

# 2019

## ANNUAL REPORT



# MARCELLIN COLLEGE

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

Registered School Number: 1495

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### Contact Details

|                        |  |
|------------------------|--|
| AGEID Number           | 15687  |
| Address                | 160 Bulleen Road, Bulleen VIC 3105 Australia |
| Principal              | John Hickey                                  |
| Advisory Council Chair | Paul Burns                                   |
| Telephone              | + 61 3 9851 1589                             |
| Email                  | registrar@marcellin.vic.edu.au               |
| Website                | marcellin.vic.edu.au                         |
| Twitter                | twitter.com/Marcellin                        |
| Linkedin               | linkedin/company-beta 16626812               |

### Minimum Standards Attestation

**I, John Hickey, attest that Marcellin College is compliant with:**

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

15 May 2020

# 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.



# 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.





# Principal's Report

One of the reasons for the long term success of any school is its ability to find the right balance between evidence based innovation in teaching and learning, and preservation of the values that underpin it. How is this best done? Perhaps we could use the metaphor of the supermarket. When we scan the shelves of our local supermarket, we are sometimes looking for the loyal and trusted products and brands that we know are good value and have always served us well. But at other times we are looking for the latest and best products – the ones that can potentially have the greatest impact on our lives. In the same way, it is crucial for schools to visit the educational supermarket of ideas regularly and pay particular attention to the 'Top Shelf'. What is the latest research and data telling us about how to have the biggest impact on learning growth and the overall development of each young person in our care? Then pick from the top shelf and adapt it to your local environment. That is exactly what Marcellin College has done.

For the best part of six years now, our College has been laying the groundwork for what we are now referring to as Polaris. In some ways it can be seen as an innovation and it is. However, it is more a natural progression for a school that is always visiting the 'supermarket' and looking to implement evidence-based teaching and learning that sits within our Catholic and Marist framework. Our Catholic identity and our Marist spirituality make us God centred and gives us a world view. We encourage our young men to gaze upon creation with wonder and awe and our

pedagogy must reflect that. Thus, a school-wide plan that aligns the contemporary elements of the curriculum to the college's vision has been developed throughout 2019 and will be implemented in stages over the coming years.

The staff of Marcellin continue to dedicate themselves to their own professional growth as models of lifelong learning in our College. This has been integral to preparing for the transition to a more student centred approach to learning. They have committed themselves to ensuring growth in their knowledge and awareness of best pedagogical practice through their involvement in a variety of Professional Learning opportunities throughout the year.

2019 also saw the completion of Mark Murphy's eleven year Principalship of Marcellin College. The community is enormously grateful for both his unwavering commitment in that time and the legacy he has left. Mark embodies all the Marist characteristics that the College holds so dear. In particular, his strong presence amongst our students, staff and parents clearly indicated that his personal approach, accessibility and communication was a key factor in why people love and gravitate to Marcellin. Very few principals lead College tours, but Mark understood that his role was about walking with and amongst all members of our community in building relationships from the very first time you meet. He was always welcoming, easily earned trust and knew and cared for people personally.

Mark sought opportunities to continually reflect upon his own leadership practice and undertook further study to challenge, inform and form his educational leadership development and philosophy. He believed professional learning in Catholic schools should be an ongoing process of personal and professional growth as well as faith formation, recognising that to improve professional practice is to bring about improvement in student learning outcomes.

Mark's financial stewardship has also been outstanding and allowed for significant resources to be employed in expanding the curriculum in both staffing and facilities. The development of a long-term College Masterplan has provided a forward focused blueprint for the future direction of the College, whilst respecting the integrity of its past. This has all been done in a financially responsible way which has left the College in a strong financial position.

