



# Marcellin College

## Bulleen

### 2021

## Annual Report to the School Community



Registered School Number: 1495

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E NUMBER	E1164

## 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 2021 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 Schools.

31/03/2022

**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

Marcellin College is a Catholic Marist boys' school that is the centre of a community of learning, life and faith. 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 College 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 secondary education.

Marcellin College continues to provide a strong Catholic education for close to 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 '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

I received a warm welcome from many as I started my term as Principal of Marcellin College. We began the year by welcoming those new to the Marcellin College community: new staff, new students and new families. It is always energising to meet our Year 7 students for the first time. Their energy and sense of expectation is always palpable. At the other end of the spectrum, it wasn't long before I was meeting with a few Old Collegians who were 80 years young. Their energy and passion for our great College was evident. The meeting with them highlighted the importance of connection and belonging and how valuable a school can be to foster a sense of worth, identity and community and my meetings with our current students gave me that same sense of a proud community standing tall, with all their expectation and sense of excitement, hope and optimism that comes when one has one's whole life to look forward to.

Embedded in the walls of Marcellin College is the charism, spirit, dedication and vision of the Marist Brothers. Since the Marist brothers started the school over seventy years ago, with only 107 students to today, where we stand 1600+ strong including 200 members of staff, we have enjoyed the confidence of the community and have celebrated many achievements. We are also a college with an eye to the future as challenging as it might be. Like generations before us, and with St Marcellin Champagnat as our example, we are called to 'respond to the signs of the time' and the enormity of that does not escape me. Marcellin College has been a beacon for quality education because of its ability to adapt to the changing times while being firmly grounded in the Christian story and its Marist values.

Empathy for the experiences of "the other" is an essential teaching of Jesus and one which I hope our Marcellin students continue to emanate. Marcellin Champagnat too encouraged his students to be 'good citizens' and 'good Christians'...and part of that is understanding our responsibility to 'the other' but also to one another. Further, St Marcellin was primarily motivated to "make Jesus known and loved", he placed children at the centre of his work, and totally believed in the transformative power of education. He remains an excellent example to all educators today.

In honouring the richness of our past, I look to the future with a sense of hope and optimism that at Marcellin College, we will strive to be the best we can be. Marcellin College is a good school not only because we teach a broad range of subjects and because we provide many opportunities to broaden life skills through a wholistic education. Marcellin College is a good school because all the commitment, drive and energy of its leaders, teachers, students and parents, past and present - in fact, all of us who belong to this community. We are a good school because we know who we are, and we live by our Gospel values and a set of strong Marist principles that define us.



## Education in Faith

### Goals & Intended Outcomes

During 2021, the key goal was to improve understanding of the Catholic Faith Tradition that underpins our Catholic Marist College Community. St Marcellin Champagnat's mission which he entrusted to his brother was to make Jesus Christ known and loved. This goal was developed to ensure that this remains central to the faith and mission of Marcellin College.

To achieve this goal, the following intended outcomes were developed:

- **Prayer and Liturgy:** Continue to animate opportunities for prayer and reflection that nourish connectedness with God for all in our community.
- **Marist Charism:** Introduce a Feast of St Marcellin Champagnat Mass and Lunch for the extended community to be held during Solidarity Week.
- **Religious Education Curriculum:** Review the Religious Education curriculum to ensure that learning outcomes include the drawing of explicit connections between the Catholic faith and its Marist expression. In doing so, it was hoped that the Marist Charism and pedagogical practices might be improved. Significant work was also done to ensure that Religious Education curriculum has explicit Catholic resource lists which drawn from church documents, Sacred Scripture, and tradition in ways that provide a recontextualised approach.
- **ECSI Surveys:** Further develop the capacity building of 2020 in the area of religious literacy and understanding Catholic identity. Through participation in the ECSI surveys, it was hoped that a better understanding of re-contextualisation of the Gospel in dialogue with contemporary culture might be achieved.
- **Catholic Social Teaching:** Building on the work in previous years, to ensure that staff and students are led to a deeper understanding of the principles of CST and faith-in-action as a critical component of Marist education.

### Achievements

Despite being in extended periods of lockdown cause by the COVID-19 pandemic, there were still some opportunities for the College community to be engaged in a rich prayer life and liturgical celebrations, primarily through an online platform. Daily prayer and, where possible, weekly mass in the chapel ensured that prayer and liturgical celebrations continued throughout the year. The whole Marcellin College community gathered for the first time in a whole College assembly to reflect on the suffering journey of Christ through the Stations of the Cross. In 2021, we continued to mark our important feasts by celebrating on online platforms.

