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## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>[304 Barkly Street] ARARAT VIC 3377</th>
</tr>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Carmel Barker</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Andrew Hayes</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Peta May</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 5352 3861</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@mcararat.catholic.edu.au">principal@mcararat.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.mcararat.catholic.edu.au">www.mcararat.catholic.edu.au</a></td>
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## Minimum Standards Attestation

I, Carmel Barker 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Carmel Barker
20 May 2016
Our 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.

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

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.
Principal’s Report

2015 has been an exciting year of challenges and achievements for our college community. Students have navigated the curriculum and new Culture of Learning with the help of their dedicated teachers and support staff. In my first year as Principal, I am indebted to all our staff, teaching and non-teaching, who take on the role of guiding our young people towards a positive future as they grow and mature. Our students remain always at the heart of all we do.

I am proud of our great strides forward in developing clear pathways to the future improvement of the College through our Five Year School Improvement Plan (2015-2019).

This year we challenged students and staff to ‘Pick up the OARS’ and accept ownership and responsibility for all they do to make Marian College a high performing learning environment. We ask only that students and staff do their best and do not settle for mediocrity.

The Formative Engagement teams of staff have dedicated their time and energies to self-improvement, collaborative planning, evaluation, reflections and peer reviews. The Curriculum and Wellbeing teams have worked to promote excellence in teaching and learning through safe, supportive environments. The Religious Education team have worked on the Catholic Identity Project to enhance and support the values and faith formation of students and staff at the College.

The promotion of good relationships, honesty and respect through House days, RUOK day, Marian's Got Talent, Mind Matters activities, Fred Hyde and Harmony Day has been worthy contributors to the success of their work. The Teacher Advisor (TA) system and regular reporting to parents, Parents Evenings and Information sessions similarly support the very positive climate we see at Marian College. We especially thank our supportive parent body as they continually engage in their child’s learning and support their individual dreams and ambitions. We know for many students this parental support can make all the difference. Australian Psychologist Michael Carr-Greggs talks about the positive aspects of connectedness to adults, to a school and to a belief system as key protective factors to resilience and mental wellbeing. It is about feeling part of something larger than ourselves, and welcomed and accepted for our own unique qualities, talents and skills. It is ‘welcoming all, but especially the most vulnerable’.

The College’s co-curricular program continues to flourish with enthusiastic and talented staff. The Arts Department launched the Poppy Project on Anzac Day, inviting the College community and broader Ararat Community to contribute to a planned installation of ceramic poppies for Remembrance Day on November 11th. Art teacher Simone Conroy and John Eagle launched Studio 304 on the corner of King and Barkly Street. This venue provides opportunities for student to display their work for others. Many of the works exhibited relate to themes underpinned by the Brigidine core values and so important to our College. The Sporting and Performing Arts domains continue to show strong support by the enthusiastic participants.

The Applied Learning Centre and Technology Domains continue to expand their opportunities for students with new programs and equipment, the development of a strong Automotive, Building, Business, Viticulture and Lab Skill programs.

Carmel Barker  Principal of Marian College 2015
College Board Report

The Marian College Stewardship Council welcomed the appointment of Mrs. Carmel Barker as Principal at the start of 2015 and very much enjoyed working with Carmel throughout the year. The Council met 8 times per annum and members were Sr. Angela Ryan, Mrs. Celine Bush, Mrs. Geraldine Carey, Mr. Bruce Mcllvride, Mrs. Stacey Henderson-Phillips, Mrs. Rhonda Hinchliffe, Mrs. Helga Spark, Mr. David Wheaton, Mr. Guy Menhennitt, Mrs. Peta May, and Mrs. Carmel Barker, with support from Mrs. Donna Wood. Mr. Michael Doyle replaced Sr. Angela Ryan at the start of 2016 as representative of Kildare Ministries, and his experience is most welcome. Sincere appreciation goes to Sr. Angela for her wise counsel and deep commitment to Marian College.

