



Marian College

Ararat

2022

Annual Report to the School Community



Registered School Number: 411

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Contact Details

ADDRESS	304 Barkly Street Ararat VIC 3377
PRINCIPAL	Carmel Barker
TELEPHONE	03 5352 3861
EMAIL	principal@mcararat.catholic.edu.au
WEBSITE	www.mcararat.catholic.edu.au
E NUMBER	E2020

Minimum Standards Attestation

I, Carmel Barker, attest that Marian College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

24/03/2023

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

Vision and Mission

Our College Vision & Mission

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 Kildare Ministries College in the Brigidine tradition for young men and women from Years 7-12. Established in the rural town of Ararat in 1889, the College continues to provide high quality contemporary educational opportunities and experiences that will nurture our students in positive ways throughout their lives.

As a Catholic learning community, we take our inspiration from the person of Jesus Christ, and from the examples of the many dedicated Brigidine Sisters and lay members of our community who have worked tirelessly over the years to reflect the love, generosity and justice of the Gospels.

At Marian College we understand that education for our students extends beyond the academic to include the spiritual, the social, the physical, the ethical, and the emotional aspects of the human person. Pursuing a dynamic and fluid curriculum that draws upon and develops the individual talents of each student that will lead them to grow in wisdom, confidence and knowledge is a key priority of our teaching and learning.

Students face new challenges today that did not exist generations ago. The pandemic has been a significant challenge for students and staff alike that has impacted both academic and wellbeing aspects of school life.

Marian College is a safe place where well-being, safety and learning are intrinsically linked. This has been crucial in 2022 as we emerge from a difficult time for students, teachers and parents. Through strong support and challenge, Marian College nurtures young people to embody the College motto of 'strength and gentleness'.

Our students are encouraged to accept diversity and practice genuine hospitality, but especially for the most vulnerable in our world. While the College operates a whole school model, there remains a commitment to provide age-appropriate education, support and well-being that is diverse and dynamic to engage learners of different styles, abilities and pace of learning.

Year 7 is the Year of Transition and Formation. Students at this level are exposed to a broad range of subject offerings that include the core subjects of English, Mathematics, Science, Religion, Physical Education and Humanities, and a range of electives that include Chinese, the Arts and Technology. The emphasis is upon developing self-understanding and confidence in a secondary school setting, building strong relationships, and understanding a little more about the Marian College story, our history, mission, vision and values.

Year 8 consolidates and builds upon the students understanding of community and belonging, and our responsibilities to others within and beyond our community.

Year 9 and Year 10 provide all students with opportunities to broaden their general education, and specialise in their areas of interest while undertaking key core subjects. This is a time of reflection and discernment as students explore pathways options for the future with the assistance of their parents and teachers.

In the Senior phase of Year 11 and Year 12, students select a learning pathway based on their interests, skills and preferences. Subject offerings at Marian College include a comprehensive selection of subjects or VCAL/VET modules in the VCE, VET and VCAL (now the new VCE Vocational Major) pathways. Students may include other specialist courses or training programs with approval from the College. The senior phase of learning at Marian College can prepare students for university entrance, further study at TAFE, or the workforce, including a variety of trades.

At Marian College we nurture and celebrate achievement through a broad range of opportunities and extracurricular offerings: from sporting events and interschool competitions, drama productions, camps and outdoor education, science forums, debating and public speaking, technology and gaming groups, retreats and reflection days to musical events. At Marian College, we challenge our students to be people of courage, hope, compassion, justice, hospitality and wonder.

Principal's Report

It is with great pride and sincere gratitude to all in our community that I present our Annual Report to the Community for 2022. As a learning community we strive for excellence and continual improvement. 2022 was certainly a year to greatly extend the learning of all staff and students as we emerged from two years of COVID disruptions. It was a year of certainty, improvement and celebration together once again.

Inspired by our Kildare Ministries' core value of Compassion, our aim throughout 2022 was to ensure Marian College remained a place of deep learning, curiosity, exploration, and welcome to all, but especially for the most vulnerable. This is an important aspect of a holistic education at Marian College.