Our theme in 2021 was Breathe the Spirit of Life. The theme enabled us to draw out the connections that we have to each other and to Mother Earth and that we are part of a global community who are called to live as brothers and sisters.

Anthony Clarke, the Director of Mission and Life Formation for Marist Australia, animated this theme in his reflection:

*"In this moment of history, we could not be more aware of how connected we are. An unknown virus spread from a largely unheard-of city to affect every human being on the planet. Pope Francis has been repeatedly reminding us that everything is connected (Laudato Si). I think we can say this realisation is now evident."*

Our annual Staff Formation day unpacked the theme and enabled staff to reflect upon the significant connections we make with each other.

Due to the lockdown, the Champagnat Mass and Lunch was unable to be held for the community. This was disappointing as a panel was to be held which allowed participants to reflect on the contribution of our faith community to their respective faith journeys.

In 2021, the College undertook another round of the completion of the Enhancing Catholic School Identity (ECSI) surveys. Held every four years, the results of the ECSI surveys help the College to consider our core Catholic identity and relevance in a postmodern, secular world. Through these surveys, we can intentionally plan how we will continue to be places of evangelisation where the young can grow in their understanding of Jesus and the unfolding story of God's action in the world. Unfortunately, due to the COVID pandemic and long periods of lockdown, the numbers of staff, students and parents who were able to participate in this round of surveys was diminished compared to previous surveys. The research sample consisted of 426 respondents from a possible 2727 potential respondents. Only a minority of the students from Marcellin College participated in the surveys (9.5% of students in Years 7 - 8, 17.4% of students in Years 9 - 10, and 8.8% of students in Years 11 - 12.) Further, no parents participated in the survey, so this poses some limitation in extrapolating from the results. In contrast, all school staff members took part in the survey research. It is beyond doubt that the results are representative from the perspective of staff.

#### VALUE ADDED

Christian Service opportunities continued to be offered to students and staff, albeit in a limited capacity due to the restrictions of the pandemic. Some of these included the Homework Club at St Pius X Catholic Primary School, the Marist Adult Bread Run, and the Buna Garden in the Exodus Community. Students were also encouraged to look for opportunities to engage in faith-in-action programs within their homes and local neighbourhood.

Finally, the Faith and Ministry Team facilitated the smooth transition from Remar to the Game-Changers Program, a comprehensive Catholic youth ministry program for students in Marist Schools from Years 7 - 12. Building on the Remar legacy, Game Changer groups existed at all levels and continued to meet regularly online during the extended periods of lockdown, exploring the question: *What does it mean to be Marist?* Game Changer students were also able to connect with students from other Marist Schools whilst on their own journey to discover their Marist faith.



## 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

Though further impacts from the global pandemic were felt throughout 2021, the College continued to work towards developing a renewed learning and teaching framework. The evaluation process included initial feedback and working parties to identify recommendations for renewing and improving practice in areas including pedagogy.

There was a focus on assessment and feedback processes throughout the year, including the introduction of the Marcellin learning cycle.

The staff pedagogy working group presented its recommendations in the latter part of the year. Based on the educational theories of John Hattie, the team highlighted the inclusion of visible learning practices. The staff working group looking at characteristics of a high performing teacher, also delivered their recommendations. This discussion group endeavoured to set the foundations for teacher considerations in the classroom. The recommendations from both working groups have provided a basis for planning and implementation in 2022.

The College's focus on literacy continued throughout 2021. Staff engaged in several workshops presented by literacy consultant Kirsten Bourne. The focus was on explicit teaching and evaluation of vocabulary, and learning teams developed vocabulary lists and assessment tools, including a feedback rubric around literacy expectations, for implementation in 2022. A new literacy program, Literacy Learning and Life was implemented for Years 9 and 10, and an additional intervention for students needing foundational skill building, MacqLit (the Macquarie Literacy Program), was identified and key staff in the Learning Diversity Area trained in the techniques of this program. In addition, curriculum and planning was completed on a Year 7 and 8 Reading Program. The program aims to deepen student engagement with reading, but also to develop key reading skills such as, comprehension, inference and prediction. Skills that will empower students for broader and wider reading in future years.

Refinement of the curriculum offerings from Years 7 - 10 was also carried out during the year. This has led to the introduction of a STEM unit for Year 7 students, to be introduced in 2022, and revision of unit selection offerings at the Years 9 and 10 level. The latter with the aim of streamlining the subject selection requirements and process.

Alongside refinement to the curriculum offerings, the timetable structure for Years 9 and 10 was reviewed with the goal of increasing the possibility for acceleration opportunities for high achieving students. The changes to be introduced in 2022, aligned the timetable from Years 9 through to Year 12, allowing selection of higher-level subjects for students in Years 9 and 10.

