



# 2024

## Annual Report to the School Community



### **Marian College**

11-49 Prince Street, MYRTLEFORD 3737

Principal: Catherine Watter

Web: [www.mcm.vic.edu.au](http://www.mcm.vic.edu.au)

Registration: 1694, E Number: E3045

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## Principal's Attestation

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I, Catherine Watter, attest that Marian College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2025

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## About this report

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Marian College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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Our Vision for Marian College is to be a Catholic Community:

- Where the story of Jesus is taught and Christian values are witnessed
- Embracing the charism and story of Generosity of Nano Nagle
- Inspiring Respect for self, others and the environment
- Supporting every person on their unique life pathway
- Encouraging Ownership and self-responsibility for learning and behaviour
- Promoting understanding, acceptance and celebration of diversity
- Encouraging Wholehearted, engaged, confident and creative learning for life
- Always working for truth, reconciliation and justice

Marian College lives and enacts its Vision through:

- The vibrant faith life of our school
- Relationships between all members of our College community
- Graduate outcomes that guide the development of our students
- The College positive behaviour framework 'GROW'
- Explicit learning and teaching
- Teaching of capabilities across the curriculum
- Our College policies, procedures and practices

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## College Overview

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Marian College is a Catholic secondary school, serving the Myrtleford and Alpine Valley regions of Victoria's North East. The College enjoys close partnerships with St Mary's Primary School and St Mary's Parish. Increasingly, families from outside the Myrtleford area are choosing Marian College for their child's secondary education, taking advantage of the College's free bus services to Beechworth and Yackandandah. Marian College provides excellent learning opportunities for students in years 7 to 12 with a focus on contemporary teaching practice and student engagement. Marian College provides inclusive and varied learning opportunities, meeting the needs of a range of learners with diverse educational pathways.

Marian College enjoys strong partnerships with parents and families and we continue to build on this strength. Marian values the engagement of parents in the education of their children. We are committed to and encourage close relationships between Learning Mentors, students and their families, creating a firm foundation for the best educational outcomes. Our provision of online curriculum, real-time online assessment, feedback and reporting and commitment to close communication with parents ensures that all students are provided with continuous and timely support for their learning.

Marian College is proud of the connections and mutual support that it has established within the local community. These relationships enable the College to provide both depth and breadth of opportunities for students in all areas of academic, personal, physical and spiritual development. Local organisations and businesses provide extensive support for the College through work placements, work experience, sponsorship and service provision. Marian's partnerships in the North East facilitate a wide variety of educational and training pathways including VET, School Based Apprenticeships and work experience. Our partnership with MP-12 allows us to offer a broad range of VCE offerings. The College acknowledges the generous support that our community provides and the richness that this brings to College life.

While Marian College is a relatively small school, it provides extensive opportunities. The College focuses on personalised learning in an environment where all students are known and their individual learning needs are understood. Together with a diverse co-curricular programme, students have access to individual and team sports, cultural pursuits, the performing and creative arts, and extensive camps and excursions programme. The College also encourages student participation in leadership and social justice initiatives, firmly connected to the Marian faith tradition and charism of our founding Presentation Sisters.

We are proud to be continuing a vibrant and living history and tradition that will provide a firm foundation for a strong future.

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## Principal's Report

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This year was a year of ongoing renewal and sustained achievement at Marian College. Our school continues to offer students an outstanding environment in which to explore and begin to wholly fulfil their academic, vocational and personal potential. To see Marian College carry forward the mission of our founding Presentation Sisters with such success is a profound source of spiritual and professional satisfaction to me as I look toward my tenth year here - they have been the ten most rewarding years of my experience as an educator.

Marian College is proud of the efforts of our Class of 2024. With a 100% VCE satisfactory completion rate and 100% of VET units completed we have every reason to be. Marian College also continued to achieve outstanding ATAR results. Of our 21 year 12 students, three achieved an ATAR over 90, the College Dux achieving 97.05. We also had 7.6% of VCE study scores above 40. These results match or exceed many of the larger schools in our local area.

Marian has an environment built upon the love and support of families for their children, the unmatched dedication of our teaching staff to meet the needs of their students, the support of the wider community which recognises the importance of the College to the town and Ovens Valley district, as well as a beautiful campus boasting an increasingly impressive list of modern facilities and resources. Ours is a wonderful school to be involved with.

It is also a sheer joy to see the new Wellbeing Centre ready for its official opening after years of planning, funding applications, site preparation and final construction. Marian is a wholly student centered school and we now have a specialist hub for counselling, wellbeing, planning and positive interaction in a purpose built setting. It is something we can all be very proud of, to know that student needs will continue to be met with best practice in a new, entirely purpose-built facility.

