

# 2023

## Annual Report to the School Community



### **Marian College**

304 Barkly Street, ARARAT 3377

Principal: Carmel Barker

Web: [www.mcararat.catholic.edu.au](http://www.mcararat.catholic.edu.au)

Registration: 411, E Number: E2020

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## Principal's Attestation

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I, Carmel Barker, 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 2023 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 27 Mar 2024

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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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## Vision and Mission

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### **Marian College Vision**

Marian College is a dynamic and nurturing  
Kildare Ministries Catholic  
school in the Brigidine tradition.

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.

Enacting our Kildare Ministries mission based on the Gospel values of Compassion, Courage, Hope, Hospitality, Justice and Wonder brings this mission to life in our community. Most significantly, Marian College welcomes all, but especially the most vulnerable. This is lived out daily through our inclusive enrolment practices and comprehensive learning and wellbeing supports provided to our students. We acknowledge the centrality of 'knowing the students we teach', and make our priority a firm commitment to develop strong learning and teaching relationships. We know we can enhance the synergy that exists between positive learning outcomes and student wellbeing. As staff of Marian College, we understand the privileged position we hold in a community with unique challenges, and the difference we can make to inspire and transform the lives of our students and families.

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## College Overview

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Marian College is a Catholic co-education school owned and governed by Kildare Ministries, located in the rural town of Ararat, about three hours north west of Melbourne. It is a school of approximately 400 students from Years 7 to 12, serving the areas Ararat, Stawell, and the greater Grampians region.

Our student population is diverse and complex. Our students are also creative, friendly, resourceful, caring and welcoming.

Guided by our Brigidine tradition and the strong values of Kildare Ministries, the vision and objectives of Marian College are to work consistently and collaboratively to mitigate the effects of family socio-economic disadvantage, and the 'tyranny of distance' from regional and city opportunities, services and support. Through a very holistic approach, our goals is to inspire, encourage and support our students to be the best version of themselves, as confident, intelligent and moral and ethical citizens of our world.

The school takes seriously the challenge of educating for equity and sustainability within the curriculum in terms of dealing with the effective use of resources (including staffing needs and time), waste and energy across the school environment. Remaining inclusive to all and focused on closing the student performance gap and opportunity gaps of disadvantage and location are the key priorities of our school. Students are well supported to follow their pathway to the future, whether this is through our Vocational Major curriculum or our VCE pathway to university.

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## Principal's Report

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### Annual Report to the Community 2023

It is with great pride and sincere gratitude to all in our community that I present our Annual Report to the Community for 2023. As a community we strive for excellence and continual improvement. Within the five year cycle, 2023 was the year of our external review for the College. This was a very extensive and productive process for the College but with the benefit of great recognition for the incredible effort of our staff and students to see clear improvement trends in a number of areas, and to highlight a clear path for the future.

Working through Professional Learning teams and with the Improving Literacy in the Secondary Years (ILSY) program with Catholic Education Ballarat, the focus for all staff was to improve literacy across all subject areas. This year, we introduced Peer Projects for staff to better implement, monitor and evaluate evidence-based practice through analysis of data. It is exciting to see clear upwards trends in students' achievement and outcomes, especially in the VCE results. Over the last two to three years since COVID, we are seeing some of the highest VCE results in many years.

Similarly, our VCE Vocational Masters (Applied Learning) has gone from strength to strength, with 99 to 100% of students successfully completing this course and achieving work placement, apprenticeships, or further training. Based on both independent work and group integrated projects, students have embraced the highly creative learning space to explore their interests and build skills.

One of the great joys of the year was being able to provide greater diversity of learning styles, small intervention classes according to need, extra hand-on programs, and high student support for both learning and wellbeing. Staff at Marian College know the students well and how they learn.

