



# Marcellin College Bulleen

2020

Annual Report to the School Community



Registered School Number: 1495

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our College Vision.....3
- College Overview .....4
- Principal’s Report .....5
- Education in Faith.....7
- Learning & Teaching .....9
- Student Wellbeing .....13
- Child Safe Standards.....17
- Leadership & Management .....19
- College Community .....24
- Future Directions .....26

## Contact Details

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## Minimum Standards Attestation

I, Marco Di Cesare, attest that Marcellin 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Marco Di Cesare

**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)

## Our College Vision

As a Catholic College in the Marist tradition, Marcellin College places great emphasis on the five Marist Characteristics: Love of Work, Family Spirit, Presence, Simplicity and In the Way of Mary. In partnership with families, we nurture our students as they grow from boys to fine young men.

We bring the Marist charism to all members of our community through the teachings of Saint Marcellin Champagnat and the Gospels. We are a community where Jesus is known and loved, where each young man belongs and the dignity of all is respected.

We empower the boys in our care to embrace all opportunities spiritually, academically, physically, culturally and socially with a determination to strive for the highest with virtue and courage.

## College Overview

Marcellin College is a leading Catholic Boys College established by the Marist Brothers in 1950.

We are guided by the educational and spiritual philosophies of Saint Marcellin Champagnat. Our tradition - embraced by all in our community - promotes unconditional respect, a love of learning, and the personal growth of each individual within a cooperative and supportive faith community. In outlining his pastoral approach to students, Saint Marcellin stated "We must love them and love them all equally". To love young people is to devote yourself completely to teaching them and to take all means that a keen mind can think of to form them in gospel values.

Marcellin is inspired by the Marist philosophy of education, based on a spirit of belonging to the College community. We promote this spirit and encourage students, parents and teachers to work together to promote learning in a warm and welcoming environment. The partnership between families and the staff helps to support our young men in the important, formative years of their education.

Marcellin College continues to provide a strong Catholic education for over 1400 boys in the eastern region of Melbourne. Set on 15 hectares of land, Marcellin College is blessed with state-of-the-art facilities, extensive playing fields and a positive learning environment for young men to strive for their personal best.

**Our College motto** - *Virtute Ad Altissima* - means 'through virtue and courage to strive for the highest'. Our motto comes alive every day as we challenge our students to constantly aspire for excellence in all that they do.

## Principal's Report

In the area of education there has been much debate over the years about which pedagogy is best. Is it student-led, problem-based approaches, direct instruction, project-based learning or - the list goes on...

In a new study, cognitive scientist Tina Grotzer found evidence of the effectiveness of structured problem-based learning in which teachers can support students moving from novice to expert. The research team noticed that as the problem-based curriculum progressed, students changed the way they approached problems. Rather than waiting for the teacher to give them answers, they made hypotheses based on existing knowledge, discussed their thoughts with their teams, and took risks — all signs of deeper-level learning.

"We know that experts pay attention to a very different set of patterns than novices often do. Novices get caught up in the surface features and can't necessarily see the deep principles," Grotzer says. "It's really important to think what kind of scaffolding helps people take steps towards greater expertise in their thinking and reasoning."

The early Marist Brothers may not have been able to foresee how technology and education would change when they opened the doors of their schools, but clearly they understood the need to balance the core of challenging curriculum while embracing the trends and tools of the day. In 2020, the College launched our new learning framework in Years 9 and 10, the **Depth Stage**. This innovative educational framework embraces current technology and the needs of today's students, while honouring the Marist reputation for challenging academics.

I share a quote from Charles Fadel, founder of the centre for Curriculum Redesign: *"... there is general acknowledgement around the world that to equip young people for success we need to shift from knowledge-only based education towards incorporating skills such as creative problem solving, collaboration and character skills such as resilience, agility compassion and respect. These elements are central to the new success."* As our Depth program was launched, we celebrated as our courses had a real-life context, students had access to Learning Mentors, they were given autonomy in available periods and today I hear conversations from students talking about improvement in their learning.