As educators and parents, we know that academic achievement and student wellbeing are intrinsically linked. Looking back over 2022, we certainly have seen some great results, with the highest VCE outcome in many years. We have worked extremely hard with students and despite the disruptions of the previous two years, the Year 12 cohort worked hard with their teachers to negate the COVID years as best they could to make a difference. We know this takes ongoing support, strong curriculum engagement, challenge and resilience. As the graduating class leaves us for the final time, we acknowledge and celebrate the impressive young men and women of our graduating class, and thank their parents for entrusting their care to us.

Most students achieved their first offer for university placement, were offered apprenticeship opportunities and full time employment. The Awards Nights in December were an exciting celebration for our community, and a testimony to the very high number of students who worked consistently and diligently in the pursuit of excellence.

Our key goals for the college in 2022 were to:

1. To improve literacy levels across the College
2. To strengthen and extend intervention processes to address student performance gaps and opportunity gaps.
3. To develop a Master Plan to meet the needs of our unique community that explores existing and future learning spaces for flexibility, functionality, sustainability and cost efficiency for improvement in student performance growth, and to implement Stage 1.
4. Explore the themes of Justice and Peace locally and globally through the lens of compassion.

Professional Learning for teachers focused on ways to explore, extend and improve their skills and options to reinforce and re-imagine education for their students. Literacy continues to be our key focus for improvement across the College. At the end of twelve months of research, reflection, investigation and dialogue into the effectiveness of four of our key structural areas that directly impact learning, a number of major changes were developed in consultation with all staff for implementation in 2023.

'Imagining a Future' became our theme to explore the processes, programs and our learning environment to support student learning and address any performance or opportunity

gaps. Through this process we developed a new timetable to better meet the needs of our students. Greater focus has been placed upon literacy and numeracy while maintaining a level of creative, practical, physical and challenging options for all students. We developed learning Hubs that supported greater staff collaboration and shared ownership for student learning across the college. Assessment and Reporting processes were investigated for their effectiveness to improve learning, feedback and to communicate effectively to parents. Some changes were made to ensure we achieve these goals.

At the same time, we worked with our Master Planner (CHT Architects) to undertake a thorough audit and review of our current buildings, learning and recreation environments, with a long-term view to continual student improvement. The outcomes of this audit resulted in a staged master plan for improvement over a number of years, beginning with a Resource/STEM Centre for the College. Building work on this two-storey construction should commence in late 2023.

The Students Leadership team, in particular, provided a strong presence among the student body, a sense of fun and humour to build a strong community once again after lockdowns. There was a strong focus on service and providing support for our kindergarten in Bhola, Bangladesh. Our Fred Hyde day was one of the highlights for the term. Once again the money raised by the students will support our kindergarten in Bhola, located in the southern region of Bangladesh. Thank you to our Year 12 students for their organisation and support for this wonderful day. Thanks also to staff, parents and local businesses who donated gifts or goods towards this day.

Our well-being throughout 2022 focused on re-engagement. As part of the state government's Positive Start Initiative which aims to re-engage students and to boost their physical and emotional health and well-being in the wake of the coronavirus pandemic, we conducted a number of days in the Grampians region for each year level. This Initiative provided students with opportunities to attend programs and cultural experiences where they could be more active, reconnect with friends and find inspiration in places other than the school campus.

The students completed a program that challenged and supported them through physical and team building activities such as orienteering, bush cooking, low ropes and group problem-solving tasks. Students were also encouraged to reflect on the symbolism of Catholic Identity at Marian College. By using the example of the El Salvador crucifix, students created their own crucifixes which highlighted the symbols and stories that they believe are important to our College community. These crucifixes will be displayed in our Brigidine Centre.

In August we were pleased to present the College production of High School Musical. This was a great celebration of the talent and efforts of our students. Thanks goes to the talented staff who have supported the students throughout this process: Mr Bas Otto, Mrs Christine Bulger, and Mrs Barb Venn. We also installed the indigenous artwork completed by Mrs Barb Venn and Wayne Dickinson. This is an excellent piece that reflects our connection to the people of Ti Tree and the indigenous people and culture. Thanks also to Mark Cattanach, Mick Bulger and the VCAL students for the installation and preparation of the new area located near the Art rooms.

