



Registered School Number: 1495

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Minimum Standards Attestation

I, Marco Di Cesare, attest that Marcellin 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.

06/04/2023

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

Marcellin College is a Catholic Marist boys' school that is the centre of a community of learning, life and faith. In partnership with families, we nurture our students as they grow from boys to fine young men.

We bring the Marist charism to all members of our community through the teachings of Saint Marcellin Champagnat and the Gospels. We are a community where Jesus is known and loved, where each young man belongs and the dignity of all is respected.

We empower the boys in our care to embrace all opportunities spiritually, academically, physically, culturally and socially with a determination to Strive for the Highest with virtue and courage.

College Overview

Marcellin College is a leading Catholic boys college established by the Marist Brothers in 1950.

We are guided by the educational and spiritual philosophies of Saint Marcellin Champagnat. Our tradition - embraced by all in our community - promotes unconditional respect, a love of learning, and the personal growth of each individual within a cooperative and supportive faith community. In outlining his pastoral approach to students, Saint Marcellin stated: "We must love them and love them all equally". To love young people is to devote yourself completely to teaching them and to take all means that a keen mind can think of to form them in gospel values.

Marcellin College is inspired by the Marist philosophy of education, based on a spirit of belonging to the College community. We promote this spirit and encourage students, parents and staff to work together to promote learning in a warm and welcoming environment. The partnership between families and the staff helps to support our young men in the important formative years of their secondary education.

Marcellin College continues to provide a strong Catholic education for close to 1300 boys in the eastern region of Melbourne. Set on 15 hectares of land, Marcellin College is blessed with state-of-the-art facilities, extensive playing fields and a positive learning environment for young men to strive for their personal best.

Our College motto - Virtute Ad Altissima - means 'Strive for the Highest'. Our motto comes alive every day as we challenge our students to constantly aspire for excellence in all that they do.

Principal's Report

In 2022 we began to emerge from the lockdowns and effects of COVID-19. It is important that as a College we remain attentive to these emerging factors and that we respond to the new needs that are required of a contemporary secondary College. It is not good enough to simply return to the old adage of "this is how we do things". Rather, we now have an opportunity to streamline and improve what it is we do as we begin to see ourselves differently post-COVID-19. We began the year by welcoming those new to the Marcellin College community: new staff, new students and new families. It is always energising to meet our Year 7 students for the first time. Their energy and sense of expectation is always palpable. At the other end of the spectrum, we continue to work with our Old Collegians, some who are 80 years young. Their energy and passion for our great College is evident. Meeting with them highlighted the importance of connection and belonging and how valuable a school can be to foster a sense of worth, identity and community and my meetings with our current students gave me that same sense of a proud community standing tall, with all their expectation and sense of excitement, hope and optimism that comes when one has one's whole life to look forward to.

Embedded in the walls of Marcellin College is the charisma, spirit, dedication and vision of the Marist Brothers. Since the Marist brothers started the school over seventy years ago, with only 107 students to today, where we stand 1600+ strong including 200 members of staff, we have enjoyed the confidence of the community and have celebrated many achievements. We are also a college with an eye to the future as challenging as it might be. Like generations before us, and with St Marcellin Champagnat as our example, we are called to 'respond to the signs of the time' and the enormity of that does not escape me. Marcellin College has been a beacon for quality education because of its ability to adapt to the changing times while being firmly grounded in the Christian story and its Marist values.

Empathy for the experiences of "the other" is an essential teaching of Jesus and one which I hope our Marcellin students continue to emanate. Marcellin Champagnat too encouraged his students to be 'good citizens' and 'good Christians'...and part of that is understanding our responsibility to 'the other' but also to one another. Further, St Marcellin was primarily motivated to "make Jesus known and loved", he placed children at the centre of his work, and totally believed in the transformative power of education. He remains an excellent example to all educators today.

In honouring the richness of our past, I look to the future with a sense of hope and optimism that at Marcellin College, we will strive to be the best we can be. Marcellin College is a good school not only because we teach a broad range of subjects and because we provide many opportunities to broaden life skills through a wholistic education. Marcellin College is a good school because all the commitment, drive and energy of its leaders, teachers, students and parents, past and present - in fact, all of us who belong to this community. We are a good school because we know who we are, and we live by our Gospel values and a set of strong Marist principles that define us.

Catholic Identity and Mission

Goals & Intended Outcomes

- Continue to enliven prayer and reflection that nourishes connectedness with God for all in our community.
- Review Religious Education curriculum to ensure that learning outcomes include drawing explicit connections with the Catholic faith and with its Marist charism.
- Develop the capacity building of staff in religious literacy and a deeper, post-critical understanding of Catholic identity.

