

ANNUAL REPORT

2017



MARCELLIN COLLEGE

A LEADING CATHOLIC BOYS SCHOOL ESTABLISHED BY THE MARIST BROTHERS IN 1950

Registered School Number: 1495



2017 VCAL Dux Matthew Bowran and VCE Dux Thomas Brugliera.



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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19 May 2018

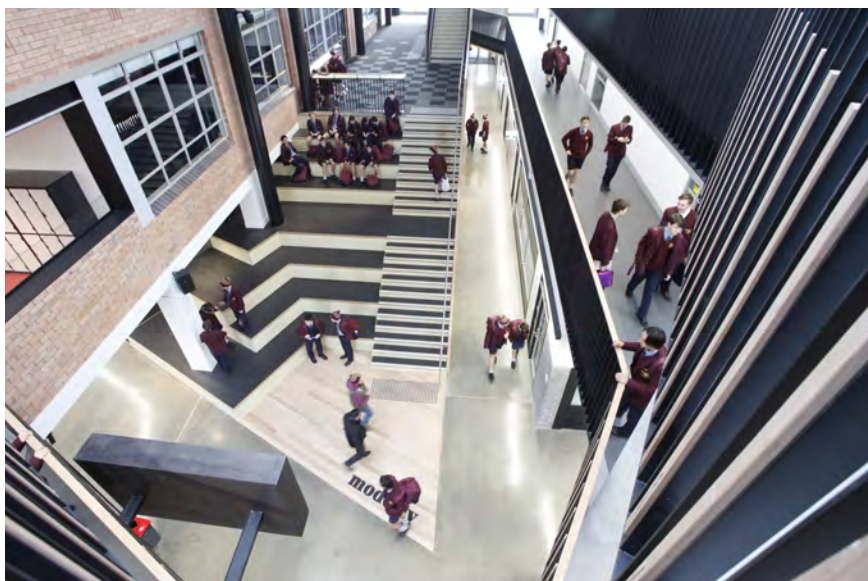
Marcellin College audits its compliance with the VRQA minimum standards annually in preparation for the Annual Report.

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 2017: First day for Year 7's, Year 7 Orientation Camp, Victoria Young Leaders to China Program, Induction and Commissioning Mass, AGSV 1st XVIII Football Premiers, new Hermitage community atrium, our Junior Production with Our Lady of Mercy College, Globalisation Week and our Valedictory Mass at St Patrick's Cathedral.

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 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 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.



Brock Binion and Jack Pekin performing at the annual Music Concert in Saint Marcellin's Hall.

Principal's Report

Mark Murphy

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



2017 marked a significant anniversary for those of us who educate young people in the Marist tradition. On the 2nd of January 1817 a young priest named Marcellin Champagnat rented a small house in a village on a hill in France called La Valla. Champagnat recruited two young men, who became the first Marist Brothers, to assist him in spreading the Good News of Jesus to young people in the way of Mary. Thus, the Marist Institute was born. Fast forward 200 years and here in Bulleen a group of similarly committed Marists (the staff of Marcellin College) continue the traditions and methods of evangelisation and education promulgated by Champagnat all those years ago.

Just as with Marcellin at La Valla in 1817, we have experienced our own challenges, adversities and triumphs here at Marcellin College in 2017. The Bicentenary of the Marist Institute was celebrated in our school amid one of the most significant building projects in the College's history. The construction and completion of the first stages of the Marcellin College Masterplan including 6 synthetic tennis courts, a 48-space carpark, new College administration wing and an extended and dramatically transformed Hermitage building provided some challenges and difficulties during the past year.

I am very confident in saying that the staff and students of our College maintained a high level of focus on the educational task at hand. Their resilience, good humour and discipline in navigating their way in and around learning spaces is to be admired and commended. I would like to take this opportunity to thank all members of the Marcellin community for their understanding and generosity during this significant period of infrastructural development, which I am confident will bring great benefit to our students for generations to come.

2017 was also an important year of review and innovation at Marcellin. Throughout the year the College conducted externally led reviews in the areas of Individual Needs, Careers Education, Resource Centre, Master Plan and Learning Structures. The findings and recommendations of these reviews will influence and inform future developments in this vital aspect of the Marcellin faith learning landscape.

