Contact Information

Address 304 Barkly Street ARARAT VIC 3377
Principal Mr John Crowley
Parish Priest Fr. Brendan Davey
Stewardship Council Chair Mrs Peta May
Telephone (03) 5352 3861
Fax (03) 5352 5002
Email principal@mcararat.catholic.edu.au
Website www.mcararat.catholic.edu.au

I, John Crowley, attest that Marian College, Ararat is compliant with:

· All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

· Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).

22 May 2015

Mr John Crowley
PRINCIPAL
Brigidine Identity Statement

Challenging students to be creative and critical learners who act with strength and gentleness in the Gospel tradition.

Marian College Vision

Marian College is a dynamic and nurturing Catholic school based on the Brigidine Core Values.

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.

Graduate Outcomes

Young men and women with an awareness of spirituality and faith:

- Who are welcoming, respectful and inclusive
- Who are hope-filled, confident and reflective
- Who embrace a life-long love of learning and strive for excellence in all they do
- Who are responsible, independent and ready to bring positive change to their community
- Who endeavor to reflect the Brigidine Core Values in all they do.
College Overview

Strength and Gentleness

Established by the Brigidine sisters on its current site in 1888, Marian College prides itself on its very long historical commitment to providing high quality learning and teaching for young men and women of the Grampians-Ararat-Stawell region.

Marian College is a Kildare Education Ministries school in the Brigidine tradition that continues to offer high quality educational opportunities and experiences, which will shape our students in positive ways throughout their lives.

At Marian College we seek to provide an education that empowers students to become life-long learners, who are encouraged to think creatively, to analyse critically, to respond intelligently, and with thought and compassion for others.

As a Catholic learning community we endeavor to keep the Gospel values at the heart of our school, and actively promote high expectations, respectful communications, perseverance, tolerance, compassion, justice and service.

Our Learning and Teaching programs are designed:

- to be challenging and responsive to emerging needs in education that are tailored to support personalized learning pathways,
- to promote innovation and creative thinking,
- to embrace contemporary technologies and real-world experiences,
- and to excite the imagination and passion in the pursuit of excellence.
Students are encouraged to excel and to work towards continual improvement to achieve their best. We are very proud of our strong Brigidine identity and ethos, where staff actively promote and nurture the spiritual, intellectual, emotional, physical and social growth of all students.

Teaching staff work collaboratively and reflectively in Professional Learning Teams to continue to remain at the forefront of advancing teaching and learning practices. They endeavor to model learning and a passion for learning, providing on-going effective feedback for continual improvement.

Our innovative Teacher Advisor (T.A.) program represents an integral element of our mission. Each TA Teacher is the advocate and role model in the lives of the students in their care. They support these students academically and socially throughout their secondary journey. In partnership with parents, they help guide students to flourish and grow into thoughtful young men and women who can contribute positively to the world.

At Marian College we challenge our students to be people of courage and action, and to find their voice and place in the world.

Mr John Crowley
Principal of Marian College 2014
2014 has been another exciting time in the history of Marian College. Marian College welcomed 125 Year 7 students in 2014. The growth in student numbers over the past six years at Marian College has been quite incredible, and is testimony to the great work of our dedicated teachers and support staff.

In February, we celebrated our Opening Mass with Bishop Paul Bird in the Sr. John Spurr Multi-Purpose Centre with Bishop Paul commissioning our 2014 student leaders.

In July, all students and staff in the College travelled to the Cathedral in Ballarat to celebrate the contribution of Father Brendan Davey to the Marian College community over to many years of service. Our Year 12 students sang a beautifully prepared Hymn to Father Brendan at the conclusion of the Mass as a lasting present to him.

2014 saw the official opening of our Trade Training Centre. Featuring a university-standard laboratory and wine production area, this centre will give our students access to first-class facilities to complete a range of qualifications in Laboratory Skills and Viticulture. In addition, we completed the refurbishment of our new Applied Learning Centre. This facility has been a great success this year, offering a
range of VET and VCAL opportunities to our students. I would like to thank and congratulate all of our VCAL and VET staff for planning and producing some fantastic pathways this year.

