

2018 ANNUAL REPORT



MARCELLIN COLLEGE

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



2018 VCAL Dux Jack Webster and VCE Dux Marcel Moran



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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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19 May 2019

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 2018: Year 7 students first day, Year 7 Orientation Camp, Victorian Young Leaders to China Program, Induction and Commissioning Mass, AGSV Cricket, Hermitage building, our Senior Production in conjunction with Our Lady of Mercy College, College Open day tour and Marist Solidarity Immersion to Cambodia.

College Overview

Marcellin College is a leading Catholic boys secondary school 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.



Senior Students performing at the annual Senior Music Concert in Saint Marcellin's Hall.



Principal's Report

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

To say that education is a dynamic and ever evolving environment is both obvious and an understatement. Schools therefore are by extension places where reflection, review and change are vital threads in the fabric of our faith/learning community. As a Catholic Marist school we are acutely aware of the challenge of harmonising faith, culture and life through an approach to education which is authentic, socially and culturally relevant. It is therefore part of the moral imperative of Marcellin College that we constantly analyse and evaluate our approach to supporting the young men to grow to become that which Saint Marcellin Champagnat himself would describe, as Good Christians and Good Citizens.

To this end in 2018 Marcellin College participated in a whole school review process called the National School Improvement Tool supported by the Australian Council of Educational Research and Catholic Education Melbourne. Following a comprehensive appraisal process the external reviewers presented the College with findings and recommendations with an emphasis on the learning needs of the students of Marcellin. They included:

- The development of agreed sharp, narrow, enduring focus for school-wide learning improvement at the College.
- Establish an agreed and overarching pedagogical framework for Marcellin College, making explicit the expectations held for the learning and teaching that is required to serve the College's vision.
- Develop a school-wide plan that aligns the elements of the curriculum to the College's vision (Catholic, academic, cultural, socio-emotional, Victorian Curriculum) to inform course outlines and units, providing a reference point for monitoring the daily enactment of the holistic set of outcomes set for the college curriculum agenda.

These recommendations have become the foundation of a new Strategic Improvement Plan which will be enacted over the succeeding 3 years.

2018 also saw the opening and blessing of the Hermitage and Marist House redevelopment. This project has transformed the original building of our College into a flexible, innovative, creative and educative space which caters for the needs of contemporary learners. The College Masterplan continued to be animated in the latter part of 2018 through preliminary planning of the next stage of this future thinking document - a reimagining of the Placidus Resource Centre and its surrounds.

The staff of Marcellin continue to dedicate themselves to their own professional growth as models of life long learners in our College. They also dedicated themselves to ensuring growth in their knowledge and awareness of best pedagogical practice through their involvement in a variety of Professional Learning opportunities. Deep understanding of and compliance of new child safety standards introduced at Marcellin demonstrated our staff commitment to Child Safety.

Marcellin is a place where all are encouraged to step outside their comfort zone, to challenge themselves, to attempt new activities and experiences and to participate to the best of their ability in the life of the College. It is very encouraging, therefore, to witness the increasing number of our students who avail themselves of the myriad of cocurricular opportunities which are presented to them. From the sporting to the cultural, from the academic to the artistic, in 2018 our students embraced these chances more than ever before. Again, it is the devotion and enthusiasm of the staff of Marcellin which is the vital element in ensuring that this program is successful and sustainable.

At the heart of all of which I speak here is our Colleges reason for being – to make Jesus known and loved. Everyday we challenge all members of our Marcellin family to view the other as one born in the image and likeness of God. This is exemplified in the experience of social outreach in our broader community. Whether it be locally, supporting the Exodus Community in West Heidelberg or internationally in bringing support and love to the people of Pailin in Cambodia, Marcellin is committed to the call to reach out to those in greatest need. However, if this was the sum of actions then we would be missing the point. Everyday at Marcellin I witness this call manifesting itself in thousands of interactions which take place between all members of our community. From the parents who display Christian service in our canteen or second hand uniform shop, to the staff member who spends extra time with a student beyond that which would be considered reasonable, to the senior student who helps the new year 7 boy find his way to class. It is the ordinariness of these activities which make them so powerful. One of the hallmarks of being Marist is to do good quietly. I believe it has been a hallmark of our great College in 2018.