Finally, but far from least, I would like to acknowledge and sincerely thank our College Stewardship Council, who have provided their wisdom, expertise, affirmation and support for the work we have accomplished together throughout 2022. A special thank you to our Chair Mr Cameron Evans, and to Mrs Marita Wright, Mrs Liz McIntyre, Mrs Sandra Faneco and Mrs Ainsley Cameron, for their compassion, strength, understanding of the challenges we face, and ongoing support. Their deep love and commitment to ensuring Marian remains true to our vision and values is outstanding.

Parish Priest's Report

Father Andrew is a great support to the College. He is engaged in liturgies and significant events for the College, such as Way of the Cross, the Graduation Mass and Awards Ceremony, Catholic Week events, Easter, Lent, Christmas, Ash Wednesday and St Brigid's Day. Andrew is also a great support in times of loss and grief supporting staff, students and families.

Catholic Identity and Mission

Goals & Intended Outcomes

To continue to enhance the Catholic School Identity of Marian College through:

- Implementing the Kildare Ministries values throughout the whole school community with a particular focus on the value of “Compassion”
- Developing an action plan in response to Kildare Ministries’ Living Justice Living Peace Charter
- Enshrining Marian College’s Catholic Identity and Brigidine tradition throughout our Learning and Teaching practices, events and relationships.

Achievements

Marian College continues to keep its Brigidine Traditions and Kildare Ministries Identity at the forefront of all that we do. Our focus on the value of Compassion- Walking with and having empathy for all, was paramount to all that we did as we supported our communities after two years of interruptions thanks to COVID-19.

The effects of the pandemic were still felt early in the year as we continued to present our masses and liturgies in a mixed modal format, ie. Restrictions on the number of live attendees while others watched a live stream. Throughout the year these restrictions were lifted and we were soon able to come together as a whole school community once more.

All three Year level retreats were run during 2022. The Year 12s began their year with their traditional retreat at Cave Hill Creek where they were inspired by their keynote speakers, Sr Brigid Arthur and Clare Bowditch. Sr Brigid spoke on her work with the Brigidine Asylum Seeker Project and the need for compassion in our world. Her passion for her work is immeasurable as she provided examples of how we can bring compassion to those who are struggling.

Clare’s session was entitled “Taming Your Inner Critic” and focussed on overcoming the negative voices in our heads that stop us from achieving our goals. This was done through a lens of self-compassion, allowing us to remember to take care of ourselves as well as others.

To ensure that their voice is heard on Marian College’s Living Justice Living Peace Action Plan, the students also completed activities based on the Charter and this was added to the planning document.

The Year 8 and 10 retreats were facilitated by Catholic Youth Ministry Melbourne which provided the students with positive contemporary examples of Catholic life for young people today which the students responded well to.

Throughout the year the staff and a selection of students continued to develop their ideas regarding what Kildare Ministries’ Living Justice Living Peace Charter means for Marian College’s context. Earlier in the year the Trustees of Kildare Ministries published their Gender Inclusivity Statement. This statement was used as the foundation for the discussions regarding the Action Plan which have been added to the draft that was developed in 2021.

Our staff in-service day in July was based upon this statement and drew on the knowledge of Fr James Martin through his work in Building a Bridge between the Catholic and LGBTQIA+ communities. We highlighted the need for justice for all members of our wider community and provided workable solutions that we can implement to ensure that we always “Welcome All- Especially the most vulnerable”.

It is hoped that the first draft of our Living Justice Living Peace Action Plan will be ready by early Term 3, 2023.

Throughout Terms 3 and 4, a new ‘hands on’ RE Curriculum was introduced to Year 9 called the James 2:17 Project. The name is derived from the relevant scripture passage which states “Faith without works is dead” and was implemented as part of the “Living the Eucharist” unit. This project allowed the students to take leadership in their learning. Each class focussed on a particular community work, in this case: St Vincent de Paul, Brigidine Asylum Seeker Project and Saltbush, Balnarring (formerly Presentation Family Centre). Each class learnt about their chosen community work, developed a plan to assist their community work and then implemented that plan. The biggest success of this project was 9C’s work for Saltbush, Balnarring. Not only did they raise funds through a very successful bake sale and donate a number of goods to help Saltbush support vulnerable families, they also gave up the first few days of their December holidays to attend a working bee! The General Manager of Saltbush, Rachel Conner, was very impressed with the work ethic of the students commenting that they’ve had bigger groups of students come in who haven’t done as much as our students did. It really was pleasing to see all of the students pitch in and help others without any thought of reward for themselves.

