



2016 ANNUAL REPORT

MARCELLIN COLLEGE

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Registered School Number: 1495





2016 VCE Dux Curtis Butt and VCAL Dux Jack Virgona.



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Minimum Standards Attestation

I, **Mark Murphy**, 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19 May 2017

Our College Vision

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 Gospel. We are a community where Jesus is known and loved, where each boy 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.



Images representing a range of events and people throughout 2016: Valedictory award recipients, first day for Year 7's, AGSV 1st Football Premiers, ANZAC Day ceremony, Induction and Commissioning Mass with Mark Murphy, Night at the Museum, our Senior production with Our Lady of Mercy College, Year 7 Camp and our annual Music Concert.

College Overview

Marcellin College is a leading Catholic secondary school for boys, which has been conducted by the Marist Brothers since 1950.

We are guided by the educational and spiritual philosophies of St 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 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 teachers 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 over 1400 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 faith learning environment for young men to strive for their personal best.

Our College's motto — *Virtute Ad Altissima* — means ‘*through virtue and courage to 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.



Senior student leaders attending the Induction and Commissioning Mass.



Principal's Report

Mark Murphy

Dip T, BA, BTheol, Postgrad Dip (Student Welfare), MSL, MBA (Exec)

On the 23rd of July 1816 12 young men, French seminarians and newly ordained priests climbed the 800 steps to the Chapel of the Madonna next to the Cathedral of Fourvière in Lyon to pledge themselves to a life of service to Jesus through Mary. Among them was an inspired, energetic, visionary young priest named Marcellin Champagnat who within six months of this day would begin to found an order of brothers, the little brothers of Mary (Marist Brothers). I wonder if in that moment, as Marcellin prayed in front of the statue of the Madonna in that small chapel illuminated by the early morning light, whether he could have possibly imagined the profound impact of his actions on the lives of so many young people around the world. An impact which reverberates strongly to this day particularly here at Marcellin College Bulleen.

The Marist Charism is alive and well in our community. We witness this in tangible ways such as our ever expanding social outreach initiatives, the flagship of which continues to be the College's Remar program, providing students with an opportunity to grow in spirituality, faith and leadership. Initiatives such as our Bourke and Cambodia and South Africa immersions, Year 10 Community Service and Year 12 ministry options have been enhanced to ensure that more of our students have an opportunity to live their faith in action and to grow as fine young men in the service of others. If these were the only manifestations of the model of Champagnat at Marcellin then I believe we would be well and truly missing the mark. I see the Charism of Champagnat alive in the hearts and minds of our community through the daily respectful and supportive relationships which exist between teachers and students. I witness it in the generosity and selflessness of parents who support our College in both practical and intangible ways. Our boys particularly live their faith in action through the support they provide each other particularly in their saddest and vulnerable hours.

2016 has been a very significant one for Marcellin College. This year works have commenced on the first stages of the College's comprehensive and collaborative Master Plan. These include:

- A new multi-purpose synthetic grass playing field behind Saint Marcellin's Hall
- New car parking on the old tennis courts adjacent to Marist House
- The commencement of works on the Hermitage Building extension
- Refurbishment of the current Hermitage facility and Marist House
- The installation of six re-locatable classrooms

Academically, our College continues to provide an increasing number of opportunities across the learning spectrum for boys to reach their full potential as learners. There has been growth in the number of VCE and VET options and VCAL numbers have increased, providing a broader range of pathways for our students. I am particularly encouraged by developments in the areas of pathways and learning enhancement which have supported our boys to achieve their best and to discern their lives beyond school.

The co-curricular program at Marcellin is one of the broadest and most vibrant in Catholic Education. The rationale of this wide ranging suite of opportunities for our student beyond the classroom is threefold; maximum participation, skill development and connectedness to the College. In 2016 participation rates increased in all co-curricular offerings including sport, the arts and debating. All students and staff involved in these programs are to be congratulated on their many achievements and for the commitment and self-discipline they display in striving for the highest in all fields of endeavour.

There have also been significant developments to our student leadership and staff development programs which support those in community who have a desire to develop their capacity as leaders, learners and educators.