The year 2020 was like no other in education. Who could have predicted students would spend more time learning online from home with the support of their parents and siblings? Our Home Learning Program was designed to support all members of our community and the College is very proud of this. Teachers made online contact daily with their classes, students had opportunities to reach out through online wellbeing surveys and continual feedback was sought through online reviews. I particularly wish to acknowledge the staff for their agility and being open to constant change. One report I read recently suggested that the move to online learning, outside a pandemic like situation, would have taken five years!

The staff of Marcellin continue to dedicate themselves to their own professional growth as models of lifelong learners in our College. They also dedicated themselves to ensuring growth in their knowledge and awareness of best pedagogical practice through their involvement in a variety of Professional Learning opportunities. Deep understanding of and compliance with renewed child safety standards demonstrated our staff commitment to Child Safety.

Finally, we must always come back to our core business as a Catholic, Marist school and that is to make Jesus known and loved. Every day we challenge all members of our Marcellin family to view the other as one born in the image and likeness of God. This is exemplified in the experience of social outreach in our broader community. Whether it be locally, supporting the Exodus Community in West Heidelberg or internationally in bringing support and love to the people of Pailin in Cambodia, Marcellin is committed to the call to reach out to those in greatest need.

## Education in Faith

### Goals & Intended Outcomes

**Goal:** To improve understanding of the Catholic faith tradition that underpins our Catholic Marist College community.

**Intended Outcome:**

That staff, students and families demonstrate an enhanced understanding of the College's Catholic Marist mission to make Jesus Christ known and loved.

### Achievements

An annual theme once again provided all members of the community with the opportunity to explore their lived experience in light of the College's faith tradition. The theme of 2020 was "One Wild and Precious Life". Through our prayer life and a variety of reflective opportunities, members of the community were empowered to explore making the most of the potential gifted to us by a loving God.

Our Social Justice Program commenced in Term One and then evolved into a fortnightly exploration of Catholic Social Teaching and social justice issues. These fortnightly classroom (online and in person when possible) experiences were compulsory for all students across the College: the focus of each lesson was explored within Pastoral groups under the leadership of the Pastoral teachers.

Significant impacts of the revised Social Justice Program were the development of staff understanding of their role as faith leaders, and a greater empowerment of those staff in actively supporting the faith life of the College.

Despite the significant impact of COVID-19 on the abilities of communities to celebrate religious ceremonies, Marcellin was able to offer new and engaging ways of entering prayerful, liturgical experiences. Online gatherings were used to assemble groups to acknowledge significant days and feasts in the liturgical and school calendars.

A liturgical celebration to mark the Year 12 Valedictory was prayerful and broadcast to family members who were unable to attend in person due to COVID-19 restrictions.

All Depth Stage Religious Education curriculum documentation was audited to establish the Church documents that informed each course. This analysis led to the creation of resource banks for both staff and students, as well as contributing to the fidelity of these courses in providing rigorous opportunities in religious education.



Despite the movement of our youth ministry programs to online meeting spaces, Remar continued successfully at both Year 11 and 12. A revised Year 12 Remar Graduation ceremony was able to be held in recognition of the involvement of these young men in this three-year program.

A new youth ministry program, Game Changers, was introduced at Year 10. Despite the movement of meetings to online meeting spaces, 23 young men regularly participated in developing their faith and both communication and leadership skills.

Approximately 80 staff participated in online professional learning opportunities designed to enhance appreciation of responsibilities involved in teaching and leading in a Catholic context. These activities led to enhanced knowledge and understanding of Scripture, as well as the Catholic and Marist faith traditions. They also provided staff with ways of incorporating their learning into their day-to-day practice.

Pilgrim participants in the 2019 Marist Solidarity Immersion in Cambodia shared their learnings with their Houses at the House Welcoming Liturgies for students, staff and families. This sharing ensured that each House began its year with a reflection on the importance of solidarity and our responsibility to reach out to the marginalised.

#### VALUE ADDED

- Marist Mission and Life Formation Programs
- Game Changers — Year 10
- Remar — Years 11 and 12
- House Social Justice Program
- Fortnightly social justice lessons
- Depth Stage RE curriculum offerings introduced and reviewed
- Reinvented Champagnat Day
- Year 11 and 12 Retreat Programs
- Revision and delivery of Year 12 RE Seminar Program
- Weekly Thursday Mass in Term One
- Continued Liturgical Program — revised celebrations to cater for COVID-19 restrictions
- Induction and Commissioning Eucharist
- Year Seven Reflection Days — Belonging

## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To establish an agreed and overarching pedagogical framework for the College to improve student learning outcomes.