VALUE ADDED

- Year 8, 10 & 12 Retreats were all able to be run for the first time since 2019
- Year 12 Graduation mass and ceremony was able to be held with families in attendance
- The Way of the Cross was held on site
- Year 7 Quilt
- Continuous development of the Awakenings RE curriculum to meet the needs of our current context
- Staff In-service- Kildare Ministries’ Gender Inclusivity Statement
- Fred Hyde Day
- St Brigid’s Day
- Project Compassion
- James 2:17 Project (Year 9)

- St Vincent de Paul Christmas Appeal

Learning and Teaching

Goals & Intended Outcomes

1. Improve student capacity, engagement and empowerment through evidence based practice, effective tracking and use of data and staff collaboration.
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 2022 the Learning and Teaching Team comprised:

Head of Learning and Teaching - Mr Matthew Summers

Faculty Heads:

Religious Education - Mr Stephen East

English - Mrs Stephanie Mansell

Science - Ms Susan MacPherson

Mathematics - Mr John Coghlan

Technology - Mrs Megan Shea

Health and Physical Education - Mr Paul McLoughlan

The Arts - Mrs Barb Venn

Humanities - Mrs Melissa Terry

Applied Learning - Mrs Dani Smith

These faculty heads worked in conjunction with:

Professional Learning Teams - Ms Natalie Wirper

Learning Diversity - Mrs Rhonda North

Achievements

- Expanded upon the implementation of literacy programs within the school with the introduction of the targeted MacqLit Program in the junior and middle school.
- Expansion of the ILSY program in conjunction with the diocese of Ballarat and Melbourne University to include Maths and Science representatives in 2022.
- Continued involvement with the Whole School Implementation Team which continues the involvement of the ILSY Year 1 teachers and leadership.

- Increased focus within Professional Learning Teams on data driven, evidence based practice to improve student outcomes.
 - Focus on literacy, with a sub focus on Oracy.
 - PLT presentations to whole staff at the end of 2022
- Expansion of the Math / Science Hub after review of 2020 pilot with a trial of English / Humanities Hub in 2022
- Embedding the School Improvement and Literacy position and regular whole school meeting schedule as part of PLT's
- Continued development of the Learning Diversity Role and staff development around NCCD data for improved student outcomes.
- Training of staff in the Data Analytics modules associated with the SIMON learning platform to provide more in depth analysis of student learning data.
- The school conducted ACER testing across years 7-10 at the end of the school year. This data will be used as part of the Professional Learning Teams (PLT's) in 2022 to inform curriculum.
 - This data was imbedded into the Data Analytics program to further enhance teacher access to data analysis
- Greater access to Naplan data for staff through the Data Analytics conversion of Naplan data available for teacher access in addition to SIMON Naplan data.
- VASS data from VCE results in 2021 to be used by staff at VCE, faculty and PLT level to further inform Learning and Teaching.
- Internal data from school based Assessment used in conjunction with ACER and VASS data to compare and further inform Learning and Teaching along with a more consistent assessment strategy across subjects at Year levels.
- Whole school review of Assessment and Reporting across all faculties and year levels to further inform best practice teaching and learning.
- Leadership review of POL structure within the school which led to an alteration of middle management from faculty based leaders to HUB leaders to begin in 2023.

STUDENT LEARNING OUTCOMES

- The school, in partnership with DOBCEL and the University of Melbourne are part of the ILSY (improved literacy secondary years) program.
- The school has trained staff in MacqLit programs for support of students tested as low in literacy in the junior and middle schools.
- Learning Diversity along with whole staff support gather evidence to inform and support NCCD and student learning outcomes.

- The school conducted a full review of assessment from 7-10 to improve teaching practices and learning outcomes.
- The school began development processes to support students at risk with individualised programs tailored to their individual needs.
- The school saw a median of 29 in 2022 for VCE results. This was an increase from 27 in the previous year.

