Engineering NCAT (Northern College of Arts & Technology)

Responsive Teaching in Action - Bronwyn Ryrie Jones (PLC)

Next Steps in Responsive Teaching - Advanced Masterclass - BRJ (PLC)

Quality Teaching in Practice Conference - NUSpace, University of Newcastle

Business Managers Conference / ABMA

Whole School Behaviour Leadership and Management - Bill Rogers

Executive Functioning - Positive Partnerships

Education Review Subscription

QTA Membership

Bargaining 101, IEU VT Training

Para-Bytes (Inclusive Education) - Foundation Module

Know Your Agreement: Leave Entitlements (DOBCEL)

National Catholic Education Commission Australian Education Conference (Cairns)

Mental Health Academy - Full Year Registration

DNA-V Model Training One Red Tree

Expenditure And Teacher Participation in Professional Learning	
TAESS 00019 Assessor Skill Set	
VCAA 2025 NAPLAN Reporting & Data Source PD	
Behaviour Management and Leadership Workshop - Bill Rogers	
DOBCEL - SBC and MC Day - Curriculum Writing	
Deploy Learning Mini-Energiser Event	
Melbourne Summit - Google For Education	
VCE Religion & Society Examiner's Training	
DOBCEL Secondary Teachers RE Network - Mercy College Camperdown	
KEM Faith Leaders Meeting	
VCE Planning Day 2025 - VCE English Catholic Network	
SIMON Support (CEOB) & SWPB Planning Session	
SWPB Planning Session	
MAV Annual Conference	
Number of teachers who participated in PL in 2025	39
Average expenditure per teacher for PL	\$433.00

Teacher Satisfaction

The Consultative Committee continues to be an avenue for staff to raise and provide feedback on aspects of their work. In 2025, the Consultative Committee undertook a review of the Positions of Leadership (POL) structure of the College. After extensive consultation with staff, a new POL structure and subsequent role descriptions were adopted. Consultation also occurred on a number of issues regarding workload and conditions with staff voice being given valuable space in the discussion.

Staff were also integral to the development of the new SWPB framework and matrix.

Annual Review Meetings were held between the Principal and individual staff members, providing an opportunity for discussion about achievements, Professional development goals and continuous improvement.

Teacher Qualifications	
Doctorate	0
Masters	11
Graduate	17
Graduate Certificate	4
Bachelor Degree	39
Advanced Diploma	3
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	40.79
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	26.22
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Strengthen community relationships and provide opportunities for students to contribute meaningfully.

- Building strong family engagement remained a priority this year, with the College actively seeking new ways for families to participate in the life of Marian College and support improved student learning outcomes.
- Recognising the strength that comes from genuine collaboration, staff continued to value the partnership between school, parents and the wider community. In a rural context, many enriching learning experiences are made possible through the generosity of local businesses, industries and community organisations.
- Ensuring students have access to diverse opportunities, the College upheld a range of partnership agreements with external providers. Ongoing collaborations with local government, the Local Learning and Employment Network (LLEN), nearby primary schools, Ararat Secondary College and the local business network created meaningful pathways for shared growth and development.

Achievements

The relaunch of refreshed social media platforms to promote all the wonderful aspects of school life was actioned through a Follow Challenge where a goal was set and students were encouraged to get family and friends engaged with our Instagram and Facebook accounts. This was hugely successful, and with rebranding of the design and content of our posts, the College saw an increase in both traffic and interest in our 'school life'.

Instagram strategies included regular stories of the journey of past Marian College students with the by-line of 'Marian takes you places'. This approach promoted the idea that Marian College provides all manner of future pathways for students.

Our senior students were engaged with 'Friday Funday', a student-led initiative where Year 11 and 12 students spent lunchtimes on Friday at St Mary's. This proved to be enjoyable for all, with the younger students engaging excitedly with the 'big kids'.

Community engagement with past students that began in 2025 continued in 2025 with the Alumni group hosting several reunions and thoroughly enjoying reminiscing about their days at Marian College.

Significant fundraising initiatives throughout 2025 demonstrated the generosity and social conscience of the Marian College community.

Do It for Dolly Day and the St Vincent de Paul Winter Appeal mobilised students and staff in acts of compassion, raising awareness and vital support for those in need.

The annual Fred Hyde Day celebrations generated an impressive \$4800, a testament to the commitment of families, students and staff. These funds directly supported the Bhola kindergarten in Bangladesh and contributed to the community works of Kildare Ministries, including The Brigidine Asylum Seeker Project and Wellsprings for Women.

An initiative in 2025 was a Gratitude Roadtrip where our College Captains and Principal personally visited each business that supported us and presented them with a Certificate of Appreciation.

Collectively, these efforts strengthened Marian College's identity as a community that lives its values through action, generosity and global awareness.

A group of Year 10 Science students led the rollout of Marian College's Little STEMs initiative, a student-designed program that brings hands-on STEM learning to local primary schools. This term's focus on Robotics was supported by a grant from the Ararat RSL Sub-Branch.

Marian students planned and delivered the program themselves, aligning activities with the Victorian Curriculum and creating engaging, age-appropriate lessons. Throughout the project, they demonstrated strong collaboration, problem-solving and reflective practice.

Strong connections with the wider community continue to underpin our Vocational Major program, enriching students' learning through authentic, real-world engagement. This pathway has consistently demonstrated its impact - deepening students' educational experience while also strengthening the College's profile and relationships within the community. In 2025 VM students created everlasting ANZAC wreaths and these were laid at services at each of our local communities by Marian College students and staff.

Our Stewardship Council continued to play an important role in supporting the growth and wellbeing of our community throughout the year. Their consistent commitment has contributed meaningfully to the progress of our shared goals. Data indicates that, as the Stewardship Team remained actively engaged, there was a corresponding increase in parents expressing interest in being more involved. This shared focus on connection strengthens our ties with the community and provides a solid foundation for continued growth in 2026.

Parent Satisfaction

- Parents surveyed for our most recent 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