Achievements

In 2022, we celebrated the 150th anniversary of Marist education in Australia. To honour this, special celebrations were held throughout 2022 which enabled a renewed focus on the particularity of our rich Marist spirituality. Through our prayer life, celebrations, presentations and the presence of student leaders and staff at the sesquicentenary anniversary Mass held at St Mary's Cathedral in Sydney, we were able to reflect anew on those Marist characteristics of simplicity, humility, family spirit, love of work and a deep love for Mary that have shaped our identity since our inception as a College. Our Champagnat Day Mass particularly drew attention to the distinctive pedagogical approach which Marcellin and the first brothers initiated and which, in turn, have been passed on to this generation of teachers: 'to bring children up properly we must love them, and love them all equally' and to make Jesus Christ known and loved.

The Marist Theme for 2022, "Known and Loved – Dignity for All", encapsulated what is at the very heart of the Gospel message. This too provided fertile and abundant opportunities to affirm to students and staff that every human being, no matter who they are or where they come from, possesses dignity because they are created in the image and likeness of God. The beautiful image chosen for this theme was 'Our Lady of Loreto with the Refugees Cloak,' painted by a young Italian artist, Margherita Galluci. This image drew our attention to the sacredness of human life, and, in a special way, to the sacredness and dignity of all those who are victims of brutality, war and racism. Our Staff Professional Learning Days facilitated by the Marist Life and Formation Team also allowed opportunities for staff to reflect on the invaluable contribution they make to the life of the College's Catholic identity through their witness to the values of the Gospel and the mission of the Church.

Unfortunately, a number of events continued to be impacted by high COVID numbers amongst the community, at various times throughout 2022. Despite this, a rich prayer and liturgical life permeated the College and provided opportunities for the celebration of the Catholic faith in our modern world in ways that are relevant, meaningful and contemporary. Our Ash Wednesday liturgy marking the beginning of Lent enabled staff and students to gather in prayer and for the distribution of the ashes where we reflected on the challenge of the Lenten journey. We recognised and celebrated the greatness of our humanity in being created in the image and likeness of God – in being known and loved. At the same time, we acknowledged that we often miss the mark: we do not always live out the fullness of our humanity and be who we are created to be. Through our Stations of the Cross liturgy entitled "The Hope of the Cross," we weaved together the passion of Christ with our Marist theme of Known and Loved. Students and staff were invited to consider how the story of the Cross is at the very grounding of our Christian Hope. Our Assumption Day liturgy was another opportunity to focus on how St Marcellin Champagnat established the Society of Mary to help renew the Church in a particular Marian

way. Mary inspired in the first Marists a new vision of being Church which was modelled on that of the first Christians. This Marian Church has the heart of a mother where no one is abandoned. The witness of Mary, Mother of God, reminds us that God calls ordinary people like us to participate in extraordinary ways to help build God's kingdom. Mary is a model for all of us who choose to follow Him.

Despite Year 12 retreats being unable to go ahead early in the year, a revised retreat program was offered to Year 12 students later in the year. The retreat experience offered our Year 12 students the rare opportunity to take time to reflect on their relationships with family and friends, and to explore the presence of God in their lives as they embark on this next new phase of their lives. Students were able to immerse themselves in the activities in a peace-filled, reflective and authentic way to consider their past journey, be present in this significant time in their lives, and to consider their goals as they move into their future.

In 2022, we were able to resume and build on our rich tradition of Faith-in-Action. Many of our students and staff actively engaged in social justice activities outside of school hours where they provided help to the marginalised within the community in partnership with various organisations such as Vinnies and the Marists Exodus Community including in fund-raising for Australian Marist Solidarity, Project Compassion and the provision of Christmas Hampers for St Mary's House of Welcome to be donated to those experiencing homelessness, poverty and mental health issues. Through their House Faith-in-Action activities and various other opportunities, we promoted consciousness of issues of poverty and social justice locally and around the world so that our students learn to look beyond themselves, develop empathy, and learn to show concern for the common good. In this way, the inspiration of Jesus and St Marcellin Champagnat is translated from the ideal into the real, and the Gospel spirit is evident in both thought and action.

VALUE ADDED

A Focus on Sustainability:

In 2022, we introduced the role of Sustainability Coordinator as part of the Faith and Mission of the College. Throughout the year, our Sustainability Coordinator and his newly created 'Green Team' – students passionate about ecological awareness and stewardship - invited our community to actively participate and respond to the cry of creation through initiatives such as the Laudato Si platform and aspects of the Resource Smart School. This resulted in a growing awareness amongst students and staff about our responsibility to care for our vulnerable Earth, both globally and at the local level. The Green Team also made recommendations to the Leadership Team at the College regarding sustainable building and environmental practices and were also involved in a project through Monash University which investigates how we manage our waste in more environmentally-friendly ways.