## John Hickey

**BEd, DipTeach, DipRE,  
GradCertRE, MEdL**

In conclusion, at the core of all that has occurred in 2019 is our mission, which is the mission of all Marist works around the world – to make Jesus known and loved. Each and every day we challenge all members of our Marcellin family to view the other as one born in the image and likeness of God. This is the case here in our own community, but it is broader than that. It is exemplified in the experience of social outreach. 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. One of the hallmarks of being Marist is to do good quietly. I believe it has been a hallmark of our great College in 2019.





# Advisory Council Chair Report

The Marcellin College Advisory Council acts in an advisory capacity to the Principal of Marcellin College.

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 Advisory Council provides support for the College Principal, including providing assistance in relation to the review and formulation of school and financial policies as required by MSA.

In acknowledgement of the loyal, dedicated and professional leadership given to the College by our former College Principal, Mr Mark Murphy, the Advisory Council thanks him wholeheartedly for his ten years of service to the school. Mark achieved many long-lasting improvements for the school during his period of office. One of these outstanding achievements is the development of the Polaris learning program. Along with the assistance of many dedicated staff, the establishment of

this program, which provides students with life-long learning skills, will remain a hallmark of the school's values for the future. In handing the baton to Mr John Hickey, our new College Principal, whom we welcome to the school, Mark leaves a proud legacy and the Council wishes him well for the future.

To the students of 2019 there is much to be proud of as well. This cohort has made the most of the many and varied educational, sporting and social opportunities. The school is fortunate to be highly resourced in its formal and informal curriculum offerings, such that the diversity of students' needs can be met both in the College and within the broader Marcellin community.

The achievements of the College, as always, rely on the contributions of so many people in its community, including all students, parents, staff, volunteers, Old Collegians, the Marcellin Foundation, the MCCA and the Advisory Council. I warmly thank the generosity and dedication of the entire Marcellin community.



**Paul Burns**

B. Juris, LLB





# CATHOLIC

## GOAL & INTENDED OUTCOME

To improve understanding of the Catholic faith tradition that underpins our Catholic Marist College community.

That staff, students and families demonstrate an enhanced understanding of the College's Catholic Marist mission to make Jesus Christ known and loved.

## Value Added

- Marist Solidarity Immersion in Cambodia
- Old Collegian Solidarity Immersion in South Africa
- Marist Mission and Life Formation programs
- EncounterMC Program
- House Social Justice Program
- Depth Stage R.E. Curriculum offerings proposed, developed and selected
- Solidarity Week
- Champagnat Day
- Years 11 & 12 Retreat Programs
- Year 12 R.E. Seminar Program and Ministry
- Remar Program, including Remar Retreats
- Bourke (Remar) Solidarity Camp
- Weekly Thursday Mass
- Staff Formation and Theology Days
- Post Immersion formation experiences
- Liturgies to mark significant times in the Church and School years, including our inaugural Eucharistic Celebration of the Feast of the Assumption of Mary
- 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