And so much work behind the scenes goes into making Marian College the special place it is. The Advisory Council is unstinting in its support and guidance, Father Tony provides engaging spiritual leadership that resonates deeply with the school community and, above all every member of staff gives so wholeheartedly of their time, effort and skill in the service of the College. The collective effort at Marian College is inspirational.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Strategic Direction

We are a Catholic school in the tradition of Nano Nagle and the Presentation Sisters, growing understanding of who we are, what we believe and who we are called to be in responding to the signs of our times.

CES Priority: Nurturing well-formed and informed staff, familiar with the Catholic tradition and possessing contemporary theological understanding

- Accreditation of all staff (ongoing) with a focus on Scripture

CES Priority: Creating stimulating, enriching and liberating learning environments in which students are challenged to give shape to their personal identity in dialogue with the Catholic tradition.

- Embed all Social Justice activities explicitly in Catholic social teaching
- Recontextualise the story of Nano Nagle and the Presentation Sisters to continue to speak with authenticity and relevance to all members of the College community
- Re-vision College sacred spaces with a focus on contemporary, meaningful imagery and icons to grow our faith, life and spirit
- Develop plan for bringing Catholic students to a more adult understanding of their faith and inducting students and staff from other faith or non-faith backgrounds into belonging to the Marian community
- Review the delivery of CEPD in line with CES directive to deliver through health

### Achievements

#### Accreditation of all staff (ongoing) with a focus on Scripture

Professional learning on Scripture was delivered in two sessions at staff meetings by the CES Education Officer: Spirituality, Faith Formation and Sustainability. Session 1 introduced the Gospel of Mark and through theological reflection discussed the portrait of Jesus Christ. The second session explored and compared the post resurrection and appearance texts in the Gospels. A plan for staff to enhance knowledge and understanding of the Catholic Faith and Traditions through the CESL Formation Program- Blessed, Broken and Shared was implemented.

#### Embed all Social Justice activities explicitly in Catholic social teaching

A planned programme for social justice at some year levels and across the College as a whole was implemented, embedded in Catholic social teaching (Laudato Si) and Gospel values, Nano Nagle and Presentation Charism and caring for the vulnerable 'In Deeds Not Words'.

The RE team incorporated the following in the Source of Life units: Years 7 & 8 Just Leadership Day, Year 7 Retreat (Eco-spirituality), Year 8 Retreat (Social Justice), Year 9 Sunflowers for Caritas, Year 9 Seminar Day (Ecological Stewardship), Year 10 Excursion (First Nations Spirituality in the Winton Wetlands), Years 9, 10 and 11 Justice Matters Camp. The whole College community was involved in fundraising for Caritas, St Vincent de Paul and for Mission Month. Year 12 and Year 11 SRC students within their communities of Romero, Gomez and Nagle, took a leadership role in celebrations when raising funds for social justice initiatives.

**Recontextualise the story of Nano Nagle and the Presentation Sisters to continue to speak with authenticity and relevance to all members of the College community.**

Regular opportunities were provided during Learning Mentor sessions, Religious Education classes, assemblies, liturgies and the Presentation Feast Day for students to explore what it means to be 'Presentation People' : 'In Deeds Not Words'.

The school theme 'New Day, New Hope, New Beginnings' was an integral part of celebrations and student life. Students in the Social Justice Team organised a whole school activity where the three Communities participated in the Tree of Life campaign based on 'Laudato Si'.

**Re-vision College sacred spaces with a focus on contemporary, meaningful imagery and icons to grow our faith, life, and spirit.**

**Develop a plan for bringing Catholic students to a more adult understanding of their faith and inducting students and staff from other faith or non-faith backgrounds into belonging to the Marian Community.**

In redefining our College's sacred spaces, we sought to incorporate contemporary, meaningful imagery and icons that speak to our traditions and Catholic faith. By thoughtfully integrating symbols that resonate with today's world, focus tables in different locations and for each season of the Liturgical Year were created, to inspire reflection, connection, and spiritual growth for all. Sacred symbols and religious icons were purchased in the Vatican Museums on the Language and Cultural Tour of Italy where students witnessed Catholic tradition and further developed their understanding of their Catholic heritage. As a way of learning about our Catholic faith tradition, staff and students were involved in the creation of artworks and wood sculptures that were symbolic expressions of the school theme.

**Review and redevelop Year 12 Religious Education programme.**

The new unit for Year 12 Religious Education: Response to the Spirit continues to be a 'work in progress'. A workshop on Prayer and Discernment was presented by Education Officer: Spirituality, Faith Formation and Sustainability. It focused on Prayer in a Recontextualising Catholic Dialogue School.