Re-establishing Game Changers:

Game Changers, a co-curricular Marist youth ministry program for students from Years 7 – 12, was successfully re-established after the two years of COVID lockdowns. Highlighted by a strong sense of family spirit and community, students participated in regular meetings, faith formation experiences and Christian service opportunities. All the year level 'tracks' were also involved in Game Changer Retreat Days and Marist Connect Nights with other Victorian Marist schools, enabling the development of a strong sense of community between our Marist

students. They were also involved in a lunchtime forum with Australian Marist Solidarity (AMS) where students learnt about the work of AMS to ensure that vulnerable young people across Asia and the Pacific have access to suitable educational opportunities.

Staff Accreditation:

This year we saw a marked increase of staff achieving their Accreditation to teach/ Accreditation to teach RE and/or lead in a Catholic school through the Teacher Accreditation Platform. Ongoing professional learning in Catholic Identity supports leaders and teachers to develop their knowledge and appreciation of the Catholic faith and tradition and enables them to place their ministry in the specific Catholic Marist context of our school.

Learning and Teaching

Goals & Intended Outcomes

Goals:

To build staff capacity in the use of data focused on improving student outcomes.

To implement a framework and structures to support the introduction of explicit tailored teaching pedagogy, with a focus on both learning attainment and learning gain.

Intended Outcomes:

- Develop structures, including meeting structures, to support data driven learning cycles.
- Finalise and formalise a pedagogical framework, based on best practice and embedding high expectations, for implementation College-wide.
- Preparation and delivery of a Depth Stage (Years 9 and 10) curriculum review, with associated recommendations.
- Finalise and prepare a curriculum for implementation in 2023, to offer specific learning opportunities to engage and challenge gifted and talented students at the junior year levels.

Achievements

Though 2022 was the first year since 2019 that was not disrupted by periods of school closure, parts of the year, particularly during terms 1 and 2, were impacted with periods of notable absenteeism. The College utilised processes embedded during the preceding years, such as uploading of learning and required learning outcomes via MyMC online, to support students unable to attend onsite. Flexibility was added to curriculum planning and to structures for rescheduling of assessments, including the offering of additional times and opportunities for completing such tasks.

The focus for learning and teaching throughout the year was on teaching pedagogy, and as such on identifying and strengthening curriculum and learning delivery to offer teaching experiences which provided opportunities for both learning attainment and learning gain for all students. This incorporated a focus on visible learning practices and classroom structures, continuing the work of the 2021 pedagogy working group and bringing to life their recommendations.

Professional learning focused on upskilling all staff in significant visible learning principles including the development of lesson specific learning intentions and success criteria, differentiation and formative assessment. Through differentiation within the classroom, the learning environment becomes tailored to support the specific learning journey of different students. All three of these areas became central to the College's updated pedagogical framework which was completed by the end of the year. Alongside these areas, the framework incorporates many other of the high impact teaching strategies – ten classroom strategies that have been widely recognised internationally as delivering strong learning outcomes. This framework will shape the expectations for teachers in their classroom from the beginning of 2023.

The professional learning program was supported with ongoing opportunities for informing staff about the use of data to improve student learning outcomes.

After a focus on literacy in 2021, techniques were embedded in the curriculum during 2022. A new curriculum documentation template was created which incorporates recording of literacy teaching within a unit of work. MacqLit (the Macquarie Literacy Program) was also implemented, after staff training in 2021. Designed for students with significantly low literacy skills, the program proved extremely successful. Data showed that students who engaged with the intervention program made outstanding gains, lifting from well below, to a standard at or much closer to that expected at their year level. A specifically designed reading program for Year 7 and Year 8 students was also implemented with some positive early, qualitative data. It will be interesting to observe the impact of this dedicated program on literacy skills when compared in future NAPLAN testing.

As the College continued to review curriculum delivery across Year 7 to 10, an appraisal of the Year 9 and 10 learning programs was completed. This review analysed the impact and effectiveness of the current structure, introduced in 2019, and offered several recommendations moving forward. Identifying some strengths, such as the ability for choice within a student learning program, and some areas for reconsideration, the recommendations have been taken on board for planning of a renewed Years 9 and 10 curriculum structure for implementation in 2024.

Alongside the review and planning for renewal of Year 9 and 10, 2022 saw the development of the SOAR program. Designed with an accelerated and enhanced learning curriculum to specifically meet the learning needs of gifted and talented students, the program was ready for the first intake at Year 7 in 2023.