Finally, I would like to make special mention of the Leadership Team at Marcellin. Throughout 2016 I have participated in two periods of enrichment leave. During this time the leadership team have stepped up in various positions to cover my absence. I would like to thank them all, particularly Adriano Di Prato and Nicholas Moloney who acted in the roles of Principal and Deputy Principal to ensure the seamless operation of our great school.

Advisory Council Chair

Brian Buxton
MBA AGIA ACSA ACIS (London) JP



Marcellin College is a Catholic School in the Archdiocese of Melbourne governed canonically and civilly by the Institute of the Marist Brothers of the Schools, Province of Australia, which exercises its governance of the College through Marist Schools Australia (MSA).

The Marcellin College Advisory Council provides advice and support to the Principal so he can lead the College effectively as a Catholic school community, with its evangelising and educational mission shaped by Marist spirituality and educational practice. It provides advice on strategic planning, approvals of policy and finance as required by MSA. The Council restricts itself to policy matters, and to advice requested by the Principal, it is not involved in the College day-to-day operational matters.

Through 2016, the Advisory Council gave active to support the Hermitage Project, with construction progressing on schedule. The Finance Sub Committee closely monitored the funding arrangements to ensure that the project could be financed without placing additional demands on College resources. In December, the Advisory Council was required by MSA to adopt a new Constitution, which limited the maximum terms of the Council Members and Chairman. As my tenure on the Council exceeded these limits, I submitted my resignation as Member and Chairman. I am pleased to have been able to serve the Marcellin Community, and appreciate the support the College has given me over the past 23 years.

Our congratulations go to the 2016 VCE class, which once again returned strong examination results, and in particular, to Curtis Butt who was the VCE Dux of the College with an ATAR of 98.25 and Jack Virgona VCAL Dux.

I wish to thank all members of the College Community – students, parents, staff, and to the many volunteers who devote their time and effort in support of Marcellin's many activities (including the Foundation, MCCA and Advisory Council) for their efforts and dedication in helping make 2016 another successful year at Marcellin.



Our community came together to raise funds for blood cancer research for our #StandByPan campaign in partnership the World's Greatest Shave.

Education in Faith

GOAL & INTENDED OUTCOME

To deepen the school community's faith journey within the Catholic tradition and the Marist charism.

- That the variables of Catholic culture continue to improve.

ACHIEVEMENTS

- School Improvement Survey results reflect significant positive growth in Catholic culture amongst both students and parents.
- Through our prayer life, the College explored the Year of Fourvière in conjunction with the global Marist family. This theme challenged all members of our community to commit themselves to reaching out to the marginalized and making God's love visible and felt in our world.
- A review of the House Social Justice program was completed and a number of recommendations were made to enhance this program. These recommendations support staff to work collaboratively and incorporate the three aspects of social justice teaching – prayer, awareness raising and action – in their House activities.
- The College maintained a positive level of involvement in accredited Marist staff formation programs and introduced a session in our Staff Day 3 PL Program that followed up on learnings from our Marist Staff Formation Day. We also held a PL Day focused on Theological underpinnings of our faith community. This is but one of many ways staff were continually encouraged and supported to gain Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education.
- The Saint Marcellin Champagnat Award was again contested by a number of Old Collegians and three Old Boys took part in an immersion opportunity in South Africa to support the Three2Six Holiday Program for refugee children in December. One of the initial participants also returned for 12 months as a volunteer. The Marist Solidarity Immersion for Year 11s in Cambodia was further developed to enhance the formation aspect of this experience after the pilgrims have returned. The pilgrims of 2016 were excellent ambassadors for Marist life throughout their final year at the College.
- Reviews of the Religious Education (R.E.) curriculum and the Remar program continued. Remar enhanced its number of participants and both R.E. and Remar introduced new ministry activities that were consistently over-subscribed.
- The newly introduced Lenten and Feast of the Assumption liturgies cemented their place in the life of the College: students assisted with developing the focus of the liturgy for the Feast of the Assumption, and owing to the date of its celebration on Holy Thursday, the Lenten Liturgy became an Easter Liturgy. The whole student and staff body gathered for a re-enactment of the Stations of the Cross that was based in Scripture and included contemplative prompts and music.