## Achievements

- Our annual theme once again provided all members of the community with the opportunity to explore who they are called to be as children of God. The theme 'Called to Holiness' was explored through our prayer life and a variety of opportunities to put our Catholic Marist faith tradition into action. Members of the community were empowered to explore the concept of holiness within the context of their daily living.
- Our Social Justice Programs were enhanced by the addition of a new ministry option for our young men of Year 12 to participate in Blood Donation. This activity sees students and staff experience the value of service for others, even when you don't get to see the tangible impact.
- The school community gathered for a Eucharistic celebration to honour the Feast of the Assumption of Mary. While it was only the second time we have offered this opportunity, the boys nevertheless embraced this mass with reverence and activity participation that gave witness to their appreciation of the centrality of Mary's example to our Marist lives.
- Staff who attended Marist Mission and Life Formation Programs were again invited to lead the College's Monday Staff Prayer in Champagnat Chapel. This opportunity continued to nourish staff appreciation of the Marist story while giving all staff the opportunity to engage in prayerful reflection at the beginning of the working week.
- The Religious Education (R.E.) curriculum was greatly enhanced through the development of nine different Depth Stage courses that were offered to our young men of Years 9 and 10 to study in 2020 as part of the Polaris Learning program. All nine were selected by students for study in 2020, validating the engaging nature of these subjects which continue the Archdiocese's call for a pedagogy of encounter.
- It was again pleasing to see the number of staff who applied for and received their Accreditation to Teach in a Catholic School. Staff understanding and appreciation of the Catholic and Marist ethos was again further nourished by staff participation in Marist Staff Formation programs facilitated by the Marist Mission and Life Formation Team, as well as through our Marist Staff Formation Day and our annual Staff Theology Day. The Theology Day was based around presentations by Dr. Carmody Grey who was so knowledgeable, insightful, provocative and popular that she has been invited back to again facilitate this day in 2020.
- The pilgrim participants in the 2019 Marist Solidarity Immersion in Cambodia followed the example of their predecessors in being excellent ambassadors for the coming year's immersion. Once again, the College received many more applications than there were places available, and the successful applicants worked hard during their formation to demonstrate that the right selections had been made. The Saint Marcellin Champagnat Award was again well subscribed,-- and we look forward to strengthening our relationship with the Three2Six Holiday Program for refugee children in South Africa in years to come.





# CONNECTION

## GOAL & INTENDED OUTCOME

To establish an agreed and overarching pedagogical framework for the College to improve student learning outcomes.

- That there is evidence of consistent growth in measurable student learning outcomes.
- That there is a pedagogical framework developed and implemented based on best practice and research to enhance all aspects of learning and teaching.

The 2019 School Improvement Survey from Catholic Education Melbourne highlighted that:

- Students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- Students feel they are valued members of the Marcellin community.
- The College needs to work on improving student perceptions about the Catholic identity of the school.



## Achievements

- Significant curriculum planning occurred for the implementation of the Depth stage (Years 9 & 10) of the College's new learning framework, Polaris, beginning implementation in 2020. This saw the creation of 103 new courses for Depth students, many of these vertical and cross curricular.
- Targeted professional learning for staff to support with the development of Depth courses occurred.
- Significant re-education of the family and student community around Polaris began.
- The recruitment of seventeen Learning Mentors to work with Depth students in 2020 as part of Polaris to increase autonomy and intrinsic motivation occurred.
- The new Student Learning Management System SchoolBox was personalised and implemented for Marcellin context; MyMC. All courses were delivered via this platform with a staggered implementation of reporting in 2020 a focus of staff professional learning.
- The College worked to develop a Learning Progression policy which included a targeted approach to student self assessment and teacher feedback.
- The End of Year Program continued 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 soft skills.
- 99% of students who applied for a tertiary place received a first round University offer. This represents the seventh consecutive year that over 90% of our VTAC applicants have received a first round offer.
- The College achieved an AGSV Premier title in Firsts Basketball and Athletics, a Water Polo Premiership and an Intermediate National Championship in Basketball.
- Involvement in the Victorian Governments' Young Leaders to China Program, which involved sixteen Year 9 students participating in a six-week immersion experience during March and April in China.
- Five senior students participated in a Bridge School Student Exchange Program to Indonesia in November for 3 weeks.
- Our 2019 NAPLAN data indicates that there has been a slight decline in Year 7 Writing and Numeracy contrasting with 2018 and a slight improvement in the results for Year 7 Spelling.
- Year 9 NAPLAN results indicate significant improvement in Year 9 Spelling, and a decline in Year 9 Grammar & Punctuation, and Numeracy which contrast with 2018 results.
- Whilst there is still a slight decline in Year 9 Numeracy, it is significantly less than that of 2018.