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, with its evangelising and educational mission shaped by Marist spirituality and educational practice. The Council restricts itself to policy matters. Rather than being involved in the College day-to-day operational matters, the Council provides support for the Principal, advice on strategic planning and assistance in relation to the review and formulation of school and financial policies as required by MSA.

During 2018 the Advisory Council gave their continuing support to Mr Mark Murphy as the Principal, and the Council is very proud of the passion and support for the students of the College shown by Mr Mark Murphy and all staff at the College, including initiatives such as the development of the Polaris learning program.

The Council wishes to acknowledge the wonderful achievements of the Class of 2018 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 their experience at the College and as part of the broader Marcellin community.

On behalf of the Council, I wish to thank all members of the Marcellin College Community for their dedication and support in helping make 2018 another successful year at Marcellin - including all students, parents, staff, volunteers, Old Collegians, Marcellin Foundation, MCCA and Advisory Council.

Yours sincerely,
Paul Burns
Advisory Council Chairperson



Year 11 students and staff attending the annual Remar Solidarity Immersion in Bourke.

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 theme of '*A Future with Hope*' provided many and varied avenues for exploring with our community, how faith in a loving God and belief that God wants the best for us can support us, to be hopeful about our lives and the contributions that we can make to society's betterment, both now and in time to come. Through our prayer life and various opportunities to put faith into action we explored this theme in conjunction with the global Marist family.
- The College commissioned local Melbourne graphic designer and parent, Paula Lay-Tran to design a large art installation celebrating Hope...Living Water.
- The College also launched a special publication, *Living Hope*, as a celebration of our ongoing commitment to the Marist Solidarity Immersion to Cambodia based on 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 Buna Community Garden. This activity sees students and staff join with members of the Exodus Community to work together and build relationships through creating a peaceful space for locals to gather.
- A whole school Eucharistic celebration to honour the Feast of the Assumption of Mary was introduced. All Pastorals explored the meaning of the Feast of the Assumption of Mary for our Marist community prior to participating in this inaugural Eucharistic celebration.
- Staff who attended Marist Mission and Life Formation Programs were invited to lead the College's Monday Staff Prayer. This opportunity saw both their learnings shared with the broader staff and the creation of many nourishing opportunities for our staff to explore our faith tradition.
- The Year 7 Religious Education (R.E.) curriculum was renewed in line with the Archdiocese's new R.E Curriculum Framework focused on a pedagogy of encounter.
- Many staff applied for and received their Accreditation to Teach in a Catholic School, in part as a result of the College maintaining its stellar level of involvement in accredited Marist Staff Formation programs. It was wonderful to have so many staff involved in leading the follow up to our Marist Staff Formation Day in the Day 3 Professional Learning program. The College also supported staff with theological study, with two staff undertaking Masters in this area and the whole teaching staff participating in our annual Staff Theology Day.
- The Marist Solidarity Immersion for Year 11's to Cambodia was further developed to enhance the formation aspect of this experience after the pilgrim students had returned. The pilgrims of 2018 were excellent ambassadors for Marist life throughout their final year at the College.
- The Saint Marcellin Champagnat Award saw a record number of Old Collegians apply. Three Old Boys took part in this immersion opportunity to support the Three2Six Holiday Program for refugee children in South Africa. Again, two former participants also returned for various time periods as volunteers.