As a centre of learning, of life and of faith, Marcellin College continued to provide rich and valuable experiences which will support our boys to grow to become what Saint Marcellin Champagnat would describe as "Good Christians and Good Citizens". To support our students to come to know the message of the Gospels we believe this to be best achieved through faith in action. In 2017 our students were involved in a rich array of opportunities to walk in solidarity with those most in need in our local community and beyond. These included initiatives such as Remar, Year 12 Ministry, Cambodia Immersion, South Africa Immersion and Year 10 community service.

In 2017 at Marcellin there was a continued emphasis on supporting our teachers to grow as learners. New internal programs were developed in the areas of leadership, coaching, pedagogy and faith development. An increasing number of staff were also engaged in formal study. Marcellin staff were also involved in targeted professional learning to support pedagogical practice in data analysis and differentiation in the classroom. The College introduced a Mathematics Pathways program which provides an environment where students can develop their Mathematical skills in a more individualised environment. In the senior school we witnessed a significant increase in the numbers of students engaged in the Colleges' VCAL program which provides a more practical pathway in senior learning.

The co-curricular Marcellin is one of the most varied, highest quality and well-presented programs in Catholic Education. In 2017 our students continued to engage enthusiastically in a range of activities from the sporting to the academic to the artistic. I am grateful to the staff of our College who continue to give of their time, expertise and passion in providing a rich array of experiences to our students which support them in building relationships and strengthening their connection to school life.

A great strength of Marcellin is the high level of parental support which the College enjoys. The value of parental engagement cannot be under-estimated and is never taken for granted. I am grateful for the enduring and generous support offered by members of the College Advisory Council and the Marcellin College Community Association. Equally I am encouraged by the generous response our parent community brings to all school events and initiatives.



Advisory Council Chair Report

Paul Burns
B. Juris, LLB

Marcellin College is governed by the Trustees of the Marist Brothers, Province of Australia, which exercises its governance of the College through Marist Schools Australia (MSA).

The Marcellin College Advisory Council acts in an advisory capacity to the Principal of Marcellin College to assist the Principal leading the College effectively as a Catholic school. The Council provides support to the Principal. It provides advice on strategic planning and it assists in the review and formulation of school and financial policies as required by MSA.

The Council restricts itself to policy matters and to practical advice that may be requested by the Principal. It does not become involved in the College day-to-day operational matters.

At the commencement of 2017 Marcellin welcomed 243 new Year 7 students to the College, with the 2017 enrolment exceeding 1,400 students. The Advisory Council gave their continuing support to Mark Murphy as the Principal, and the Council was pleased to support the College in the completion of the tennis courts, Marist House redevelopment and the Hermitage Project.

The Council congratulates the Class of 2017 for embracing the opportunities afforded to them as Marcellin College students, including their participation in academic, sporting, spiritual, cultural, social and other activities that form part of College life and the broader Marcellin community.

I wish to thank all members of the Marcellin College community – students, parents, staff, Old Collegians, volunteers, Marcellin Foundation, MCCA and Advisory Council for their efforts and support in helping make 2017 another successful year at Marcellin.



Year 11 students and staff attending the annual Marist Solidarity Immersion in Pailin, Cambodia.

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

- The Bicentenary of the Marist Institute provided us with the chance to celebrate and be grateful for the good that Marists have achieved: during these 200 years, many generations of children and young people have benefited from Marist education across five continents. Through our prayer life, the College explored the Year of LaValla in conjunction with the global Marist family.
- The College commemorated the Bicentenary by commissioning local Melbourne mosaic artist and parent Cetta Pilati to design, build and install 'Three Violets'. The artwork is an abstract interpretation of the three violets concept that is intrinsic to the life of each Marist, the three core Marist spiritual dispositions of humility, modesty and simplicity.
- The College also launched a special publication, Hope...Living Water, as a celebration of our call to go to the margins via an array of Social Justice Programs based in Catholic Social Teaching.
- Our Social Justice Programs were enhanced by the addition of a new ministry option for our young men of Year 12, participation in the Marist Youth Ministry Exodus Community Bread Run. This activity sees students and staff join with Old Collegians and other members of the broader Marist family in reaching out to support families in the West Heidelberg area.
- The College introduced a staff morning prayer and affirmation gathering for every Monday morning.
- 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 Marist Solidarity Immersion for Year 11s to Cambodia was further developed to enhance the formation aspect of this experience after the pilgrim students had returned. The pilgrims of 2016 were excellent ambassadors for Marist life throughout their final year at the College.
- The Saint Marcellin Champagnat Award again saw a record number of Old Collegians apply and three Old Boys took part in an immersion opportunity in South Africa to support the Three2Six Holiday Program for refugee children in December. Three former participants also returned for various time periods as volunteers.

