



# Marian College Myrtleford

## 2022 Annual Report to the School Community



Registered School Number: 1694

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## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**NOTE:** The School's financial performance information has 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)

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission



### **Our Vision for Marian College is to be a Catholic Community**

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

### **Marian College lives and enacts its Vision through:**

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

**At Marian College we educate our students to be**

- Resilient, confident and creative learners for life
- Active and responsible community members
- Committed to social justice
- Formed in faith and the Gospel

**So that they will**

- Live hope-filled Christian lives
- Respect and care for themselves, others and the environment
- Understand and celebrate diversity
- Always seek the truth



## College Overview

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

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

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

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

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

## Principal's Report

The year 2022 saw a return to the richness of school life that is such a feature of Marian College. After 2 years of lockdowns and restrictions, students and staff alike were once again able to enjoy College activities with swimming and athletics carnivals, team sporting fixtures and cultural experiences including the College production, as well as a full programme of camps and excursions back on the calendar. We were also able to participate in community events such as the ANZAC Day and Remembrance Day ceremonies. Perhaps most importantly, we were once again able to share a rich spiritual life with the return of religious celebrations and College assemblies where we were able to pray together as a community. While life was not exactly back to normal, it was certainly a welcome relief to see the revival of co-curricular life.

I would like to thank College staff for all of their efforts and energy in planning, organising and supervising, these opportunities, always with our students in mind. Marian staff so often go above and beyond in order to create experiences that give all students an opportunity to develop their special gifts and talents. Their generosity is acknowledged with gratitude.

We also saw a re-set on academic life this year with students returning to a five day face to face schedule. I commend students on their efforts to adjust back to the regular school day and all of the demands that go with this. Our year 7 students showed great ability to adjust to secondary school, after the disruptions of the past 2 years. And we commend our Year 12 students in particular who faced their final year with remarkable resilience in the face of a very disrupted VCE preparation. While many students will be working over a 'gap year' in 2023, many are also heading straight to university, TAFE and further study, apprenticeships or ongoing employment. We take great pride in their achievements and wish them all the very best for the future in the pathway they have chosen, confident in their proven ability to meet life's challenges.

I would like to take this opportunity to recognise the contributions to our College of two long-standing staff members who leave us this year after many years of service to our community. We thank Therese Holland who leaves us after 40 years at Marian, and Mark Bannister who is retiring after 24 years with us. They will be greatly missed as will our Deputy Principal Chris Darmody, who returns to Catholic College Wodonga after generously agreeing to a secondment to Marian for the 2022 school year. We thank them for their time with us and pray that life post-Marian will be both prosperous, and fulfilling.

The community support Marian enjoys is widespread and deeply felt. Parents, carers and families are an unstinting source of generosity of spirit, keeping their children at the forefront of their concerns and actively partnering the College in their all-round education. The Marian College Advisory Council has also been a major contributor to the ongoing growth of the capacity of the school to plan for the future with confidence. We thank them for their support, particularly with the challenges of the past few years. Their wisdom and preparedness to lead has been a source of great confidence within the College community. It has been a pleasure to work alongside the Council's members as we set our new strategic directions. And as ever, Father Tony has been a welcome presence, at Council meetings, leading liturgical celebrations and joining in with more informal aspects of College life. We are grateful for his presence and his leadership. We are very fortunate to have a Parish Priest who cares so deeply for our College community.

With so many blessings we look ahead to 2023 with some excitement, topped by the commencement of building our new \$2.3million Wellbeing centre that will be a wonderful addition to our beautiful campus and will help us more fully meet student needs for many years to come. We look ahead, inspired by the Good News that we share as Presentation People of action in the world.