Value Added

- | | |
|--|--|
| ■ Marist Solidarity Immersion in Cambodia | ■ Bourke (Remar) Solidarity Camp |
| ■ 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, including our inaugural Eucharistic Celebration of the Feast of the Assumption of Mary |
| ■ Marist formation included in staff Day 3 PL | ■ Year 7 Reflection Day – Belonging |
| ■ Solidarity Week | ■ Year 8 Reflection Day – Sower and the Seed |
| ■ Champagnat Day | ■ Year 9 Reflection Day – Emmaus Day |
| ■ Years 11 & 12 Retreat Programs | ■ Year 10 Reflection Day – God and Decision-Making |
| ■ Year 12 R.E. Seminar Program and Ministry | |
| ■ Remar Program, including Remar Retreats | |

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

- Learning Mentor conversations were piloted with Year 12 students. These data conversations were designed to help drive a student's understanding or performance towards a learning goal and support improved student autonomy, self-assessment and self-management.
- The College worked to develop a Framework for Effective Feedback to be used by all teachers to support a consistent approach to feedback conversations with all students.
- The End of Year Program was expanded to incorporate a thematic Project-Based Learning approach across Years 7 to 9; Knowing Myself (Year 7), Knowing My Community (Year 8) and Knowing My City (Year 9). A key focus of the program was to provide students with an experiential learning opportunity to allow for the development of key capability skills.
- The Mathematics Pathways Program was expanded to include the Year 8 level.
- 99% of students who applied for a tertiary place received a first round University offer. This represents the sixth consecutive year that over 90% of our VTAC applicants have received a first round offer.
- The College achieved a AGSV Premier title in Cross Country.
- Involvement in the Victorian Government's Victorian Young Leaders to China Program, which involved fifteen Year 9 students participating in a six-week immersion experience during March and April in China.
- Years 9 to 11 participated in a successful Languages Educational tours, with 16 students and 3 staff traveled to Indonesia and 33 students and 5 staff immersed themselves in the Visual Arts and Language tour of Italy.
- Year 7 NAPLAN results indicate there was slight improvement in Numeracy and a significant improvement in writing.
- Median NAPLAN results for Year 9 in Reading, Writing, Spelling and Grammar and Punctuation improved. The median for Numeracy improved significantly.

The 2018 National School Improvement Tool (NSIT) Review Report affirmed the College in regard to:

- Identification of an improvement agenda based on an analysis of student achievement which embraced a range of significant factors such as literacy and numeracy, learning engagement, student accountability and wellbeing.
- The way teachers and leaders are ensuring students who are about to transition from school to the workforce or further study have useful skills that will support them to learn and earn.

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

The following 2018 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

NAPLAN TESTS	2016	2017	2016–2017 changes	2018	2017–2018 changes
YEAR 7 GRAMMAR & PUNCTUATION	97.5	95.4	-2.1	97.9	2.5
YEAR 7 NUMERACY	99.2	99.6	0.4	100.0	0.4
YEAR 7 READING	98.3	98.3	0.0	99.2	0.9
YEAR 7 SPELLING	95.9	95.4	-0.5	96.6	1.2
YEAR 7 WRITING	96.7	95.4	-1.3	98.7	3.3
YEAR 9 GRAMMAR & PUNCTUATION	97.0	95.0	-2.0	96.2	1.2
YEAR 9 NUMERACY	100.0	100.0	0.0	99.6	-0.4
YEAR 9 READING	99.1	98.8	-0.3	98.3	-0.5
YEAR 9 SPELLING	94.4	94.1	-0.3	93.3	-0.8
YEAR 9 WRITING	88.8	95.4	6.6	91.6	-3.8

Our 2018 NAPLAN data indicates that there has been improvement in Year 7 Writing (3.3%) and a slight improvement in the results for Year 7 Reading (0.9%) and Spelling (1.2%) and Numeracy (0.4%). There has been improvement in Year 9 Grammar & Punctuation (1.2%) with a slight decline in Writing, Spelling, Reading and Numeracy. However, the median results for Year 9 in Reading, Writing and Grammar and Punctuation improved. The median for Numeracy improved significantly.