2015 was a year of transition, with new faces in the College’s Leadership Team and in the teaching staff. The Council strongly supported the College’s focus on Learning Culture, embracing the Student Learning Action Statement and acknowledging that development of a strong learning culture is a long-term endeavour rather than a short-term fix. Mr. Rodney Knight addressed the Council on a number of occasions about his vision to build aspiration in our students via an improved learning culture, and Ms. Jo Amott outlined her plans and strategies as the new leader of Student Wellbeing. Rodney’s & Jo’s enthusiasm and professionalism is very much appreciated by the Council and we look forward to hearing of their progress in these areas.

The Policy Committee, chaired by Mr. Greg Dean and comprising Mr. Rodney Knight, Mrs. Rhonda Hinchliffe, Mr. Guy Menhennitt, Mrs. Celine Bush, Mrs. Stacey Henderson-Phillips and myself, worked on a number of policies in 2015. It was decided to split the College’s policies into two streams – the Policy Committee would review most policies except those requiring legal or expert knowledge (e.g. Anaphylaxis), which we felt should be reviewed by suitably qualified staff. The Learning Policy and Assessment & Reporting Policy were finalised by year-end.

The Community Liaison Committee, comprising Mr. John Coghlan, Mrs. Toni Stockwell, Ms. Jo Amott, Mrs. Helga Spark, Mr. David Wheaton, Mr. Bruce Mcllvride and Mrs. Donna Wood, conducted a survey on the most effective communication methods for parents. The results of this survey have been analysed and we look forward to some innovative options being announced in the coming year. The Committee’s review on uniforms is also underway.

The Finance Committee, comprising Sr. Angela Ryan, Mrs. Carmel Barker, Mrs. Geraldine Carey, Mrs. Sandra Faneco and Mr. Russell Barker, enjoyed a fairly stable year following several years of vigorous capital development. The College is moving towards accrual accounting and this was a major focus for the Finance Committee in 2015, requiring a number of procedural decisions to be made.

The work of all three sub-committees is very important and informs the decisions of the Stewardship Council. The contribution of every Council member is much appreciated, as each brings their own talents and values to the table. I would particularly like to thank Donna Wood & Bronwyn Klemm for catering. Some Council members travel long distances and this consideration is most appreciated.

It is an exciting time to be at Marian College, with the focus firmly on building our learning culture, which, over time, will create the opportunity for success and achievement for each and every student. This is our ultimate aim and purpose as both Stewardship Council and parents.

Mrs. Peta May
Chair  Stewardship Council 2015
Education in Faith

In Luke chapter 18 verse 8 we hear Jesus wonder, “When the Son of Man comes, will he find faith on earth?”

Jesus’ question has become all the more pressing in our modern society as it presents cultural conditions that do not encourage religious faith, but in some cases actively work against it.

There is hope. Here at Marian College the Religious Education staff are committed to the task of delivering engaging religious education classes and on improving the content and teaching pedagogy of their classes. So in answer to Jesus’ question: in our corner of the world, there should be faith on earth.

“Catholic identity is a verb. It has to be done and made real through acts of love and compassion....When we ‘act out’ our Catholic identity, freely and courageously, and make God’s unconditional love come alive in all aspects of school life, then we become Catholic schools...”

(Pollefeyt. D., Identity in Dialogue, pg. 319.)

The Year of 2015

We began the year with a celebration of the Eucharist for staff before a welcoming Mass with Father Andrew Hayes our new parish priest in Ararat, Father Eric Bryant and Bishop Paul Bird to receive the new Year 7s, our new school leaders and our new staff.

The Year 12 Retreat was held at Cave Hill Creek again this year and as a cohort the 2015 school leaders started as they finished, confidently carrying the leadership role in the school to new heights.

The tradition of Stations of the Cross was carried forward with the students from Year 12 performing a thoughtful and thought provoking interpretation of the gospel reading as part of the College’s celebration of Jesus’ resurrection at Easter. Fr. Andrew led the College in a Eucharistic celebration.

Gospel Thursdays, conducted by Sr. John Spurr, are important weekly liturgy exploring the gospel of the week. These liturgies are open to students and staff.

Daily homeroom commences with a prayer which is published on SIMON. TA teachers lead the prayer with the students. Every meeting within Marian College commences with prayer and reflection.