#### Intended Outcomes:

That there is evidence of consistent growth in measurable student learning outcomes.

That there is a pedagogical framework developed and implemented based on best practice and research to enhance all aspects of learning and teaching.

### Achievements

Last year saw the implementation of the College's new learning framework, with distinct changes to Depth (Years 9 & 10). Students engaged in a personalised program that allowed them to select and learn in courses that suited their own strengths, interests and passions, from 103 courses in total across 12 learning areas. The structure consisted of choice within core courses and open courses. One example is Religious Education - students could select from eight course options such as 'Angels and Atoms' (Science and Faith) or 'Jesus through the Eyes of an Artist'.

The College also saw its first year of Learning Mentors - a group of staff who worked as academic coaches with 486 Depth students undertaking a one-on-one session for 50 minutes every two weeks. They drew on student learning data to support with development of self-regulation, capacity and confidence in learning.

During Term 3 the College Leadership conducted a review of the Depth stage implementation. This review was presented towards the end of 2020 with a range of recommendations to be incorporated during 2021-2022.

In 2020 the College continued a long-term focus on literacy and use of data with a view to improve student learning outcomes and increase teacher impact. The development of our College literacy strategy saw the establishment of a literacy focus group and a review of current literacy strategies within the curriculum.

Last year also saw the introduction of a Literacy period in Depth stage - one period a cycle for Years 9 and 10. The focus of this was the High Impact Literacy Teaching Procedures involving before, during and after reading strategies. This gradual release of responsibility model saw Professor John Munroe working intensely with staff who were delivering this program. Dr Munro also worked with Learning Diversity staff in writing a new Literacy intervention course, Literacy Learning and Life at Depth, for targeted students. Numeracy intervention at Years 9 and 10 continued with a new numeracy intervention course, Knowledge Number and Numeracy. The

College also implemented Getting Ready in Numeracy (GRIN) for students who needed additional support.

In 2020 College wide implementation of MyMC (SchoolBox) occurred. This learning management system supports both curriculum delivery and continuous reporting. Consolidation of its use will continue into 2021. In addition, further parent education will occur about the effectiveness of continuous reporting and feedback.

The implementation of Australian Institute for Teaching and School Leadership (AITSL) recommendations using Black and Wiliam's formative assessment model occurred to enhance the use of feedback. This focused on '*What went well, even better if and next steps.*' In addition, a range of formative feedback practices were encouraged, including pre-testing prior learning, use of success criteria, exemplars, check-in/exit activities and peer feedback to provide timely feedback to students. This also provided teachers with valuable insight into learning and allowed them to adapt their curriculum to support and improve learning outcomes.

A pedagogy focus group was established with a view to providing recommendations to the College on a Pedagogical Framework and professional learning needs. Recommendations will be presented in early 2021 with professional learning to occur in Semester 2 2021.

The adaption of learning in a pandemic period was impressive with significant creativity and innovation shown by teachers and students. The embracing of online learning saw a sharp increase in teacher capacity in regard to technology as a tool for learning and the use of the home as a learning environment. Students conducted experiments at home, created online communities and in many cases further appreciated the role of feedback in learning.

## STUDENT LEARNING OUTCOMES

Even though much of 2020 was impacted by protracted periods of home learning, Progressive Achievement Testing (PAT) data suggests that 60% of student in Years 7-10 saw an improvement in their PAT results 2019-2020.

Our 2020 VCE cohort performed admirably with a mean Study Score of 30.00. In addition, 7.5% were able to obtain scores of 40 or above, and 17.5% of examination results were A or A+. We had 20 out of 35 internally offered subjects with mean Study Scores of 30 or over. We had 11 students also receive their VCE Baccalaureate.

Our VCE Dux obtain an ATAR of 98.15. With 11% of the cohort with an ATAR above 90 and 44% with an ATAR above 70. 100% of students gained a tertiary place or employment of choice, e.g. apprenticeships.