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	584.5
Year 9 Numeracy	574.1
Year 9 Reading	579.2
Year 9 Spelling	580.7
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	91.3	-	91.7	0.4
YR 07 Numeracy	-	98.7	-	93.1	-5.6
YR 07 Reading	-	100.0	-	93.5	-6.5
YR 07 Spelling	-	98.8	-	96.7	-2.1
YR 07 Writing	-	88.8	-	96.8	8.0
YR 09 Grammar & Punctuation	-	94.4	-	93.8	-0.6
YR 09 Numeracy	-	97.1	-	98.6	1.5
YR 09 Reading	-	89.9	-	93.1	3.2
YR 09 Spelling	-	90.1	-	96.9	6.8
YR 09 Writing	-	85.5	-	82.2	-3.3

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- To empower all to flourish in a safe, respectful and supportive community
- Promote and support processes for respectful staff engagement through clear professional standards, boundaries, expectations and staff consistency
- Provide staff training in key wellbeing programs and processes: Positive Education, RTP, Restorative Practice and ReLate
- Articulate and promote staff and student wellbeing processes and avenues for support
- Continue to strengthen NCCD supports, interventions and documentation for individualised student learning
- Promote a shared responsibility for staff wellbeing through Professional Development, mentoring for new and provisional staff and leaders, regular PLP meetings with leadership team and resources.

Achievements

2022 was a busy and productive year in the area of Wellbeing, The Wellbeing department continued to provide leadership opportunities for our students via the Western Bulldogs Leadership Program as well as the Year 11 Peer Support Program. Both opportunities provided students with chances to make a difference in the lives of others while developing their own leadership skills and self-confidence. Students in Year 12 also received training in Leadership over two days, developing their identity as role models for the community and their understanding of the positive impact they can have on the school community.

We continued with the Oak Wellbeing program to deliver positive Education and Resilience, Rights and Respectful Relationships.

The PEER support Team worked with our Year 7s, meeting with those students in their Houses to play games and to encourage the students to build their listening skills and to work collaboratively and supportively with each other. The Year 11 PEER Support Leaders worked with patience, maturity and compassion when working with our Year 7s students and hopefully the connection with older students was a real positive for our younger students. The success of the program this year can be partly attributed to timetabling, which saw both the 7s and 11s timetabled at the same time and this allowed for greater ease in the delivery of the program.

At the end of the Year, we held the Year 10 Leadership Training days, where students worked in House Groups and engaged in team work activities and games. At the end of the two days, students who were interested could apply to become PEER support leaders in 2023. It was a superb two days, and we were very impressed with the attitude and behaviour of the students. There were many applicants for the leadership role, and because we will commence running Oak program at the same time across the school in 2023, we will be able to give more interested Year 11s a leadership role in 2023.

In addition to the Oak Program, we commenced a trial of 'Second Step', a social-emotional learning program which we ran as a one-on-one program. Students were invited into this program based off of data from the Responsible Thinking Classroom - referrals to this classroom are usually based around behavioural issues and the program was used as an

added Intervention for those students with a higher number of referrals. Data showed that students who participated in the Program saw a decrease in their referrals to the RTC. The success of the program means that it will be rolled out as a new Intervention for more students in 2023.

The Responsible Thinking Classroom (RTC) continued to operate as a calm and educative space, where students could come and reflect on their choices, talk through concerns with an adult, or seek a safe space when struggling with wellbeing or an issue they needed help with. Training on how to use the Responsible Thinking Process (RTP) continued for all staff and students, along with training in Child Safety and seeking help.

St Brigid's day in 2022 provided an opportunity to give Indigenous voices a platform and we invited Majeda Beatty to perform and speak to all of our students. Her performance was superb, and she invited many of our students up on stage to participate in Indigenous dance. It was a wonderful event that allowed for immersion in Indigenous culture in a fun, informative and hands-on way and was a great success.

VALUE ADDED

- Leadership training and mentoring sessions
- House activities with Peer Support Leaders
- St Brigid's Day, including indigenous guest speaker
- Fred Hyde Day and Marian's Got Talent
- Western Bulldogs Leadership Program
- Reach Foundation Incursions
- Positive Start program for Years 7 to 9
- Elevate program for Years 10 to 12

STUDENT SATISFACTION

In 2022, we conducted the Insight SRC survey of staff, students and families of the College. 100 students from across all year levels were given the opportunity to participate and answer questions regarding school related activities and their day-to-day experiences. The results help us to understand how students experience the school using six key indicators:

- emotional wellbeing
- teacher relationships
- engagement in learning
- teaching and learning

- managing emotions
- student behaviour

The survey results were very honest and positive and the participation rate was excellent. Feedback was particularly favourable in the areas of student motivation, desire to learn and connectedness to peers, and the results also identify areas for future focus.