Caritas, the Catholic Aid organisation, was well supported through Project Compassion in Term One and the Coin Coil in Term Two, raising over $3000.

The Year 12 students carried forward the young and developing tradition of supporting the Fred Hyde Foundation. This year’s cohort organised a trivia night and various activities on Fred Hyde Day late in August to keep our commitment alive to fund a primary school in Bangladesh. Their commitment to the ideals of Catholic Social Teaching is commendable. Senior students, in my experience, always rise to the occasion if given the chance.

In Term Two we celebrated Catholic Education week with a Eucharistic celebration in the Sr. John Spurr Multi-purose centre Mrs. North’s Year 7 R.E. class organised the liturgy. Students and teachers from St. Mary’s Ararat and St. Patrick’s Stawell attended a lively and rich Eucharistic liturgy.

As part of our commitment to improving Religious Education, the Enhancing Catholic School Identity Project (ECSIP) team has met regularly this year to further review and develop the Year 7 Religious Education curriculum. We have also commenced a review and redevelopment of the Year 10 course.

Our Catholic, Brigidine heritage encourages students to ‘image and practise justice and service’. Our Mini Vinnies staff and students and the Justice and Democracy group have lived these values this year. These dedicated students take an active role in forwarding the message of Jesus in their work towards the good of our community.
Year 10 students also participate in the Community Service module. Once a week in the second semester, for they place themselves in areas of service of the Ararat community. This is just one way in which our students can respond to the most vulnerable in our community.

With these events, developments and activities in mind, we can return to Jesus’ question and affirm that we are moving in the right direction and that there will be religious faith on earth when, “the Son of Man” returns.

Mr. Matthew de Jong
Religious Education Coordinator
Learning & Teaching

In 2015 the Learning and Teaching Team comprised of:

Mr. Rodney Knight  Head of Learning and Teaching
Mr. Greg Dean        Head of Curriculum,

Faculty Heads:
English - Miss Natalie Wirper
Science - Mr. Nathan Baker
Mathematics - Ms. Valerie Augustin
Technology - Mrs. Megan Shea
Health & Physical Ed Mrs. Amy Gellie
Humanities - Mr. Rodney Knight
The Arts - Ms. Teresa Tonks
Religious Education - Mr. Matthew de Jong

The key areas of focus for the Curriculum Team in 2015 were to:
1. Further build teaching staff capacity.
2. Strengthen pedagogy
3. Strengthen the learning culture.

Throughout the year, considerable work was undertaken in each of these interrelated areas which impacted on all teaching staff and all students, laying the foundations for an ongoing focus in future years.

1. Building Teaching Staff Capacity.

The emphasis here has been on several fronts:

- Strengthening the profile of professional learning both within and beyond the College through the emphasis on ‘staff as learners’, and role models for student learning.
- Strengthening the emphasis on the need for improvement for all staff
- Strengthening the role of professional learning teams as the key vehicle for fostering learning and sharing across faculty boundaries.
- Increasing the accountability for reporting back on staff learning experiences through weekly Professional Learning (PL) Briefings and the PL Newsletter.

2. Strengthening Pedagogy.

The emphasis here has been on several fronts:

- Developing a clear focus for all teaching staff on the international educational research concerning what constitutes effective teaching,
- Using the Professional Learning Teams (PLTs) in cross faculty teams to work on the research based classroom strategies of Dylan Wiliam
- Building classroom observation around pedagogy and the strategies of Wiliam
- Developing a shared language of learning.
Formative Engagement is the umbrella term for the model of staff and student learning which commenced at Marian College in 2015. Formative Engagement is really about staff and students being actively engaged in the construction of their own learning with an explicit focus on deep thinking and improvement. Underpinning formative engagement is the significant body of international, educational research data which identifies what actually constitutes effective teaching and learning, that is, what really adds value to student learning. Examples of this may include, students thinking deeply about their own learning and taking increased responsibility for it, being more actively involved in the classroom, assessing their own work and that of others and also teaching one another. The Marian model draws heavily on the formative assessment strategies of Dylan William, an internationally acknowledged educational researcher and practitioner.