Achievement to note include seven subjects achieving medians over 30 for at least the third year in a row. Their medians in 2020 were: Religion and Society [36], Specialist Mathematics [35], Applied Computing (Software Development) [33], Chemistry [33], System Engineering [33], Accounting [32] and Further Mathematics [31]. There were also 16 subjects with a percentage of examination results of A and A+ above 20, most notably Indonesian [50%], Music [50%], Religion and Society [43%], Psychology [31%], Accounting [30%], Systems Engineering [30%] and Chemistry [28%].

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

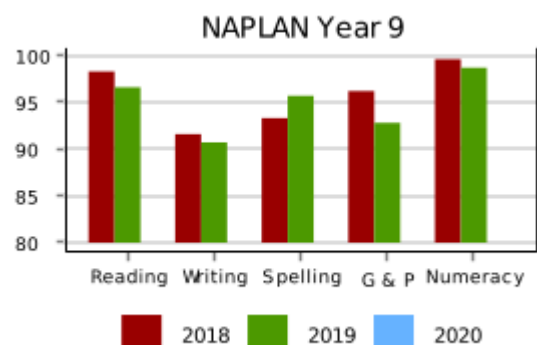
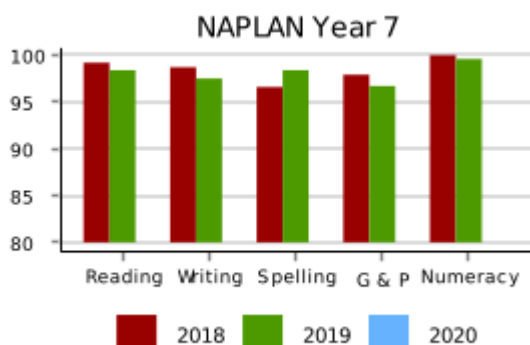
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.9	96.7	-1.2		
YR 07 Numeracy	100.0	99.6	-0.4		
YR 07 Reading	99.2	98.4	-0.8		
YR 07 Spelling	96.6	98.4	1.8		
YR 07 Writing	98.7	97.5	-1.2		
YR 09 Grammar & Punctuation	96.2	92.8	-3.4		
YR 09 Numeracy	99.6	98.7	-0.9		
YR 09 Reading	98.3	96.6	-1.7		
YR 09 Spelling	93.3	95.7	2.4		
YR 09 Writing	91.6	90.7	-0.9		

\* 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

**Goal:** To commit to a safe and supportive environment which fosters growth, self-awareness, identity and positive relationships, ensuring that all individuals are valued and have a sense of belonging.

#### **Intended Outcome:**

Interactions between all members of the community - staff, students and families - are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

That there is a strong, personal, collective and collegial responsibility for improving student learning and wellbeing.

### Achievements

- Staff were able to undertake personalised learning in Restorative Practices by completing an online program involving learning from external experts Kristy Elliot and Ruth Reading.
- Senior School students undertook a peer mediator training course to assist them in supporting Junior School students to resolve conflict and develop a greater awareness of community and restorative practices.
- During Home Learning, students were able to connect with their Pastoral and House via newly designed Pastoral Care and House pages on the College Learning Management System, MyMC. This facilitated numerous online House competitions and challenges, as well as links to valuable resources such as Beyond Blue, Smiling Mind and the E-Safety Commissioner.
- A comprehensive Home Learning Program guide was developed to assist students, parents and staff in navigating an online learning environment, whilst also focusing on awareness of physical and mental health. Resources were created and shared which highlighted ways in which the community could enhance their personal wellbeing.
- When students returned to onsite learning, the College facilitated Wellbeing Sessions throughout the first week. These involved engaging students in physical activity, small group discussions, revisiting learning skills, music performances and mindfulness activities. A useful information guide was shared with the community to answer any questions that may arise in the transition back to campus.
- Year 12 students were able to participate in an altered Valedictory Celebration which recognised the commitment to their learning and personal development over six years. In recognition of the College's support during their journey at Marcellin, the cohort planted a tree in the quadrangle.
- Our Junior School Executive created numerous resources for the community in relation to positive mindsets, tips for enhancing their wellbeing and ways in which they could remain connected during lockdown.