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

The following 2019 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

| NAPLAN TESTS                 | 2017  | 2018  | 2017–<br>2018<br>changes | 2019 | 2018–<br>2019<br>changes |
|------------------------------|-------|-------|--------------------------|------|--------------------------|
| YEAR 7 GRAMMAR & PUNCTUATION | 95.4  | 97.9  | 2.5                      | 96.7 | -1.2                     |
| YEAR 7 NUMERACY              | 99.6  | 100.0 | 0.4                      | 99.6 | -0.4                     |
| YEAR 7 READING               | 98.3  | 99.2  | 0.9                      | 98.4 | -0.8                     |
| YEAR 7 SPELLING              | 95.4  | 96.6  | 1.2                      | 98.4 | 1.8                      |
| YEAR 7 WRITING               | 95.4  | 98.7  | 3.3                      | 97.5 | -1.2                     |
|                              |       |       |                          |      |                          |
| YEAR 9 GRAMMAR & PUNCTUATION | 95.0  | 96.2  | 1.2                      | 92.8 | -3.4                     |
| YEAR 9 NUMERACY              | 100.0 | 99.6  | -0.4                     | 98.7 | -0.9                     |
| YEAR 9 READING               | 98.8  | 98.3  | -0.5                     | 96.6 | -1.7                     |
| YEAR 9 SPELLING              | 94.1  | 93.3  | -0.8                     | 95.7 | 2.4                      |
| YEAR 9 WRITING               | 95.4  | 91.6  | -3.8                     | 90.7 | -0.9                     |

Our 2019 NAPLAN data indicates that there has been a slight decline in Year 7 Writing (1.2%) and Numeracy (.4%) and a slight improvement in the results for Year 7 Spelling (1.8 %). There has been significant improvement in Year 9 spelling (2.4%) and a decline in Year 9 Grammar & Punctuation (3.4.%), Writing (.9%) and Numeracy (.09%) The median results for Year 9 in Spelling improved significantly, however the Reading, Writing and Grammar and Punctuation declined. The median for Numeracy declined slightly.

YEARS 9-12 STUDENT RETENTION RATE

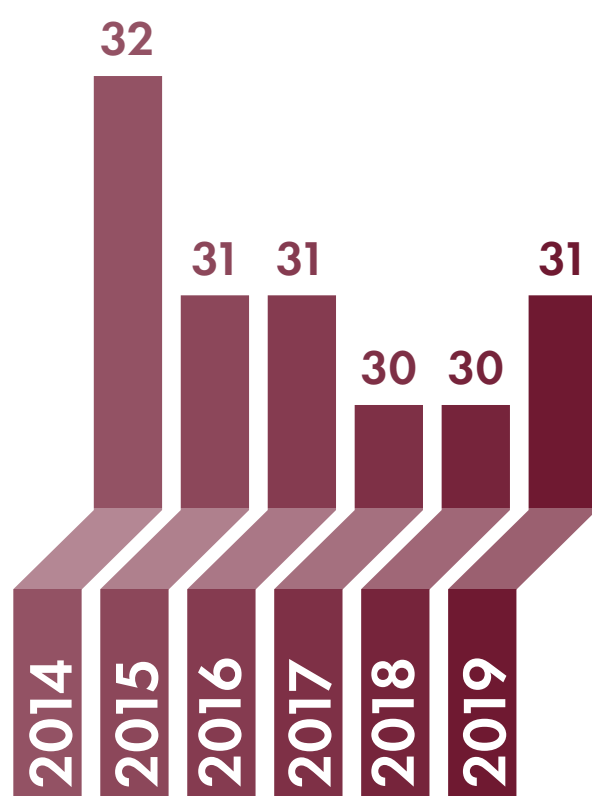
92.2%

## Median NAPLAN results for Year 9

In 2019, 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 2019 were:

|                              |       |
|------------------------------|-------|
| YEAR 9 GRAMMAR & PUNCTUATION | 579.7 |
| YEAR 9 NUMERACY              | 603.4 |
| YEAR 9 READING               | 591.4 |
| YEAR 9 SPELLING              | 581.7 |
| YEAR 9 WRITING               | 547.4 |

## Senior School Outcomes



In 2019, there were 218 students enrolled in Year 12:

- 100% of students (199 students) successfully completed their VCE certificate.
- 100% of students (19 students) undertaking VCAL successfully completed the Senior VCAL certificate.