During 2022, the College also updated its homework policy, sought to increase the capacity of the homework club and tutoring offerings with the employment of pre-service teachers and university students as additional tutors, and introduced two new opportunities for recognition of academic achievement. The College introduced both mid-year and end-of-year (Night of Excellence) academic awards assemblies, held in July and November, respectively.

STUDENT LEARNING OUTCOMES

Unfortunately, due to the cancellation of NAPLAN in 2020, during the peak of the COVID pandemic, the Year 7 and Year 9 classes of 2022 have no recent data for direct comparison.

In comparison to other Australian schools, Marcellin continues to demonstrate high NAPLAN averages across both Year 7 and Year 9 in all areas.

Although not a direct comparison, data for Year 7 students in 2021 and Year 7 students in 2022, does show some areas where students have entered the College with significantly different numeracy and literacy levels. The students of 2022 showed a lower average NAPLAN result in grammar and significantly lower average in spelling, when compared with the class of 2021. Similarly, the Year 9 class of 2022 demonstrated lower averages in grammar and spelling than the class of 2021. Their average reading and numeracy scores, however, were higher.

NAPLAN has indicated in recent years that reading needs to have a significant focus within the College. Although the new reading program introduced in 2022 would not yet have made an impact on NAPLAN results, it is hoped that this program will assist in seeing continuing improvement in reading over coming years. Also, the focus on literacy within the classroom

could not yet be assessed with NAPLAN data however, this is similarly hoped to have positive impacts in coming years on spelling and even writing.

The VCE cohort of 2022 performed admirably, particularly considering the significant impact of the COVID pandemic on their foundation VCE year in 2021.

The median Study Score remained steady at 30. The percentage of students with a Study Score of 40 or higher was down about 1%, to 6.6%, however, there was an incredible 7 perfect scores of 50 out of 50 achieved. All students successfully completed their VCE certificate.

The median ATAR improved by nearly 3, increasing to 69.75. The percentage of students with a study score above 70 also increased, up to 52% from 49% in 2021. This is the third increase over the past three years in the percentage of scores above 70. The VCE Dux for 2021 achieved an ATAR of 98.45.

Of the class of 2022, similar to 2021, approximately 84% applied for a place in tertiary study. All received an offer during, or before, the first round of university offers.

All students completing the VCAL (Victorian Certificate of Applied Learning) were supported to move into their chosen pathways.

MEDIAN NAPLAN RESULTS FOR YEAR 9

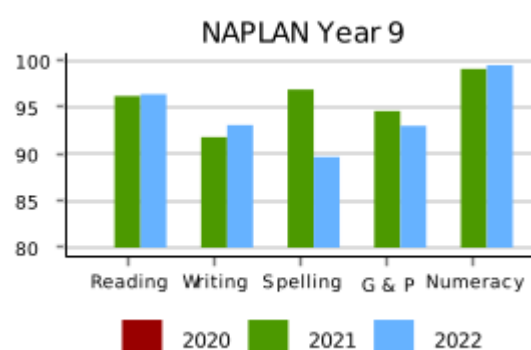
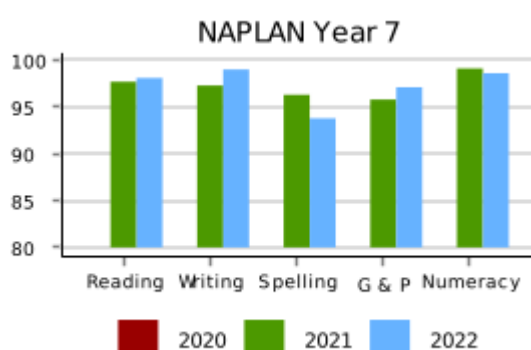
Year 9 Grammar & Punctuation	573.6
Year 9 Numeracy	605.5
Year 9 Reading	596.3
Year 9 Spelling	570.5
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	95.8	-	97.1	1.3
YR 07 Numeracy	-	99.1	-	98.6	-0.5
YR 07 Reading	-	97.7	-	98.1	0.4
YR 07 Spelling	-	96.3	-	93.8	-2.5
YR 07 Writing	-	97.3	-	99.0	1.7
YR 09 Grammar & Punctuation	-	94.6	-	93.0	-1.6
YR 09 Numeracy	-	99.1	-	99.5	0.4
YR 09 Reading	-	96.2	-	96.4	0.2
YR 09 Spelling	-	96.9	-	89.7	-7.2
YR 09 Writing	-	91.8	-	93.1	1.3

* 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 maintain a safe and supportive environment for all students that fosters personal growth and development, positive relationships and a strong sense of value and belonging. Furthermore, that each student develops the capacity to reflect on and learn from their own experiences.