## Catholic Identity and Mission

### Goals & Intended Outcomes

- Continue to develop and deliver robust and responsive faith development and Religious Education programmes for staff and students
- Audit, review and document Religious Education programs to align with diocesan policies.
- Match the behaviour of the school community with the stated values of the College, inspired by the Gospel
- The ECSI survey was completed in 2021. Strengths and challenges were broken open with College Leadership and outcomes were shared with all staff in 2022. This will influence goal setting for the strategic plan, to enhance Catholic Identity into the future.
- Aim to continue the accreditation process for existing staff and begin accreditation for new staff in the following year.
- Conduct a Catholic Identity review in 2023 in line with the NSIT review timetabled in March 2022.
- Continue to use the CES Ltd theme as a basis for the school theme and recontextualising this to speak to the community

### Achievements

- Marian College continues the story and tradition of the Presentation Sisters who founded the College more than 50 years ago. Our ministering effectively to our College community throughout the pandemic and particular care of the vulnerable in our community align closely with the charism of Nano Nagle who brought education to the poor and marginalised.
- Our Catholic Identity remains faithful to the charism of Nano Nagle in welcoming and reaching out to the marginalized, particularly through our low fee structure and inclusiveness. The College continues to provide support and fee alleviation for families who struggle financially in order to ensure that every student has access to Catholic Education. This has been especially important following bushfires and the impact of the pandemic on the region's tourism and hospitality industries.
- In 2022 the College continued to offer both on-line and onsite opportunities for Mass, prayer and liturgy as well as providing opportunities for spiritual and faith formation through professional learning. Prayer continues to be a part of daily College life for both students and staff, including opportunities provided at the beginning of the year during restrictions.
- Marian is continuing to build the faith-life relationship (by providing links to streamed Masses during restrictions due to the COVID19 pandemic) and distributing information connected to local parishes and promoting world recognised days of Social Justice and religious significance.
- Social Justice has continued to be an important means of connecting students with their faith tradition. Opportunities included fundraising for Caritas and Justice Matters Camp. The College motto 'In Deeds Not Words' continues to inspire faith in action.

- The College is continuing to review and develop its Religious Education program and Social Justice initiatives. ECSI data suggests that social justice initiatives in particular are an effective way to engage students with their faith. These need to be continually contextualised in the social justice teaching of our faith tradition.
- A learning Mentor Program that ensures a spiritual dimension is an integral part of student wellbeing and education.
- Significant progress continues to be made in staff accreditation in terms of hours accredited to staff and staff fulfilling accreditation requirements.

#### VALUE ADDED

- Principal representation on the Parish Pastoral Council
- Parish Priest membership of School Advisory Council
- Staff Spirituality Days and Masses
- Prayer in LM and Community groups.
- School Masses, including Combined Schools Masses (Marian and St Mary's)
- Caritas awareness program including a Caritas day walking in solidarity and to fundraise and Year 9 'sunflower' fund-raising program
- Remembrance Day liturgy and community wreath laying
- ANZAC Day liturgy
- Prayer Partners
- Prayers on the Green
- Year 12 Retreat Days
- Justice Matters Camp
- Bishop Joe Grech Youth Scholarship
- Ethical Leadership Day
- Festival of the Sacred
- Significant Awards at the Awards Evening ( Father Leo Lacey, Presentation Sisters, Monsignor Joseph Dullard Dux Award)
- Regular staff prayer

## Learning and Teaching

### Goals & Intended Outcomes

- Ensure a smooth transition back to onsite learning for all students with particular attention to students who may require extra support following two years of extended lockdowns.
- Emphasis on re-engagement of students, re-connection as part of the learning community and academic progress as a contributor to student wellbeing.
- Continuing use of technologies for learning in meaningful and transformational ways.
- Continued participation in the North East Shared Provision (NESP) Literacy Project to consolidate pedagogical approaches to teaching literacy across the curriculum and plan 'next steps' of building capacity across whole school approaches.
- Consolidation of curriculum documentation with a focus on mapping, teaching and assessing of general capabilities.
- Continue to develop skills in the use of student data through PLTs to inform teaching practice.
- Participate in National School Improvement Tool (NSIT) review to establish Learning and Teaching priorities for the new School Improvement Plan.