Underpinned by our Catholic mission and the values and vision as a Kildare Education Ministries school in the Brigidine tradition, throughout 2023 Marian College remained a place of deep learning, curiosity, explorations, and welcome to all students, but especially the most vulnerable. Our approach focused on a holistic education that is suitably flexible and diverse to best meet the broad needs of students in our care from the highest level to those needing specialist support.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Improvement Goals

1. With the increase in religious, cultural and ideological diversity today, provide opportunities to invite students, staff and parents into dialogue, experience and learning; where all flourish together in an inclusive and safe Catholic learning community.
2. Utilise the Kildare Education Ministries Living Justice, Living Peace framework in our Year of Courage to enhance a recontextualised understanding of faith tradition to invite personal and collective responsibility to care for all people and our world.

#### Key Improvement Strategies

A. Actively engage staff and students in whole school awareness and understanding of KM Living Justice, Living Peace framework and Laudato Si, exploring life experiences and Catholic teaching.

- Explicitly link Living Justice, Living Peace (LJLP) framework to the curriculum Year 7 - 12.
- Ensure LJLP and Courage are regular agenda items at assemblies and TA time
- Provide retreat focus, liturgies and prayer on social justice and courage.
- Include regular newsletter articles on LJLP
- Provide opportunities for staff development in the LJLP framework each term of 2023 and for the staff retreat

Marian College School Improvement Plan 2023 Marian College - CATHOLIC SCHOOL CULTURE

#### Key Improvement Strategies

B. Promote and invite increased student participation in Justice groups and opportunities to express Catholic social teaching as a College and together with KM schools.

C. Advertise Justice group and activities (develop brochure for students, staff and families 2023).

D. Encourage and support social justice initiatives from teachers, students, Hubs and pastoral groups - Cultural diversity day, Indigenous immersion (Ti Tree and Lake Mungo) Art installation and speakers, Sleeping rough, Caritas, Fred Hyde, St Brigid's Day, P ink Stumps.



E. Engage in network opportunities with KM and diocese schools - St Mary's and St Patrick's - Catholic Week, Ash Wednesday, stewardship, Community works.

F. Induct, support and mentor new justice and RE leaders as they grow in understanding of their role.

## Achievements

Staff are well versed in the identity of Marian College being a Kildare Ministries school in the Brigidine tradition and as students progress through the years their knowledge and responsibility of this identity develops.

All students are engaged and actively participate in understanding, exploring and actioning the College Values through regular and ongoing staff presentations, lessons, assemblies, news items and St Brigid Day, Fred Hyde and the like.

Staff have a very holistic approach to student learning, incorporating the social-emotional, physical or spiritual and develop enriching learning experiences that enables all students to grow. This is evident in the comprehensive documentation, updates, reviews and adjustments implemented to help all students learn and grow.

The invitation for faith development, learning and wellbeing are intrinsically linked and invitational - in acknowledgement of the whole person and fullness of life.

A greater cohesiveness, open communications, and a shared understanding of mission and vision are evident within the Leadership team and beginning to emerge in the middle leaders.

Ongoing promotion of College values, faith and tradition through curriculum, extra-curriculum, staff and students gatherings and community activities and events, and publications  
Formation days, Retreats and Induction processes for staff to build formation into Kildare Ministries values, mission and vision.

Promotion and support for all staff to achieve accreditation to teach in a Catholic School and encouragement towards accreditation to teach RE or lead in a Catholic School.

The development and mentoring of a new Justice Leader role - Justice Coordinator  
The support and mentoring of a new Religion Education Coordinator Religious Education Coordinator

Building connections with the broader Catholic community through network meetings with Kildare Ministries and Kildare Education Ministries, DOBCEL and Catholic Education Melbourne.

Providing opportunities for engagement with local Catholic primary schools and the parish through shared liturgies, community activities, visits, transition programs and Information evenings.

Social Justice focus based on the Kildare Ministries Living Justice Living Peace Framework embedded in the curriculum.

### **Value Added**

Building connections with the broader Catholic community through network meetings with Kildare Ministries and Kildare Education Ministries, Diocese of Ballarat Catholic Education Ltd (DOBCEL) and Catholic Education Melbourne.

Opportunities for engagement with local Catholic primary schools and the parish through shared liturgies, community activities, visits, transition programs and Information evenings.