## Value Added

### Student Leadership

- GRIP Leadership Conference Leadership
- Assemblies with guest speaker
- Rural Youth Ambassador Program-Advocacy Project - Student Voice
- Rural Youth Ambassador Scheme- Advise and contribute ideas to the Department of Home Affairs National Advisory Group as a Civic Engagement Youth Advisory Group Member and Youth Representative with the Education Equity Alliance
- Bishop Joe Scholarship - recognising students' commitment to their faith and to social justice.
- Leadership Seminar Year 11 - a call to serve the College wholeheartedly, induction into a model of ethical, servant leadership
- CES Ethical Student Leadership Day
- Student Leadership Formation Meetings
- Justice Matters Camp
- ACTIVATE by Embrace- empower students to create change in school, sport, peer and online settings.
- Alpine Youth Awards- celebration of the diverse and wonderful achievements of local young people.
- Courage to Care Program- making a positive difference to the lives of others by being Upstanders
- VCE Leadership Awards – VCE Leader of the Year: Isabelle Cooke.

### Liturgical Celebrations and Prayer

- Staff Liturgy – Prayers for Marian College staff as they commence a new year
- Ash Wednesday Mass with St Mary's Primary School
- Opening School Mass
- Assemblies - Reconciliation Week, Refugee Week, NAIDOC Week (Guest speaker: Jarvis Atkinson), Harmony Week, Feast of Corpus Christi
- Presentation Day Mass with St Mary's Primary School
- ANZAC Day observance and liturgy (Guest speaker: John Twyford)
- Prayers on the Green- Sandhurst Switches Off
- Caritas Awareness Program – Caritas Ks with Stations of the Cross Presentation and Year 9 program initiative -Sunflowers
- Prayer in LM groups and with College community

- Remembrance Day Liturgy and Community wreath laying
- Feast Day
- St Patrick's Day

### **Formation and Building Capacity in Staff**

- REL Network Days
- Staff Accreditation - Kylie Smith Scripture Sessions
- Staff Spirituality Day

### **Formation and Building Capacity in Students**

- Learning Mentor Program
- Community Awareness and Fundraising- Keen on the Green, St Vincent de Paul, Mission Month
- Community Day- Community development and a sense of belonging and connection through celebration and the development of the capabilities.
- Year 12 Workshop – Kylie Smith 'Prayer & Discernment'
- Year 12 Prayer Partners- gatherings and activities
- Year 12 Retreat Days with Father Rob Galea
- Year 9 RE Seminar Day-Stewardship of the Earth (Kylie Smith)
- Year 10 Seminar Day – Winton Wetlands- an engagement with First Nations peoples (cultural officer Nikki James)
- Marian Theme: a student-based activity based on the CES theme 'Behold I make all things new' . Designing a school banner with the recontextualization of this theme to 'New Day, New Hope, New Beginnings.'

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## Learning and Teaching

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### Goals & Intended Outcomes

**Strategic Direction:** We are a community of confident, engaged learners, learning for life, and with high expectations as we journey on our personalised pathway

- Continue the development of a Data Action Plan: NSIT (National School Improvement Tool) including the use of Intelli-schools as a way of accessing and analysing student data
- Continued Development of an expert teaching team through PLTs with a focus on strategies such as school-wide use of data, coaching, and use of learning intentions and success criteria to inform classroom teaching and improve student outcomes
- Continue to use curriculum documentation to drive innovation across all learning areas
- Implement Ochre lesson plans in Year 7 and 8 Maths and prepare for the implementation of Ochre in other subject areas and year levels by initiating professional learning teams and initiating experience sharing between teachers both here at Marian and at other Sandhurst Schools
- Commence development of an explicit and agreed position on pedagogy strategies based on the neuroscience of learning

### Achievements

#### **Develop and document a Data Action Plan (NSIT)**

Learning data sets (particularly ACER: Australian Council of Educational Research) data and NAPLAN has been mapped. The College has developed a plan for collecting, and storing learning data. Understanding and interpreting VCE data to improve student outcomes became a focus for staff this year. The whole school data plan will continue to be a focus in 2024. A further consideration will be incorporating the new Digital Assessment Library as this may add to or replace some of the learning data that the College currently collects.

Data has been shared with Intellischools and key leaders have commenced professional learning on how best to access, share and analyse student data.

**Continued development of an expert teaching team** through PLTs (Professional Learning Teams) with a focus on strategies such as school-wide use of data, team teaching, classroom observations and learning intentions.