### Achievements

- The year 2022 saw a return to an uninterrupted onsite learning and teaching programme including a full complement of co-curricular learning opportunities. For most, it was a welcome return to face to face learning, although for many the return to a more regulated school day, and the energy required of classroom learning demanded a degree of adjustment. A key priority for teachers was to identify as early as possible where students were in terms of outcomes and progress, following two years of interruption and lockdown. It was clear that not all students had progressed equally over the past two years for a wide variety of reasons. For some students, particularly those who needed the structure of the classroom environment and a high degree of 'scaffolding', offsite learning proved very challenging. Others adapted seamlessly, progressing well throughout. The College adopted support interventions including the Teacher Tutoring Programme, targeted teaching and in-class education support to assist with addressing any identified 'gaps' in student learning. The College also identified 'behaviours for learning' as a priority, re-establishing expectations for onsite learning through the College 'GROW' positive behaviour framework.
- Marian learning and teaching staff have responded well to the establishment of professional learning teams (PLTs). The focus of much of the work in 2022 has been the ongoing development of data literacy of all staff to inform teaching practice. The quality of professional dialogue, shared practice and use of evidence-based strategies are testimony to the early success of PLTs as a means of educator professional learning and growth. It is envisaged that the work of the NESP literacy project will help to inform some of the work of PLTs in the following year, growing literacies across the curriculum.
- Perhaps the highlight of Learning and Teaching in 2022 was the College participation in the NSIT review. The review that considered evidence across 9 domains over 2 full days

of deliberation was highly affirming of current College practice, while identifying a small number of deep and targeted areas for further development in the next school improvement cycle. The calibre of Marian College teaching staff together with excellence in learning and teaching leadership has been affirmed in resounding fashion. The priorities identified in the review will help to establish the goals of the next School Improvement Plan, currently being developed, and set the work schedule for the associated Annual Action Plans.

### STUDENT LEARNING OUTCOMES

- Two years of lockdown and online learning had a significant impact on student learning in 2022. Students in Year 12 were entering their final year with 2 years of disruption to preparation behind them. Despite this, 100% of students successfully completed the VCE, VET, VCAL that they were enrolled in and the College achieved VCE study scores that were very much comparable to all schools in the region.
- NAPLAN results in 2022 were mixed, and this was not entirely surprising given the disruption to learning over the past 2 years and the challenges faced by many families in regional areas with access to online services. Once again the relatively small cohort of students in years 7 and 9 make it difficult to draw conclusions about broader trends, however we are proud to have maintained a very high percentage of students meeting the minimum standards, with Year 7 Reading, Grammar and Punctuation and Year 9 numeracy achieving a 100% success rate. Individual student and class item analysis continues to be the focus of PLTs and Classroom teachers, identifying areas of strength and gaps in learning that may require re-teaching.
- The need to re-establish successful classroom learning behaviours following so many months away from face to face learning was identified as a priority very early following the return to onsite learning. The College acknowledges the work of staff to re-engage students with onsite learning and students for their resilience and adaptability. The College also recognises the work of the Pastoral Wellbeing and GROW Teams in consolidating this learning.

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	548.8
Year 9 Numeracy	587.1
Year 9 Reading	585.2
Year 9 Spelling	548.6
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	91.2	-	100.0	8.8
YR 07 Numeracy	-	91.2	-	90.9	-0.3
YR 07 Reading	-	91.2	-	100.0	8.8
YR 07 Spelling	-	94.1	-	90.5	-3.6
YR 07 Writing	-	91.2	-	95.2	4.0
YR 09 Grammar & Punctuation	-	96.7	-	83.3	-13.4
YR 09 Numeracy	-	100.0	-	100.0	0.0
YR 09 Reading	-	96.9	-	95.2	-1.7
YR 09 Spelling	-	93.3	-	88.9	-4.4
YR 09 Writing	-	87.5	-	90.5	3.0

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

After a disrupted two years, students and staff returned to the College in 2022 filled with optimism and excitement for the year ahead. Wellbeing programs were implemented to allow students time to reconnect. Programs included Mindful Mondays, Lego group, 'Tomorrow Woman' and 'Tomorrow Man'. Camps and community days gave students and staff the opportunity to reconnect with other College members and to enhance their sense of belonging within the Marian community.

Learning Mentors continued to see the importance of communicating with families, and there was a focus placed on keeping open communication between Learning Mentors and the students' families. Parent teacher interviews gave families the option of an interview in person or online, demonstrating the importance of communication and adapting to suit all College families.