Value Added

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

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 renewed HeadStart Program, iExplore was trialed that focused on innovation, entrepreneurship, in-place experiences and a broad range of marketing skills. The program also included VCE and VCAL students commencing their new subjects, consistent with previous years.
- Targeted staff professional learning focused on increasing the use of formative assessment across all year levels and the implementation of renewed assessment feedback tools, such as comprehensive rubrics based on assessing skills as well as content knowledge.
- In partnership with the Student Representative Council (SRC), Heads of Learning developed and implemented renewed examination feedback processes.
- The successful introduction of Mathematics Pathways Program at the Year 7 level.
- 98% of students who applied for a tertiary place received a first round University offer. This represents the fifth consecutive year that over 90% of our VTAC applicants have received a first round offer.
- The College achieved AGSV Premier titles – Basketball, AFL Football and Cross Country.
- 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.
- Twenty-five students across Years 9 to 11 and three staff participated in a successful Languages Educational tour of China throughout the September term break.
- Year 7 NAPLAN results indicate there is slight improvement in Numeracy.
- Year 9 NAPLAN results indicate there is improvement in Writing and results in Numeracy consistent with 2016.
- Median NAPLAN results for Year 9 in Writing and Spelling improved.
- The College's Insight SRC data in 2017 stated:
 - Student survey responses in the areas of **Teacher Relationships** and **Engagement in Learning** remain steady with results for **Stimulating Learning** and **Learning Confidence** placing the College in the top 25% of Australian secondary schools. These results indicate that students have the confidence and motivation to learn, and that the learning is stimulating.
 - Parent survey responses for **Learning Opportunity** remain consistent compared to previous year's results scoring within the top 25% of Australian secondary school. This indicates that parents continue to feel their child is being given the best opportunity to learn.

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

The following 2017 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

NAPLAN TESTS	2015	2016	2015–2016 changes	2017	2016–2017 changes
YEAR 7 READING	100.0%	98.3%	-1.7%	98.3%	0.0%
YEAR 7 WRITING	99.2%	96.7%	-2.5%	95.4%	-1.3%
YEAR 7 SPELLING	95.8%	95.9%	0.1%	95.4%	-0.5%
YEAR 7 GRAMMAR & PUNCTUATION	98.3%	97.5%	-0.8%	95.4%	-2.1%
YEAR 7 NUMERACY	100.0%	99.2%	-0.8%	99.6%	0.4%
YEAR 9 READING	99.6%	99.1%	-0.5%	98.8%	-0.3%
YEAR 9 WRITING	96.1%	88.8%	-7.3%	95.4%	6.6%
YEAR 9 SPELLING	97.8%	94.4%	-3.4%	94.1%	-0.3%
YEAR 9 GRAMMAR & PUNCTUATION	95.7%	97.0%	1.3%	95.0%	-2.0%
YEAR 9 NUMERACY	100.0%	100.0%	0.0%	100%	0.0%

Our 2017 NAPLAN data indicates that there has been a slight improvement in Year 7 Numeracy (0.4%) and no change in the results for Year 7 Reading. Although there has been a decrease in Year 7 Spelling these results have been consistent over the past three years. There has been improvement in Year 9 Writing (6.6%) and no change in Year 9 Numeracy which has been consistent since 2015. Year 9 Grammar & Punctuation decreased with a slight decrease in our results for Reading and Spelling. However, the median results for Year 9 in Writing and Spelling improved.

YEARS 9-12 STUDENT RETENTION RATE

89.32%

Median NAPLAN results for Year 9

In 2017, 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 2017 were:

YEAR 9 READING	590.00
YEAR 9 WRITING	576.40
YEAR 9 SPELLING	590.00
YEAR 9 GRAMMAR & PUNCTUATION	571.50
YEAR 9 NUMERACY	600.20