Our PLTs have prioritized the development and articulation of clear learning intentions in every classroom. Learning intentions provide students with a clear understanding of what

they are expected to learn, helping them to focus their efforts and take ownership of their progress. Through professional discussions and shared practices, teachers have:

- Developed consistent strategies for setting and communicating learning intentions.
- Used student-friendly language to ensure clarity and accessibility.
- Integrated formative assessment techniques to monitor student understanding and adjust teaching approaches accordingly.

The emphasis on learning intentions has yielded significant benefits for student learning, including:

- **Increased Student Engagement:** Students are more motivated and engaged in lessons when they understand the purpose of their learning.
- **Improved Academic Performance:** With clear learning goals, students can track their progress and receive timely feedback, leading to better academic outcomes.
- **Enhanced Teacher Collaboration:** Teachers have worked together to design effective instructional strategies, share best practices, and analyse student data to inform future teaching.
- **Stronger Student Confidence:** Clear learning expectations have empowered students to take a more active role in their education, fostering a sense of achievement and confidence.

To build on this success, our PLTs will continue to refine their approach by:

- Expanding professional development opportunities focused on differentiated instruction and personalized learning.
- Strengthening home-school partnerships to support learning beyond the classroom. Utilizing data-driven insights to tailor teaching strategies to the diverse needs of our students.

Staff continue to have had the option to complete the AITSL self-review as part of their Annual Review Meeting, enabling staff to reflect on their practice and set some goals for future capacity building.

## Student Learning Outcomes

### NAPLAN

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means comparing NAPLAN achievement prior to 2023 to that from 2023 onwards is not possible.

Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable

expectation of what students should know and be able to do at the time of testing. There are 4 proficiency levels:

**Exceeding:** the student's result exceeds expectations at the time of testing.

**Strong:** the student's result meets challenging but reasonable expectations at the time of testing.

**Developing:** the student's result indicates that they are working towards expectations at the time of testing.

**Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

When compared to 'similar schools' Marian College's results for both Year 7 and Year 9 were in the 'close to' category for each area of assessment.

Growth at each year level is closely monitored and again, Marian's NAPLAN results are generally quite impressive with Year 7 Reading, Year 7 Grammar and Punctuation, Year 7 Numeracy all showing growth inline with state and national expectations. Other areas were somewhat lower than expected and will form the focus for future PLTS.

Students in Year 7 and 9 who achieved NAS were identified and communicated with their teachers. All of these students were already receiving additional classroom support through the NCCD program.

## **VCE DATA**

Marian College's VCE data continues to impress with some very pleasing results in terms of both final ATAR results as well as individual study scores.

Study Score:

Median Study Score.

*Study Scores range from 0 to 50, with the mean being 30 across the state.*

**Marian College 2024 Median Study Score = 28**

**Five Year Comparison:** The median study score has remained the same over 5 years with the exception on 2023, when it reached a score of 30.

## **Study Score Results Above 40**

*A study score of 40 or above represents exceptional performance. (Top 9% of students)*

*A study score of 45 or above (Top 2% of students) Source: VCAA*

**Number of scores of 40 or above: 6**

**Percentage: 7.6%**

Subject Areas: Business Management, Health and Human Development, History, Legal Studies, Physical Education, Psychology.

**VCE Satisfactory Completion Rate: 100%**

**Percentage of VET Units Completed: 100%**

**Percentage of VCE ATARS Above 90: 17.6%**

**Highest ATAR score achieved by Dux: 97.05**

**Number of students enrolled in a school based apprenticeship or traineeship: 7**

**Students awarded the VCE (Baccalaureate): 1**

Marian College is very proud of the VCE results achieved by students in the Class of 2024. Our Dux, Jaz Rossato, achieved an ATAR of 97.05 and accepted her first preference for tertiary study in Science at the University of Melbourne. Two other students also achieved ATARs above 90, which is an excellent achievement for a cohort of only 17 students undertaking scored assessment. Students achieved a total of 6 over 40 study scores, placing them in the top 7% of the state. This represented 7.6% of study scores, and contributing to a median study score of 28 for the College this year.

The highest individual score was 49, placing Jaz in the top 2% of the state for Legal Studies. College results matched or bettered other much larger schools in the region, opening up many and varied pathways beyond secondary school.

58 % of students applying for courses through VTAC were offered their first choice of tertiary course, and a further 33% their second choice. One student has also been accepted to study in the United States of America in 2025.

Success is not just 'one size fits all' and Marian has assisted other students to complete their VCE Vocational Major (VCE VM), to enter directly into the workforce and to pursue school based apprenticeships, work placements and trades. Twelve students were enrolled in a VET course or school based apprenticeship or traineeship, covering eleven different areas, including bricklaying, electrical, motor mechanics, hair dressing and carpentry. The College draws on partnerships with local businesses and community organisations to support students into training and employment across a wide range of industries.