After the past two years it was evident that to really help students and staff, connection with the broader community would be beneficial. Joint ventures included presentations by The Resilience Project for staff from schools across the Alpine Shire and the planning, organising and running of the inaugural mental wellbeing week, 'Be Kind To Your Mind'. This week allowed students to see the importance of maintaining positive and healthy mental wellbeing, as well as showing them the breadth of support available to all Marian College members.

The College focus for 2022 was to support the students and staff in their return to 'normality' and allowing all College members to reconnect. Reconnection with self, reconnection with the College community, reconnection with the broader community and reconnection with God.

### Achievements

Deepening of partnerships with other available local organisations and expanding upon these was a great achievement for Marian College in 2022. These included our continuing relationship with AYSS and NESAY, giving the students and their families access to support from counsellors and psychologists. Marian College also worked alongside Alpine Health, AYSS, Myrtleford P-12 College and Myrtleford Football Netball Club to help plan, organise and run 'Be Kind to your Mind', the first mental wellbeing week. It has been great to see the community work together to support the wellbeing of all students and members of our community. The program for this week allowed students to listen to others own experiences but also to consider their own behaviours and how they impact their own wellbeing.

Another achievement was the organisation and running of school activities to increase connections for College members. We are fortunate that Caitlin Nolan offered her time to run weekly mindfulness activities, available to all Marian community members, and a weekly session for Senior students to attend. These programs allowed students to reconnect with their own wellbeing and gave them a space to slow down in their first full year back to onsite learning. We also had staff organise hospitality such as hot chocolates for the school community as well as the running of Community Day. These activities helped to increase the sense of belonging and connectedness across the College. It was great to see staff and students come together and to enjoy being back onsite.

## VALUE ADDED

- School Liturgies
- Online and onsite counselling through AYSS
- Year 7 Welcome Camp
- Year 7 Orientation Program
- Year 9 Camp
- Year 9 Program
- Year 11 Camp
- Year 12 Retreat
- Year 12 Dress-up Days
- Year 12 Graduation Ceremony
- Year 12 Graduation Breakfast and Speaker
- Marian 100
- School Awards Ceremony
- ‘Tomorrow Man’ and ‘Tomorrow Woman’ workshops
- ‘Be Kind to your Mind’ Wellbeing Week
  1. Guest speaker, Luke S Kennedy
  2. NESAY workshops
  3. LM wellbeing workshops
- ‘Resilience Project’ presentations
- Whole School Community Day
- Lego Group
- Dolly’s Dream student, staff and parent workshops
- Mindful Mondays and Wellbeing Wednesdays with Miss Nolan

## STUDENT SATISFACTION

Students were extremely excited and grateful to return to school in person for 2022. Students valued being face to face with teachers, and the benefits that came with that. There was a sense of relief that it was less likely that online learning would occur again and students quickly settled back into routines. However, across all year levels, students experienced some ‘fatigue’ this year. Although the past two years lacked stability, the return to school meant returning to extended periods of focus and boundaries. By the end of each term, it was evident that many were tired and were ready for a break. With this in mind, it was important that the College took time to slow down and appreciate what we have. Hospitality, Community Days and time in LM

allowed students to slow down and enjoy the company of those around them. These times allowed students to rejuvenate before returning to their studies and the gratitude of the students for these events was immense.

Students valued being able to attend whole school events, such as sport carnivals and community activities during LM and the College Production. The variety of extracurricular activities meant that there were an array of options for all students to choose from, allowing them to build a sense of belonging around their own interests. The return of camps also allowed for students to enjoy the extracurriculars that are available at Marian College. The excitement at getting on the buses to start their journey together and coming home tired but with many stories to tell was wonderful to see and definitely contributed to the wellbeing of staff and students alike. The ability to celebrate Year 12 together through dress-up days, Graduation Mass and Graduation Dinner allowed students to finish their schooling as they had envisaged. Although all of these events had once been yearly events that were expected to be held, it was evident that after the past two years, the students valued these experiences even more than in the past and valued being able to have the experiences and the ability to make memories together.

## STUDENT ATTENDANCE

### Student Attendance Procedure

Schooling is compulsory for young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted.