Senior School Outcomes

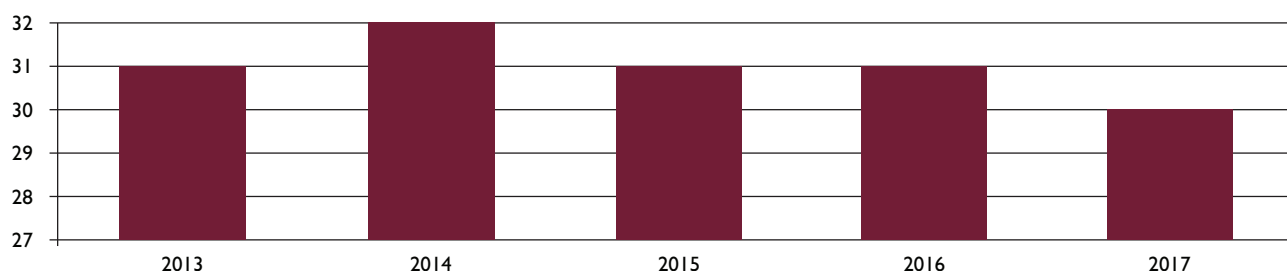


Figure 1: Median Study Score

In 2017, there were 210 students enrolled in Year 12:

- 100% of students (188 students) successfully completed their VCE certificate
- 94% of students (22 students) undertaking VCAL successfully completed the Senior VCAL certificate

The VCE median study score for 2017 in all subjects was 30.

In 2017, 7.5% of students achieved a Study Score of 40 or above.

Of the 210 Year 12 students in 2017:

- 180 students (86%) applied for further study
- 30 students (14%) applied for a trade/apprenticeship or seeking to work fulltime.

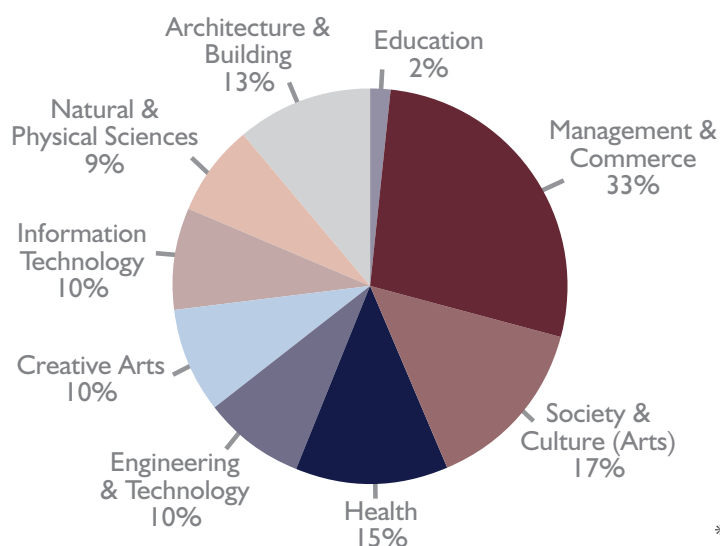
Post-School Destinations

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

Of the 180 students who applied for further study:

- 98% of students received a first round tertiary offer
- 95% of students were offered a University place
- 91% of students received either their 1st, 2nd or 3rd preference
- 5% were offered a TAFE or Private provider place

The Class of 2017's University & TAFE areas of study breakdown for 2017* 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 continued its implementation of the Child Safety Standards, conducting workshops with staff to ensure there was an understanding of how to effectively support young people.
- The process commenced for the recruitment of students and staff in our newly formed tenth house, Chirat House. A small focus group of new members developed the Chirat House mascot and style guide.
- The Year 9 SRC Executive worked on developing a new Health & Physical Education sport bag.
- The Senior SRC Executive worked on enhancing whole school mindfulness around Men's Mental Health by actively participating in the National Mental Health Awareness Week in October.
- Student Leadership opportunities continued to grow with the introduction of Science Captains at Year 12 and Junior School Social Justice Captains at Year 9.
- The College introduced a Pastoral Care Assistant to provide improved support to staff and student wellbeing needs.
- The College appointed a Social and Emotional Learning Leader, whose focus is to reimagine the Student Wellbeing Program, developing Positive Education and Growth Mindset practices across all areas of the College community.
- 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.
- The College commenced the rollout of a new College Tie, as determined by the student body, starting with the new Year 7 cohort.

Average Student attendance by year level

YEAR 7	94.26%	YEAR 9	92.84%
YEAR 8	91.91%	YEAR 10	92.60%
Overall average attendance			92.90%

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.

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
- *Victorian Young Leaders to China Program*
- Men's Health Evening
- *Legally Blonde* Senior School Production & *Charlie & The Chocolate Factory* Junior Production, in partnership with Our Lady of Mercy College
- Student Leadership programs
- Elevate & Peak Skills programs
- Snow Trip
- Annual Visual Arts & Technology Exhibition
- Champagnat Day
- House Graduation ceremonies
- Year 12 Celebration Day & Mass
- Year 12 Formal & Valedictory
- Humanities 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 & South Africa 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 participated in the Marist Cricket Carnival hosted by St Gregory's Campbelltown, and the Marist Basketball Carnival hosted by Marist College Ashgrove, Brisbane.