YEARS 9-12 STUDENT RETENTION RATE

98.3%

Median NAPLAN results for Year 9

In 2018, 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 2018 were:

YEAR 9 GRAMMAR & PUNCTUATION	583.2
YEAR 9 NUMERACY	617.6
YEAR 9 READING	599.6
YEAR 9 SPELLING	589.9
YEAR 9 WRITING	558.0

Senior School Outcomes

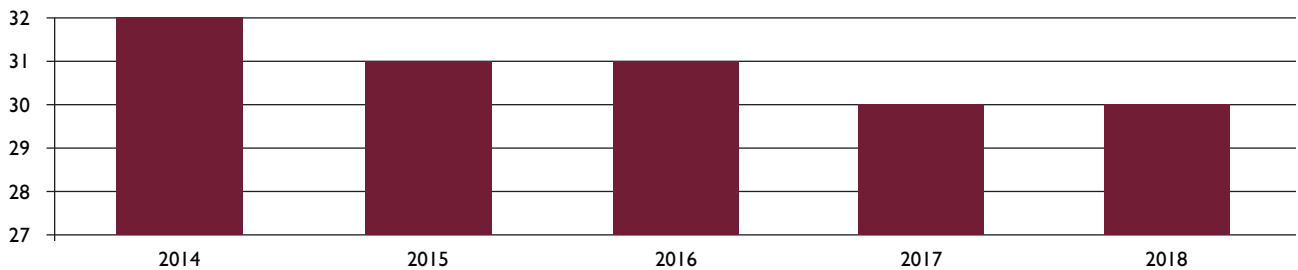


Figure 1: Median Study Score

In 2018, there were 229 students enrolled in Year 12:

- 100% of students (229 students) successfully completed their VCE certificate
- 93% of students (10 students) undertaking VCAL successfully completed the Senior VCAL certificate

The VCE median study score for 2018 in all subjects was 30.

In 2018, 8.1% of students achieved a Study Score of 40 or above.

Of the 229 Year 12 students in 2018:

- 204 students (89%) applied for further study
- 25 students (11%) applied for a trade/apprenticeship or seeking to work fulltime.

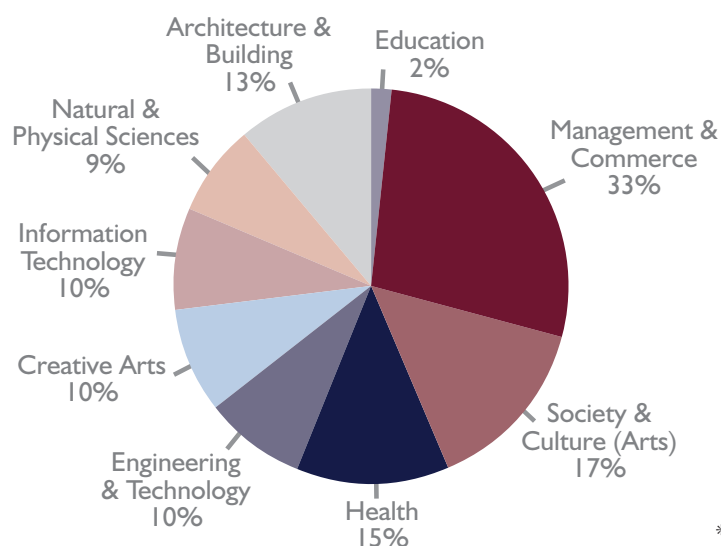
Post-School Destinations

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

Of the 204 students who applied for further study:

- 99% of students received a first round tertiary offer
- 97% of students were offered a University place
- 87% of students received either their 1st, 2nd or 3rd preference
- 3% were offered a TAFE or Private provider place

The Class of 2018 University & TAFE areas of study breakdown for 2018* 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 and students to consolidate and promote our understanding of a child safe culture.
- The Junior School Executive wrote a student friendly Child Safety Statement to be communicated to the College community in 2019. The Junior School Executive also worked with one of our Uniform Suppliers, Dobsons Pty Ltd and the student cohort to develop a long-sleeve optional polo top to complement our Health & Physical Education uniform.
- The newly formed Chirat House welcomed their first intake of Year 7 students. The Year 11 and 12 students who led this new House spent time on Retreat developing a House Prayer.
- The Senior SRC Executive worked on developing closer relationships with schools in the area, students having access to facilities before school, and promoting respect for the environment.
- Under the direction of the Social Emotional Learning Leader, students engaged in a wellbeing program within the framework of Year 7-9 and Year 10-12. Students worked through a comprehensive program focused on developing resilience, connection with the world outside of Marcellin and issues facing young people today.
- Parents engaged in several aspects of the student wellbeing program through related evening seminars where they heard from Richie Hardcore on Transitioning into Manhood and how parents can positively support this process.
- Participation in our Student Counsellor run seminars, Reboot which were focused on digital detoxing were well received and supported our young men to reflect upon their use of technology.
- Driven by our counsellors, the College offered a range of activities for staff and students including Smart Arts, RUOK day, parent morning teas and Snap Happy.