In the area of the Performing Arts, our Production Team staged the musical, ‘The Drowsy Chaperone’. The Wakakirri Performance, a student-led performance that combines elements of singing, dance and acting amazed us all with an energized and professional performance.

Our Justice and Democracy Group has worked cooperatively with other Brigidine schools to highlight issues of Justice within our student community. In addition, our “JDF” group have complimented our Minnie Vinnies Committee who has also sought out ways to highlighted social justice issues within in our community and abroad. In 2014, Minnie Vinnies were involved with the Winter Sleep Out, Soup Kitchen, Caritas Australia and Pancake Day which is a fundraiser for the Assist a Child Program. Our social justice groups have been a constant voice for people in need.

Achievements in the sporting arena include success in Croquet, Football, Cycling, Clay Shooting, Netball, and many others. All of these activities are made possible through the ongoing generous commitment of staff to provide the best outcomes for all of our students.

This year, we farewells a number of dedicated staff members, each of whom have made a significant contribution to the Marian College community over a number of years. These staff include Mr. Ant Mair, Ms. Sharon Mann, Mrs. Kelly Wilson and Miss Elizabeth Robinson. We also wish Mrs. Carina Clarke and Mrs. Lucy Sambell all the very best as they go on Maternity Leave.

On a personal note, it is with sadness that I say farewell to the Marian College community. I have been so fortunate to work with such dedicated staff and wonderful students and parents. I will take away with me some lifelong memories. I would like to acknowledge all members of the College Leadership Team who have worked alongside me over my six years as Principal, together with current and past members of the Stewardship Council. Each of you has helped to shape this College and your wisdom and counsel has been greatly appreciated by me.

Finally, I would like to wish Mrs. Carmel Barker all the very best as she takes over the reigns of Principal. Marian College is indeed in very good hands.

Mr John Crowley
Principal of Marian College 2014
Faith at Marian

Our Religious Education at Marian College makes a significant contribution to pupils’ academic and personal development. It also plays a key role in promoting our core values that are so central to ‘who’ we are as a community.

On a daily basis we strive to live our vision to;

• be faithful to our Catholic heritage.

• welcome all people, especially the most vulnerable.

• celebrate all that is good with joy and gratitude.

• engender a love of learning, hope and a sense of purpose.

• image and practise justice and service.

We can only make our wider community richer when we are strong in respect and empathy.

Our Awakenings Program and Enhancing Catholic School Identity

A percentage of the students who attend Marian are not baptised into the Catholic faith. With this understanding we work within the Brigidine guidelines that encourage us to welcome all people and to share our traditions by engendering a love of learning. Religious Education has a significant and central role in the education of our students.

Programs are formed around the ‘Awakenings’ course and are aimed at personally enriching and intellectually challenging the students. We encourage our students to be clearer and more thoughtful about their life choices. We promote self worth, and in partnership with our parent body, encourage a strong value system. We encourage rigorous debate and reasoned argument when reflecting on religion and its place in this modern and diverse world.
Along side his family and our parish community, we farewelled one of our most loved community members. A highlight of this occasion was the Year 12 choir led by our Principal, John Crowley. This year Fr. Brendan holds a place of honour on the front cover of this, our school Magazine.

Though we were sad to see Father Brendan leave us, we now have the opportunity to welcome Fr. Andrew. We look forward to his presence in our school community.

Our Catholic, Brigidine heritage encourages students to ‘image and practise justice and service’. Our Minnie Vinnies staff and students and the Justice and Democracy group have lived these values throughout this year. These dedicated students take an active role in forwarding the message of Jesus in their work for the good of our community.

Mrs Toni Stockwell
Religious Education Coordinator, 2014
Learning and Teaching

In 2014 the Learning and Teaching Team comprised of:
Mrs. Carmel Barker (Head of Learning and Teaching),
Mr. Greg Dean (Head of Curriculum)
Mr. John Coghlan (Head of Applied Learning),

Faculty Heads:
Ms. Natalie Wirper (English),
Mr. Nathan Baker (Science),
Ms. Valerie Augustin (Mathematics),
Ms. Megan Shea (Technologies),
Ms. Amy Gellies (Physical Education),
Ms. Michelle Finch (Humanities),
Mrs Tess Tonks (The Arts),
Mrs Toni Stockwell (Religious Education Coordinator).