The College acknowledges the support of highly qualified and committed teaching staff, partnership with our families and support of our wider community in achieving these excellent results.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	569	77%
	Year 9	539	50%
Numeracy	Year 7	569	82%
	Year 9	540	71%
Reading	Year 7	557	73%
	Year 9	543	59%
Spelling	Year 7	522	64%
	Year 9	535	59%
Writing	Year 7	539	55%
	Year 9	573	71%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	I/D
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	62%
TAFE / VET	0%
Apprenticeship / Traineeship	15%
Deferred	0%
Employment	15%
Other - The category of Other includes both students Looking for Work and those classed as Other	8%

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## Student Wellbeing

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### Goals & Intended Outcomes

Strategic Direction:

We are a healthy and resilient community whose Generosity, Respect, Ownership and Wholeheartedness ensure we are all valued and included:

- Continue to explicitly teach and embed whole school Positive Behaviour expectations (GROW).
- Ongoing development of a systematic plan for collection, analysis and use of student and staff Wellbeing data to inform the College Data Action Plan.
- Use ACER Wellbeing data (student voice), attendance data, behavioural tracking (SIMON) and organisational health data (student voice) to assess current student wellbeing needs and to inform prioritisation of school wide programs and interventions.
- Use organisational health data and current teacher wellbeing and workload surveys and research to determine wellbeing needs and priorities of staff to inform staff wellbeing priorities.
- Staff training for the 2025 implementation of Classroom Mastery program through Knowledge Society.
- Development of school wide Behaviour Curriculum for 2025 implementation.

### Achievements

Continue to explicitly teach and embed whole school Positive Behaviour expectations (GROW)

The GROW team, which includes Leader of Catholic Identity and Community, members of the Pastoral Wellbeing team, CES and the Deputy Principal Pastoral Wellbeing have identified and developed structured opportunities for the explicit teaching of the principles underpinning GROW.

A continued focus on elements of GROW and appropriate learning activities were identified for extended Learning Mentor (LM) periods. Further learning activities already being delivered were clearly linked back to GROW both with staff and students. A Year 7 and 8 organization and planning session was an excellent way to demonstrate Ownership and Respect.

The uniform policy and expectations were re-developed and shared with new families. Current students have had expectations reinforced in LM and followed up by Head of Senior School, Head of Junior School, Leader of Community and Deputy Principal: Pastoral

Wellbeing. Families were supported regarding some challenges with uniform stock to avoid a negative impact on the wearing of the correct uniform.

To develop a systematic plan for collection, analysis and use of student and staff Wellbeing data and inform the College Data Action Plan, an audit was commenced on all currently available College Wellbeing data sets. The audit is ongoing and adjusted according to data that is collected under the direction of CESL. The proposed outcome from the audit will be to identify the gaps in the data sets and relate this information to programs offered and those required for the needs of staff and students.

Building of the proposed Wellbeing and Learning Centre was completed at the end of 2024 for use from the start of the 2025 school year. The new building will provide facilities including designated meeting rooms for improved delivery of wellbeing services for the College community and visiting service providers.

The College has continued to use ACER Wellbeing data (student voice), attendance data, behavioural tracking (SIMON) and organisational health data (student voice) to assess current student wellbeing needs and to inform prioritisation of school wide.

ACER (Australian Council of Educational Research) Wellbeing Survey was completed and results presented and discussed with staff and Advisory Council. Feedback and questions raised have allowed the Pastoral Wellbeing Team to investigate possible strengths, challenges and priorities.

The major priorities are connected to GROW. Programs including Teen Mental Health First Aid and 'Tomorrow Man, Tomorrow Woman', and Embrace, have been delivered to the appropriate year levels. Several other programs and guest speakers were engaged throughout 2024 to meet the needs of our community. Further programs and points of need will be investigated for 2025 and beyond.

Deputy Principal: Pastoral Wellbeing has reported whole school attendance to CESL at key points during 2024. The aim is to maintain an attendance above 90%. Marian College has averaged 81 - 89% attendance. There are plans in place for students with low attendance rates. (e.g. NAVIGATOR). Promoting attendance continues to be a priority.

The College is committed to use organisational health data and current teacher wellbeing and workload surveys and research to determine wellbeing needs and priorities of staff to inform staff wellbeing priorities. Staff and students have completed the School Engagement Survey again in 2024 which was administered via ORIMA Research in conjunction with CESL. This data will allow us to further identify the wellbeing needs of our staff and students. Students were offered support to complete the survey. There was a very high rate of completion amongst students and staff.