Average Student attendance by year level

YEAR 7	94.2%	YEAR 9	92.4%
YEAR 8	93.5%	YEAR 10	93.9%
Overall average attendance			93.5%

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. Students are marked present on electronically recorded rolls in every class. When a student is absent, parents must notify the College and ensure that written verification is provided and if this does not occur, phone contact is made directly with parents. When continued absence becomes a concern, parents are contacted by the Pastoral Leader and House Leader and if required, a management plan is developed to provide support and assistance to the student and their family.

Value Added

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

- ANZAC Day Ceremony
- Grade 6 to Year 7 transition program
- Inter-House Athletics & Swimming Carnivals
- 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
- Blood Brothers Senior School Production & Alice in Wonderland 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
- Educational Tours to Indonesia and Italy
- Men's Health Evening

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 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 and the Marist Basketball Carnival as part of our connection to our wider Marist family.

Student Satisfaction

The 2018 National School Improvement Tool (NSIT) Review Report highlighted;

- Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language, they use in both formal and informal settings.
- Students confirm they have a strong sense of belonging to the College and to its Marist characteristics.
- Students and parents report the school has a safe and nurturing environment, framed by consistent relationships and positive role modelling.
- The House Pastoral System is identified as being successful in supporting students' long-term spiritual, personal and social growth.
- Student Voice is highly valued by the College and students report feeling authentically involved in decision making processes and feedback.

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 worked in partnership with the Australian Council of Educational Research (ACER), Committed to Excellence program, by commissioning a National School Improvement Tool (NSIT) Review into the provision of learning and teaching.
- Much of the NSIT Review findings shaped the formation of a new Strategic Improvement Plan (2019 – 2021) finalised in 2018. The new plan places learning at the centre of the next phase in our history.
- Post the NSIT Review the College undertook innovative research into the shifting nature of education, the world of work and the future of schooling for a new world environment and developed Marcellin's 12 Guiding Principles for faith, learning and life.
- The NSIT Review, our 12 Guiding Principles and the extensive research resulted in the College developing a new bold learning ecosystem titled Polaris. Polaris will be developed throughout 2019 and launches from 2020. There are three key stages of the Polaris model: Breadth (Year 7 & 8), Depth (Year 9 & 10) and Pathways (Year 11 & 12). Each stage is about future-proofing education and aspires to cultivate a balance of foundational literacies, character attributes and key capability skills.
- The College became a member school of Future Schools Alliance (FSA). FSA provides guidance and professional support to schools on the specifics of how to transform existing well-functioning schools into unique, future-focused learning communities.
- In preparation of our 70th year in 2020 the College undertook a re-structure of its entire leadership team. This resulted in several new roles being created which commenced toward the end of 2018:
 - Deputy Principal assuming responsibility for the learning vision of the College
 - Assistant Principal (Staff & Strategy)
 - Assistant Principals (Students) x 2
 - Director of Professional Learning and Partnerships
 - Director of Community Engagement and Marketing
 - Director of Operations
- The College commenced the implementation of a staged roll out of recommendations from reviews into our provision of Careers Education, Learning Diversity, the services of the Br Placidus Resource Centre and Learning Structures.
- The College's Staff Professional Learning Day 3 Program primarily focused on building staff capacity and expertise with our new learning management system, MyMC, in partnership with SchoolBox.
- The College continued to implement significant staff professional learning programs centred around Middle Leaders and Senior Leaders in partnership with external education providers.