It is important for our students to attend every day to succeed in their learning and to ensure they don't fall behind both socially and developmentally. A good education provides better life opportunities for young people and better support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community. Young people who regularly attend school and complete Year 12 or equivalent have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children regularly attend at every year level.

### Parent Responsibilities

Parents must ensure their child attends school each day and provide an explanation for any absence. The school must record in writing the reason given by the parent.

**Parents must promptly inform the school of the reason for their child's absence so that the school can:**

- Make note of the reason for not attending on every occasion
- Ensure that the school is able to meet its duty of care to our students and our families
- Follow up to support the child's education, health and wellbeing, especially in the case of extended absences
- ensure that attendance requirements are met for all year levels, and in particular VCE
- Make note of unauthorised absences/occasions where a reason has not been provided



Where possible, parents should inform the school in advance of upcoming absences. This helps us provide the best support for your child while they are away. This might include providing work in their absence where appropriate, 'catch up' work on their return and pastoral care.

To ensure your child's education and wellbeing are supported, you are encouraged to let us know when your child has an ongoing medical or other issue that may result in ongoing absences and appointments during school hours.

**School Responsibilities**

Marian College Teachers take attendance in the first 10 minutes of every LM session and every class. We also take attendance at all College activities and excursions. We record, in writing, the reason given for each absence. This is a legal requirement and ensures that we:

- Meet our duty of care for all students and their families
- Are able to report on student attendance annually in the College Annual Report
- Meet Victorian Curriculum and Assessment Authority (VCAA) and (Victorian Registration and Qualifications Authority (VRQA) requirements.
- Marian College advises parents/guardians of unexplained absences, on the same day, and as soon as possible in cases where we have not been notified, requesting a reply
- Where parents are unable to be contacted, the College will notify the emergency contact requesting a reply

**Following Up Absences**

In most cases, parents will provide an appropriate reason, and absences will be excused requiring no further follow up.

Where absences are of concern due to their nature or frequency, the school will involve the parents and the student as appropriate in developing strategies to improve attendance.

Where a student has repeated absences without a reasonable excuse or explanation, the issue may be referred to the Deputy Principal.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	100.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	86.4%
Y08	85.5%
Y09	83.2%
Y10	83.9%
Overall average attendance	84.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%



## Child Safe Standards

### Goals & Intended Outcomes

Marian College is committed to child safety and inclusion. We are a school where student voice is heard and encouraged. Marian College takes pride in the culture of child safety that we have established and continue to grow. Child safety is given careful and deliberate consideration in the planning, organisation and supervision of all College activities.

Our College community believes that all children have the right to feel safe and to be safe all of the time. The College has adopted policies, practices and programmes to promote the safety and inclusion of all children, to ensure their voices are heard and to provide appropriate avenues for reporting and responding to children who feel unsafe.

The College has an established Learning Mentor Programme that ensures that the wellbeing of all students is regularly monitored and referrals made to College wellbeing services as required. The College Wellbeing Team meets regularly and is responsible for positive approaches to whole school wellbeing.

While the College provides students opportunities to develop understanding and agency in relation to personal safety, voice and wellbeing, it is acknowledged that ongoing and explicit teaching of age appropriate Child Safe principles and practices is required at all year levels. The College continues to review and develop policies, practices and programmes for Child Safety to ensure their continued relevance and effectiveness in ensuring the safety of all children.

### Achievements

- During 2022, all staff (teaching and non-teaching) participated in professional learning for the new Child Safe Standards (Ministerial Order 1359), as well as completing 'PROTECT' Identifying and Responding to all Forms of Abuse in Victorian Schools modules. All staff are familiar with Child Safe expectations and standards.
- All Child Safe Policies were reviewed in line with CES incorporation.
- Child Safe standards are embedded into employment practices including referee checks, induction of new staff and mapping of Child Safety responsibilities into all role descriptions. These are documented.
- Child Safety risk assessments were conducted as a part of all College camps, excursions and activities. These are documented.
- The Child Safe activity register is updated by all members of staff on a needs basis and reminders are provided to staff for the completion of the register and notification of child-related activity to VIT.
- Child Safety Officers have completed training and are noted on the College website and posters around the school.
- The College processes and documents all incidents or concerns for child safety according to 'PROTECT' procedures and supports all students, staff and families through any reportable incidents. The College notifies CES of all reportable incidents

and shares information with other Information Sharing Entities in the interests of child safety, wellbeing and protection.