Engagement with the Justice and Peace leaders and students through KEM

Ongoing promotion of social justice education at all year levels, and opportunities for action through St Vincents, Caritas, Fred Hyde, Indigenous Speakers and camps, Partnership with Ti Tree (Northern Territory).

Clear Vision/Mission and Values widely publicised

Social Justice initiatives based on Brigidine and Kildare Ministries core values

Regular prayer, Retreats, liturgies, masses.

Foundational Framework for Living Justice Living Peace - Still to be fully implemented

Restructure the Religion Coordinator role

Formation and Mentoring opportunities for new leaders.

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## Learning and Teaching

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### Goals & Intended Outcomes

1. Improve student capacity, engagement and empowerment through evidence-based practice, effective tracking, effective use of data, and staff collaboration.
2. Improve student growth in literacy over the next three years, evidenced in the use of data.
3. Strengthen data literacy among staff as a tool for richer learning and improved student outcomes.

### Achievements

#### **In 2023 the Learning and Teaching Team comprised:**

Head of Learning and Teaching - Mr Matthew Summers

#### Hub Leaders:

Religious Education - Mr Stephen East

CAL Hub (Culture and Learning) - Mrs Stephanie Mansell & Mrs Christine Bulger

STEM (Science and Maths) - Ms Susan MacPherson & Mr Ryan Casey

PEAT (Physical Education, The Arts & Technology) - Mr Paul McLoughlan & Mrs Megan Shea

Applied Learning - Mrs Dani Smith

These Hub Leaders worked in conjunction with:

Professional Learning Teams - Ms Natalie Wirper

Learning Diversity - Mrs Rhonda North

Head of Staff Development - Ms Alexandra Abela

## Achievements

- Continue the expansion of the literacy programs within the school with expanded training of LSO's to increase the targeted MacqLit Program in the junior and middle school.
- Expansion of the ILSY program in conjunction with the diocese of Ballarat and Melbourne University to include Health / PE representatives in 2023.
- Continued involvement with the Whole School Implementation Team which continues the involvement of the ILSY Year 1&2 teachers and leadership.
- Increased focus within Professional Learning Teams on data driven, evidence based practice to improve student outcomes.
- Focus on literacy, with a sub focus on writing.
- PLT presentations to whole staff at the end of 2023.
- Expanded the School Improvement and Literacy position and regular whole school meeting schedule as part of PLT's.
- Continued development of the Learning Diversity Role and staff development around NCCD data for improved student outcomes.
- Expansion of staff training in the Data Analytics modules associated with the SIMON learning platform to provide more in depth analysis of student learning data.
  - This incorporated an expansion of data around NAPLAN available to staff.
- The school conducted ACER testing across years 7-10 at the end of the school year. This data will be used as part of the Professional Learning Teams (PLT's) in 2023 to inform curriculum.
- VASS data from VCE results in 2022 to be used by staff at VCE, faculty and PLT level to further inform Learning and Teaching.
- Individual VASS data analysis meetings with VCE staff around results.
- Internal data from school based Assessment used in conjunction with ACER and VASS data to compare and further inform Learning and Teaching along with a more consistent assessment strategy across subjects at Year levels.
- Whole school review of Assessment and Reporting across all faculties and year levels to further inform best practice teaching and learning.
- First year implementation of the new POL structure in the L&T area involving the creation of HUB leaders for 2023.
- Introduction of the English Curriculum Project 2023 in conjunction with the CAL Hub.
- Review of Teacher Advisor subject comments for possible alterations in 2024.
- Review of term based subjects and elective options available for possible alterations in 2024.
- Stage one of a whole school scope and sequence took place to gather data on subject content, capabilities curriculum.
- Draft of Academic Interventions Pyramid approved for 2024.

## Student Learning Outcomes

- The school, in partnership with DOBCEL and the University of Melbourne are part of the ILSY (improved literacy secondary years) program.
- The school has increased the number of trained staff in MacqLit programs for support of students tested as low in literacy in the junior and middle schools.
- Learning Diversity along with whole staff support gather evidence to inform and support NCCD and student learning outcomes.
- The school conducted a full review of assessment from 7-10 to improve teaching practices and learning outcomes.
- The school implemented processes to support students at risk with individualized programs tailored to their individual needs.
- The school saw a median of 29 in 2023 for VCE results. This was the same median as 2022.