Value Added

- | | |
|--|--|
| • Year 11 and 12 Retreat Programs | • Solidarity Week |
| • Year 12 Seminar Program and Ministry | • Champagnat Day |
| • Year 10 Christian Service | • Year 7 Reflection Day – <i>Belonging</i> |
| • Remar Program, including Remar Retreats | • Year 8 Reflection Day – <i>Sower and the Seed</i> |
| • Bourke (Remar) Solidarity Camp | • Year 9 Reflection Day – <i>Emmaus Day</i> |
| • Solidarity Immersion in Cambodia | • Year 10 Reflection Day – <i>God and Decision-Making</i> |
| • Old Collegian Solidarity Immersion in South Africa | • Weekly Thursday Mass |
| • Marist Mission and Life Formation programs | • Staff Formation and Theology Days |
| • EncounterMC Program | • Post Immersion Formation experiences |
| • House Social Justice Program | • Liturgies to mark significant times in the Church and School years |
| • Marist formation included in staff Day 3 PL | |

Learning & Teaching

GOAL & INTENDED OUTCOMES

To provide learning and teaching programs that foster lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

- That student learning outcomes in literacy and numeracy are improved.
- That learning outcomes across Years 7-10 are improved.
- That VCE and VCAL outcomes are improved.
- That student engagement and ownership of learning is enhanced.

ACHIEVEMENTS

- A focus on the development of 21st century skills through project based learning and inquiry has provided further opportunities for students to engage with their learning through a breadth and depth of learning experiences.
- Targeted staff professional learning focused on the implementation of the Victorian Curriculum across Years 7 to 10.
- Introduction of targeted literacy and numeracy programs. This included the Drop Everything and Read (D.E.A.R) program focused on improving reading levels at Year 7 and the Targeted Assistance Program (TAP) aimed at assisting students with their mathematics.
- 96% of students who applied for a tertiary place received a first round University offer. This represents the fourth consecutive year that over 90% of our VTAC applicants have received a first round offer.
- 16 students were awarded the VCE (Baccalaureate) for outstanding achievement in studying both a higher level mathematics and a language in their VCE.
- As part of the VCAA Season of Excellence two students who undertook Unit 3/4 Visual Communication Design were nominated for the prestigious Top Designs exhibition at the Melbourne Museum.
- The College achieved AGSV Premier titles – Basketball, Cricket and AFL Football.
- Involvement in the Victorian Governments Young Leaders to China Program, which involved fifteen Year 9 students participating in a six-week immersion experience during March and April in China. Over thirty students and four staff participated in a successful College run Visual Arts and Educational tour of Italy throughout June and July.
- Year 7 NAPLAN results indicate there is improvement in Spelling.
- Year 9 NAPLAN results indicate there is improvement in Grammar & Punctuation and similar results in Numeracy.
- Median NAPLAN results for Year 9 in Reading, Spelling, Grammar & Punctuation and Numeracy all improved.
- The College's Insight SRC data in 2016 stated:
 - o Continued improvement in student survey responses for **Purposeful Teaching** and **Stimulating Learning, Learning Confidence** and **Student Motivation** reflects a learning and teaching program that is engaging and provides students with the confidence and motivation to learn.
 - o An increase in parent survey responses for **Learning Opportunity** highlights that parents feel their child is being given the best opportunity to learn.

Portion of students meeting the minimum standards in Years 7 & 9

The following 2016 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

NAPLAN TESTS	2014	2015	2014–2015 changes	2016	2015–2016 changes
YEAR 7 READING	100%	100%	0%	98%	-2%
YEAR 7 WRITING	97%	99%	2%	97%	-2%
YEAR 7 SPELLING	97%	96%	-1%	96%	0%
YEAR 7 GRAMMAR & PUNCTUATION	99%	98%	-1%	98%	0%
YEAR 7 NUMERACY	100%	100%	0%	99%	-1%
YEAR 9 READING	98%	100%	2%	99%	-1%
YEAR 9 WRITING	92%	96%	4%	89%	-7%
YEAR 9 SPELLING	95%	98%	3%	94%	-4%
YEAR 9 GRAMMAR & PUNCTUATION	93%	96%	3%	97%	1%
YEAR 9 NUMERACY	100%	100%	0%	100%	0%

Our 2016 NAPLAN data indicates that there has been a slight improvement in Year 7 Spelling (0.1). Although there has been a decrease in Year 7 Reading, Year 7 Writing, Year 7 Grammar & Punctuation and Year 7 Numeracy these results are above the state average. There has been improvement in Year 9 Grammar & Punctuation (1.3) and no change in Year 9 Numeracy which has been consistent since 2014. Year 9 Reading, Writing and Spelling have decreased. However, the median results for Year 9 in Reading, Spelling, Grammar & Punctuation and Numeracy all improved.