Staff received training for the 2025 implementation of Classroom Mastery program through Knowledge Society.

Leadership undertook intensive training related to Classroom Mastery and the implications for Marian College. This was followed up by a whole staff training session run by Knowledge Society to build the capacity of all staff in this program. This is a whole school focused approach to creating calm and safe classrooms as well as defining expected behaviours.

Development of school wide Behaviour Curriculum for implementation in 2025.

Whole school Behaviour Curriculum development commenced in line with GROW, the positive behaviour expectations of the College. This will be an ongoing task as MAGNIFY continues to be implemented throughout 2025.

### **Value Added**

- Whole School Mass
- Year 7 Welcome Camp
- Year 7 Orientation Program
- Year 9 Program
- Year 11 Melbourne Camp
- Year 12 Retreat
- Year 8 and 10 Teen Mental Health First Aid workshops
- 'Be Kind to Your Mind' Mental Wellbeing Week (Guest speaker Chelsea Frawley – Danny Frawley Centre, NESAY workshops)
- 'Tomorrow Man' and 'Tomorrow Woman' workshops
- Seasons for Growth sessions
- Embrace sessions for year 7 and year 8
- Courage to Care Upstanders program
- College Production
- Year 12 Graduation Ceremony
- Year 12 Prayer Partners
- Whole School Community Day
- Marian 100

## Student Satisfaction

During the course of 2024 students completed the Catholic Education Sandhurst School Engagement Survey (CESSSES) and the ACER School Life Questionnaire. The feedback from these surveys highlighted the importance students placed on their relationships with staff and the overwhelming sense of belonging they have to the school community. Students enjoy spending time together at school with their peers and show great appreciation for the numerous activities on offer throughout the course of a year.

Students embraced whole school events such as the Swimming and Athletics carnivals with high attendance and participation rates. It was fantastic to witness the enthusiastic manner in which students organised and took part in activities during extended Learning Mentor sessions, whole school Masses, Assemblies and the opportunity to spend time working alongside students from St Marys. The variety of extracurricular activities continues to provide students with the ability to build their sense of belonging and increasing levels of satisfaction around their own interests, in turn building connections with others beyond the classroom.

## Student Attendance

Students are expected to attend and be punctual to all classes and events. School starts at 8.45am each day with Learning Mentor (LM).

- If a student is absent, it is expected that parents/guardians inform the school by 9:00am on the day, providing a reason.
- All absentees are recorded at morning LM. If the College has not been notified of a student's absence both parents or guardians or custodial parents will be notified by text message to let them know that their child is not at school and requesting contact with the College. If the parents do not contact the College, the student's Emergency Contacts will be messaged requesting a reply.
- The reason for the absence will be requested as it is a legal requirement that the College notes this on the absence register.
- Attendance is taken at the start of every period.
- Parents are required to supply a signed note explaining all absences when the child returns to school.
- Excursions and sports carnivals are part of the school's planned learning activities and do not require an absence note. A roll will be taken at the activity.
- MP-12 will be advised of their students' absences at Marian periods 1, 3 and 5. Marian will be advised of their students' absences at MP-12 periods 1, 3 and 5.

### **If a student is late:**

- Students arriving late are required to sign-in at Student Reception.

- A note or telephone message from parents/guardians is required to support the reason for the lateness.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	65.63

<b>Average Student Attendance Rate by Year Level</b>	
Y07	92.7
Y08	86.5
Y09	81.0
Y10	83.9
Overall average attendance	86.0

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## Leadership

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### Goals & Intended Outcomes

- Continue to build the capacity of College Leadership through study support, strategic recruitment, team development and mentoring
- Development of student leaders through a developmental leadership programme, focus on Catholic Social Teaching and servant leadership in the Catholic tradition
- Accreditation of all staff (ongoing)
- Continued Development of an expert teaching team through Professional Learning Teams
- Commence implementation of Catholic Sandhurst Education's 'Magnify' for diocesan approaches to wellbeing, learning and authentically Sandhurst Education
- Leadership of provisionally registered teaching staff through processes for full registration

### Achievements

The College appointed a new Deputy Principal: Learning and Teaching for the start of the 2024 academic year. With significant leadership experience and teaching experience, Andrew McKenzie-McHarg ensured that the College agenda for learning and teaching continued to provide outstanding opportunities for students across all year levels, driving excellent outcomes for students across all subject areas, as evidenced in the College's VCE data. The continued development of professional learning teams, guided by the Learning and Teaching Team has continued to build capacity of staff in the understanding of data and its use to continue to inform practice. With the rollout of 'Magnify', the focus of learning and teaching leadership has moved to the implementation of 'Ochre' Mathematics in years 7 and 8, the science of learning and behaviours for learning. These themes will be the touchstones for the 2025 school year.