Student Satisfaction

The 2017 Insight SRC data highlighted favorable results for student satisfaction:

- **Student Morale** has remained strong, complementing the **Student Connectedness to School**.
- **Motivation** levels of students continue to remain high, along with a reduction in **Students Distress levels**.
- Parents continue to acknowledge the strength of Transition, complementing the **Student Connectedness to School**.
- Our **Parent Partnerships** are a valued aspect of our community and this has remained stable.
- Parents and students continue to report high levels of **Opportunity** for their sons, indicating trust in the College and solid engagement in the activities and programs offered.

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 conducted a series of significant reviews into our provision of Careers Education, Learning Support, the services of the Br Placidus Resource Centre and Learning Structures.
- As part of the Master Plan, work completed on the new and old Hermitage buildings and Marist House. These projects included new ways of animating the Marist and Marcellin College story and significant historical date lines and graphic installations for the new Hermitage Project are now visible throughout the spaces
- As part of the Hermitage Project the College designed and implemented a Wurundjeri Heritage Garden, which includes a replicated painting of William Barak's famous work, *'Figures in possum skin cloaks'*.
- The College continued to implement 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 tools such as LinkedIn, Twitter, YouTube Channel and a Facebook page for our Saint Marcellin Champagnat Award for Old Collegians. Marcellin's Twitter page remained the most followed school Twitter account in Australia with more than 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 College's Advisory Council saw the appointment of a new Chairperson, Paul Burns.
- Throughout Term 2, the College undertook a comprehensive process for the appointment of a Deputy Principal for the next five years.

Teaching Staff Attendance Rate

92.3%

This figure is an accurate measure of the dedication and professional approach that staff members adopt 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*

87.80%

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 2017 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 2017, there were 141 teachers at the College. Professional qualifications included:

DOCTORATE	0.82%
MASTERS	18.85%
POST-GRADUATE	29.51%
GRADUATE DIPLOMA	8.20%
DEGREE BACHELOR	68.03%
DIPLOMA ADVANCED	22.95%

Expenditure and teacher participation in professional learning

DESCRIPTION OF PL UNDERTAKEN IN 2017

During 2017, 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, use of performance data, new learning technologies, leadership and management, Positive Psychology, formative & rubric assessment, 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 141 teaching staff have undertaken professional learning activities beyond the College for a total of 636 days or part-days.

2017 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*	\$1,775.28
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* The average expenditure per staff member, includes all travel & accommodations costs

Staff Composition

PRINCIPAL CLASS	6		
TEACHING STAFF (Head count)	141	FTE TEACHING STAFF	124.87
NON-TEACHING STAFF (Head count)	61	FTE NON-TEACHING STAFF	57.53
INDIGENOUS TEACHING STAFF	0		

Teacher Satisfaction

In 2017 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 **teamwork, empowerment, appraisal and recognition** and **professional growth**.

Areas identified by Insight SRC data for development over the next few years include **student motivation, curriculum processes** and **teacher confidence**.

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 many highly successful events throughout 2017 – Mother's Day and Father's Day Breakfasts and the annual Gala Dinner at Docklands.
- The continued support provided by the MCCA fundraising initiatives such as the Canteen, annual raffle, Second-Hand Books and Uniforms shops raised \$50,000, which was donated to the College.
- The College continued the roll 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 ADS students with resident Psychologist, Stephanie Crawford.
- Our relationship with primary schools in feeder priority parishes was further strengthened by a professional learning session centred around data driven dialogue.
- A continued increase in the number of applications to the College, including the enrolment of students at Years 8 – 11.
- The Year 9 and 10 Pathways and Learning Expo was an opportunity for students, parents and teachers to access all leading tertiary institutions. Combined with the Subject Selection Interviews, these provided a thorough process for students to discern their pathway into the senior school and post school.
- 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 Audi Centre in Melbourne, breakfasts at Marcellin and guest speakers who challenge the current paradigm in the business world. The Foundation also introduced a highly successful Friends of Soccer Luncheon and an "Autumn Nights" fundraiser event.