Teaching Staff Attendance Rate

91.1%

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*

85.7%

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 2018 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 2018, there were 145 teachers at the College. Professional qualifications included:

DOCTORATE	0.0%
MASTERS	19.7%
POST-GRADUATE	29.9%
GRADUATE DIPLOMA	7.9%
BACHELOR DEGREE	62.2%
ADVANCED DIPLOMA	20.5%
UNLISTED QUALIFICATIONS	26.0%

Expenditure and teacher participation in professional learning

DESCRIPTION OF PL UNDERTAKEN IN 2018

During 2018, 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 96% (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 management system - SchoolBox, leadership and management, formative & rubric assessment, Catholic Social Teaching, Marist Charism, staff formation, First aid 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. 2018 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 (Head count)	6		
TEACHING STAFF (Head count)	145	FTE TEACHING STAFF	133.1
NON-TEACHING STAFF (Head count)	71	FTE NON-TEACHING STAFF	66.5
INDIGENOUS TEACHING STAFF	1		

Teacher Satisfaction

In 2018 Marcellin College participated in a review lead by The Australian Council for Educational Research (ACER) using the National School Improvement Tool (NSIT). Staff, students and parents were surveyed about various aspects of the College. The NSIT Review is specifically designed to equip principals, boards and staff with the data they need to plot their school's current position against international effective practice and to plan a focussed approach to school improvement appropriate to the context of their school. The data generated by these surveys (combined with data from the previous three years Insight SRC data) 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 the NSIT Review for development over the next few years include student engagement and learning, differentiated learning and teaching and building staff capacity in the use of data.

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

- Marcellin College, in conjunction with Our Lady of Mercy College, hosted a parent education evening with Psychologist Jocelyn Brewer on Digital Nutrition.
- The College invested in a new leadership position, Director of Community Engagement and Marketing, to continue strengthening its involvement in the parent community. This position will also work to highlight the invaluable story Marcellin College has to offer the current and broader community.
- Marcellin College Community Association (MCCA) hosted many highly successful events throughout 2018 – an expanded Mother's Day and Father's Day Breakfasts and the annual Gala Dinner at Docklands.
- The St Marcellin Champagnat Award continued to attract high interest from our Old Collegians with three past students being invited to work in the Three2Six project. This program is run by a Marist school, Sacred Heart College in South Africa and aims to offer a place of hope for refugee children.
- 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.
- The College reviewed the parent/student/teacher conference structure and invested in a new model that provided more opportunities for parents to connect with their son's teachers.
- An increase in the number of parents attending College evening events and information nights which highlights the continued three way relationship between parents, students and the College.
- 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 program 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, etc.
- The Foundation Office continues to connect with members of our community through a range of initiatives such as the Business Networks functions, Canterbury Roaders events, movie nights, Volunteers Mass and Luncheon and annual Friends of Soccer and Football events.
- The College was invited to participate in the Programme for International Student Assessment (PISA) which is sponsored by the OECD. This is a worldwide program and monitors how well young Australians are meeting educational goals.

Value Added

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|--|--|
| ■ Engagement in Social Justice Initiatives | ■ Involvement in international competitions |
| ■ Mother's & Father's Day Breakfasts | ■ Old Collegians involvement in camps, Remar, careers presentations, Reflection Days and Year 11 & 12 Retreats |
| ■ MCCA Raffle and Dinner Dance | ■ VCAL students engaging in local community groups |
| ■ Templestowe Rotary ANZAC Day ceremony | ■ Increased events offered by the Foundation Office engaging past and present community |
| ■ Transition team fostering relationships with feeder schools and parishes | |
| ■ <i>Time and Space</i> programs at Years 7, 8 & 9 | |

Parent Satisfaction

During the 2018 academic year Marcellin College randomly surveyed a percentage of our parent community. The 2018 National School Improvement Tool (NSIT) Review Report illustrated:

- Parents expressed high levels of support for the learning being achieved by their sons, especially in regard to their spiritual development, their participation in sport, cultural and co-curricular programs, and their growth as participating members of the school community.
- Parents described the ways in which all members of staff seek to build strong relationships with them in order to support the learning and wellbeing of their son's.
- The strength of parent support for the school and the efforts invested by all staff in a wide range of programs and events that nurture these parent partnerships.
- The high regard which parents and community hold for the staff of the College. They speak in glowing terms of how well all staff know the boys and the way students are central to all they do.
- Our community continues to value the opportunities that exist in social justice activities, 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.