The key areas of focus for the Curriculum Team in 2014 were:
• to further develop the Professional Learning Teams,
• to build Teacher Capacity,
• to improve communication across the College, and
• to enhance greater participation and ownership of the learning by staff and students.

Throughout the year, all departments have been actively involved in curriculum development, adjusting previous programs and preparing new units for delivery. Review, evaluation and development of the learning and teaching across the College is a continuous process.

Building Teacher Capacity

With the demands of an ever evolving curriculum and the increasing need for differentiation in all classrooms to meet current needs, all teachers have been engaged in Professional Development and: What is Highly Effective Teaching?” utilizing the research by John Hattie (Visible Learning), Defour (Professional Learning Teams) and Mattos (Response to Intervention), teachers have explored classroom strategies and practices to improve learning outcomes.

Key areas for focus for the College included:
• Feedback,
• Explicit Teaching of Study Skills,
• Learning Intentions,
• Direct Teaching,
• Peer Teaching and
• High Expectations for all.

The intention was to continually challenge staff and students to improve standards, engagement and learning outcomes.

Professional Learning Teams (PLTs) were organized to better engage all staff in shared practice, greater collaboration and a more coordinated, joint ownership for the learning at the College.

Peer Observations, feedback and self-reflection have become an essential part of the learning and teaching at the College over the course of the last two years, and have been instrumental in informing the staff Annual Review Meetings (ARMs).
Building High Expectations

During 2014, the Curriculum Team revised the Senior Early Start Program and implemented a Year 10 Early Start Core Skills Program.

Further development and extension of Exam Procedures across the College was undertaken to ensure all year levels were suitably exposed to genuine exam conditions and procedures, beginning well prior to senior school.

Teachers implemented regular Tutorial sessions after school and at lunchtimes throughout the week for all senior subject areas, and for the junior school in Maths and English, to support extension and individual student needs.

The school’s online reporting system and Parent Access Module (PAM) was actively promoted to further support effective communication between parents, students and the College. Integral to this, procedures were developed to better identify and support early interventions processes and practical support for students deemed to be ‘at risk’.

The College implemented a Parent Information Evening combined with Teacher Advisory (TA) session for all Year 7 students new to the College. The intention was to support effective communications between home and school, and to articulate the College’s high expectations for all students.

The Enhancing Catholic Identity Project

In light of the Enhancing Catholic Schools Identity Project (ECSIP) survey, the Religion Department has been actively involved in curriculum development and whole-school approaches to ensure the continued Catholic face of the College. The project continues into 2015.

Applied Learning

The Victorian Certificate of Applied Learning (VCAL) settled into their newly purchased Applied Learning Centre on the King Street corner of the College. With the greater use of space within this newly acquired building, there has been greater opportunity for the development of integrated and community based programs. Students have successfully completed a range of interesting joint and individual projects, fundraising activities, charitable works and community projects, designed to foster personal development and to enhance their employability. This centre successfully provided opportunities for strong learning engagement for students desiring the more practical-based pathways to the future.

Technology to Support Learning

The end of 2014 saw the creation of a new E-Learning Coordinator role within the College, to further enhance the use of technology across the curriculum in the support the learning at all levels.

The study of Language continued to be popular among some of our students in 2014, with Mandarin being the main language undertaken. However, success was achieved in a number of other languages with one student receiving a VCE Premier’s Award for her excellent VCE results in Spanish.

Individual Student Needs and Differentiation

Members of the Individual Learning Needs Team (Enhancement Team) were directly involved in the on-going development of Individual Learning Plans in consultation with families, students and teachers, to support individual students.

Classroom Supports

Library staff were involved in the training and implementation of the new Oliver Library Management System which provides greater access to digital online resources for students and staff 24/7. ClickView was further enhanced to enable broad access for digital storage and delivery of video to the College.

2014 was a very busy and productive year.