The College has invested significant resources in the ongoing support of leaders through the study support scheme, providing access to targeted tertiary studies for aspiring leaders. The importance of succession planning through leadership development has been identified as critical to the College's ongoing leadership strategy. At the same time, Marian continues to grow leadership at all levels, providing mentoring, support and assistance to beginning teachers moving from provisional to full registration.

Accreditation for all staff has continued to be a priority. Staff have accessed many offerings online and the College has also offered face to face learning for accreditation. The College plans to promote tertiary studies in leadership for Catholic identity as a pathway forward in

2025. Opportunities for professional learning have been strongly promoted by the Catholic Identity and Religious Education Leader.

Student voice and leadership have been identified as areas of strength for the College in recent reviews. They are areas that the College continues to grow with a development programme at all year levels. This includes Student Representative Council, Senior School Leadership, Halogen and GRIP conferences as well as social justice leadership formation at the Justice Matters camp. Marian College prides itself on the formation of outstanding leaders of the future.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<p>The College supported all staff (37) to participate in professional learning in 2024 \$19,980 was spent on professional learning, representing an average of \$540 per staff member.</p> <p>Staff are acknowledged as being our most important resource. Building their expertise and capacity is a high priority for the school.</p> <p>The College supported all staff to develop skills, expertise and capacity, through subscriptions, onsite and online activities, conference expenses and subject association memberships.</p> <p>All staff completed First Aid/CPR, asthma training, anaphylaxis training, mandatory reporting training and emergency management warden training.</p> <p>Marian staff accessed Numeracy Leaders, Secondary Deputy Principal's, Secondary Principals, Learner Diversity, Business Managers, Religious Education Leaders, and LOTE, VET and VCAL networks, Director's briefings and critical incidents training. Accreditation continued to be an important focus for professional learning, together with ongoing child safety training. A significant amount of professional learning has commenced with completion of online units.</p>	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$540.00

**Teacher Satisfaction**

Marian College continues to report high levels of staff satisfaction. The College has been successful in attracting and retaining staff. Amongst the very small number of staff who have

left the College to pursue higher levels of leadership, all have indicated that they would prefer to stay, were it not for the opportunity for advancement.

The College has experienced no difficulty filling vacancies and many of these have been by relief teachers who have sought ongoing employment or through positive word of mouth.

At a time where teacher work demands have been cited by numerous reports for record numbers of teachers leaving the profession and failure to attract enrolments into initial teacher education courses, satisfaction amongst staff at Marian has remained comparatively high. The Orima (organizational health) staff data sets were overwhelmingly positive with 92% positive response for staff and Leadership relationships and 82% positive for school climate as examples. The College is continuing to develop a culture of collegiality and collaborative practice to continue to build staff capacity and engagement, and to strengthen satisfaction in the workplace. This has included the development and operation of professional learning teams in 2022.

A number of long serving staff members cited care of leadership for staff and sense of community as defining characteristics of Marian College. The support for co-curricular activities and community events, as well as generally high staff attendance and low turnover are also indicators of high levels of staff satisfaction.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	8
Graduate	5
Graduate Certificate	4
Bachelor Degree	16
Advanced Diploma	4
No Qualifications Listed	3

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	17.34
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	13.57
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Strategic Direction

CES Priority: Cultivating partnerships with families and communities to support student learning, wellbeing and safety.

CES Priority: Generate tiered contextualised and responsive intervention to support student learning, wellbeing and safety.

- Build understanding of College GROW behaviours in the context of our Catholic values, Presentation heritage, College expectations and General Capabilities and behaviours for learning.
- Continue to develop the strong relationship between the College, Parish and St Mary's Primary School.
- To continue to make explicit the context of Catholic social teaching for College social justice activities.
- To continue to build College community partnerships with the local community.

CES Priority: Supporting students and staff to be active participants in their own learning, wellbeing and safety.

- Map student and staff wellbeing initiatives across the school submitted to CES ahead of Magnify. Include staff/staff, student/student and student/staff relationship building opportunities to consolidate the positive community relationships that are valued by students, parents and staff.

### Achievements

#### **Build understanding of College GROW behaviours in the context of our Catholic values, Presentation heritage, College expectations and General Capabilities and behaviours for learning**

Marian reviewed uniform items and access to a gender-neutral uniform and included items that enabled freedom of choice for all students. The aim is to create a more respectful, inclusive and equitable school environment by removing gendered distinctions in clothing. This can reduce bullying and foster a sense of belonging for all students, including those who identify as gender diverse or non-binary.