## VALUE ADDED

- Students participated in a Term One Summer co-curricular sporting program and a modified Term 4 co-curricular sporting program.
- The Chess club participated in online competitions throughout lock down.
- Youth ministry groups Game Changers and Remar met online throughout the year.
- The Junior School students participated in an online production of 'Super Happy Awesome News' with OLMC as part of our M2 Productions.
- Students participated in the Time & Space program in the Junior School.
- Our annual Marcellin's Got Talent was conducted online with students and staff submitting performances to be shared via Twitter.
- Our student leaders worked with Summer Howarth from The Eventful Learning Co in January and again in June, to assist them in the creation of goals and in following up on their progress.
- Our student leaders continued to meet online to facilitate House and year level opportunities for engagement throughout home learning.
- Our College Captains invited a representative from Victoria Police to speak at the annual Student Leadership Workshop regarding domestic violence and respect for women.
- Debating continued to operate online through the Debating Association of Victoria.
- The annual Visual Arts & Technology exhibition was held in an online format.

## STUDENT SATISFACTION

Students indicated in their Home Learning surveys a deep appreciation for the commitment demonstrated by their teachers to creating engaging and supportive online learning environments. They also greatly appreciated the change in timetable structure to allow for extended breaks away from the screen and to facilitate opportunities to focus on their personal health and wellbeing. Student comments included, "This is a very engaging program and I enjoy it a lot" and "The timetable is excellent as it allows time to get some fresh air, regenerate and refocus."

Data gathered from our Learning Mentor team highlighted the importance of their engagement with students in the Depth Stage, particularly whilst involved in Home Learning. Ninety percent of students stated that they agreed or strongly agreed with the statements, "My Learning Mentor has assisted with my personal growth this year" and "My Learning Mentor has helped me with new tools and strategies to help with my independent learning." Ninety-three per cent of students said that they would recommend the mentoring program to other students.

Students continued to have access to College resources such as Counsellors and Careers Practitioners via our online platform, Microsoft Teams.

### STUDENT ATTENDANCE

To ensure every young man remained connected to the College, attendance was taken during each lesson throughout the Home Learning Program. SMS communication was made with parents when an unexplained student absence occurred.

Students were also required to complete a Wellbeing check-in survey through Pastoral each day. This provided Pastoral Leaders with a quick reference guide to ascertain the emotional and mental wellbeing of their students. Those who selected a negative rating were immediately followed up by a member of the Pastoral Care Team and where required parents were contacted to provide home-based support. Daily attendance was monitored by the two Assistant Principals (Students), Pastoral Leaders and House Leaders.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.6%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.6%
Y08	96.3%
Y09	96.3%
Y10	96.1%
Overall average attendance	96.3%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%



POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	63.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	5.0%
Deferred	15.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

**Goal:** To commit to a safe and supportive environment which fosters growth, self-awareness, identity and positive relationships, ensuring that all individuals are valued and have a sense of belonging.

#### **Intended Outcome:**

Interactions between all members of the community - staff, students and families - are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

That there is a strong, personal, collective and collegial responsibility for improving student learning and wellbeing.

### Achievements

The College launched a Child Safeguarding Committee. Its focus was on enhancing and promoting a culture of child safety across the community, meeting weekly at times to reinforce the College's awareness of the importance of child safeguarding.

The committee conducted a review of our entire child safeguarding program which included policies, procedures and practises. We undertook a gap analysis against the Catholic Professional Standards to identify areas of strength and opportunities for further development. The committee also undertook a risk analysis against the known child safe risks and adopted a proactive approach by developing and implementing strategies to identify and mitigate our child safeguarding risks.

The Pastoral Care Team members undertook initial training in regard to their new positions as Child Safeguarding Officers. Training was also arranged for all members of staff which included educational modules and group presentations. To ensure all staff were aware of our child safeguarding responsibilities, all team meeting agendas have child safeguarding as a standing agenda item. All new staff inductions include a child safeguarding component. Further enhancements were made to the Volunteer Engagement and Management Program to further develop child safeguarding training and awareness.

Student action teams were formed to allow young people an opportunity to have a voice and feel empowered within the community to raise child safety concerns. Each House assembly reminded students of who the child safeguarding officers were and ways in which students could access support. The College also created multi-modal avenues for reporting concerns regarding child safeguarding.