Mr Carmel Barker
Head of Learning & Teaching 2014
Stewardship Council

Marian College has embraced “Honour your Learning” as a theme for 2014, and the Stewardship Council is committed to this worthy goal, with a focus on improving academic results and optimising the Teaching & Learning Program. Catholic Identity has also been an important issue for the school this year and will continue to be a strong focus going forward. The Council comprises Principal John Crowley, Sr Angela Ryan, Celine Bush, Geraldine Carey, Stacey Henderson, Rhonda Hinchliffe, Helga Spark, David Wheaton, Guy Menhennitt, Bruce McIlvride and Peta May and Donna Wood (Secretary). The Council meets eight times during the year and also participates in sub-committees for Policy, Finance and Community Liaison.

We welcomed Sr Angela Ryan of Kildare Ministries to the Council this year; we have benefited greatly from her experience in school operations, compassion and instinctive understanding of student needs. The Council farewelled Sr. Brigid Arthur and Marguerite Buckley at the start of the year. Their wisdom and advice in Stewardship matters have been much appreciated and we wish them well in the foundation year of Kildare Ministries.

The Learning Resources Policy, Camps & Excursions Policy, and Sunsmart Policy have been reviewed by the Policy Committee this year. Several policies were revised and ratified in 2014.

The Community Liaison Committee’s focus this year has been on developing the relationship between the College and community groups for the benefit of students, particularly in light of the ongoing development of the VCAL program. The Committee co-ordinated a very successful Health Careers Forum in August, which was highly commended by all who attended. It is wonderful to be able to offer our students the benefit of our community’s experience and advice in career matters, and we express our appreciation to all health professionals who contributed their time and expertise. It is anticipated that similar forums will be organised in future for different types of careers, which is very exciting.

The Finance Committee has worked hard to ensure Marian College is in a sound financial position and has allocated resources appropriately to the numerous building projects underway during the last twelve months. Particular mention should go to Russell Barker and his team for the most efficient and effective financial operations of the College this year.

Past Stewardship Councils were fully supportive of the College’s plans to build the Trade Training Centre some years ago. After an enormous amount of hard work and meticulous planning by John Crowley and his project team, some members of the current Council were delighted to attend the Official Opening of the centre by Mr Dan Tehan in the last week of Term 2. The new Applied Learning Centre is also operational this year under the leadership of John Coghlan. The Council congratulates all involved in creating these magnificent resources which will benefit our students for many years to come.

Our appreciation is expressed to those Marian College staff members who have contributed to the Council and sub-committees this year, particularly Russell Barker, Greg Dean, Carmel Barker, Toni Stockwell, John Coghlan, Michelle Finch and Jenny Aitken.

We congratulate John Crowley on his appointment to the role of Principal at St Patrick’s, Ballarat. John’s leadership, passion for education and exemplary communications skills will be missed by all. We wish him every success in his new position at St. Patrick’s.

After quite a few years of exciting construction and development of the College’s physical resources, the Council looks forward to a time of consolidation, to concentrate on strengthening the educational attributes of Marian College and maintaining our role as the school of choice in our region for top quality Catholic education.

Mrs. Peta May
Stewardship Council Chair
The tables detail the proportion of students from Marian College Ararat meeting national standards in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics. All students have reached national literacy and numeracy benchmarks.

### NAPLAN TESTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2013-2013 Changes %</th>
<th>2014 %</th>
<th>2013-2014 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07</td>
<td>Reading</td>
<td>97.8</td>
<td>96.8</td>
<td>-1.0</td>
<td>96.7</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 07</td>
<td>Writing</td>
<td>91.4</td>
<td>90.1</td>
<td>-1.3</td>
<td>86.7</td>
<td>-3.4</td>
</tr>
<tr>
<td>YR 07</td>
<td>Spelling</td>
<td>92.6</td>
<td>92.3</td>
<td>-0.3</td>
<td>93.3</td>
<td>1.0</td>
</tr>
<tr>
<td>YR 07</td>
<td>Grammar &amp; Punctuation</td>
<td>97.9</td>
<td>86.8</td>
<td>-11.1</td>
<td>92.5</td>
<td>5.7</td>
</tr>
<tr>
<td>YR 07</td>
<td>Numeracy</td>
<td>98.9</td>
<td>95.7</td>
<td>-3.2</td>
<td>96.6</td>
<td>0.9</td>
</tr>
<tr>
<td>YR 09</td>
<td>Reading</td>
<td>96.1</td>
<td>96.6</td>
<td>0.5</td>
<td>93.5</td>
<td>-3.1</td>
</tr>
<tr>
<td>YR 09</td>
<td>Writing</td>
<td>80.0</td>
<td>75.3</td>
<td>-4.7</td>
<td>79.6</td>
<td>4.3</td>
</tr>
<tr>
<td>YR 09</td>
<td>Spelling</td>
<td>92.5</td>
<td>95.5</td>
<td>3.0</td>
<td>93.6</td>
<td>-1.9</td>
</tr>
<tr>
<td>YR 09</td>
<td>Grammar &amp; Punctuation</td>
<td>93.4</td>
<td>93.3</td>
<td>-0.1</td>
<td>91.5</td>
<td>-1.8</td>
</tr>
<tr>
<td>YR 09</td>
<td>Numeracy</td>
<td>99.0</td>
<td>89.5</td>
<td>-9.5</td>
<td>97.8</td>
<td>8.3</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes
Median NAPLAN Results for Year 9