Throughout 2021, teaching staff continued to manage the shifts between onsite and offsite learning created by the pandemic. Staff worked to consolidate the use of the digital learning platform, MyMC and adjusted ensure that students had access to many of the usual school programs, though in an online or COVIDSafe manner. For example, subject selection and in particular the Subject Expo was moved online, and the Visual Arts and Technology Exhibition proceeded as an online event.

## STUDENT LEARNING OUTCOMES

After being cancelled in 2020, NAPLAN resumed in 2021 for Year 7 and 9 students. Year 9 results in 2021 showed a pleasing improvement on the percentage of students reaching minimum standards. Grammar & punctuation, Numeracy, Spelling and Writing all increased by 0.5-1%.

Despite the impact of the pandemic over the previous two years, our VCE cohort of 2021 also performed admirably.

The median Study Score remained steady at 30. However, the percentage of students able to achieve a Study Score of 40 or higher improved by 1%, moving from 7.5% of the cohort in 2020 to 8.5% in 2021. Of the VCE Unit 3&4 subjects offered during 2021, 64.5% of these subjects achieved a median Study Score of 30 or higher, and 13 students achieved their VCE Baccalaureate. Both outcomes were also an increase on the results of 2020.

Similarly, the percentage of students achieving ATAR scores above 90 and 70 increased. 17% of students (up from 11% in 2020) achieved an ATAR above 90, while 49% of students (up from 40%) achieved a result above 70.

The VCE Dux for 2021 achieved an ATAR score of 99.8.

100% of students in the VCE cohort of 2021 achieved a satisfactory result in their VCE, and all students were supported by the College to enter a pathway after leaving. 100% of students gained a tertiary place, apprenticeship or employment following leaving the College. All students who applied for tertiary entry (85%) received an offer. 98% of these students achieved an offer in the first round of tertiary offers, with 80% being offered their first or second course preference.

Victorian Certificate of Applied Learning (VCAL) increased enrolments during 2021, alongside a revised program.

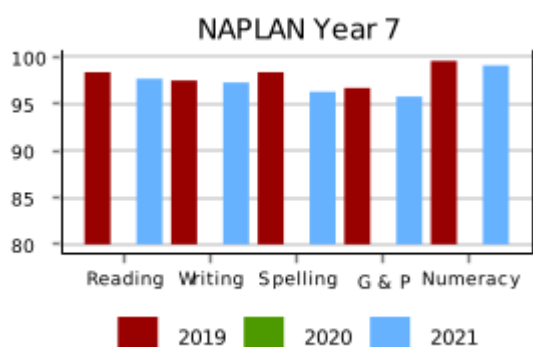
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	598.7
Year 9 Reading	580.3
Year 9 Spelling	592.1
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	96.7	-	-	95.8	-
YR 07 Numeracy	99.6	-	-	99.1	-
YR 07 Reading	98.4	-	-	97.7	-
YR 07 Spelling	98.4	-	-	96.3	-
YR 07 Writing	97.5	-	-	97.3	-
YR 09 Grammar & Punctuation	92.8	-	-	94.6	-
YR 09 Numeracy	98.7	-	-	99.1	-
YR 09 Reading	96.6	-	-	96.2	-
YR 09 Spelling	95.7	-	-	96.9	-
YR 09 Writing	90.7	-	-	91.8	-

\* 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

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. Additionally, that the connection between overall wellbeing and the development of resilience amongst students is closely linked to improved learning outcomes.

### Achievements

- Pastoral Leaders continued to promote connection and belonging to the College through the running of collaborative activities during home learning.
- The Student Wellbeing Program continued to be delivered both during home and on-site learning. The program addressed many wellbeing related issues pertinent to our students.
- Pastoral and House Pages continued to be accessed by students during home learning via MyMC, the College's learning management system. These pages continued to facilitate activities that were undertaken to promote connectedness and family spirit among students during home learning. They also provided links to valuable resources such as Beyond Blue and the E-Safety Commissioner for any students who required them.
- Students were offered the opportunity to partake in numerous leadership development activities both in person and online. These included public speaking, Marist leadership and Leading in the modern world.
- The hosting of a Parent Information Evening on topics related to adolescent wellbeing and flourishing.
- The Pastoral Care Team began work on the implementation of the Respectful Relationships Program. This program supports will aim to support the College to promote and model respect, positive attitudes, and behaviours. It also endeavours to teach our students how to build health relationships, resilience, and confidence.
- The Year 12 Valedictory Celebration was held at the Melbourne Convention and Exhibition Centre. The evening was an outstanding celebration of our Year 12 students' commitment and contribution to Marcellin College.
- The House Leaders and College counsellors continued to monitor and support our most vulnerable students through both home and on-site learning.
- Upon resumption of on-site learning, the College facilitated time for all year levels to spend with their Pastorals and Pastoral Leader to de-brief their lockdown experiences. There were also physical activity, trivia, mindfulness, and other sessions planned with the aim of reengaging the students with onsite learning.
- The production of *War of the Worlds* with Our Lady of Mercy College.
- The new positions of leadership, Student Leadership Liaison and Personal Development Coordinator were developed and appointed. These positions will work to develop leadership, confidence, organisation and study skills in our students.