<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	532	65%
	Year 9	544	48%
Numeracy	Year 7	530	68%
	Year 9	550	63%
Reading	Year 7	525	61%
	Year 9	568	68%
Spelling	Year 7	522	68%
	Year 9	554	57%
Writing	Year 7	528	58%
	Year 9	563	63%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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	29
VCE Completion Rate (includes VCE VM completions)	98.20%
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

\* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goal 1: To strengthen and extend intervention processes to address student performance gaps and opportunity gaps.

- To build and nurture quality relationships
- To implement evidenced-based Wellbeing Practice to support learning and engagement.
- To ensure a Safe Learning Environment for all

In our commitment to fostering a culture of holistic well-being, our goals and intended outcomes for the year were centered around enhancing student experience, promoting mental health, and ensuring a supportive environment for all members of our community.

Our primary goal for the year was to enhance the social and emotional well-being of students, particularly in the critical transition years of 7 and 8. Through the implementation of the one-on-one "Second Step" program, we aimed to equip students with essential skills for navigating the challenges of adolescence and fostering positive relationships.

Another objective for the year included the implementation of the Peer Support Program aimed at fostering a sense of belonging and support among Year 7 students. By pairing them with Year 11 mentors for an hour weekly, we sought to create a supportive environment where students feel valued, heard, and empowered to navigate the challenges of secondary school with confidence.

A further objective for the year included providing our school counselor with specialized training in Collaborative Proactive Solutions (CPS), as developed by Ross Greene. This training aimed to equip our counselor with the knowledge and skills necessary to effectively support students with behavioral challenges through a collaborative and proactive approach. This complimented another of our objectives: to complete the three year cycle of training for our staff in trauma informed practice through ReLate. An objective has been to create a safe and supportive learning environment for all students, particularly those who have experienced adversity.

### Achievements

- Identified and reviewed the current reality of student wellbeing needs through survey.
- Increased staffing for small groups and individual support for students utilizing evidence-based programs.

- Actively employed LSOs with hand-on practical skills to support students disengaged from learning and needing alternative options.
- Developed alternative programs and support classes through flexible grouping and creative timetabling.
- Explored timetable opportunities to embed weekly Pastoral/Wellbeing lessons (Years 7-12).
- Created Child Safeguarding team - and weekly meetings focused on review and monitoring of Safeguarding Standards and students at risk Child Safeguarding Action Plan
- Increased staffing to support the high number of students identified with disabilities.
- Appointed a new Head of Learning Diversity/Transition Head of Learning Diversity.
- Developed a comprehensive, coordinated approach to NCCD through engagement of all teachers and Learning Support Officers in support for students and collection of data for differentiation, review and adjustments.
- Provided effective student referral processes for students - SIMON refers, Incident Reports through the RTP, teacher and parent identification.
- Increased communications across the College with greater use of SIMON notes, Behavioural Tracking and data and NCCD.
- Increased Transition processes including visits to primary schools, extra orientation visits for students with special needs, and supporting ILPs and documentation
- The development of a highly coordinated, collaborative collection of data and supports for students with disabilities.
- Individualised intervention plans, programs and supports for high need students  
Strong referral systems for students and staff
- The development of a Wellbeing Portal for students, staff and parents.
- A strong culture focused on awareness and education in Child Safe Standards and expectations.

## Value Added

Throughout the year, we have achieved significant milestones in advancing our mission of promoting well-being. Our initiatives have not only added value to the student experience but have also contributed positively to the overall campus atmosphere. Through targeted programs and services, we have made measurable improvements in student well-being indicators, creating a more thriving and inclusive campus community. The introduction of the "Second Step", a one-on-one social-emotional learning program, has significantly added value to our student support services. Through tailored sessions focused on self-awareness, self-regulation, empathy, and interpersonal skills, students have gained valuable insights into their emotions and behavior, fostering a culture of empathy and understanding within the school community. Our RTP Data shows that students involved in Second Step saw a decrease in referrals out of class in a vast majority of cases and also showed an increased



ability of students to label and identify their own emotions and reactions to stressful situations.