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
- *Time and Space* programs at Years 7, 8 & 9
- Old Collegians involvement in camps, Remar, careers presentations, Reflection Days and Year 11 & 12 Retreats
- Senior students involved with mentoring in local primary schools
- Continued growth of parent support groups such as the Rugby PSG and FOMPA

Parent Satisfaction

During the 2017 academic year Marcellin College randomly surveyed a percentage of our parent community. The outcome of the Insight SRC survey illustrated:

- Parent partnerships continue to rate strongly with the staff being viewed as **approachable** and **parent input** is appreciated and acknowledged.
- **Parent input** continues to improve as the parent community highlighted that they had the opportunity and are encouraged to make a contribution to school planning.
- Parents feel the educational programs and standards of the school address the needs of their children. With increased subject choice, subject selection interviews and parent evenings, there is a genuine optimism about the College's academic program.
- 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.
- Parents feel their son is developing **positive relationships** with other students. To compliment this, parents believe their son is developing **effective social skills**. This goes to the strength of the College's vertical Pastoral Care system where every student is known.



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

Financial Performance for the Year ended 31 December 2017

	\$000
RECURRENT INCOME	
School fees	12,669
Other fee income	521
Private income	1,050
State government recurrent grants	2,671
Australian government recurrent grants	10,305
Total recurrent income	27,216
RECURRENT EXPENDITURE	
Salaries; allowances and related expenses	17,007
Non salary expenses	8,716
Total recurrent expenditure	25,723
CAPITAL INCOME AND EXPENDITURE	
Government capital grants	-
Capital fees and levies	1,977
Other capital income	-
Total capital income	1,977
Total capital expenditure	14,041
LOANS	
Total opening balance	400
Total closing balance	6,915

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 2018 the College will be involved in a Specific Focus School Review auspices of the Catholic Education Melbourne, along with ACEL and approved by Marist Schools Australia. Using the National Schools Improvement Tool (NSIT) the College will work to focus on responding to a specific question that will aid us to ascertain our progress and directions for future growth. 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.

EDUCATION IN FAITH

The Australian Bishops have identified the liturgical year of 2018 as a national Year of Youth. We will explore this theme through the lens of the words of the prophet Jeremiah: "For surely I know the plans I have for you, says the LORD, plans for your welfare and not for harm, to give you a future with hope" (Jeremiah 29:11).

The Christian hope that we have to offer to others, especially young people and those on the edges, is to support them to be free from that which cripples and burdens their lives; to know their lives matter and that they have great support to realise their God given potential.

LEARNING AND TEACHING

In 2018 the College will introduce renewed staffing structures in Careers Education and Learning Support as we continue to respond to the growing demands of 21st learning. In addition to this all staff will undertake professional learning centred around the use of explicit instruction and assessment feedback through accessing a rich array of student cognitive and performance data.

We will also see the gradual roll out of a new Learning Management System in partnership with SchoolBox. This new system will allow for continuous feedback, access to course documentation and creation of student ePortfolios. In 2018 we will commence the integration of this new system with the aim of providing parental access in during the next HeadStart Program.

STUDENT WELLBEING

Collaboration with the newly appointed Social Emotional Learning Leader will see an exploration into ways to embedding Positive Psychology and issues pertaining to mental health into the current Student Wellbeing Program and across the curriculum. 2018 will also see the introduction of a tenth House, Chirat House, as we continue to ensure the provision of the wellbeing of each young man is consistent with our mission of ensuring every boy is known. Throughout 2018 the College will implement new methods of monitoring student progress and provide each young man clarity around the area of promotion.

LEADERSHIP AND MANAGEMENT

In 2017 our College embarked on a series of reviews of areas which impact on learning and wellbeing at Marcellin College. Findings and recommendations of reviews in the areas of Careers, Resource Centre, Learning Structures and College Master Plan were evaluated and presented to our community in 2017. 2018 will also be a year of design and discernment as we begin to bring to life the next stages of the Marcellin College Master Plan. These stages include the provision of the following:

- New carpark near Lyon's oval, Angle parking in Sylvester Drive
- Re-imagine the mid-level terrace as a recreation space
- Re-imagine upper level courtyard as passive recreation space
- Redevelopment of the Brother Placidus Resource Centre

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.

Additionally, throughout 2018 the College will continue to work with the North East Link Authority to minimise the impact on our community as they refine plans for the development of the North East Link project and the Corridor A extended tunnel option.



THROUGH VIRTUE AND COURAGE
STRIVE FOR THE HIGHEST