- All CES/College Child Safe Policies are publicised on the College website.
- Child Safe signage appears at all entrances to the College and posters have been placed around the school. The College commitment to Child Safety appears on email signatures, College Newsletter and website, as well as on meeting agendas and minutes.
- The College continues to offer students wellbeing and resilience building opportunities to promote personal safety and student voice.



## Leadership

### Goals & Intended Outcomes

- Community consultation for the development of a new School Improvement Plan.
- Participation in an external NSIT review to help inform strategic directions in new School Improvement Plan.
- Appointment of Deputy Principals with separate responsibilities for Pastoral Wellbeing and Learning and Teaching.
- Continued management of College incorporation into Catholic Education Sandhurst Ltd governance structure.
- Continuing to work with the College Advisory Council to build sustainability through growing enrolments and maintaining a positive College profile.
- Activation of new Positions of Leadership structure with increased focus on Learning and Teaching, building teacher capacity and pedagogical practice.
- Establishing priorities for GROW positive behaviour framework following return to onsite learning.

### Achievements

Following the review of positions of Leadership in 2021, the College embarked on a renewed agenda for learning and teaching. The strategic intention for the Learning and Teaching Team was to build teacher capacity and pedagogical practice through the implementation of professional learning teams (PLTs). It was an intention that was well received and supported by staff and positively impacted the growing culture of professional collaboration that is evident across many areas of the school. The focus for 2022 was very much around developing agreed protocols and further developing understanding of the use of data to inform teaching practice. It is envisaged that PLTs will continue to be the driver of improved student outcomes into the future, working alongside the Learning and Teaching Team to grow our expert teaching team. The strategic directions for Learning and Teaching were largely established through the external NSIT review that the College participated in this year. As well as being highly affirming of College performance across a wide range of domains, the review also served to identify a small number of narrow and deep priorities to guide school improvement planning and associated annual action work plans.

The College has continued to work towards managing the demands of incorporation into the new CES management structure, together with the increased compliance, regulatory and policy demands that this has brought. It was identified that the College needed to appoint an officer responsible for compliance documentation to facilitate migration to the new compliance platform that was introduced through CES in 2022. This was budgeted for and a role description developed with a view to appointment in 2023. It is expected that the appointment of Deputy Principals with responsibilities in the areas of Learning and Teaching and Wellbeing will also facilitate policy and procedural management, moving forward. The College is scheduled for a VRQA compliance review in 2023, and it is envisaged that work completed in this area will ensure the College is well placed for a successful outcome.

The return to onsite activity enabled re-activation of community consultation for the development of the new School Improvement Plan. This was paused during 2020 and 2021 as College

Leadership and Advisory Council were concerned that online forums would not provide the richness of data that face to face consultations would facilitate. Consultations were conducted with the College Advisory Council, Staff and student focus groups. The data will be drawn together with a view to launching the plan and associated Annual Action Plans in early to mid 2023.