YEARS 9-12 STUDENT RETENTION RATE

96.7%

Median NAPLAN results for Year 9

In 2016, Year 9 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The Median NAPLAN results for 2016 were:

YEAR 9 READING	597.90
YEAR 9 WRITING	560.20
YEAR 9 SPELLING	584.50
YEAR 9 GRAMMAR & PUNCTUATION	575.60
YEAR 9 NUMERACY	605.30

Senior School Outcomes

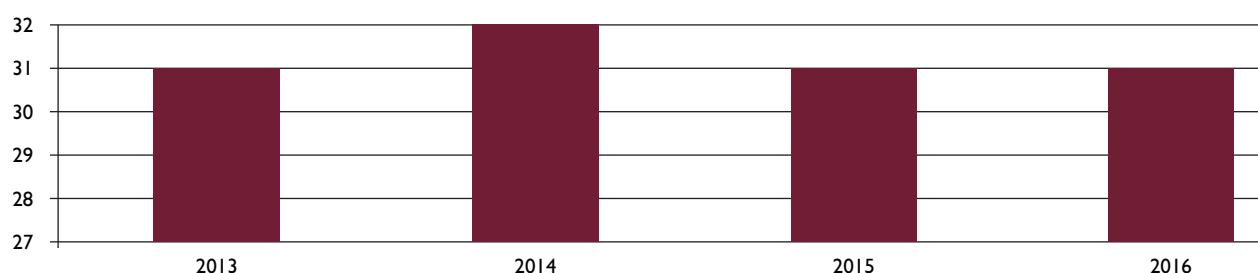


Figure 1: Median Study Score

In 2016, there were 205 students enrolled in Year 12:

- 100% of students (195 students) successfully completed their VCE certificate
- 97% of students (10 students) undertaking VCAL successfully completed the Senior VCAL certificate

The VCE median study score for 2016 in all subjects was 31.

In 2016, 6.1% of students achieved a Study Score of 40 or above.

Of the 205 Year 12 students in 2016:

- 189 students (92%) applied for further study

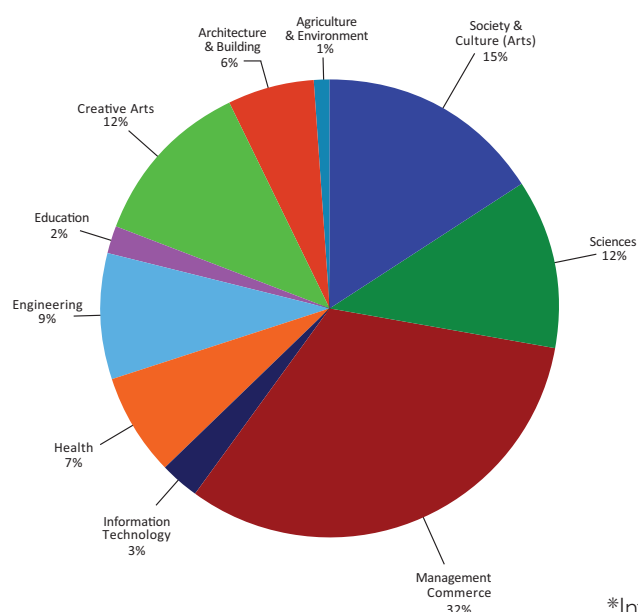
Post-School Destinations

On Track data statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows:

Of the 189 students who applied for further study:

- 96% of students received a first round tertiary offer
- 96% of students were offered a University place
- 86% of students received either their 1st, 2nd or 3rd preference
- 4% were offered a TAFE or Private provider place

The Class of 2016's University & TAFE areas of study breakdown for 2016* are displayed below:



*Information provided by VTAC

Student Wellbeing

GOAL & INTENDED OUTCOME

To enhance student wellbeing by building resilience and empathy in an engaging and safe learning environment.