The training in Collaborative Proactive Solutions (CPS) for our school counselor has added significant value to our student support services. By embracing the principles of CPS, our counselor has adopted a proactive and collaborative approach to addressing student behavioral challenges, focusing on understanding the root causes of behavior and working collaboratively with students and teachers to find mutually satisfactory solutions. Further to this, the integration of trauma-informed teaching practices through the Relate Program has added significant value to our educational approach. By equipping educators with the knowledge and skills necessary to understand and respond to the needs of students impacted by trauma, we have created a more inclusive and supportive learning environment where all students can thrive.

In order to connect with the Parent community and recognize and respond to this desire for greater involvement, we have the chance to co-create a more collaborative, inclusive, and impactful educational experience for students, parents, and educators alike. Initiatives aimed to achieve this include: our new whole- school Instagram page, a re-designed Facebook account, organization of a new alumni program, greater collaboration with local schools and businesses through community events at Marian and program opportunities with agencies in the community.

The well-being programs and initiatives implemented this year have facilitated profound learning experiences for our students. Through workshops, seminars, and interactive sessions, students have gained valuable insights into managing stress, building resilience, and fostering healthy habits. These learning outcomes have equipped them with essential life skills that extend beyond their academic pursuits, empowering them to lead balanced and fulfilling lives.

The "Second Step" program has yielded measurable learning outcomes, as evidenced by the increased emotional intelligence and interpersonal skills observed among participating students and a decrease in referrals to the RTC - a sure sign of greater personal self-regulation and engagement . Through reflective exercises and guided discussions, students have developed a deeper understanding of themselves and their peers, laying the foundation for healthy social interactions and effective conflict resolution.

The Peer Support Program has added significant value to our student support initiatives by providing Year 7 students with personalized guidance and mentorship from their older peers. Through regular meetings and structured activities, Year 11 mentors have served as positive role models, offering invaluable support and encouragement to their mentees as they transition into secondary school life.

The implementation of Collaborative Proactive Solutions (CPS) as a Pilot approach, has facilitated meaningful learning experiences for both our counselor and the students they

support. By shifting the focus from punishment to problem-solving, students have gained a deeper understanding of their own behavior and emotions, while also developing important skills such as self-regulation, communication, and conflict resolution. Our counselor, trained in CPS, has honed their ability to engage students in collaborative problem-solving conversations, fostering a supportive and empathetic environment where students feel heard, understood, and empowered to address their challenges constructively. The continued implementation of trauma-informed teaching practices has led to meaningful learning outcomes for our students. By creating a safe and nurturing classroom environment, educators trained in the Relate Program have fostered a sense of trust and security among students, enabling them to engage more fully in their learning and develop essential academic and social skills. Students who have experienced trauma have benefited from the compassionate and understanding approach of their teachers, who are better equipped to recognize and respond to their unique needs. Through personalized support and accommodations, students have experienced improved academic performance, increased self-confidence, and a greater sense of belonging within the school community.

### **Student Satisfaction**

Feedback from our student body has been overwhelmingly positive, reflecting a high level of satisfaction with the well-being services and resources offered. Our continuous efforts to tailor programs to meet the diverse needs of students have been well-received, with many expressing gratitude for the supportive environment and the impact it has had on their personal growth and development. Feedback from student surveys indicates a high level of satisfaction with the "Second Step" program, with many students expressing appreciation for the opportunity to engage in meaningful conversations about their emotions and relationships. The interactive nature of the program has resonated with students, fostering a sense of connection and belonging within the school community. Participation in the Peer Support Program has facilitated meaningful learning experiences for both mentors and mentees alike. Year 7 students have benefited from the guidance and wisdom of their Year 11 mentors, gaining insights into academic and social expectations, while also developing important life skills such as communication, empathy, and leadership. Data shows that students feel a strong sense of connection to their peers and community, reflecting increased satisfaction with school life.