Staff work together in teams to develop a shared understanding of these strategies and how to engineer classrooms to further enhance student learning. Teacher teams discuss the trialing of these strategies in the classroom and then engage in the observation of one another’s teaching as the central and ongoing vehicle for driving improvement in the teaching and learning programme.

Context for the Project: International Research Data

The international research regarding school improvement is quite clear. Building teacher capacity is absolutely critical and the most effective way to achieve this is through work embedded professional learning based on the collaboration within and between teacher teams that is aligned to school goals. Teams of teachers working on a common value adding learning project, developing a shared language, shared understandings and enhancing practice across the school is fundamental if sustained improvement is to emerge.

We are also fortunate at this particular juncture in education to have international research which is so clear about what does and what does not add value to student learning.

So we know, in brief, what actually is effective classroom practice and we know what constitutes effective professional learning to deliver that practice and in so doing enhance student learning outcomes.

Because we have the data regarding effective school improvement and the building of teacher capacity this should be the major focus of professional learning for perhaps the next five years. We need to be abundantly clear with one another, parents and students about this as our key learning initiative. The risk with trying to roll out several initiatives simultaneously is that little if anything really changes. The initiatives become, in effect, paper initiatives. In terms of improvement initiatives, less is more.

Features of the Formative Engagement Model

- All teaching staff are involved
- The vehicle is the PLTs (Professional Learning Teams)
- There are 5 PLTs and the staff in each will be drawn from a cross section of faculties/learning areas
- The PLTs meet twice each Term in the 3.30-4.30pm Tuesday timeslot
- All teams work on common material which provides a shared focus, shared understandings and a shared language of learning.
- Classroom observations focus on the strategies discussed in the PLTs
- Staff in each PLT participate in classroom observations with staff from within the PLT.
Key Objectives

- Strengthen the focus on pedagogy
- Strengthen the quality of learning and teaching
- Strengthen the staff learning culture - learning across, not just within disciplines
- Strengthen peer observation as a key vehicle in professional learning
- Empower students as owners of their own learning
- Enhance student learning outcomes.

3. Strengthening the Learning Culture.

The Learning and Teaching Committee has developed two key documents to guide and structure the work of both staff and students in this key area. These documents provide a shared platform across all classes, at all year levels. These have been discussed at staff meetings, in faculty teams, in classrooms and TA groups and regularly revisited throughout the year.

The first document, Classroom Expectations, sets out the requirements of teachers in their daily interactions with students. The second document, the Student Learning Action Statement, sets out the requirements of students and their accountability for their own work and their interactions with teachers and peers. This document is posted in all classrooms, it is printed in the school diary and is the common reference point for discussions between staff and students regarding classroom expectations.

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 will continue into 2016. The ECSIP team is working towards enhancing the Catholic identity of the College and using shared Christian praxis to evaluate and further develop the Religious Education curriculum.

Applied Learning

Students undertaking the Victorian Certificate of Applied Learning (VCAL) have successfully completed a range of interesting joint and individual projects, fund raising activities, charitable works and community projects, designed to foster personal development and to enhance their employability.

This Certificate has successfully provided opportunities for strong learning engagement for students desiring the more practical-based pathways to the future.

Technology to Support Learning

The Marian College Information & Communication Technology (ICT) Committee oversees the incorporation of technology into all programs at the college. During 2015 staff from this committee visited other schools to investigate best practice use of ICT, including: the use of electronic books, electronic diaries, BOY devices, the use of technology in library spaces, student use agreements, etc. In 2015 the ground work was laid for the introduction of an electronic diary for students in 2017 which will complement the integral role of the iPad in the classroom.
Research was also undertaken into electronic books, personally owned devices for senior students and the changing role of the traditional library.

**Individual Student Needs and Differentiation**

Members of the Individual Learning Needs Team (Enhancement Team) were directly involved in the ongoing development of Individual Learning Plans in consultation with families, students and teachers, to support individual students. A range of ‘special needs/differentiation’ professional learning activities was conducted at the whole school and faculty levels to support classroom teachers and Learning Support Staff.

**Classroom Supports**

Library staff were involved in further refinement of the new Oliver Library Management System introduced in 2014 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 videos to the College. Research was undertaken into various models of ICT focused learning spaces to replace the traditional library space.