In 2019, there were 316 students undertaking a Unit 3&4 study.

The VCE median study score for 2018 in all subjects was 31.

In 2019, 7.81% of students achieved a Study Score of 40 or above.

Of the 218 Year 12 students in 2019:

- 90% applied for further study.
- 10% applied for a trade/apprenticeship or seeking to work fulltime.

Figure 1: Median Study Score

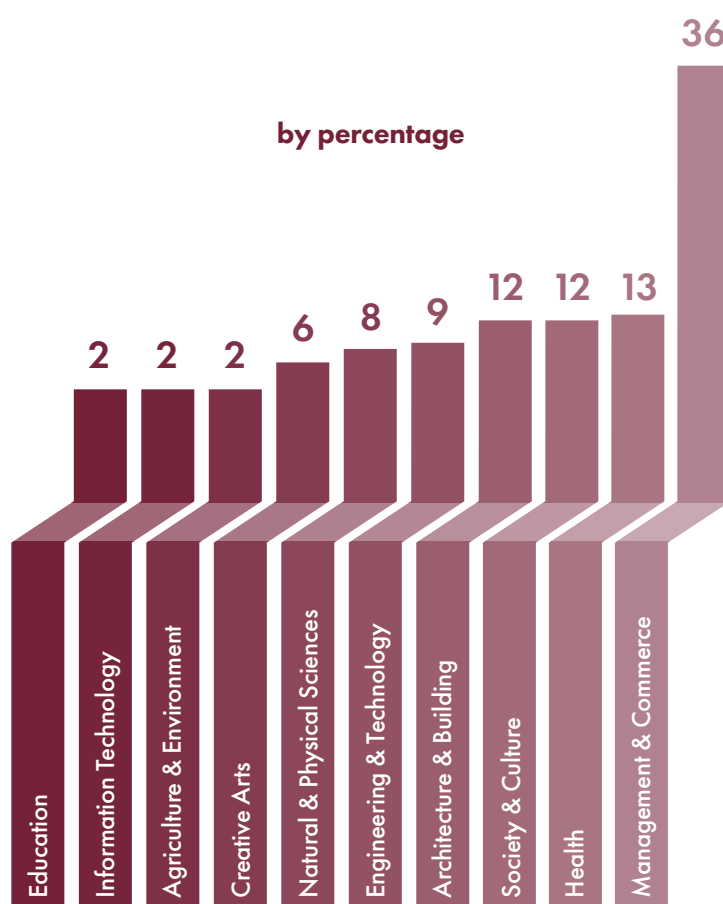
## Post-School Destinations

### Post-School Destinations

Of the 196 students who applied for further study:

- 99% of students received a first round tertiary offer.
- 87% of students were offered a University place.
- 86% of students received either their 1st, 2nd or 3rd preference.
- 13% were offered a TAFE or Private provider place.

The Class of 2019 University & TAFE areas of study breakdown for 2019\* are displayed below:





# CARE

## GOAL & INTENDED OUTCOME

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.

- *Interactions between all members of the community, staff, students and families, are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.*
- *That there is a strong, personal, collective and collegial responsibility for improving student learning and wellbeing.*



## Value Added

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) and 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.