Year 11 mentors, in turn, have had the opportunity to further develop their leadership abilities and interpersonal skills through their roles as mentors. By taking on responsibilities such as organizing group activities and providing peer support, mentors have honed their abilities to inspire and empower others, contributing to their personal growth and development. Feedback from student surveys indicates a positive response to the collaborative and proactive approach adopted by our counselor trained in CPS. Students have reported feeling more supported and understood, with many expressing appreciation for the respectful and empathetic manner in which behavioral issues are addressed. The emphasis on

collaboration and problem-solving has resonated with students, leading to increased engagement and participation in counseling sessions. Feedback from students indicates a positive response to the trauma-informed teaching practices implemented through the Relate Program. Many students have expressed appreciation for the supportive and understanding approach of their teachers, noting the positive impact it has had on their learning experience. Students feel more valued, respected, and supported in their academic journey, leading to increased engagement and motivation.

**Student Attendance**

Robust attendance monitoring systems have enabled us to track student engagement with well-being initiatives effectively. By analyzing attendance data, we have been able to identify trends and areas for improvement, allowing us to refine our programming to better meet the needs of our student population. This data-driven approach has been instrumental in ensuring the accessibility and relevance of our services.

This annual report highlights the progress made in promoting well-being on campus and underscores our ongoing commitment to nurturing the holistic development of our students. As we reflect on the achievements of the past year, we look forward to continuing to innovate and collaborate to create an environment where all individuals can thrive.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	65.2%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	87.9%
Y08	86.4%
Y09	82.0%
Y10	85.6%
Overall average attendance	85.5%

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## Leadership

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### Goals & Intended Outcomes

#### Leadership

1. Ensure all college leaders understand their role and important shared responsibility for our college mission, vision, values, delegated governance responsibility and whole - school improvement focus.
2. To provide clarity for staff in relation to the new leadership structure, leadership responsibilities, professional accountability, monitoring and mentoring.
3. Develop a strong culture for feedback, reflection and personal growth with staff and students, beginning with the Senior Leadership team.

#### Stewardship

1. In light of the current financial pressures of increased cost and the potential impact on families and the college, and with the planned capital grants project and changes to the EBA, ensure flexible human, physical and financial resources are deployed to best meet the needs of all students to enhance student learning.
2. Maintain systems and legislative compliance and accountability (risk register, Complispace modules, OH&S and Child Safe teams) to provide a safe working environment for all

### Achievements

The College has developed a more cohesive, structured approach to Leadership Development and support through:

Ongoing regular engagement with Leading Teams - focusing on High Performing Teams and High Performing Leaders.

Ongoing professional supervision with a clinical psychologist for a number of the senior leaders

Targeted professional reading for the senior and middle leaders to promote leadership skills and qualities (Rachael Robertson - Respect Trumps Harmony and Brene Brown - Dare to Lead).

We have undertaken a 12 month review and restructuring of the Middle Learning Leader roles and responsibilities to enhance collaboration and communication across the College.

Following this review, we have Developed four new HUBs (STEM, PEAT, CAL and VM). Each HUB includes a Leader of Innovation and Growth and Leader of Learning working in partnership and collaboratively across the College. This replace the broad range of faculties with a singular leader.

Engagement of a architect to complete a comprehensive Master Plan for the school.

Development and annual update of the College Business Plan.

Development of a booklet for all teachers outlining standards and expectations (Marian Teachers).

Centralization of documents for easy access - Complispace policies, Learning and Teaching Portal, Wellbeing Portal, SIMON for Behaviour Management, NCCD and Communications.

The appointment and continued support of two new key leading roles for the College: - Literacy Coordinator and Head of Staff Development to address student performance gaps.

Encouragement and support for leaders and staff to engage in the Improving Literacy in the Secondary Years program, the Inspiring Leaders program, and Faith Leadership and Justice through Kildare Ministries and Catholic Education Ballarat.

Review of Position Description for student leadership roles to embrace shared and distributed models for leadership in a Catholic School Student Leadership Development.