Achievements

- The implementation of the Resilience, Rights and Respectful Relationships Program which aims to promote the development of healthy relationships in the lives of our students.
- Pastoral Leaders continued to promote connection and belonging to the College through House and pastoral based activities.
- The development and refinement of resources on MyMC that have been designed for students in need. This includes links to valuable resources such as Beyond Blue, Black Dog Institute and the E-Safety Commissioner for any students who required them.
- Each student was provided the opportunity to develop and enhance their leadership skills in a number of capacity building activities run with internal and external presenters through the year.
- The Year 12 Valedictory celebration, held at Centrepiece, Melbourne Park which celebrated the contributions and achievements of the graduating class of 2022.
- The House Leaders and College counsellors continued to monitor and support our most vulnerable students.
- The leadership positions “Student Leadership Liaison” and “Personal Development Coordinator” continued and provided students and staff with many opportunities to interact and develop relationships in activities including sporting competitions, trivia, mindfulness and many more.
- The Junior and Senior Productions run in conjunction with Our Lady of Mercy College.
- Raising over \$20K in our shave for a cure campaign in solidarity with sick and vulnerable children.
- Pastorals and Houses coming together to run fundraising events such as lunches and guest speakers in support of range of social justice organisations focussing on refugeeism and indigenous affairs.
- Beginning work on Visible Wellbeing posters that will be placed in each classroom and other locations around the College to highlight our community norms around respect, presentation and organisation to all staff and students.

VALUE ADDED

- Students developed their understanding of Resilience, Rights and Respectful Relationships each week in Pastoral.
- Many students were involved in our junior and senior productions, chess teams, debating and music bands and ensembles.
- Students continued their participation in a range of sporting co-curricular activities including the Associated Grammar Schools of Victoria and Victorian Schools Rugby Union sporting competitions.
- Student leaders worked with staff to refine some of our College policies including our Personal presentation Standards.
- Years 7 and 8 Students participated in the Mother/Female Mentor and Father/ Male Mentor and son events that encourage them to spend time with and reflect on the positive experiences that they have had with this special person in their life.
- Our youth ministry program, Game Changers continued with many students involved across a range of year levels. This program focusses on personal and faith development and social justice.
- Student leadership opportunities continued to amplify with College Ambassadors being appointed to represent the College at key events in conjunction with our College Captains and Year Level Student Representative Councils.
- Student awareness was developed through participation in activities that focussed on key national days in the areas of bullying, women's rights, men's health and diversity.

STUDENT SATISFACTION

Students continue to demonstrate great appreciation for the work done by the College and their sense of belonging continues to be strong. The following comments, from graduating students of the class of 2022 highlight this continue connection and love of their school:

" I have loved my time at Marcellin and couldn't have wished for a better school. The opportunities that I was provided in all areas were just amazing".

" It's sad to be finishing up really, I will miss my mates, playing down ball and my teachers, but most of all I will miss that great feeling when you come to a school like Marcellin every day".

"I can't say how luck I have felt coming to this school. All of the teachers work so hard for you, especially if something bad happens in your life. The sport at the school has also been amazing to play in and watch over my six years".

" I have been involved in the music and performing arts program since Year 7 and have had the most incredible experience. I have also loved my Pastoral and Pastoral Leader".

STUDENT ATTENDANCE

Despite the continued impacts of mandatory COVID-19 isolation periods, Student attendance rates continue to be very high at the College. Parents/carers continue to receive short message service (SMS) about student lateness or absences from school and Pastoral Leaders and our student services team work with families to ensure that absences are correctly documented. The Pastoral Care Team also regularly check and monitor whole school attendance data so that interventions can be put in place to support individual students where necessary.

Annual Student Attendance Rate by Year Level %

Year 7	87
Year 8	86
Year 9	86
Year 10	84
Year 11	84
Year 12	84

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	88.3%
Y08	87.7%
Y09	87.6%
Y10	88.2%
Overall average attendance	88.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	62.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	15.0%
Deferred	5.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

To commit to a safe and supportive environment which fosters growth, self-awareness, identity, and positive relationships, ensuring that all individuals are valued and have a sense of belonging.