- That students will develop resilience, independence and motivation for their learning and personal development.

ACHIEVEMENTS

- The College implemented the new Victorian Child Safety Standards, conducting workshops with staff to ensure there was an understanding of how to effectively support young people. This has also involved education for our students and parents.
- We saw the phasing in of the new navy trim braid on our College Blazer. We also saw the introduction of a spectator scarf designed by a Year 8 student.
- The College participated in the 'Shave for a Cure' fundraiser, seeing almost 30 students and staff commit to shaving their hair in solidarity with those in need.
- There was a renewed focus on House Social Justice, particularly the need to be present with the other, demonstrating solidarity through action, and creatively raising awareness, such as Acoustics with Augustine.
- A Transition Breakfast was held for staff and parish priests of our local feeder parish primary schools, with guest presenters from Educca sharing their knowledge of Growth Mindsets.
- A reimagined Student Wellbeing Program saw the inclusion of contemporary topics and a greater focus on age based education, Social Emotional Learning, drugs and alcohol, and Being a Good Man.
- Using these principles, the 2 + 1 Gratitude tool was embedded into the Student Organiser to assist students in reflecting on their strengths, highlights and challenges for the week.
- The Counsellor Morning Teas were a popular opportunity for parents to connect with the College and understand the various programs available for their sons.
- There was strong attendance at the 'Tuning in Teens' Parent Enrichment Seminar conducted by Dr Christiane Kehoe, delivered in conjunction with the Pastoral Care staff at Our Lady of Mercy College.
- Driven by our counsellors, the College actively promotes RUOK Day, offering a range of activities for staff and students.

Average Student attendance by year level			
YEAR 7	94.26%	YEAR 9	92.84%
YEAR 8	93.52%	YEAR 10	93.10%
Overall average attendance			93.43%
The College has a well-articulated and implemented Attendance Policy at Year 7 through to 12. It aims to help maintain a high standard of education for all students, to encourage a responsible attitude to class and learning, and to provide opportunities for teachers to observe students at work and assist with completion of set learning goals. When a student is absent, parents must notify the College and ensure that written verification is provided. When continued absence becomes a concern, parents are contacted by the Pastoral Leader and House Coordinator and if required, a management plan is developed in conjunction with the relevant Head of School to provide support and assistance to the student and their family. Individual attendance records are available to parents via the parent portal on Synergetic.			

Value Added

The College has regularly reported via the *Eagle*, website and Twitter the rich range of activities that complement the academic teaching program, including the following opportunities:

- Grade 6 to Year 7 transition program
- Inter-House Athletics & Swimming Carnivals
- *Time & Space Program* at Years 7, 8 & 9
- Outdoor Education program at Years 7, 8 & 9
- DAV Debating program
- Tournament of the Minds
- Interschool Chess Club
- Comprehensive career & pathway advice
- Work Experience program
- Career Wise Testing
- Student Ambassador program
- *Young Leaders to China Program*
- Men's Health Evening
- *The Crucible* Senior School Production with Our Lady of Mercy College and *Hating Alison Ashleigh* Junior Production with Our Lady of Mercy College
- Student Leadership programs
- Elevate and Peak Skills programs
- Snow Trip
- Annual Visual Arts & Technology exhibition
- Champagnat Day
- House Graduation ceremonies
- Year 12 Celebration Day & Mass
- Year 12 Formal and Valedictory
- Night at the Museum

Religious Education and Faith Development is central to our Catholic and Marist identity and permeates all aspects of our community. The Cambodian Immersion, Remar, EncounterMC, community service, Solidarity Week, Reflection Days, Year 11 & 12 retreat programs, House Liturgies, House Masses and Seminar Days are designed to provide our young men with spiritual growth, guidance and faith development.

The College also provided opportunities for our boys to actively participate in various sporting associations such as The Association of Grammar Schools of Victoria (AGSV) & Victorian Schools Rugby Union (VSRU). The College also participated in the Marist Cricket Carnival hosted by our community, and the Marist Basketball Carnival hosted by Newman College, Perth.