Strengthening of Induction and Staff Professional Development in all areas but particularly in relation to Child Safeguarding Practices and Professional Standards and Ethics through the appointment of mentor and scheduled Professional Development.

Regular supervision for the Principal and other key senior leaders.

Regular educational reading and research as agenda items for the senior leaders.

Training for the middle leaders - Hub and House Leaders.

Professional development for the House Leaders in Cognitive Behavioural Therapy - to move leaders from reactive to proactive strategies.

Development of clear Position Descriptions and discernment process for new Hub leaders to discuss shared responsibilities and accountability.

Regular Professional Learning team meetings with all teachers to enhance collaborations and shared ownership and growth for all staff.

Ongoing strengthening and embedding of a culture of collaboration amongst staff through Professional Learning Teams (PLTs). Members possess a shared understanding and alignment to the key goals and priorities of Marian College.

Strengthening of Literacy initiatives through PLTs. Professional Development undertaken has been both internal and external and has been led by the Literacy Coordinator.

Comprehensive whole-school staff professional development in the following areas: Catholic Mission and Culture, Vision and Values; academic; wellbeing; student behaviour management; and child safety policies, program and processes.

Introduction of the ReLate program to build staff capability and enhance teaching and learning, especially for students experiencing challenges.

Induction processes for all new staff and appointment of mentors.

Additional staff training and workshops in areas of identified need – for example: classroom management, student behaviour management, effective practice. Targeted, individualised professional development implemented for staff who have been identified or who have self-identified in the above areas.

Introduction of Peer Projects in 2023 and establishment of mechanisms to support the process. The objective of the Peer Project is for teachers to engage in professional learning that is relevant, focussed, and current. The Peer Project concludes with a reporting phase in Term Four; and key learnings inform the Annual Review Meeting (ARM).

On a cyclical basis, all teachers contribute to the Marian College Staff Professional Learning Journal which is published once per term, on average.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

All staff accessed Professional Learning, either internally or externally in 2023. Our average cost includes leadership training for the College Leadership team.

Examples of Professional Learning provided included :

Improving Literacy in eh Secondary Years (ILSY)

Leadership Development - High Performing Teams - Leading Teams

Responsive Pedagogies Masterclass - Rylie Jones

Quality Teaching In Practice

Quality Teaching Rounds Foundational Workshops

Cracking the Hard Class - Bill Rogers

Mandatory Reporting and Child Safety (Ongoing)

The Science and Language of Reading - Secondary Perspective

EduTech

STAV STEM

Kildare Ministries - Justice and Sustainability

Faith Leaders Meetings

Learning Diversity Network meetings

Wellbeing Network Meetings

Lake Mungo Retreat for Principal and Faith Leaders

VCE English Improvement

Fire Carrier Forum Day

Google Training

Psychology Conference

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Cognitive Behaviour Therapy Training ReLate Program	
Number of teachers who participated in PL in 2023	35
Average expenditure per teacher for PL	\$1428.00

### Teacher Satisfaction

Based on our whole-school review conducted in 2023, staff responses indicate a very high (between 80 and 90%) favourable response to work across all five aspects of College life - Catholic School Culture, Community Engagement, Leadership and Stewardship, Learning and Teaching and Wellbeing. Staff have very high level of knowledge about the students they teach and work holistically and collaboratively to meet individual needs. Staff morale is high and there exists a strong understanding of the mission, values and vision for the College.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	13.0%
Graduate	23.2%
Graduate Certificate	7.2%
Bachelor Degree	52.2%
Advanced Diploma	4.3%
No Qualifications Listed	0.0%



<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	43.2
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	30.2
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

The College has continued to explore opportunities to engage families in the life of Marian College for the improvement in student learning performance and outcomes.

The school actively seeks partnership within the parish and wider community to enhance student learning and wellbeing.

Staff recognise the importance of strong partnership between the school, parents and the community. As a rural school, opportunities to enhance student learning often extend beyond the College to include our very supportive local business, industries and organisations.