Mr. Rodney Knight  
Head of Learning & Teaching 2015
Student Learning Outcomes

Years 9-12 Student Retention Rate

| Retention Rate | 79.65% |

This table shows the percentage of students reaching the National Minimum Standards.

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<td>+8.3%</td>
<td>99.0%</td>
<td>+1.2%</td>
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Median NAPLAN Results for Year 9

| Reading  | 567 |
| Writing  | 533 |
| Spelling | 558 |
| Grammar & Punctuation | 549 |
| Numeracy | 579 |
VCE Results

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<td>VCE Completion Rate</td>
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Post School Destinations

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<td>Tertiary Study</td>
<td>87.3%</td>
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<td>TAFE/VET</td>
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<tr>
<td>Apprenticeship/Traineeship</td>
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<tr>
<td>Deferred</td>
<td>12.8%</td>
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<td>Employment</td>
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Offers by Institutions 2015

Fields of Study
Student Wellbeing

In 2015 the Wellbeing Team comprised of:

- Ms. Jenny Atkin (Head of Wellbeing Terms 1 & 2)
- Ms. Jo Amott (Head of Wellbeing Terms 3 & 4)
- Ms. Amanda Craig (Psychologist)
- Ms. Michelle Finch (Barron House Leader)
- Ms. Dani White (Clancy House Leader)
- Ms. Steph Saravanja (Kelly House Leader)
- Ms. Jo Amott (Synnott House Leader Terms 1 & 2)
- Mrs. Rhonda North (Synnott House Leader Terms 3 & 4)

In 2015 the Wellbeing Team focused on student safety, resilience and connectedness, as well as fostering and building respectful relationships across the College. ‘Mind Matters’ was introduced to promote positive mental health, with the aim of preventing mental health difficulties in students by taking steps to improve relationships and resilience. Students were surveyed to see how happy, safe and connected they felt when they were at school. The data from this survey was (and still is) being used to create programs and spaces for students to feel happy at school.

A Mind Matters group was formed to review our current practices and to identify gaps in our Wellbeing curriculum. The Mind Matters group formed recommendations that will be a basis for the 2016 Wellbeing Program at Marian College.

Restorative Practices were again a focus for staff to use both in the classroom, and in creating positive working relationships with their students. Susan Renn (CEO Ballarat) ran staff through two workshops to enhance their knowledge and skills.

Whole school initiatives were introduced to promote inclusiveness, and to allow for a wide range of students to develop their leadership skills.

House Day was a fun event where the four House groups ventured off-campus to spend the day at different locations, whilst taking part in fun activities in Teacher Advisor (TA) groups (such as an Amazing Race and group challenges).

R U OK? Day was celebrated by students forming the letters of ‘R U O K?’ on the oval in House groups, with a drone taking an aerial shot of their efforts. This was a hit with the students, and will now become an annual event, with even more planned for 2016. We had a barbeque lunch cooked by the Ararat Lions Club, School Leaders handed out lollies in return for positive conversations, and a positivity mural was formed with empowering statements contributed by the students themselves.

Year 7/8 Gap Day and 7/8 Faculty Fun Day were two further initiatives designed to create opportunities for socialization, inclusiveness and creativity in our students.

Various programs were introduced across the year levels. The Year 7 Transition Program was a huge success, with the first five days at school spent inducting students to Senior School with a focus on relationships, friendships, connectedness and respect.

Year 9 students took part in a ‘Self Empowerment Day’ to develop self-respect and resilience and learn how to cope and deal with emotions. They also took part in the Red Cross ‘Save A Mate’ program, which focused on safe partying and keeping yourself and others safe.

Year 10 students took part in a ‘Keys Please’ seminar with the intent of making them better drivers and road users.
Year 11 students were part of a ‘Fit to Drive’ seminar which supports them in making good decisions with risky driving situations, both as passengers, and in terms of their future driving safety.