STUDENT ATTENDANCE

Attendance rolls are taken every lesson throughout the school day. Follow-up for all absences are addressed daily via text message to the parent or guardian.

During COVID-19 lockdown periods, teachers would report any absences online after two missed lessons. For high disengagement for vulnerable students, parents were contacted offering on-site supervision and support.

Overall, the average school attendance percentage for the 2022 school year was 83.68%.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	66.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	85.3%
Y08	82.7%
Y09	84.7%
Y10	81.6%
Overall average attendance	83.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	97.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	43.0%
TAFE / VET	2.0%
Apprenticeship / Traineeship	19.0%
Deferred	10.0%
Employment	21.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	5.0%

Child Safe Standards

Goals & Intended Outcomes

The Principal, Kildare Education Ministries, the Stewardship Council and the leaders at Marian College Ararat recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.

Marian College is committed to ensuring a safe and nurturing culture for all students and holds the care, safety and wellbeing of children and young people as fundamental to a Marian College education. To this end, all members of the Stewardship Council, staff, volunteers and contractors of Marian College are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice.

Achievements

Marian College is committed to providing an environment that is nurturing, caring and safe for children, young people and adults at risk participating in our ministries and all of its programs.

Marian College has adopted Safeguarding Principles to assist the College in providing an environment that is safe for children, young people and adults at risk.

The Safeguarding Principles are designed to:

- Create an environment where the safeguarding and wellbeing of children and adults are at the centre of thought, values and actions.
- Place emphasis on genuine engagement with and valuing of children;
- Create conditions that reduce the likelihood of harm to children, young people and adults
- Create conditions that increase the likelihood of identifying any harm and
- Provide a framework for responding to any concerns, disclosures, allegations or suspicions of harm.

Marian College has appointed the Head of Wellbeing and the House Leader as the nominated Child Protection Officers. The Head of Wellbeing provides information and support on Child Protection matters. To ensure the full implementation of the Child Safe Policy, a Code of Conduct has been developed, which provides a high-level statement of professional boundaries, ethical behaviour and acceptable and unacceptable relationships.

Child safe strategies are embedded in everyday practice, some examples of which are:

- Child safeguarding policies and practices form part of recruitment and induction processes for new staff
- Regular checks are conducted on the registers for the Victorian Institute of Teachers and Working with Children register
- Ongoing professional learning for teachers, non-teaching staff, contractors and volunteers
- Implementation of PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools
- Student participation and empowerment strategies in Wellbeing classes, Teacher Advisor time, Peer Support program, Assemblies, all curriculum areas, the Responsible Thinking Process and House Meetings
- Strategies addressing the principle of inclusion through our strong Kildare Ministries values
- Regular meetings of the Child Safety Team to implement the new 11 Child Safe Standards, including education sessions at staff meetings to ensure all staff are informed of changes
- Ongoing monitoring and review of the Victorian Child Safe Standards by the Child Safety Team
- Engagement of Families and communities in promoting child safety
- Child safety is a priority in Risk Management practices

All College staff must remain familiar with the relevant laws and regulations, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements.

Staff must complete the DET e-learning module on Mandatory Reporting annually and complete the nine Complispace modules. Training for staff and students is ongoing and appropriate to the age and diverse needs of students. The College has a very proactive pastoral system whereby TA teachers have responsibility for monitoring the wellbeing of each student in their care. The College Counsellor also ensures student welfare and safety are paramount. The Responsible Thinking Process provides an opportunity for students to report any issue, incident or concern where they feel unsafe. Support is provided to the students throughout this process.

The College records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct and stores the records in accordance with security and privacy requirements.

Leadership

Goals & Intended Outcomes

Goal 1: Create a framework and process to promote leadership development and support across the College.

Goal 2: Cultivate support for student leadership within the College to increase student participation and voice in discernment processes and practice.

Goal 3: Maximise the College's opportunities to expand and improve its teaching facilities.

Achievements

One of the most significant changes to leadership in 2022, was the implementation of a full school review into leadership roles and responsibilities to ensure the structures and processes we employ have a direct impact on improving student outcomes. Over a twelve month period, the College explored leadership structure across the college through analysis of student performance data, experience, observation, research, knowledge of the students in our care, and dialogue. This highlighted areas to celebrate, and performance gaps or opportunity gaps for future development.