*The College has regularly reported via the Eagle, website, Twitter and LinkedIn platforms, 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
- 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
- School of Rock Senior School Production & Peter Pan Junior Production, in partnership with Our Lady of Mercy College
- Student Leadership programs
- Elevate & Peak Skills programs
- Annual Visual Arts & Technology Exhibition
- Champagnat Day
- House Graduation ceremonies
- Year 12 Celebration Day & Mass
- Year 12 Formal & Valedictory
- Humanities Night at the Museum
- Men's Health Evening
- Victorian Young Leaders to Indonesia Program



## Achievements

- The College continued its implementation of the Child Safety Standards and ensuring these were at the forefront of all discussions with Staff, Students and Families. The College conducted workshops with staff and students to consolidate and promote our understanding of a child safe culture. Staff completed modules from both Marist Schools Australia and from the Department of Education.
- The Junior School Executive began working on how they could continue to develop positive relationships between Year levels in the Junior School. The executive also identified bicycle riding as being an important area for a sustainable environment and researched a number of alternatives to the current bike storage at the college.
- Our 10 Houses worked through their final year of their Social Justice focus. They raised awareness of their Social Justice Issues and next year will begin delving into a different issue to ensure students have a wise understanding of the world around them and their responsibility as young Catholics and Marists.
- The Senior SRC Executive focused on three overall projects; Academic Integrity, Calling it Out and Sustainability. For the first time student leaders were involved in VCE panels to support students in navigating the process around academic breaches.
- The SRC Executive participated in a workshop with the student leaders from Our Lady of Mercy (OLMC) – Heidelberg exploring the idea of working together to enhance gender equality.
- Student Leadership opportunities continued to grow with students participating in the interview panels for our new Learning Mentors.
- In the Student Wellbeing Program, students from Years 7-12 worked through a program from the White Ribbon Project on “Stopping Violence Against Women”. Students also began preparing for the new Polaris Program and developing the skills they would need to engage more positively with their learning.
- Parents engaged in the student wellbeing program through the parent evening with Matthew and Robyn Cronin who have started the Cronin Foundation in memory of their son Patrick. Students heard of the impacts of violence and their decisions, which was then followed by the parent evening where parents heard firsthand about the impacts of a person’s decision and what it means for a family. They were offered the opportunity to hear how they could support their young men and how to discuss these ideas with them.
- Participation in our Student Counsellor run ‘Triggers, Choices and Control’ seminars which were focused on the typical triggers for anger and strong emotion, explores the thought processes around those triggers and assists students to develop healthier alternative responses to the triggers.



## Average Student Attendance by Year level

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 Leader and if required, a management plan is developed in conjunction with the appropriate Head of School to provide support and assistance to the student and their family.

|                            |       |         |       |
|----------------------------|-------|---------|-------|
| YEAR 7                     | 94.2% | YEAR 9  | 92.6% |
| YEAR 8                     | 91.7% | YEAR 10 | 92.5% |
| Overall Average Attendance |       |         | 92.7% |

## Student Satisfaction

The 2019 School Improvement Survey from Catholic Education Melbourne highlighted;

- That there is a strong social connection between teachers and students, within and beyond the College. Across the year levels, students believed that teachers were respectful and they were excited to work with their teachers again.
- The new Year 7s felt engaged and connected to the College and were excited to go to class, eager to participate and interested in their classes.
- Belonging was an important aspect of student's experience at the College. All year levels reported they believed they "belonged" and were supported.
- The House Pastoral System is identified as being successful in supporting students' long-term spiritual, personal and social growth.
- Student Voice was again recognised as an area our students felt they had opportunities and their ideas were heard.