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

Financial Performance for the Year ended 31 December 2018

	\$000
RECURRENT INCOME	
School fees	13,128
Other fee income	665
Private income	1292
State government recurrent grants	2,616
Australian government recurrent grants	9,894
Total recurrent income	27,595
RECURRENT EXPENDITURE	
Salaries; allowances and related expenses	18,042
Non salary expenses	10,196
Total recurrent expenditure	28,238
CAPITAL INCOME AND EXPENDITURE	
Government capital grants	-
Capital fees and levies	2,128
Other capital income	-
Total capital income	2,128
Total capital expenditure	1,571
LOANS	
Total opening balance	6,915
Total closing balance	6,357

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 worked in partnership with the Australian Council of Educational Research (ACER), Committed to Excellence program, by commissioning a National School Improvement Tool (NSIT) Review into the provision of learning and teaching. Much of the NSIT Review findings shaped the formation of our Strategic Improvement Plan 2019 – 2021 and in 2019 we will commence implementation of year one of our new vision, titled *Marcellin 2020 | A New Story*. This new story is enlivened through five dimensions – Catholic, Care, Connection, Culture and Community.

The following is an insight into some of the initiatives and strategies which the College will develop over the next 12 months in response to Marcellin 2020, the review process and to the changing educational landscape.

Our Aim

As a Catholic community foster an inclusive culture that enables students to access learning designed for explicit growth and achievement.

Catholic – *Dimension goal: To improve understanding of the Catholic faith tradition that underpins our Catholic Marist College community*

Throughout 2019 the College will undertake a review of induction processes and staff formation opportunities to clarify that our College's mission is to enliven the Catholic faith tradition through a Marist lens. We will also review recruitment processes to enhance the likelihood that staff are committed to supporting and nourishing the Catholic tradition of our community.

Care – *Dimension goal: 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.*

In 2019 we will review staff and student understanding of restorative practices and engage staff in professional learning and reimplementation programs. Our focus will also be to develop an implementation strategy for positive psychology principles in our Catholic context, which will complement the introduction of Polaris – our vision for faith, learning and life for a new world environment.

Connection – *Dimension goal: To establish an agreed and overarching pedagogical framework for the College to improve student learning outcomes.*

The 2018 NSIT Review into learning called for an agreed and sharp, narrow, enduring focus for school-wide learning improvement including key priorities targeted at improving student outcomes. As a result of this recommendation the College has developed a new learning ecosystem titled Polaris. Polaris aspires to cultivate a balance of foundational literacies, character attributes and key capability skills to empower young men to navigate an ever-changing world as compassionate Christians and ethical global citizens. Preparation for this shift will commence in 2019 in readiness for the commencement of Polaris from 2020.

Culture – *Dimension goal: To embed a culture of high performance and continuous school improvement.*

Throughout 2019 we will continue to foster a culture that positively promotes, affirms and celebrates education. This includes a clear focus on developing a strong collegial culture where staff have an explicit and shared commitment to the improvement of practice. This holistic approach to staff collective efficacy includes aligning all our leadership structures, Masterplan staging, professional learning, and timelines to deliver Polaris – our agreed narrow, sharp vision for school-wide improvement.

Community – *Dimension goal: To foster a community of connectedness, sustainability and responsible financial and resource management.*

In 2019 we will commence an innovative marketing approach to strengthen our reputation ensuring enrolment stability and new fundraising initiatives contributing to our long-term sustainability. This includes developing opportunities to connect with all relevant stakeholders (current families, feeder parishes, Old Collegians, the business community, the Marcellin Foundation and others) to ensure the entire Marcellin community continues to flourish in our constantly evolving world.



THROUGH VIRTUE AND COURAGE
STRIVE FOR THE HIGHEST