To move more effectively towards greater sharing of our mission, values and objective across the curriculum, and to further nurture a shared ownership for student performance and collaborative practice, the outcome of our investigation and research gave rise to the development of a new Hub structure for faculties, and an additional senior leadership position for a Head of Staff Development. We understand that teachers make a significant difference to the success of students in their care. Professional development to lead and support others and develop their teaching skills are critical to continual improvement.

Peer Support leaders and the College Student Leadership team provided a voice for students. Our leaders were impressive. Fully engaged in their own learning and providing guidance and support for other students, they were excellent role models for the whole community.

We understand that in any school, leadership is both formalised and informal. Many of the best leaders are students or staff who have an idea and a passion to make a difference, regardless of a formal title. Some of the great achievements of 2022 stem from individuals and small groups such as the VCAL students, Year 12 students, Justice and Stewardship group, or our Year 11 mentors who provided service to others, creativity, compassion and care. A major event for 2022 was support for our kindergarten in Bhola, Bangladesh. Ten years on since we first became involved in the Fred Hyde the College has maintained ongoing support to support resources and staff for this community.

As we move towards the new school year we look forward to developing the new structures and mentoring all the new leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Teacher participation in Professional Development 2022

Goal:

To build Teacher capacity through Professional Learning, accountability and collective efficacy.

Achievements:

- Professional Learning Team (PLT's) meetings continued in the Tuesday meeting schedule once a fortnight.
- Further development through the PLT's use of data to improve student learning outcomes.
- ACER, NAPLAN testing conducted in 2022
- VCE result analysis of 2021 data
- Further development of staff Professional Learning Plans and individual meetings with Leadership.
- Wednesday morning Professional Learning (internally) continued in 2022
- Further development of staff use of technology, including online platforms, STILE, EDROLO, and Ed Perfect.
- \$26,000 in total was spent on Professional Development in 2022
- A total of 35 staff participated in Learning and Teaching related PD in 2022 on top of PD allocated to all staff by the school, which works out at \$700 per staff member.
- Staff also participated in private Professional Development specific to their needs outside school hours. For eg Subject specific VCAA online sessions.
- Examples of staff Professional Development over 2022:
 - Re-Late Program
 - Kildare Education Ministries planning
 - Diocese of Ballarat PD
 - Secondary School Leaders Network
 - Child Protection & Mandatory Reporting
 - ILSY (Improving Literacy in the Secondary Years) program in conjunction with Melbourne University
 - National Catholic Conference

<ul style="list-style-type: none"> • Chinese language conference • Google Energizer workshop • MacLit PD • Understanding nonverbal autism • KEM Induction • KEM Conference • VCAA new study design meetings • History teaching masterclass 	
Number of teachers who participated in PL in 2022	35
Average expenditure per teacher for PL	\$700

TEACHER SATISFACTION

TEACHER SATISFACTION
 Teachers completed a survey during 2022 highlighting their engagement in school planning, practice and discernment processes. The results were overwhelmingly positive.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	41.0%
Graduate Certificate	12.8%
Bachelor Degree	94.9%
Advanced Diploma	7.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	45.0
Teaching Staff (FTE)	42.3
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	33.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Create a healthy and shared culture of respectful communication.
- Build strong partnerships between the school and parent/caregivers and the community.
- Increase parent engagement in events.
- Foster and strengthen partnerships that support student opportunities through a diversity of pathways, training and experiences, including work placement, community service and leadership.
- Increase understanding of the Stewardship Council role and delegations for all staff and parents.
- Promote a positive media profile of opportunities and celebrations at the College.
- Increase engagement with local primary schools.
- Investigate options for student retention across the years, including high achieving students.

Achievements

The main focus of Community Engagement in 2022 was our communication with the wider community in relation to our school culture. The development of a new whole-school Instagram page was a response to the wishes of parents within the group for greater community presence and communication. The new Instagram page allowed a chance to showcase the great work of students and staff and a chance to celebrate student achievement.

The student alumni section of the Instagram account provided an opportunity to recognise and showcase the achievements of past students in various fields and endeavors- hopefully demonstrating to our current students that success can be achieved and that they too can pursue their dreams beyond school.