# CULTURE

## GOAL & INTENDED OUTCOME

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

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



## Achievements

- The College continued to research and develop the implementation strategy for our new learning framework, Polaris. This new model of learning provides students with greater personalised opportunities to explore future focused thinking and learning for life beyond school.
- Two key stages of the Polaris model: Depth (Years 9 & 10) and Pathways (Years 11 & 12) were given priority in the second semester with teachers building courses using the Understanding by Design (UbD) framework. Each stage aspires to cultivate a balance of foundational literacies, character attributes and key capability skills in support of each young man navigating the world as compassionate Christians and ethical global citizens.
- The College invested in a support program for students. Learning Mentors work with Depth Stage students to develop personalised learning plans and the skills necessary to achieve learning success. Learning Mentors will assist our young men with their reflective and organisational skills, as well as the development of learning goals, interests and future directions.
- The College invested in a new leadership position focused on the pastoral care of staff. The inception of the Staff Wellbeing Coordinator saw the launch of a Wellbeing Committee and initiatives to support staff mental health and general welfare.
- From our Strategic Improvement Plan (2019 – 2021) there was a renewal of many position descriptions to ensure they are relevant and contemporary for the current educational context.
- In 2019, Education Support Officers were invited to join a House in the continued efforts to build connection and community at the College.
- The College continued to embed 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 many areas. Two significant areas were literacy strategies for the classroom and building staff capacity with our new learning management system, MyMC.
- The College continued to implement significant staff professional learning programs centered around self-determination theory, literacy, data literacy, STEM, project-based learning, positive education, restorative practices, inter-disciplinary teaching and personalised learning.
- The Marcellin College Foundation continued to build a sense of community and connection through social events and the ongoing success of a business network.



**Teaching Staff Attendance Rate**

87.7%

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\***

82.9%

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 2019 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 2019, there were 145 teachers at the College. Professional qualifications included:

**DOCTORATE**

0.0%

**MASTERS**

18.9%

**POST-GRADUATE**

28.3%

**GRADUATE CERTIFICATE**

7.1%

**BACHELOR DEGREE**

60.6%

**ADVANCED DIPLOMA**

18.1%

**UNLISTED QUALIFICATIONS**

29.1%

## Expenditure and Teacher Participation in Professional Learning (PL)

### Description of PL Undertaken in 2019

During 2019, fifteen full school days and three 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 93% (allowing for those on sick leave, other duties etc.). Professional Learning was primarily dedicated to the preparation of a new teaching and learning program for Years 7-10. Focus areas included self-determination theory, literacy, data literacy, STEM, project-based learning, positive education, restorative practices, inter-disciplinary teaching and personalised learning. In line with 2018, the learning management system - MyMC, Catholic Social Teaching, Marist Charism, staff formation, peer coaching and action research were a continued focus. Anaphylaxis, first aid and bus driver training were further priorities, as

was attending to TAE Cert. IV qualifications. Leadership development costs included post-graduate study, conference and seminar costs, mentoring and the development of leadership courses with CIRCLE. In addition to whole-staff professional learning days on campus, our 204 staff undertook professional learning activities beyond the College for a total of 175 days and 38 part-days.

2019 staff professional learning continued its emphasis on bringing external providers on campus to present to groups, in addition to individuals and small groups attending external activities. 2019 spending amounted to \$305,364, not including replacement teacher costs. Catering, membership/subscription costs are included. The average expenditure per staff member was in addition to the 16.5 school days referred to above.

### Average Expenditure Per Staff For PL\*

**\$1322**

\* The average expenditure per staff member, includes all travel & accommodation costs.

## Staff Composition

|  |     |                                 |       |
|--|-----|---------------------------------|-------|
| <b>Principal Class (Head Count)</b>    | 7   |                                 |       |
| <b>Teaching Staff (Head Count)</b>     | 146 | <b>Teaching Staff (FTE)</b>     | 135.2 |
| <b>Non-Teaching Staff (Head Count)</b> | 76  | <b>Non-Teaching Staff (FTE)</b> | 68.8  |
| <b>Indigenous Teaching Staff</b>       | 2   |                                 |       |

## Teacher Satisfaction

In 2019, Marcellin College participated in the School Improvement Survey (SIS) from Catholic Education Melbourne. Staff, students and parents were surveyed about various aspects of the College. The SIS is specifically designed to equip principals, boards and staff with the data they need to plot their school's current position against effective practice and to plan a focused approach to school improvement appropriate to the context of their school. The data generated by this survey combined with data from the

previous year's NSIT review, indicates a general improvement in some aspects of the organisational climate particularly in the areas of teamwork, empowerment, Catholic Identity and professional growth.