(Estimated VELS Equivalent Score) - Year 9)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>569.10</td>
</tr>
<tr>
<td>Writing</td>
<td>523.20</td>
</tr>
<tr>
<td>Spelling</td>
<td>561.70</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>554.00</td>
</tr>
<tr>
<td>Numeracy</td>
<td>567.40</td>
</tr>
</tbody>
</table>

Senior Secondary Outcomes

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>30</td>
<td>29</td>
<td>28</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>VCE Completion rate</td>
<td>95%</td>
<td>98%</td>
<td>98.2%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Dux of Marian College</td>
<td>96.5</td>
<td>97.25</td>
<td>97.9</td>
<td>77.5</td>
<td>89</td>
</tr>
<tr>
<td>VCAL Completion rate</td>
<td>100%</td>
<td>97%</td>
<td>99%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Year 9 - 12 Apparent Retention</td>
<td>71.79%</td>
<td>73.86%</td>
<td>77.92%</td>
<td>80.23%</td>
<td>67.71%</td>
</tr>
</tbody>
</table>

Attendance

At Marian College teachers mark their rolls 5 times per day (Homeroom and in periods 1-4) using the SIMON Administration package. An email is automatically generated when teachers do not complete their rolls in class and a phone call is made from the office to remind the teacher in question.

Marian College Office staff contact parents on a daily basis where there are unexplained absences for a child brought to light through our roll marking system. (Students are required to sign in and out of the front office when late or leaving). An SMS is generated at about 11.00 each day for unexplained absences. Records of student attendance are kept in SIMON and can be produced on request.

<table>
<thead>
<tr>
<th>Average Student Attendance Rates 2014</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.81</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.56</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.50</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.23</td>
</tr>
<tr>
<td>Overall</td>
<td>94.78</td>
</tr>
</tbody>
</table>
**Post School Destinations**

The source of data for Post School Destinations is OnTrack Data. In 2014, 66 students completed Year 12 at Marian College. OnTrack Data reveals the following pathways for the 2014 cohort students.

<table>
<thead>
<tr>
<th>Options</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary offers</td>
<td>87%</td>
<td>95%</td>
<td>98%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>University enrolled</td>
<td>24%</td>
<td>35%</td>
<td>43%</td>
<td>37%</td>
<td>83%</td>
</tr>
<tr>
<td>TAFE/VET offers</td>
<td>7%</td>
<td>8%</td>
<td>12%</td>
<td>14%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Apprentice/Trainee</td>
<td>5%</td>
<td>18%</td>
<td>6%</td>
<td>12%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Deferred</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Work</td>
<td>21%</td>
<td>23%</td>
<td>27%</td>
<td>10%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Looking for Work</td>
<td>38%</td>
<td>15%</td>
<td>8%</td>
<td>27%</td>
<td>11.0%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Wellbeing

2014 saw a greater emphasis placed on keeping students within the classroom as much as possible. In the past the Student Assistance Centre (SAC) had provided a place of refuge for students dealing with a variety of issues:–learning needs, emotional stress or simply to remove them so that overdue work could be focused on or behavioural problems calmed down.