Students were closely monitored during our Home Learning Program by their Pastoral Leaders and House Leaders. Daily wellbeing checks were conducted where students gave an indication

of their mental and emotional wellbeing and were provided with access to a counsellor where required. Phone calls and Microsoft Team meetings were used to support staff in meeting the needs of our most vulnerable young people.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:** To embed a culture of high performance and continuous school improvement.

#### **Intended Outcome:**

Develop measures for tracking improvement strategies over time, at regular intervals.

That there will be a culture of high quality teaching and pedagogical practices, reflective of best practice, is evidence based and is focused on growth as achievement.

Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

### Achievements

- Our governing body, Marist School Australia, undertook a rigorous recruitment process to appoint a new College Principal, Marco Di Cesare, for 2021. We acknowledge the leadership and commitment of John Hickey in his tenure as Acting Principal, 2020.
- The College implemented our new learning framework. This new model of learning provided students with greater personalised opportunities to explore future focused thinking and learning for life beyond school.
- Staff continue to engage in online professional learning opportunities during the home learning program period. Feedback indicated staff felt supported in the implementation of new technologies and appreciated the range of optional 'pop-up' professional learning workshops.
- The College implemented Microsoft Teams and MyMC as the platform through which to re-image classroom learning in a virtual environment.
- Our Staff Peer Coaching program focused on fostering the growth and autonomy of our graduate teachers.
- The College sought regular feedback from our staff, students and parents in relation to the Home Learning Program and the structures implemented to support the learning and wellbeing of all members of our community.
- As part of the feedback process, the College arranged a personal phone call to all new families to allow for open dialogue around the needs of the newest members of our community.
- The feedback affirmed the proactive approach taken by the Senior Leadership Team to cultivate an online learning community which continued to enliven our Marist Characteristics.

- The Staff Wellbeing Coordinator organised a buddy system to allow staff an opportunity to connect with their colleagues and be proactive in seeking support of their mental and emotional wellbeing.
- During the Home Learning period the College supported all members of our community to ensure a continued connection despite financial hardship.
- The College facilitated a review of the Senior Leadership structures to provide greater clarity of each portfolio and recommendations for 2021/22.
- The Marcellin College Community Association (MCCA) sent care packs to all the young men and staff during the lock-down period.
- The College continued to support our Marist Solidarity organisations, along with local businesses in recognition of our responsibility as Catholics to support those most in need.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

**Action Research project:** The College worked in partnership with Australian Catholic University undertaking the Australian Research Council Discovery Project: Coding Animated Narratives as Contemporary Multi-modal Authorship in Schools Annual.

**Department based** professional learning included curriculum development, rubric development, moderation, analysis of VCE results.

**Compliance:** Child Safe training, DSE modules, COVID-19 SAFE training.

**Staff First Aid:** Wilderness first aid, Bronze Medallion surf lifesaving training, anaphylaxis, CPR etc.

**Data literacy** for Learning Leaders, VCE teachers, English & Maths teams, Learning Mentors and Pastoral Care staff, using 2019 VCE and GAT results, 2019 Progressive Achievement Testing (PAT) results, 2019 NAPLAN results, internal assessment and Work Habits with Dr Tim O'Leary.

**Faith** professional learning included Understanding Lent, exploring the Marist theme, 'One Wild and Precious Life' (all staff), In the Marist Way (new staff) and Footsteps 1 (various staff).

**ICT training** included MyMC (SchoolBox), Microsoft Teams, Clickview and Microsoft Office applications.

**Post Graduate study:**

- Master of Student Wellbeing (ACU) - 2 staff
- Master of Leadership (ACU) - 3 staff
- Master of Business Admin (Executive) (ACU) - 1 staff member

**Learning Diversity department training** included literacy intervention training with Professor John Munro, MultiLit training, NCCD - supporting NCCD students and preparing for the NCCD audit, understanding autism: appreciating the emotional wellbeing of autistic learners, Creating Inclusive School Environments for Autistic Students, and Professor John Munro - strategies for working with students with dyslexia.

**Learning Mentors** training included Professor John Munro on strategies to foster self-regulation and develop students' self-efficacy. Introduction of new content and collaborative problem-solving in relation to emerging issues, Veronica Baum and Janette Clark (CEM, Eastern Region) - Horizons of Hope, 'Students as Designers' and practical strategies for enacting the eXcel Framework.