Staff Wellbeing became a focus in the latter part of 2015, with a Staff Wellbeing program being introduced. ‘Workout Wednesday’ – a personal training program, ‘Tread Thursday’ – a group walk-the-block initiative, and ‘Friendship Friday’ – a social outlet for staff, were introduced to create opportunities for staff in the areas of health & fitness, stress management, and socialization. The uptake of these sessions was excellent and there are plans to further develop this in 2016.

Ms. Jo Amott
Head of Wellbeing 2015

In addition
In addition to the set curriculum, Marian College offers many opportunities to enhance students’ experiences and education.

The annual production invites students at every year level to audition for roles. The commitment involves many out of school hours of rehearsals for the actors and the chorus. Students provide valuable input into the personalities of the characters as well as the choreography of the many dance sequences.

In 2015 Marian College performed ‘The Wiz’ - a popular play based on the Wizard of Oz. The roles were filled with male and female students and was performed at the Ararat Performing Arts Centre during August, 2015.

Marian College offers private instrument tutorials by several music teachers who come into the College. Students can select from singing, drums, piano, guitar, violin as well as woodwind and brass instruments.

An integral part of the Year 10 Religious Education course is the Community Service Program. During Semester 2, the students perform Community Service with various sectors of the community such as assisting in child care centres, gardening, dog walking, visiting the elderly, helping at St Vincent de Paul shop as well as many other worthwhile activities. The programs strengthens our links with the community, forming lasting relationships with those whom the students visit.

College leaders are part of the Ararat ANZAC Day ceremony by reading the ‘Ode to the Fallen’ as well as flag bearing in the major parade.

The Remembrance Day Poppy Project provided the opportunity for our students to learn more about our ANZAC heroes as well as to create a lasting memorial to the 1800 people from the Ararat and surrounding districts who went to WW1.

The opening of Gallery 304 provides a portal to our community to display art and other projects occurring within Marian College.
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 2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.09</td>
</tr>
<tr>
<td>Year 8</td>
<td>89.93</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.67</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.62</td>
</tr>
<tr>
<td>Year 11</td>
<td>89.34</td>
</tr>
<tr>
<td>Year 12</td>
<td>88.70</td>
</tr>
<tr>
<td>Overall average</td>
<td>90.39</td>
</tr>
</tbody>
</table>
Leadership & Management

At the heart of all guiding decisions of Marian College Ararat are the Brigidine Core Values. With the change to Kildare Ministries in 2013, the Brigidine charism remains strong and at the forefront of Leadership and the overall management of the College.

The governance structure of Marian College Ararat is headed by the Kildare Education Ministries Board. The Stewardship Council provides an advisory level of governance. Council members form Committees which examine fiscal management, policy review and links with the community, both internal and external. Reports are documented and distributed to the Board of Trustees of Kildare Ministries. The Leadership Team, House Leaders, Heads of Faculty and Teacher Adviser (TA) teachers provide a line of management to ensure the smooth running of the College for students and families.

The focus in 2015 was on teaching and learning. The use of data and proven international and national research as guiding principles supported structures in the areas of professional development and students behaviour management processes. Full staff meetings consist of general meetings, pastoral/wellbeing and formative engagement. House Leaders meet with their house TAs on a fortnightly basis focusing on educational as well as pastoral issues.

Recommendations from school reviews form a basis for the continual improvement in all areas of the College. In 2015, the area of Learning and Teaching processes were reviewed and outcomes have been incorporated into the current School Improvement Plan and Annual Action Plan.

Enhancements to the Student Leadership Program was evident with the Leadership Team mentoring the College Captains to enable them to achieve success in their roles. The program embeds confidence, self-assurance and empowerment as the Captains carry out their duties during the year involving them in all-school assemblies and community duties such as ANZAC Day ceremonies.

<table>
<thead>
<tr>
<th>Staff Composition</th>
<th>2015</th>
<th>Teacher Qualifications 2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
<td>Degree - Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Teaching staff (head count)</td>
<td>65</td>
<td>Degree - Masters</td>
<td>12.24</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>54.84</td>
<td>Degree - Bachelor</td>
<td>91.84</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>32</td>
<td>Diploma - Graduate</td>
<td>55.10</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>22.92</td>
<td>Certificate - Graduate</td>
<td>10.20</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
<td>Diplomas - Advanced</td>
<td>8.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2014, our staff attendance rates were 90.24% and our staff retention was 77.52%. Our staff members enjoy a wide range of connection with the School and especially their peers and the students, which is further demonstrated by the overwhelming dedication to student motivation and enjoyment of the Teaching and Learning culture.