Achievements

- All College staff undertook professional learning on Child Safety and developed their understanding of creating and maintaining a safe environment for all students at Marcellin College.
- The Deputy Principal - Student Wellbeing, Director of Students, House Leaders and some Pastoral Leaders participated in child safe training to deepen their knowledge and skills in identifying and responding to incidents relating to student safety.
- The continuation of the Child Safeguarding Committee to further emphasise the College's commitment to the safety of our students. This committee met regularly to review policies, procedures, and practices. It continued to assess our risk analysis of known child safe risks as well as the strategies used to mitigate these.
- The SRC executive formulated student friendly interpretation of Marcellin College's Child Safe policies and procedures has been developed and is visible in classrooms and other areas of the College.
- Students are made aware of their rights and responsibilities throughout the year at House assemblies. They are also explicitly instructed on recognising signs of and preventing abuse.
- The Student Wellbeing Program actively addressed issues such as mental health with students. In these sessions, student learnt about coping mechanisms as well as avenues of support.
- The Child Safeguarding Committee present regularly at all staff meetings on child safe matters and ensure that College staff are aware of our policies, procedures and practices in this area.
- Child Safeguarding is an agenda item at all leadership and Pastoral Care team meetings enabling staff to raise and discuss issues as necessary.

Leadership

Goals & Intended Outcomes

Goal: To embed a culture of high performance and continuous school improvement.

Intended Outcome:

- Develop measures for tracking improvement strategies over time, at regular intervals.
- That there will be a culture of high-quality teaching and pedagogical practices, reflective of best practice, are evidence based and focused on growth as achievement.
- Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

Achievements

- The College reviewed and refined a number of Positions of Leadership (POLs). This was in response to new POLs being introduced in 2021 and existing POLs concluding.
- The College commenced a major refurbishment of the ground floor of the Placidus Resource Centre. The new Chirat Learning Centre to open in 2023 will encompass Learning Diversity, Careers and Counselling services in a state-of-the-art environment in a readily accessible central campus location.
- The College Leadership Team undertook extensive professional learning around HOST Leadership. The program is designed to increase engagement and relationship quality in organisations for enhanced performance and results.
- A new communications tool and learning management system, COMPASS, was trialled in Term 4 with a potential rollout in 2023. COMPASS will bring together many of the different systems in one platform allowing for a more streamlined approach, significant cost savings and increased targeted communication with all members of the community.
- Catholic Education Commission Victoria (CECV) undertook a detailed Occupational Health & Safety (OHS) audit in 2022. A number of physical improvement works have been undertaken to improve the safety of the College environment together with additional communication of risks to raise awareness.
- The Marcellin College Community Association (MCCA) underwent a review of its purpose and functionality. The outcome being an update in some practices, the offering of more opportunities and a name change to reflect its core purpose to 'Parents and Friends'. As part of this process, the Marcellin Business Network was re-invigorated, offering great scope to current families and past collegians.
- The College has engaged external consultants including architects to refresh the College Masterplan with consideration of priority projects to upgrade both internal and external spaces including landscaping and recreational areas
- A new volunteer recruitment process was launched in Term 4 in response to Child Safety requirements and Ministerial Order 1359. Volunteers are central to the Marcellin community and provide valuable support in all areas of College life.

- Compliance remains central to ensuring College policies and processes are abiding with all Acts and Regulatory expectations. In 2022 the Victorian Registration and Qualifications Authority (VRQA) undertook a holistic review of all areas to ensure we were meeting the minimum standards and other requirements for registration. The College received an outstanding report from the assessors with all criteria being judged well above standard.
- There has been continued good collaboration with the State Government – via the Department of Transport and North East Link Program (NELP) in working together in addressing future College needs in response to the impact of this major roads project.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Whole staff Professional Learning activities included:

- Compliance training - Emergency management, Department of Education and Training Protecting Children, Marist Child Protection Disability Standards for Education modules, OHS, Emergency Management, AGSV co-curricular requirements, HR: Internal Grievance, Discrimination, Harassment & Bullying. HR: Confidentiality, HR: Social Media, HR: Leave, Complaints Handling, Privacy, Student Duty of Care
- Department based professional learning including curriculum development, assessment and reporting and analysis of VCE results
- Provide First Aid (HLTAID003)
- CPR, asthma and anaphylaxis
- Coaching conversations
- Strategies for Improving Student Literacy Outcomes
- Personalised Learning and Differentiation
- Formative and Summative Assessment Practices
- Student Data Analysis
- Staff wellbeing seminars and DISC assessment
- Faith-based PL - Marist Formation Day, In the Way of Mary

Individual Professional Learning activities included:

- Staff induction programs
- Wilderness First Aid
- Bronze Medallion Surf Lifesaving training
- Victorian Institute of Teaching mentor training
- Introduction to Leadership Coaching (Growth Coaching International)

- The Impact Cycle
- Learning area specific external professional learning on curriculum and assessment
- Sponsored Study Program – Master of Education: Wellbeing (University of Melbourne), Master of Educational Leadership (ACU), Master of Business Administration (ACU), Master of Education: Allied Psychology (ACU), Graduate Certificate to Teach RE, Graduate Certificate in Literacy Intervention (ACU).
- Faith Based professional learning – In the Marist Way, Footsteps, Care for the Soul. Marist Formation Day, In the Way of Mary
- Teacher Learning Network

Number of teachers who participated in PL in 2022

185

Average expenditure per teacher for PL

\$642

TEACHER SATISFACTION

In 2022, we had our first year back on campus teaching face-to-face for a full year. Many of the activities that could not be held in previous years recommenced with teachers and students re-engaging in 'normal' College life.