Areas identified by the SIS for development over the next few years include student engagement and learning, instructional leadership, collective efficacy and building staff capacity in the use of literacy and data tools.



# COMMUNITY

## GOAL & INTENDED OUTCOME

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

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

## Value Added

- Revised Valedictory Celebration
- Engagement in Social Justice Initiatives
- Mother's & Father's Day Breakfasts
- Visual Arts and Technology Exhibition
- Masterclass Careers Workshops
- Senior and Junior College Productions
- Time and Space programs at Years 7, 8 & 9
- Old Collegians involvement in Year 7 camp, Remar, Reflection Days and Year 11 & 12 Retreats
- VCAL students engaging in local community groups
- Increased events offered by the Foundation Office engaging past and present community



## Achievements

- The College reviewed current communication strategies with our community and developed a roadmap and timeline for implementation. This included the use of social media platforms to celebrate the rich and varied aspects of the entire Marcellin community, past, present and future.
- Marcellin College Community Association (MCCA) hosted many highly successful events throughout 2019 – an expanded Mother’s Day and Father’s Day Breakfasts and the annual Gala Dinner.
- 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 researched and implemented a re-imagined enrolment package and process to provide greater clarity and transparency for prospective families.
- The College implemented a cashless payment system for our canteen ordering service that provides a more streamlined approach and full visibility in regards to ordering for students and parents.
- Parents rated highly the opportunities on offer to be engaged in their son’s learning along with a sense of belonging to the Marcellin community.
- 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 Program 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, 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.
- A refreshed Open House format was held during the year that provided families an opportunity to view the College during the school day and to interact with staff and students in the classroom environment. Along with the regular College Tours, these events provide visibility into daily College life.



## Parent Satisfaction

The 2019 School Improvement Survey from Catholic Education Melbourne highlighted;

- Parents expressed high satisfaction especially in regard to their son's spiritual development, participation in sport, cultural and co-curricular programs, and their growth as participating members of the school community.
- Parents noted highly the many levels of communication from the College and commented very favourably in regards having access to an online portal to monitor their sons learning.
- Parents described the school climate as very affirming, with relationships between all in the community being positive. The rated the levels of respect between all in the top quartile.
- 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.
- A high number of parents indicated that their experiences with the College are overwhelmingly positive and that they would recommend the school to prospective families.
- 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 are safe at the College and the values and Marist traditions support the development of strong relationships. This goes to the strength of the College's vertical Pastoral Care system where every student is known.



## Financial Performance for the Year ended 31 December 2019

|   |        |
|---|--------|
|   | \$000  |
| <b>RECURRENT INCOME</b>                   |        |
| School fees                               | 13,917 |
| Other fee income                          | 336    |
| Private income                            | 1,013  |
| State government recurrent grants         | 2,583  |
| Australian government recurrent grants    | 9,833  |
| Total recurrent income                    | 27,682 |
|   |        |
| <b>RECURRENT EXPENDITURE</b>              |        |
| Salaries; allowances and related expenses | 19,602 |
| Non-salary expenses                       | 10,451 |
| Total recurrent expenditure               | 30,053 |
|   |        |
| <b>CAPITAL INCOME AND EXPENDITURE</b>     |        |
| Government capital grants                 | -      |
| Capital fees and levies                   | 2,426  |
| Other capital income                      | -      |
| Total capital income                      | 2,426  |
|   |        |
| Total capital expenditure                 | 1,251  |
|   |        |
| <b>LOANS</b>                              |        |
| Total opening balance                     | 6,357  |
| Total closing balance                     | 5,214  |

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.



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160 Bulleen Road Bulleen VIC 3105 Australia | +61 3 9851 1589 | [marcellin.vic.edu.au](http://marcellin.vic.edu.au)