The average staff attendance is high with teaching staff at 87.02%, 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 85.71% of teaching staff retained in the College from 2014.

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 2015.
Professional Learning

In 2015 the focus for staff professional development at Marian College was on:

- Brendan Spillane - reflection, discussion and personal commitment to Ownership, Acceptance and Responsibility for learning.
- The introduction of the Responsible Thinking Process, a student behaviour management initiative to enhance the learning and teaching in every class.
- Creation of staff cross-curricular Professional Learning Teams as Formative Engagement groups.
- Introduction of the Learning and Teaching newsletter - quarterly report which publicises feedback from staff professional development.
- Introduction of Wednesday Briefing Sessions as feedback from staff professional learning.
- Creation of the Student Learning Statement
- First aide training - anaphylaxis, asthma, CPR update
- Introduction of MindMatters within Marian College.

In 2015 teaching staff were required to attend weekly Staff Meetings which hosted presentation by fellow staff members on many different aspects of teaching, formative engagement and pastoral wellbeing.

Teaching staff at Marian College attended a two-day conference in July. Mr Brendan Spillane presented a valuable workshop on owning and accepting responsibility for ourselves. This formed the 2015 College theme ‘Pick up Your OARS’.

Teaching staff took advantage of Professional Development opportunities conducted within subject areas both through the CEOB as well as outside providers. Teachers are provided with the opportunities through the program to gain Accreditation to Teach in a Catholic School and to teach Religion in a Catholic school.

All staff participated in CPR update to maintain their Level 2 First Aid qualifications, asthma and anaphylaxis training in 2015.

All staff took part in training in Mandatory Reporting and Child Safety.

The average expenditure per staff was $400.

Community

In February 2015, staff, students, parents and friends of Marian College welcomed the 2015 Academic Year by celebrating Mass with Bishop Paul Bird, Father Andrew Hayes (Ararat) and Father Eric Bryant (Stawell).

Kildare Ministries Executive Officers Ms. Erica Pegorer and Ms. Marguerite Buckley commissioned Mrs. Carmel Barker as the new Principal of Marian College.

Marian College recognized the outstanding achievements of many students during 2014 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.

The Poppies of Remembrance project was created and heavily supported by the Art Department. Over 1800 ceramic poppies were created by students, families, staff as well as the broader community. The poppies were displayed along the front lawn of the College during November Remembrance Day Celebrations. Each poppy was sold for $5.00 each with all proceeds going to the Ararat branch of Legacy. Marian College was awarded the local Australia Day Award for Community Events for this project.
In March, Marian College VCAL students created a red balloon display along the front fence of the College in support of the effort by our local fire fighters during the recent spate of bush fires within the community.

Our weekly newsletter primarily became available electronically. ‘In My Words’ articles continue to celebrate the Year 12 students and their lives at Marian College.

In 2015, Marian College underwent a school review centered on Learning and Teaching All College reviews are under the Sandhurst model (CoSSI) and are overseen by Kildare Education Ministries staff.

Several members of staff, students and their families participated in a cultural trip to China which was organised by Mrs. Toni Stockwell, Head of School Operations.

The Year 12s lead the College in continued effort of fund raising for the Fred Hyde Foundation conducting an auction and trivia evening, Marian’s Got Talent donations, two out of uniform days as well as collection tins within the broader community.

Over the course of 2015, 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.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK  2015</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>157,039</td>
</tr>
<tr>
<td>Other fee income</td>
<td>544,790</td>
</tr>
<tr>
<td>Private income</td>
<td>134,222</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,711,972</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>5,709,484</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>8,257,507</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>6,011,770</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>1,341,465</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>7,353,235</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>377,260</td>
</tr>
<tr>
<td>Other capital income</td>
<td>11,818</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>389,078</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>200,950</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>1,079,627</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>891,500</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.