Marcellin College participated in the School Improvement Survey (SIS) from Melbourne Archdiocese of Catholic Schools. Staff, students and parents were surveyed about various aspects of the College. The SIS is specifically designed to equip principals, boards and staff with the data they need to plot their school's current position against effective practice and to plan a focused approach to school improvement appropriate to the context of their school.

The data generated by this survey indicated a general improvement in some aspects of the organisational climate particularly in the areas of teamwork, empowerment, Catholic Identity and professional growth. Areas identified by the SIS for development over the next few years include student engagement and learning, instructional leadership, collective efficacy and building staff capacity in the use of literacy and data tools.

Staff continued to work together in building each other's efficacy. They worked tirelessly for the students to try and ensure there was minimal learning loss. This was reflected in student and parent data that indicated an increased appreciation for the professional skills of teachers.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

84.9%

ALL STAFF RETENTION RATE

Staff Retention Rate

74.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.5%
Graduate	25.2%
Graduate Certificate	4.2%
Bachelor Degree	59.7%
Advanced Diploma	12.6%
No Qualifications Listed	31.1%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	146.0
Teaching Staff (FTE)	133.2
Non-Teaching Staff (Headcount)	64.0
Non-Teaching Staff (FTE)	58.4
Indigenous Teaching Staff (Headcount)	2.0

Community Engagement

Goals & Intended Outcomes

Goal:

To foster a community of connectedness, sustainability, and responsible financial and resource management.

Intended Outcomes:

That we have a connected and collaborative Catholic Marist community. That we have an innovative marketing approach resulting in strength of reputation for enrolment stability and fundraising initiatives contributing to long term sustainability.

Achievements

- We welcomed our incoming Year 7 families to the Marcellin College community by holding several initiatives as a lead up to their commencement. This included a Trivia Night (whilst still in Grade 6), and a morning tea to connect with our new families and build an engaged community to assist in future activities and opportunities that occurred later in the year.
- Information evenings were held throughout the year including Year 8 into Year 9, Year 9 into Year 10 and Year 10 into Year 11. These were well attended as one of the first onsite evenings since the beginning of the pandemic.
- A new initiative was launched in 2022, 'Morning Tea with the Principal'. This was quite successful and allowed for families to meet by year level.
- The Carnie Award was established as a new financial support for those who might otherwise be unable to afford a Marcellin College education.
- The Marcellin College Community Association (MCCA) and Community Office of the College arranged the annual Mother's Day breakfasts and arranged social evenings supporting current and past parents. This include an end-of-year 'Relax & Rewind' evening that was well attended by parents.
- Open Day was held on a Sunday for the first time in many years. More than 1100 people attended which allowed the College to showcase its facilities and learning programs.
- Community updates continued to be shared regarding the North-East Link Project (NELP) via our fortnightly newsletter, The Eagle, as well as via social media channels and the College's Learning Management System (LMS). A Market Intelligence Report was developed for key stakeholders that highlighted the impact of NELP to the College.
- The Marcellin Business Network held two morning breakfasts and featured guest speakers such as Dr Ben Cowie, the Victorian Deputy Chief Medical Officer. The breakfast was well attended and the feedback was extremely positive.
- Our Community News magazine publication was produced featuring many stories of past and current students and staff who make significant contributions to society. A review of the name and structure will be undertaken in 2023.

- Our Past Collegians Luncheon and Marcellin Mum's Luncheon returned in 2022 and were very well attended. Reunions were also held later in the year and supported by our alumni.
- We commenced refreshing our collateral to reflect a fresh and modern look. The cross featured on the Hermitage building was used as the inspiration.
- We streamlined our social media channels to ensure they remained relevant and celebrated our success.

VALUE ADDED

- Hosted a Volunteer Information Evening for parents/carers to increase engagement. Also, held a thank you dinner for current volunteers.
- Engaged with sister school, Our Lady of Mercy in Heidelberg, to deliver the 2023 Junior Production, Lyrebird. The College also assisted with the Senior Production of Matilda.
- Expanded Subject Selection & EXPO Evening with refreshed Course Guides and other collateral.
- Create22, the College's annual art and design exhibition was well attended by families.
- Commenced discussions around a 75th anniversary book with Heritage Group and other stakeholders.