**Middle Leadership training - Circle Education:** Level 2 Middle Leader course designed to build expertise in leading teams in a Catholic learning community.

**Student and staff wellbeing** professional learning included restorative practices with Kristy Elliot and Ruth Reading.

**Whole school** professional learning day with Andrew Fuller on Resilience, Psychology, Neuroscience and Learning.

### **Optional professional learning**

- Andrew Fuller's tips for online learning (Part 1 and 2); how to use to IT for collaboration; accessing our 'How to' Clickview Library.
- Running a live event on Teams; using Kami's feedback tools and delivering effective feedback.
- Project Based Learning in a time of remote learning.
- How to structure Project Based Learning.
- Key aspects to focus on when designing and building a Project Based Learning.
- 'Pop Up' professional learning on setting up weekly learning plans on MyMC and creating interactive video on Clickview.
- MyMC's collaborative tools (polls, forum) and positive strategies for working on Microsoft Teams.
- Preparing your 2020 Annual Review Meeting.

- Addressing/enhancing your teaching and learning program's approach to Standard 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and nonindigenous Australians.

Number of teachers who participated in PL in 2020	144
Average expenditure per teacher for PL	\$1056

**TEACHER SATISFACTION**

In 2020 Marcellin College staff, students and parents were regularly surveyed about their experiences of the Home Learning Program delivered in response to the global pandemic. The data generated from the staff surveys highlighted excellent collegiality, positive relationships, and connections developed during this challenging time with 85% of staff feeling supported and connected to their peers. Following are a few comments made by staff in these surveys:

- "I'm enjoying the experience of working from home and still feel connected to my colleagues via online platforms."
- "I have felt supported and given clear instructions from the head of my department and the school."
- "I've been thankful to work here at Marcellin during this undoubtedly difficult time. I know that the College and its staff are working very hard to make it a safe and productive place of work."

Staff were required to step outside their comfort zones and demonstrated resilience, flexibility and adaptability. This was reflected in student and parent data that indicated an increased appreciation for the professional skills of teachers.

In 2020 staff collaboration opportunities increased. Staff professional learning effectiveness was reviewed, and a greater emphasis was placed on meeting the demands of home learning through delivering online 'Pop-Up' professional learning opportunities. These focused on the building of staff capacity to support students in challenging circumstances and were greatly appreciated by staff.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	91.9%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	18.8%
Graduate	30.5%
Graduate Certificate	6.3%
Bachelor Degree	61.7%
Advanced Diploma	15.6%
No Qualifications Listed	29.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	149.0
Teaching Staff (FTE)	135.9
Non-Teaching Staff (Headcount)	73.0
Non-Teaching Staff (FTE)	63.0
Indigenous Teaching Staff (Headcount)	0.0



## College Community

### Goals & Intended Outcomes

**Goal:** To foster a community of connectedness, sustainability and responsible financial and resource management.

#### **Intended Outcome:**

That we have a connected and collaborative Catholic Marist community.

That we have an innovative marketing approach resulting in strength of reputation for enrolment stability and fundraising initiatives contributing to long term sustainability.

### Achievements

- The College celebrated our 70<sup>th</sup> Anniversary with a Mass and luncheon in February which many members of our community, past and present, attended.
- The Marcellin College Community Association (MCCA) successfully aided the College by designing and having manufactured face masks for every staff member and student at Marcellin.
- The College ran a 'Marcellin's Got Talent Online Edition' during our Home Learning Program; this was in lieu of Champagnat Day not occurring due to COVID-19 restrictions.
- Marcellin engaged an external company to formulate an environmental sustainability report which included identifying renewables and the capacity to support energy production and use at the College. This report offered great opportunities related to solar power, LED lights and a business management solution to monitor climate control and power usage.
- Significant Bursary Fund assistance was supplied to many families that needed financial support during COVID-19 and an additional College concession of \$300 per student to every family was provided in recognition of the difficult year that all families faced.
- During the lengthy periods of lockdown in 2020 there were continuous connections with the College community via regular updates and numerous surveys were conducted with resultant modifications to the Home Learning Program to support wellbeing and learning.
- Our Year 7 Parent Transition program connected our newest families with social environments and occasions to participate in a variety of volunteering opportunities at the College.
- Various parent information evenings moved online, including the Depth Stage Pathways and Learning Expo. An alternate Program Selection process was also undertaken online to support students, parents and teachers to access information on courses for 2021. Combined with the Program Selection Interviews online, these provided a thorough process for students to discern their pathway into the senior school and post school.