Student Satisfaction

The 2016 Insight SRC data highlighted favorable results for student satisfaction:

- On a 100 point scale, **Student Morale** increased from 60 to 64, complementing the increase in **Student Connectedness to School** which increased from 66 to 72.
- Students continue to report high levels of **Motivation**, increasing from 80 to 83, supported by our **Connectedness to Peers** which increased from 75 to 77. This has an overall impact on our **Students Learning Confidence** which increased from 71 to 73.
- Students continue to acknowledge the strength of teacher and student relationships, highlighting **Teacher Empathy** as a continued area of improvement from 65 to 69.
- Our **Parent Partnerships** are a valued aspect of our community and we were pleased to note an increase from 68 to 71. In working to support the partnership between home and school, we acknowledge the continued improvement in the **College's Approachability**, from 73 to 77.
- Parents continue to report high levels of student safety, indicating great trust in the College and our policies with an increase from 85 to 86.

Leadership & Management

GOAL & INTENDED OUTCOME

To sustain a staff culture that is characterised by a shared vision, a strong sense of team work and a focus on continuous improvement.

- That the performance and development culture of the college is strengthened.

ACHIEVEMENTS

- The College introduced a new process for staff recruitment with the introduction of a Human Resources Manager and the comprehensive implementation of new Child Safe Standard expectations. This also included new staff training and awareness raising strategies centered on child protection.
- Continual design rollout of our Master Plan with Cox Architecture with the completion of six new synthetic tennis courts.
- As part of the Master Plan work commenced on the Hermitage Project and Marist House and is set for completion at the end of 2017. In addition, the College developed new ways of animating the Marist and Marcellin College story and have worked with Cox Architecture to design significant historical date lines and graphic installations for the new Hermitage Project.
- The College has now established significant staff professional learning programs centered around Emerging Leaders, Middle Leaders and Senior Leaders in partnership with external education providers.
- Further consolidation of Social Media communication Social Media tools such Twitter and our YouTube Channel with the establishment of a LinkedIn company page. Marcellin's Twitter page remained the most followed school Twitter account in Australia with in excess of 500k impressions per month.
- The Marcellin College Foundation continued to build a sense of community and connection through social events and the establishment of a business network.
- The review and then development of the constitution of the College's Advisory Council in line with Marist Schools Australia (MSA) guidelines.

Teaching Staff Attendance Rate

91.72%

This figure is an accurate measure of the dedication and professional approach that staff members adopt in order to fulfil their role at the College. All staff members are actively involved in the many programs, sports, camps, retreats and activities that are run by the College. This high rate of staff attendance ensures continuity of learning and minimal disruptions to the diverse curriculum projects on offer to the students at the college.

Staff Retention Rate*

84.30%

Marcellin continues to have a balance of experienced teachers, new staff from other schools and recent graduates from universities.

** The proportion of teaching staff retained in the 2015 academic year from the previous year.*

Teacher Qualifications

All teachers at Marcellin College have completed at least four years of tertiary education consistent with the VIT requirements. In 2015, there were 134 teachers at the College. Professional qualifications included:

DOCTORATE	0.85%
MASTERS	16.95%
POST-GRADUATE	8.10%
GRADUATE DIPLOMA	33.05%
DEGREE BACHELOR	73.73%
DIPLOMA ADVANCED	26.27%

Expenditure and teacher participation in professional learning

DESCRIPTION OF PL UNDERTAKEN IN 2016

During 2016, eleven full school days and four half school days were dedicated to Professional Learning which specifically related to the College's Strategic Plan and School Improvement Plan. Attendance at these activities averaged 97% (allowing for those on sick leave, other duties etc.). Professional Learning related to areas such as the Victorian Curriculum, Literacy, gifted and talented programs, use of data, new learning technologies, leadership and management, Growth Mindset, differentiation, Catholic Social Teaching, Marist Charism, staff formation, anaphylaxis and Synergetic training, and a range of other faculty-based professional associations. In addition to whole-staff professional learning days on campus, our 128 teaching staff have undertaken professional learning activities beyond the College for a total of 240 days.

2016 staff professional learning continued its emphasis on bringing external providers on campus to present to large groups in addition to individuals and small groups attending external activities. When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was in addition to the 11 school days referred to above.