We have partnership agreements with a number of outside providers to ensure our students are provided with a broad range of opportunities. There are opportunities for this to increase further through greater interactions with East Grampians Health Service.

In 2023, the Stewardship Council set forth ambitious goals aimed at improving community engagement. As we look back and reflect on these objectives, it becomes evident that strides were made, yet there remain areas ripe for further growth and refinement.

One of the commendable aspects of the 2023 Stewardship Council goals was the holistic approach of its members. Rather than adopting a one-size-fits-all strategy, the Stewardship Council recognized the diverse needs and preferences within the community. They suggested a multifaceted approach that encompassed both traditional and innovative methods of engagement. From parent information evenings, surveys and workshops, online platforms and social media campaigns, the school sought to cast a wide net, aiming for inclusivity and accessibility for all.

### Achievements

The College builds partnership with our governing authority, outside agencies, local businesses, industries and organisation, and the parish to support student needs and opportunities. The Applied Learning area is an example of strong community engagement and success.

We are fortunate to reside alongside the parish church in Ararat. Parish Priest Father Andrew is very supportive of the life of the College and understands the importance of working in partnership with the school to provide opportunities for students and staff to develop a greater understanding of our Catholic, Brigidine and Kildare Ministries traditions, story, mission, ethos and values.

Students and staff are invited into a culture that promotes understanding, tolerance and respect.

Our College Values of: Courage, Compassion, Hope, Hospitality, Justice and Wonder together with the KM Living Justice Living Peace Framework, provide opportunities for our community to explore Gospel values in contemporary life.

New communication platforms, such as our whole-school Instagram account, has meant that snippets of our students' achievements are shared with a wider number of parents, students and community members. The level of engagement on our Instagram suggests that we have tapped into a popular and relevant communication platform that we have not accessed previously. Instagram has amplified visibility, attracting prospective students, Alumni, industry partners, and community stakeholders. By showcasing student achievements and the tangible outcomes of these programs, the school has effectively positioned itself as a hub for innovation and talent development, further enhancing its appeal and relevance in the educational landscape.

Our vibrant Stewardship Council has consistently gone above and beyond to nurture our community's growth and well-being. Their tireless work serves as a testament to the power of active involvement in shaping the trajectory of our shared goals. Data shows that as the Stewardship Team continue to dedicate themselves to the community's betterment, there was an encouraging parallel trend of parents expressing a strong desire for increased engagement opportunities. This shared goal of connection is vital to enhancing our connections to the community and provide a solid foundation on which to build in 2024.

Our Vocational Major course offers many links with the wider community, and these community ties serve to enhance our students' academic experience. It has proven to be exceptionally effective, not only enhancing the educational experience, but also adding significant value to the school as a whole, helping to solidify our community connections and reputation in this field.

The VCE VM course has emerged as a catalyst for a significant number of students accessing work placements within the community, showcasing its pivotal role in bridging the gap between education and industry. Through a dynamic curriculum that emphasizes practical application and hands-on experience, students enrolled in the VCE VM course have developed a diverse skill set that is highly sought after by businesses in the retail and design

sectors. As a result, employers recognize the value that VCE VM graduates bring to their organizations and have eagerly opened their doors to offer work placements, providing students with invaluable opportunities to further refine their skills, build industry connections, and gain firsthand insight into the demands of the field. This symbiotic relationship between the VCE VM course and work placements underscores the program's effectiveness in preparing students for successful careers while meeting the needs of the community.

The exploration of partnerships with community organizations, in particular the Ararat Hospital, further opens doors for our students, while helping them to secure work in the area after graduation.

### **Parent Satisfaction**

Parents surveyed for Insight SRC in 2023 reported favourably at 77.0% that their children look forward to coming to school.

77% of parents answered favourably to the statement that: I have an opportunity to get involved in planning and deciding things at this school if I want to, indicating a perception of the school's openness to the input and participation of interested parents.

95% of parent respondents answered favourably to the item: 'This school always aims to improve the quality of education it provides'

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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.mcararat.catholic.edu.au](http://www.mcararat.catholic.edu.au)