VALUE ADDED

- Year 7 community catch-up breakfast
- Year 12 Graduation ceremony
- Year 7 to 11 Awards night
- Fred Hyde Day
- Year 7 parent information evening

- Subject selection evening for parents of Year 9-12 students
- Participation in ANZAC day ceremonies
- Various subject excursions
- Year level camps
- District sporting competitions
- Art and Technology Expo
- Parent/Teacher interviews
- Orientation days with local primary schools
- School Production
- Kildare Ministries induction days
- Senior school formal
- School social for Years 7 to 10

PARENT SATISFACTION

PARENT SATISFACTION

While we have gathered other data from parents, we have not participated in Insight SRC survey for some years. However, plan are in place for full Insight SRC surveys in 2023. However, parents participated in a remote learning survey during the lock-down period to gather data and comments about Communications, learning experiences for their child/children, well-being, the suitability of the level of work and pace, and any other concerns. The feedback was overwhelmingly positive and provided some good suggestions on how some families were coping and what they may need in the future.

Future Directions

It is an exciting time for our Marian College Community. Our strategic conversations, high performance focus, whole-school improvement strategies, master planning, and good financial and resource management point to a very positive and exciting road ahead for our College.

We know that our vision, goals and objective for learning and teaching at Marian College require a commitment by all staff to standard-based rich curriculum, enacted in sound, evidenced-based holistic pedagogy that supports the dignity of all members of our community. At Marian College diversity is welcomed and respected. As a Catholic Kildare Education Ministries school in the Brigidine tradition, the strong values and mission of our College underpin what we do and what we hold sacred, as we move forward in creative and new ways. The future is bright at Marian College as we develop new skills to meet the emerging needs of students today. Our students are digital natives who learn differently from past generations and require innovative approaches on the part of teachers to teach the way in which they learn, communicate, and engage in work that the students see as meaningful. Staff at Marian College have embraced technology and innovation as tools to support the good teaching. We remain focused on making a difference and understand the important role teachers have in the success of our students. Staff professional learning remains a key aspect of our intentions moving forward.

Based on our cyclic review process, student performance data, feedback. Survey and discussion, we have developed a number of key priorities for future growth.

We continue to develop our whole school improvement plan in four key areas:

College Priorities 2023

1. To improve literacy levels across the College
2. To strengthen and extend intervention processes to address student performance gaps and opportunity gaps.
3. To develop a Master Plan to meet the needs of our unique community that explores existing and future learning spaces for flexibility, functionality, sustainability and cost efficiency for improvement in student performance growth, and to implement Stage 1.
4. Explore the themes of Justice and Peace locally and globally through the lens of the Kildare Ministries Living Justice, Living Peace Framework.

Now in our third year of the Improving Literacy in the Secondary Years (ILSY) project in partnership with Melbourne University and Catholic Education Ballarat, all teachers are actively engaged in developing subject specific skills and evidence-based strategies to improve student performance at every level. Our intervention processes provide an individualised, targeted approach to address performance gaps and opportunity gaps. Monitoring student performance data, making relevant adjustments as required, and providing effective feedback are important elements in the continual improvement for the College.

An important aspect for 'Imagining the Future' for Marian College, has been the development of a comprehensive, staged Master plan. Our Master plan draws upon the unique characteristics of Marian College, celebrating our historical core value and mission, and the remarkable legacy of our founding Brigidine Sister. It is designed to balance our precious heritage with the best of

contemporary learning and digital engagement. It will respond to the needs of our time for students today and into the future, with an understanding of service, spirituality, compassion, stewardship and sustainable practices. We are excited to announce that the design plans for Stage 1 of the project, a two-storey Resource/STEM Centre, are well underway.

Underpinning the work we do as educators at Marian College, is a commitment to self-reflection, growth for students and staff, and the promotion of lifelong learning, where questions and the thirst for knowledge excites, engages and challenges students to do more and be more. At Marian College we continue to create a welcoming environment conducive to a strong culture for academic growth, diversity, strong guidance and support, and comprehensive well-supported pathway options and choices to meet individual needs and interests.

Integral to a strong learning community of continual improvement is a comprehensive web of support processes, programs and people. The future is exciting as we provide more creative ways to nurture the whole person and a desire for all to achieve fullness of life.