## VALUE ADDED

- Students participated in the modified Associated Grammar Schools of Victoria summer and winter seasons.
- Our student leaders worked with several College staff and external providers to develop their leadership skills and capacity in their roles.
- The College liaised with Victoria Police and Public Transport Victoria who presented to our students on a range of wellbeing and safety related issues.
- The Chess Club participated in face-to-face and online activities.
- The Student Wellbeing Program continued to develop our students' knowledge and skills in understanding and making positive decisions in relation to their own health and wellbeing.
- Year 7, 8 and 9 students participated in the Time and Space program which gave them opportunities to reflect and connect with their peers and parents.
- The Youth Ministry Program, Game Changers, was launched and students across a range of year levels were given the opportunity to participate in numerous activities aimed at personal and faith development.
- Students participated in Debating through the Debating Association of Victoria.
- Student elected as House Student Representative Council (SRC) members worked with their peers to develop and run house-based activities that promoted and fostered belonging and connection.

## STUDENT SATISFACTION

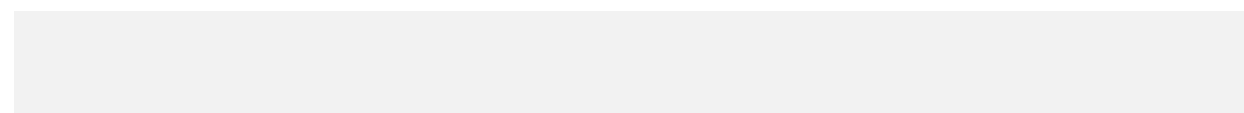
Students expressed great appreciation upon return to onsite learning of the care and support they received through the lockdown periods. Focus group comments included:

*"Our teachers really tried to work with us and made sure that we continued to learn at home" and "our House physical activity challenges helped me to make sure that I went for a walk or run each day and spoke to a friend, it really helped me keep connected to everyone."*

## STUDENT ATTENDANCE

To promote connectedness and belonging, student attendance continued to be taken during each class of home learning. Short message service (SMS) communication was also made with parents about student lateness and/or non-attendance during onsite and face-to face learning. Coupled with regular check-ins by Pastoral and House Leaders, this information provided the Pastoral Care Team with data upon which to make decisions to support the emotional and mental health and wellbeing of our students. Daily attendance was also monitored each day by the Deputy Principal - Student Wellbeing and Director of Students.





<b>YEARS 9 – 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	95.9%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y07	96.2%
Y08	94.5%
Y09	95.0%
Y10	94.9%
Overall average attendance	95.2%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2021</b>	
Tertiary Study	62.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	15.0%
Deferred	5.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

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.

### Achievements

- All College staff undertook professional learning on Child Safety and developed their understanding of creating and maintaining a safe environment for all students at Marcellin College.
- The Deputy Principal - Student Wellbeing, Director of Students, House Leaders and some Pastoral Leaders participated in child safe training to deepen their knowledge and skills in identifying and responding to incidents relating to student safety.
- The continuation of the Child Safeguarding Committee to further emphasise the College's commitment to the safety of our students. This committee met regularly to review policies, procedures, and practices. It also assessed our risk analysis of known child safe risks as well as the strategies used to mitigate these.
- The Child Safeguarding Committee also began to focus on the transition from Ministerial Order 870 to Ministerial Order 1359 and ensuring our compliance both with the order and 11 new Child Safe Standards.
- The SRC executive formulated a student friendly interpretation of Marcellin College's Child Safe policies and procedures. These posters will be placed in each classroom and aim to ensure that each student feels empowered to raise child safety concerns within our community.
- Students are made aware of their rights and responsibilities throughout the year at House assemblies.
- The Student Wellbeing Program actively addressed issues such as mental health with students. In these sessions, student learnt about coping mechanisms as well as avenues of support.
- During lockdown periods, students were actively monitored by House Leaders, Pastoral Leaders, and their subject teachers. These key staff made regular contact with students to check in on their wellbeing through phone calls and Microsoft Teams meetings. Where necessary, our most vulnerable students were referred to College Counsellors or external agencies/health professionals and given the option of attending the College for their online classes.