AVERAGE EXPENDITURE PER STAFF FOR PL*	\$1,433.06
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* The average expenditure per staff member, includes all travel & accommodations costs

Staff Composition

PRINCIPAL CLASS	6		
TEACHING STAFF (Head count)	128	FTE TEACHING STAFF	115.61
NON-TEACHING STAFF (Head count)	60	FTE NON-TEACHING STAFF	52.19
INDIGENOUS TEACHING STAFF	0		

Teacher Satisfaction

In 2016 Marcellin College participated in Insight SRC staff, student and parent surveys. The data generated by these surveys combined with data from the previous three years indicates a general improvement in some aspects of the organisational climate particularly in the areas of **learning and teaching**, **appraisal** and **professional growth**.

Areas identified by Insight SRC data for development over the next few years include **teamwork**, **empowerment** and **role clarity**.

College Community

GOAL & INTENDED OUTCOME

To continue to build an inclusive Catholic Marist school community, informed by social justice and fostering opportunities for partnerships with parents, alumni, and the broader community.

- That communication and partnership projects with parents, alumni and the wider community are enhanced.

ACHIEVEMENTS

- The Marcellin College Community Association (MCCA) hosted a number of highly successful events throughout 2016 – Mother's Day and Father's Day Breakfasts and the annual Gala Dinner at Docklands. The MCCA also hosted a special mother's morning tea for the women of the Exodus community in Heidelberg and were most generous with their support of Matthew Wilkins' family.
- The continued support provided by the MCCA fundraising initiatives such as the Canteen, annual Raffle, Second-Hand Books and Uniforms shops raised \$65,000, which was donated to the College.
- The College community participated in the World's Greatest Shave as part of our #StandByPan campaign raising in excess of \$36,000 for blood cancer research.
- The College continued the role out of a Transition Breakfast, inviting all principals from parish primary schools and priests from our feeder parishes to attend a professional learning session around Growth Mindsets with Educaa Education.
- A continued increase in the number of applications to the College, including the enrolment of students at Year 8 – 11.
- The Year 10 Pathways and Learning Expo was an opportunity for students, parents and teachers to access all leading tertiary institutions. Our Year 9 students were also afforded the opportunity to begin discerning career pathways in speaking with Learning Coordinators and senior students.
- The Year 7 Parent Transition encouraged our newest families to connect with each other in social environments and to participate in the many volunteering opportunities at the College. With the support of the Foundation Office, new relationships were formed fostering family spirit.
- There were further opportunities for parent involvement through Time and Space Programs, MCCA Year 7 Parent Induction morning tea, House Liturgies, Live Smart programs and parent information evenings.
- Our Business Network, through the Foundation Office, continues to flourish with various functions, including onsite visits at the LinkedIn offices at Southbank, Breakfasts at Marcellin and guest speakers who challenge the current paradigm in the business world.

Value Added

- Engagement in Social Justice Initiatives
- Mother's & Father's Day Breakfasts
- MCCA Raffle and Dinner Dance
- Templestowe Rotary ANZAC Day ceremony
- Transition team fostering relationships with feeder schools and parishes
- Old Collegians involvement in camps, Remar, careers presentations, Reflection Days and Year 11 & 12 Retreats
- Senior students involved with mentoring in local primary schools
- *Time and Space* programs at Years 7, 8 & 9
- Continued growth of parent support groups such as the Rugby PSG and FOMPA
- Foundation Office social and fundraising events

Parent Satisfaction

During the 2016 academic year Marcellin College randomly surveyed a percentage of our parent community. The outcome of the Insight SRC survey illustrated:

- Parents continue to highlight the College's communication processes as a valued and positive experience. Our staff are viewed as **approachable** and **parent input** is appreciated and acknowledged.
- **Parent Partnerships** continue to improve with our parent community highlighting the relationship we share and the value placed on working in collaboration to raise fine young men.
- The parent response for **Extra-curricular** opportunities rates the college in the top 20% of Victorian secondary schools and continues to improve. Parents felt this supported their sons' **connectedness to their peers** and the College.
- Our community continues to value the opportunities that exist in **social justice**, acknowledging the importance of action in making a difference to the lives of others. Through our numerous ministry options, community service programs, House events, Remar and EncounterMC, our young men are able to contribute to our community and demonstrate **compassion**; a key value for our parents.
- We proudly acknowledge the consistently high response to **student safety**, with families indicating they believe their child to feel safe, connected and known at the College.
- Parent opinion of staff engagement continues to grow with evidence in the variables **Behaviour Management, Stimulating Learning** and **Teacher Morale**. This reflects a sustained level of confidence in the College Staff.