## VALUE ADDED

- House Swimming Carnival.
- Co-curricular opportunities online; Game Changers, Chess and Debating.
- Associated Grammar Schools of Victoria (AGSV) Sport during Term One.
- Online competition - Marcellin's Got Talent.
- Online cooking classes facilitated by our junior students.
- Revised Valedictory celebration for Year 12 students
- Engagement in social justice initiatives.
- Visual Arts and Technology Exhibition online.
- Time and Space programs at Year 7 & 8 online.
- Old Collegian involvement in Year 7 Camp and Years 11 and 12 Retreats.
- VCAL students engaging in our local community.
- Marcellin College Heritage group.

## PARENT SATISFACTION

Our parent community were given an opportunity to provide feedback last year via numerous surveys regarding the structure of our Home Learning Program. Parents commented on the excellent level of communication, pastoral care support, flexibility and sensitivity to the needs of the students and families.

Parents also had an opportunity to connect with their sons once again through our annual Time & Space program at Years 7 & 8, however in 2020 it was delivered through an online platform. Small groups were facilitated by both student leaders and volunteer parents and were extremely well received.

Our parent community was also able to support their sons during their Program Selection process by engaging with online assemblies, parent information sessions and Pastoral Leader interviews. This allowed each young man to be supported in his discernment of his 2021 learning program.

Groups such as the MCCA continued to operate throughout lockdown and provide opportunities for parents to contribute to the life of the College. Through their Facebook page, parents remained in contact, could seek advice from peers and stayed connected.

## Future Directions

### Our Aim

As a Catholic community to foster an inclusive culture that enables students to access learning designed for explicit growth and achievement.

**Catholic** - *Dimension goal: To improve understanding of the Catholic faith tradition that underpins our Catholic Marist College community*

Throughout 2021 the College will design an approach for additional Prayer opportunities for all members of our community that includes daily prayers being available for all via our Learning Management System, MyMC. We will also continue to review and develop curriculum documentation and assessment tasks to ensure that explicit connections are drawn between the Catholic faith and its Marist expression in everyday learning to support and nourish the Catholic tradition of our community.

**Care** - *Dimension goal: To commit to a safe and supportive environment which fosters growth, self-awareness, identity and positive relationships, ensuring that all individuals are valued and have a sense of belonging.*

In 2021 we will review staff and student understanding of restorative practices and engage staff in professional learning and reimplementation programs. Our focus will also be to develop an implementation strategy for positive psychology principles in our Catholic context. Our final focus will be on developing a student leadership program which enhances student agency and voice

**Connection** - *Dimension goal: To establish an agreed and overarching pedagogical framework for the College to improve student learning outcomes.*

In 2021 we will continue to ensure our young men receive every opportunity to experience growth in their learning. We will resource professional learning for staff around developing a clear pedagogical framework and integrated learning model. This will encompass an understanding of 'what do we want Marcellin learners to look like?' As part of the framework we will ensure literacy remains a focus for the College at all year levels. The College will continue to research data analysis software that integrates with our systems to ensure we make fully informed, data-driven decisions.

**Culture** - *Dimension goal: To embed a culture of high performance and continuous school improvement.*

Throughout 2021 we will continue to foster a culture that positively promotes, affirms and celebrates education. This includes a clear focus on developing a strong collegial culture where staff have an explicit and shared commitment to the improvement of practice. We will also look to revitalise our Placidus Resource Centre, ensuring that our students continue to have access to state of the art facilities.

**Community** - *Dimension goal: To foster a community of connectedness, sustainability and responsible financial and resource management.*

In 2021 we will continue to strengthen our relationships through connection with all relevant stakeholders (current families, feeder parishes, Marist communities, Old Collegians, the business community and others) to ensure the entire Marcellin community continues to flourish in our constantly evolving world.