Succession planning continued to be a focus for College Leadership this year. The College has attracted and grown a number of excellent middle-level leaders who are providing energy and impetus for school improvement. The importance of greater emphasis on shared leadership to guard against loss of expertise and experience will be a priority of the revised College leadership structure. As part of Principal leadership development, my summative appraisal was conducted this year. I would like to extend my personal thanks to all those who provided feedback and insights into areas of strength as well as suggestions moving forward, as I seek to lead the Marian community to the very best of my ability.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>Description of Professional Learning undertaken in 2022</b>	
<p>Staff participated in a wide range of professional learning with onsite activities, network meetings and conferences and online opportunities offered. The College supported all staff to develop skills, expertise and capacity, allocating more than \$10,000 to professional development, subscriptions, conference expenses and subject association memberships.</p> <p>All staff completed First Aid/CPR, asthma training, anaphylaxis training, mandatory reporting training and emergency management warden training.</p> <p>The College also offered in-house professional learning including NCCD updates, Professional Learning Teams, workplace expectations (facilitated through CES), unpacking ECSI data, Child Safety training (facilitated through CES), resilience and Respectful Relationships, online bullying and harassment and unpacking NSIT.</p> <p>An important focus for this year was to facilitate staff to gain and maintain accreditation. As well as accessing modules through CES, staff participated in webinars, conferences and the College staff retreat. Significant progress has been made into ensuring all staff are on track to achieving and maintaining accreditation.</p> <p>CES networks continued to be a source of professional learning and development. Marian staff accessed the Numeracy Leaders, Secondary Deputy Principals, Secondary Principals, Learner Diversity, Business Managers, Religious Education Leaders, and LOTE, VET and VCAL networks. Director's briefings, critical incidents training, media training and the ongoing work of the North East Shared Provision Network also contributed to building staff capacity.</p>	
<b>Number of teachers who participated in PL in 2022</b>	23
<b>Average expenditure per teacher for PL</b>	\$435

**TEACHER SATISFACTION**

The post-lockdown return to onsite learning has been identified as a source of great satisfaction for staff who found online 'isolation' and gradual student disengagement over successive periods of remote learning, real challenges. It has however, created a need within the school to place teacher wellbeing firmly into the focus of staff professional learning and development plans as well as more broadly in the new School Improvement Plan.

At a time where teacher work demands have been cited by numerous reports for record numbers of teachers leaving the profession and failure to attract enrolments into initial teacher education courses, satisfaction amongst staff at Marian has remained comparatively high. The College is continuing to develop a culture of collegiality and collaborative practice to continue to build staff capacity and engagement, and to strengthen satisfaction in the workplace. This has included the development and operation of professional learning teams in 2022.

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

It is the intention of the College to team with Catholic Education Sandhurst for an organisational health survey in 2023 that will provide deeper, data driven insight into teacher satisfaction.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	87.8%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	84.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	47.4%
Graduate	36.8%
Graduate Certificate	15.8%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	10.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	20.5
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0.0





## Community Engagement

### Goals & Intended Outcomes

We will work in teams to:

- Build relationships between students and staff, parents and staff that are focused on engaging learning and pastoral wellbeing, responding to the challenges of the pandemic.
- Enhance lines of LM communication to ensure parents feel comfortable in communicating with the College about their child's learning and wellbeing, particularly given the impacts of remote learning and potential isolation of lockdown.
- Improve use by parents of PAM/SIMON to ensure they are able to monitor their child's progress effectively and provide at-home support for their child's learning.
- Keep parents abreast of College learning and teaching and pastoral wellbeing initiatives through information nights, College newsletter and other avenues and adjusting these to online opportunities in response to parents' needs.
- Build trust by keeping the College community informed about initiatives, plans and strategic directions.
- Build connection with parents pastorally and academically.
- Continue to build broader community connection with the Alpine Shire, other community groups and clubs.
- Continue to grow the relationships between Marian College and other education providers including St Mary's Primary School, Myrtleford P-12 and local primary schools to strengthen educational provision in the Ovens and Alpine Valley regions.
- Build Student Leadership throughout all year levels.

### Achievements

- High quality and regular communication with the wider parent community through emails, correspondence and Team App ensured that students, families and staff were fully informed about the continuing COVID-19 situation and the impact on College activity. This was a particular aspect of management of the COVID-19 situation that was highly affirmed by the parent community as well as staff.
- The focus on student wellbeing and engagement with school. The Learning Mentor program was reviewed to ensure meaningful activities were planned with College Student Leaders to enable reconnection with Community.
- Contact between Learning Mentors and families was made, to ensure learning and wellbeing outcomes for students were being actively monitored and any issues addressed. Both staff and families acknowledged the importance of this ongoing relationship with the Learning Mentor during a time of return to onsite learning.
- Successful promotion of the College once again saw strong enrolments in 2022. The Yackandandah and Beechworth Free College Bus Service, virtual information sessions and school tours, and positive parental feedback from local regional areas have

continued to contribute to growing student numbers from across the Ovens and Alpine Valley regions which currently account for more than a third of new enrolments.