Mothers and their sons at the annual MCCA Mother's Day Breakfast.

Financial Performance for the Year ended 31 December 2016	
	\$000
RECURRENT INCOME	
School fees	11,771
Other fee income	460
Private income	822
State government recurrent grants	2,680
Australian government recurrent grants	9,845
Total recurrent income	25,578
RECURRENT EXPENDITURE	
Salaries; allowances and related expenses	15,725
Non salary expenses	8,457
Total recurrent expenditure	24,182
CAPITAL INCOME AND EXPENDITURE	
Government capital grants	-
Capital fees and levies	1,832
Other capital income	-
Total capital income	1,832
Total capital expenditure	8,262
LOANS	
Total opening balance	600
Total closing balance	400

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

In 2017 the College will be involved in its fourth School Improvement Framework (SIF) cycle under the auspices of Catholic Education Melbourne. This comprehensive four year cyclic review was first instituted at Marcellin in 2010. In 2017 having reached the end of this cycle as a College Community we will again take time to reflect on present reality and discern where we would like to be in four years' time. In 2014 we received an external report and its recommendations have assisted us in informing the development of the College's next four year cyclic plan and associated annual action plans. The following is an insight into some of the initiatives and strategies which Marcellin College will develop over the next 12 months in response to our vision, the review process and to the changing educational landscape across the five spheres of our 2014 – 2017 School Improvement Plan.

EDUCATION IN FAITH

In 2017 the College will join the global Marist family in celebrating the 200th anniversary of the founding of the Marist Institute. This opportunity will support us to explore how Saint Marcellin Champagnat's dream can be reimaged in our current context. We will challenge each other to find new ways to make Jesus Christ known and loved and we will continue to provide opportunities for community members to discern their place in the broader Marist world. The College will continue to develop more explicit links between our Catholic Marist identity and our current practices, and, in doing so, enliven our young men's understanding of themselves as members of the Catholic Church. Our reimaged social justice initiatives will present one avenue through which to awaken Saint Marcellin's 200 year old dream in our lives today.

LEARNING AND TEACHING

The College's Learning and Teaching Team continues to cultivate a broader understanding of 21st century education whilst promoting innovation and generating new thinking in how to best deliver the curriculum across all subjects. This has included the introduction of over twenty new subjects across Years 7 to 11 being offered to students since 2014.

A major project will be the continued development of contemporary learning spaces with reference to the College's Masterplan. As we enter the final months of building the new Hermitage we will explore various classroom designs that will enhance the learning environment and allow students to learn in contemporary learning spaces.

STUDENT WELLBEING

The College will continue with the implementation of a Positive Psychology framework to instil and foster a proactive approach to wellbeing. As part of the framework, positive mental health will be a focus in 2017 for the young men in our community. We will be actively developing strategies to enhance our culture of seeking support for their own mental health and that of their peers. Additionally, the College will be working with all members of the community to identify key triggers and pressures affecting positive mental health.

The College will be reviewing key structures and policies to ensure our young men are supported to achieve their personal best both throughout 2017 and into the future. Our focus is always on creating informed citizens and good Christians who can take active roles in our community, utilising their leadership, service and faith.

LEADERSHIP AND MANAGEMENT

Upon completion of a detailed Masterplan and design process for the major Hermitage Project and Marist House, works commenced in mid-2016 and are expected to be completed for the commencement of the 2018 school year. The re-imagining of new learning spaces that will offer open and collaborative areas for our students and staff to aspire and interact in community.

SCHOOL COMMUNITY

Marcellin College is committed to building an even stronger community and look to the efforts of the MCCA and Foundation Office to assist this to occur. We will continue to build on community events such as the Parent information Evenings, Whole School Assemblies, and Community Outreach Programs and Feeder School events. Parents will continue to have greater access to MyMarcellin and Synergetic as a way of engaging with their son's learning and wellbeing. The College is excited by the prospect of formalising processes for parents to be involved in dialogue to support decision making processes.



THROUGH VIRTUE AND COURAGE
STRIVE FOR THE HIGHEST