However, student numbers have grown over the years but the space available in the SAC has not. It was time to revisit the use of the SAC. Consequently, after reflection, it was determined that as much as possible students would be encouraged to have the assistance of special help within the classroom. The aim was to achieve this through the ongoing use of our dedicated Learning Support Officers (LSOs) within the classroom environment, improving our understanding of the learning needs of our most vulnerable students (many thanks to Jenny Wilkinson and Carmel Barker for their insight here) and working more closely together in Professional Learning Communities in order to modify work as required so that all students can achieve success.

In regard to removing students due to wellbeing or behavioural problems, the decision was made that these students would be sent to House Leaders or Leadership team members in the first instance. Of course Amanda, our College Psychologist, was always on call.

To support our staff in improving their skills, Professional Development was provided in terms of understanding students with Special Needs, dealing with difficult behaviours, and via our Professional Learning Communities.

2014 also saw a growing problem within our student body in terms of the use of social media. It was evident across the College that many students felt “protected” using social media for a variety of purposes – some of them extremely useful but others less so. It appears to be very easy to use social media to say things that you would...
As a community we need to focus on teaching our students the positive uses of technology but also reinforcing inappropriate uses can be harmful and often illegal.

2014 saw an increased involvement of our Indigenous students within the wider community. We are lucky to have Jeanette Morris from the CEO as our Indigenous support officer. Each year she comes to Marian on a regular basis to chat with our students, take them to lunch and discuss what they need and how she can provide assistance. Over dinner issues such as career paths, learning goals, personal development and links to Community are discussed.

In 2014 a number of students went to the MCG for the Indigenous Round Match and also a Careers Expo. A group of students travelled to Brambuck in Halls Gap for a “Connect to Country Day,” where they were privileged to meet a number of the Elders, participate in a “Smoking Ceremony” and have access to a variety of traditional crafts and a “bush tucker” walk. There are plans for more events in 2015.

Mrs Jenny Atkin
Head of Wellbeing 2014
Professional Learning

In 2014 the focus for staff professional development at Marian College was on:

- integrity in the Service of the Church - a workshop which included all members of staff,
- quality teaching at Marian College - Improving Student Learning,
- Professional Learning Community and creation of Professional Learning Teams (PLTs),
- formative assessment and reporting,
- the use of data to inform teaching, and
- differentiation.

In 2014 teaching staff were required to attend weekly Staff Meetings which hosted presentation by fellow staff members on many different aspects of teaching and wellbeing.

Teaching staff at Marian College attended a two-day conference in July. Mr Gavin Grift presented a valuable workshop providing practical knowledge based on the important principles which drive a Professional Learning Communities.

Anna Bennett provided an insightful workshop on Effective Differentiation - ‘What does it Look like in my Classroom Tomorrow?’

Teaching staff took advantage of Professional Development opportunities conducted within subject areas both through the CEOB as well as outside providers.

All staff participated in asthma and anaphylaxis training in 2014. All staff underwent First Aid training, attaining their Level 2 First Aid qualifications.

The average expenditure per staff was $600.
Leadership and Management

The average staff attendance is high with teaching staff at 89.49%, indicating a committed and dedicated staff. Please note that these figures include days when staff were engaged in Professional Learning activities. It does not include days when the teaching staff were on approved leave such as Long Service Leave, Maternity Leave, Study Leave or Leave Without Pay.

Enjoyment of both the students and College environment is shown by the high 79.59% of teaching staff retained in the College from 2013.

All teaching staff have appropriate qualifications and are registered with the Victorian Institute of Teaching (VIT). The following data indicates the type and percentage of qualifications held by Marian College staff in 2014.

<table>
<thead>
<tr>
<th>Teacher Qualifications 2014</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>11.76%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>58.82%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>9.80%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>92.16%</td>
</tr>
<tr>
<td>Diplomas - Advanced</td>
<td>7.84%</td>
</tr>
<tr>
<td>No qualifications</td>
<td>0%</td>
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</table>

<table>
<thead>
<tr>
<th>Staff Composition 2014</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching staff (head count)</td>
<td>62</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>65.156</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>31</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>23.097</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
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Community

In February 2014, staff, students, parents and friends of Marian College welcomed the 2014 Academic Year by celebrating Mass with Bishop Paul Bird, Father Brendan Davey (Ararat) and Father Eric Bryant (Stawell). Marian College recognised the outstanding achievements of many students during 2013 with an Awards Ceremony. The associations with business, community and industry connections with organisations in Ararat and Stawell were evident in the scholarships and bursaries awarded to our students for excellent and community achievement.