- Connections with Catholic Education Sandhurst Ltd, and colleagues in other schools including Sandhurst Secondary Principals, Myrtleford P-12 and St Mary's Primary School have ensured consistent approaches to leadership during and after the lifting of pandemic restrictions, while continuing to grow capacity in Learning and Teaching and Pastoral Wellbeing across the school.
- Continued development of shared provision arrangements with MP-12, providing greater educational opportunities for students in senior secondary years.
- Engagement with North East Shared Provision partnership of Catholic Secondary Schools continued to progress work on the NESP Literacy Project, to promote improvement in student outcomes across all learning areas.

## VALUE ADDED

The impact of COVID-19 on value added activities at Marian at the beginning of 2022 meant the religious, educational, sporting and cultural activities that energise College life were once again either cancelled, modified or held as 'virtual' experiences. Student Leaders organised online events and competitions to build community for students. The relatively small size of the College proved to be an advantage when restrictions were alleviated and groups could gather.

- 'Virtual' and onsite Tours of the College
- Free Bus Service to Beechworth and Yackandandah
- College wreath laying on ANZAC Day at Cenotaph
- Representation at Myrtleford Remembrance Day Commemoration
- Participation in Rural Youth Ambassador's Programme and the Localised Rural Youth Ambassador's Programme
- Engagement with North East Shared Provision Literacy Project
- Year 12 Retreat, Year 9 Surf Camp, Year 11 City and Careers Camp, Year 7 GROW Camp.
- Parent Teacher Student Interviews (online) and in person
- Regular Learning Mentor meetings with parents
- VCE Parent Information Evening
- Awards Ceremony
- Year 12 Graduation Ceremony and Graduation Dinner
- Annual Swimming Carnival and Cross country Carnival
- Community Day focusing on capabilities and team building
- Partnership with Myrtleford P-12 and St Mary's Primary School

- Year 7 Transition Programme
- Virtual Learning Mentor Sessions
- Student Leadership Programme enhanced with significant financial support from Alpine Shire. (GRIP Student Leadership Conference, Inspirational Speakers, Year 12 support with breakfast and dinner)
- Wellbeing Programme Resilience Project (Teacher, Community and Parent)
- Community night at Savoy Club (fundraising and connection)
- Myrtleford La Fiera, Scacchi Performance
- Alpine Youth Awards, recognising and celebrating the contributions and achievements of a diverse range of young people with diverse interests and skills.
- Alpine Shire First Nations Students Day Out (cultural connection and immersion)
- Hospitality breakfast and lunches to enhance wellbeing and build connections within the Community

## PARENT SATISFACTION

Marian College parents continue to respond positively to opportunities to be involved with their child's learning. Parent attendance at Parent/Teacher/Student interviews, VCE information and subject selection sessions was strong in 2022 as these returned to onsite events. Parents also took the opportunity to participate in the co-curricular life of the College including the annual swimming carnival, Opening Mass, Marian 100, Graduation and Awards nights. The College theatrical production also returned to the calendar, attracting audiences in the hundreds for each performance.

The College Advisory Council continues to provide avenue, opportunity and voice for the parent body. The Council is a strong supporter of College leadership and takes an active role in helping to set the school's strategic direction. In 2022, Advisory Council members as well as other parents, had the opportunity to provide input into the College NSIT review. The Council showed keen interest in the outcomes of the review, particularly in relation to community partnerships which were identified as an area of great strength. The Council was also widely consulted for input into the development of the new School Improvement Plan to be launched in 2023.

Enrolments continue to be an indicator of parent satisfaction, remaining higher than the demographic data had predicted. At enrolment interviews, parents cited College reputation, Christian values and breadth of VCE offerings as reasons for choosing Marian College for their child's education. Building enrolments continues to be an important focus for the College Advisory Council.

The College is continuing to look to more effective ways to move from parent involvement to parent engagement in their child's learning. It is an area of challenge for many secondary schools, but one that deserves ongoing attention, given the demonstrated positive impact on student outcomes. The College is looking to engage in an organisational health survey in 2023, supported by CES to provide further data to inform parent engagement and satisfaction strategies moving forward.