Across two sessions, Year 7-10 students revisited the Pillars of GROW—Ownership and Generosity—through reflective discussions and liturgies delivered as part of the LM program.

**Continue to develop the strong relationship between College, Parish and St Mary's Primary School.**

Marian joined with St Mary's School and Parish for the Ash Wednesday Mass and celebration of the College Feast day which included a pasta lunch. Prayer Partners from the Parish continue to 'walk alongside' our Year 12 students and pray for them throughout the year, as well as enjoying morning tea together on occasions throughout the year and beyond. Many also attended Year 12 Graduation Mass.

**To continue to strengthen the partnership between the College and Myrtleford P-12 College and other local schools for the provision of VCE studies.**

The VCE partnership between Marian College and Myrtleford P-12 College continues to be important for students of both schools as well as the community more widely. Students are able to access a much broader range of VCE subjects than would be available if the schools were operating independently. At a time of pressure on the availability of teaching staff, the partnership is able to maximise the efficient deployment of expert staff across both schools.

**To continue to make explicit the context of Catholic social teaching for College social justice activities**

Marian College continues to support social justice initiatives such as Caritas Ks, St Vincent de Paul, the diocesan Justice Matters camp, Refugee Week, Reconciliation Week and Camp Quality through the Marian 100. The College uses Learning Mentor sessions, assemblies, liturgies and Religious Education Classes to promote the Catholic social justice underpinning of these activities.

**To continue to build College community partnerships with the local community.**

The support provided by the Alpine Shire, Country Education Project, and RSL has played a significant role in enhancing opportunities for Marian students. The Alpine Shire has contributed by offering funding and resources to facilitate wellbeing, such as the Alpine Shire Youth Awards which recognise and celebrate the contributions, skills and achievements of our young people. It has provided leadership development programs such as the GRIP Conference and the Year 9 Careers EXPO. The Country Education Project through the Rural Youth Ambassador Program has enabled students to access innovative learning experiences, develop leadership skills, and engage in broader community-based learning programs. Members of the local RSL have modelled values of service, remembrance, and community spirit among our students in our Assembly and Commemoration Services. These organizations have positively impacted students' learning journeys, helping them grow through engagement with local initiatives.

**Map student and staff wellbeing initiatives across the school submitted to CES ahead of Magnify. Include staff/staff, student/student and student/staff relationship building**

**opportunities to consolidate the positive community relationships that are valued by students, parents and staff.**

An audit of programs and initiatives was conducted.

## **Parent Satisfaction**

**To continue to provide opportunities for meaningful parent engagement in the education of their child.**

Marian College continues to offer many and varied opportunities for parents to be engaged with the education of their child. The College recognises the importance of parent partnerships in their child's learning journey, which is supported by research and evidence of improved student outcomes. The challenge of parent engagement is frequently more pronounced in secondary school as parents move back into the workforce and students accept more responsibility for their own learning as young adults.

Parent satisfaction with the College continues to be evident in:

- Attendance at Parent Partnership Evening (Year 7 Students)
- Subject and Course Selection Evenings and individualised meetings
- VCE and VCE VM information evenings
- Tours of the College by prospective enrolments
- Parent Access Module (PAM) providing 'real time' feedback on student progress
- Program Support Group (PSG) meetings
- Communication between College leaders, Classroom Teachers, Learning Mentors (LMs) and parents
- Athletics and Swimming carnivals, Masses, Assemblies, Caritas Ks, Marian 100 and other College events.
- Mental Health Week activities in conjunction with Myrtleford Football Netball Club
- The College production, Graduation and Awards Evenings allowing parents to celebrate the giftedness and achievements of their children.
- Membership of the College Advisory Council

The College would like to thank parent and locally owned businesses who supported the College through work placements, school-based apprenticeships and work experience, as well as sponsorship of major events and awards. In these ways, parents have demonstrated strong support for the school as well as contributing in important ways to the development of parent/school partnerships. The College looks forward to engaging parents in an organisational health survey in 2025 in order to look more specifically at how we might improve parent satisfaction with College operations and engage them more meaningfully in the education of their children.

As the College has a relatively small student cohort, we have continued to focus more on individual student and parent needs, rather than generic parent sessions. This shift in culture allows for one-to-one meetings and communication with College leaders. In person and online meetings and point of need responses have met with high levels of approval by families who appreciate the flexibility that a one size fits all approach does not allow for. Students and their families continue to provide strong connections that are appreciated by parents for 'their personal approach' that a smaller setting can afford. The approach has ensured that Marian College's enrolments continue to remain ahead of demographic predictions.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mcm.vic.edu.au](http://www.mcm.vic.edu.au)