During 2014, Marian College has continued to build capacity in the newly formed House System. House Leaders, Michelle Finch (Barron), Nick Lloyd (Synnott), Dani White (Clancy) and Steph Saravanja (Kelly) meet fortnightly with TA teachers and provide support and guidance for staff and students.

The Justice and Democracy Group, guided by Ms Amy Matthews, attended the annual Justice & Democracy Seminar in Melbourne in March. The Minnie Vinnies Group were again active, conducting the annual ‘Sleep Out’ giving students the opportunity to experience living rough on the streets. Student leaders for all year levels met with the Principal on a fortnightly basis to collate ideas and strategies to enhance student engagement in learning and their general happiness at Marian College.

From May to July, Mrs Carmel Barker became Acting Principal as Mr. John Crowley went on Enrichment Leave.

The Brigidine Music Fest was held in Geelong in July, showcasing the rich talent our College has in the area of Music and Performance. The Marian College Choir performed in Ballarat at the Caritas Choir Festival.

In 2014, Marian College underwent a school review centered on Pastoral Care, Finance and OH&S. The Reviews are overseen by Kildare Education Ministries staff.

Several members of staff and selected students travelled to Ti Tree in the Northern Territory in September. The group spent a week with the remote indigenous community, joining in with the students.

Over the course of 2014, Parent Teacher Interviews were positive occasions providing parents/guardians with further opportunity to communicate directly with teaching staff. A separate VCE Parent Teacher Interview Evening was also conducted, specifically to address the expectations and requirements of the vigorous VCE course undertaken by many of our students. A Subject Selection Information Evening was held for students entering Years 9, 10 and VCE, and was designed to provide more information about career pathways and content of subject curriculum. Heads of Faculty and Senior Leadership staff were on hand to assist students and parents in their decisions in selecting appropriate subject for pathways and careers for the following year.

The Marian College Stewardship Council provided a portal for parents to connect with the College.

Students at all year levels have contributed to the many diverse community events such as ANZAC Day, International Women’s Luncheon, Young Lions Debating Competitions, Year 10 Community Service Program as well as district sporting events, athletics and swimming meets. The Year 12s again lead the College raising money for Fred Hyde charity, with a day of activities culminating in ‘Marian’s Got Talent’.

Annual Report to Community 2014
Building and Resources

2014 has been another busy year for Marian College with a number of projects being undertaken.

During the year the Marian College Trade Training Centre was completed and officially opened on the 20th of June by Mr Dan Tehan, the Federal Member for Wannon. Fr Eric Bryant blessed the Centre. The Trade Training Centre provides a world class Laboratory Skills and Viticulture facility, that will allow the College to deliver Cert III Laboratory Skills and Certs II and III Food Processing (Wine).

The year also saw the development of the former vehicle dealership, on the corner of King and Barkly Streets, in preparation for use as a VET/VCAL centre. The building, designated as our Applied Learning Centre, has undergone a refurbishment program aimed at improving the safety and habitability of the building. The College has also invested heavily in purchasing tools and equipment needed to run Building and Automotive courses.

2014 also saw a number of smaller projects undertaken aimed at improving the College grounds and student facilities. These included:

- Student lunch area. The area outside the Sr John Spurr Multipurpose Centre, that houses the new canteen, has been turned into a student lunch area with the construction of a shade sail covering the area and provision of tables and chairs.
- Music Rooms. The existing music rooms have been further developed to create two rooms suitable for individual tutorials
- Internal Road. The internal road running through the school has been completed by sealing the last section along the Sr John Spurr Multi-Purpose Centre side.

Mr. Russell Barker
Business Manager 2014
Financial Performance for the end of 2014.

*Taken off the School AFS review documentation for the VRQA requirements for DEEWR*

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash ($)</th>
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<tr>
<td><strong>Recurrent Income</strong></td>
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<tr>
<td>School Fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State Government recurrent grants</td>
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<td>Australian Government recurrent grants</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries, allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td><strong>Capital Income and Expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and Recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>1,079,626</td>
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