PARENT SATISFACTION

The Marcellin College parents and carers community continues to demonstrate high degrees of satisfaction with the College and the programs it runs. Parents and carers are outstanding supporters of our co-curricular activities including sport, music, performing arts and drama and regularly attend these events in great numbers. Furthermore, parent attendance at other College events such as the Year 12 Valedictory, Year 7 Induction and Commissioning Mass and our regular Parent/Student/Teacher Conferences are also very well attended.

The College continues to provide many opportunities for parents and carers to connect with students such as our Mothers' and Fathers' day breakfasts, Time and Space evenings and information and Program Selection nights. Our Parents and Friends Association also run regular activities to involve parents and carers.

Future Directions

It's an exciting time to be a part of the Marcellin College community. We have introduced a number of improvements and will continue to respond to the needs of our community as we head into 2023.

I am honoured to lead this wonderful community that has a history spanning more than 70 years. From humble beginnings in Camberwell with 117 students, today Marcellin College provides a 21st century education for more than 1400 boys across 14 hectares of space, with modern facilities and opportunities, that develop young men into global citizens we can all be proud of. The College's motto, Virtute Ad Altissima - strive for the highest, is at the core of some exciting improvement.

It has been a challenging few years for everyone. Whilst we have lost many things a typical year brings, we have seen amazing resilience, growth and so much more, laying a foundation for all of us to strive for the highest and go beyond what we currently know. I am excited to share with you some of these improvements as we continue to deliver better learning outcomes for our young men, improve their wellbeing, strengthen our faith community and provide upgrades to our facilities and learning spaces.

LEARNING & TEACHING

EXPANDING LEARNING OPPORTUNITIES

At **Years 9 - 10** we expanded our VCE options. This means that students in Year 9 and 10 can now undertake any skills- appropriate VCE Unit 1 & 2 subject prior to commencing their VCE program of study.

PROMOTING INTEGRATION AND ASPIRATION

At **Years 7 - 8** we will expand our Reading Programme as we begin to challenge some of the impacts that came from Victoria's lockdowns. The reading programme will be timetabled across both Years 7 and 8. Whilst still providing for a variety of subjects that promote curiosity and creativity for our young men via improved learning opportunities in the areas of music, art and digital technology, we will devote more time to numeracy and literacy.

We will also introduce a new academic enrichment programme at Year 7 – SOAR. It is important that we ensure each young student is challenged to be their very best.

CELEBRATING ACADEMIC COLOURS

The Academic Colours program has been reviewed and continues to be upgraded to allow for academic endeavour and achievement to be more widely recognised and celebrated. We shared these details with our community and hosted our first Mid-Year and End of Year Awards celebrations.

STUDENT WELLBEING

DEVELOPING RESPECTFUL RELATIONSHIPS

All members of the College community have a responsibility to ensure a safe and supportive environment that assists in the growth, positive self-esteem and attitude towards others. This means that each person has the right to feel emotionally, physically, socially and mentally safe.

Our **Pastoral Care Program** focuses on respectful relationships and also provides learning experiences for each young man that address issues pertinent to their stage of life such as mental health, safe socialising and responsible citizenship.

IMPROVING CONNECTIONS

Our **Pastoral Care** program is structured vertically. This means that each Pastoral Group is made up of students from other year levels. This provides opportunities for our boys to connect with peers across the College in House-based activities that focus on relationships, careers, social justice and learning growth. 2023 will see a revitalised Pastoral Care programme with a change in times and approach.

FAITH IN ACTION

CONNECTING WITH OUR FAITH

Our teaching and experiences in the area of Faith and Mission will increase with a dedicated Christian Service program for all students. The program will complement the intensive RE subject offerings by providing opportunities to explore action in the service of others, a key element of the Catholic faith tradition and a wonderful way to contribute hope in our world.

BUILDING UPGRADES

UPGRADING SPACES

In 2023, the College will continue work on its multi-year Master Plan to upgrade existing spaces and build new learning areas.

This includes:

- Placidus Resource Centre refurbishment
- Upgrade to Sandra Street entry
- Improved security to enhance safety
- Lighting for our grounds and ovals
- Planning for the upgrade of Champagnat Court (formerly known as the quadrangle)

OTHER WORKS

The new North-East Link is an exciting project for Victoria. However, its impact will be felt by the College during the construction period. We are in close dialogue with all those involved to ensure impacts are kept to a minimum. Regular updates will be provided via the College newsletter and social media channels.