## Leadership & Management

### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcomes:

- 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

- The College undertook an extensive review of all Positions of Leadership (POLs). The review was data driven and based on research and best practice. A new Senior Leadership Team structure was formed along with several new positions.
- As part of the above review, the College has invested in four Deputy Principal positions and redefined several other roles to ensure greater role clarity and a broader spread of leadership opportunities. These include a Data Analytics role, Pedagogical Coaches, a Gifted and Talented Liaison, Literacy Coordinator, a Personal Development Coordinator, Student Leadership Liaison and a Digital Literacy Leader. These roles will help to flourish staff ability to ensure our students are striving for the highest.
- A new Faith and Mission Team was formed with a renewed focus on social justice and our call to help those on the margins. In addition, with Pope Francis calling us to do more for our world through *Laudato Si'*, we have invested in a Sustainability Liaison role that will focus on the College reducing its environmental footprint.
- From our Strategic Improvement Plan (2019 - 2021) there was a renewal of many position descriptions to ensure they are relevant and contemporary for the current educational context.
- The Timetable Committee conducted research into optimal learning structures for boys' education. The result being the implementation of a 5-period day that was consistent in structure across a ten-day cycle.
- 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 continued to rollout new features of MyMC, including an App, as the platform through which to re-image classroom learning in a virtual environment.
- To build Family Spirit and connectedness through home learning, personal phone calls were made to all families allowing for open dialogue around the needs of the students and parents.

- Members of the Learning and Teaching Team investigated data analytics programs with the intent of supporting teachers in knowing and understanding their students as learners using data.
- Members of staff organised a 'Postman Pat' initiative which allowed staff an opportunity to connect with their colleagues and be proactive in seeking support of their mental and emotional wellbeing.
- 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 2021

Department based professional learning included curriculum development, assessment and reporting, analysis of VCE results and external professional learning on curriculum and assessment.

**Compliance training:** Emergency management, Department of Education and Training Protecting Children, Marist Child Protection Disability Standards for Education modules, COVIDSafe training, OHS, Emergency Management, AGSV co-curricular requirements, HR: Internal Grievance, Discrimination, Harassment & Bullying. HR: Confidentiality, HR: Social Media, HR: Leave, Complaints Handling, Privacy, Student Duty of Care.

**Staff first aid training:** Wilderness First Aid, Bronze Medallion surf lifesaving training, anaphylaxis and asthma briefings each semester, CPR, medical alerts and Consent2Go, optional training in diabetes awareness and on a three-year rotational basis: Provide First Aid **HLTAID003**, CPR & anaphylaxis, CPR & asthma.

**Inclusive education:** MacqLit training.

**Careers practitioners:** Pathway options for students wishing to attend university or explore applied learning opportunities. Victorian Institute of Teaching (VIT) mentor training.

**VCAL/VET:** Preparation for the VCE Vocational Major and Victorian Pathways Certificate in 2023.

**Staff Professional Development Time:** Establishing a positive learning environment (student management modules via Teacher Learning Network, developing your co-curricular coaching skills, inclusive practice - Nationally Consistent Collection Data (NCCD) preparation, data literacy: how to access and understand ACER's PAT reading results, AGAT Year 7 data workshop, high impact literacy strategies, teaching & assessing the acquisition and application of subject-based vocabulary, identification and exploration of floor and ceiling relational and instructional pedagogies.

**Faith professional learning:** Understanding the Catholic Identity Project, In the Marist Way, Footsteps 1, Care for the Soul, Marist Educational Leadership, Marian lecture, Marist Schools Australia online lecture series, Spiritus 1 and 2, Marist Formation Day, Mysteries of the Rosary series.

**ICT training:** MyMC, Microsoft Office applications.

**Post Graduate study:** Master of Student Wellbeing (ACU), Master of Leadership (ACU), Master of Business Administration (ACU), Graduate Certificate in Catholic Studies, Religious Education Accreditation Studies Virtual Learning Communities for Faith Formation (Dayton University), Master of Education (Allied Psychology) ACU.

**Optional:** Teacher Learning Network

**Pop Up PL:** Literacy Planet for Beginners, ClickView refresher training, Education Perfect Refresher Training. Accessing and analysing PAT Reading results, High Impact teaching strategies for every VCE classroom, Feedback strategies for the English classroom, EdRolo: creating a flipped classroom, Using OneDrive, Using Teams for online learning, MyMC assessment options: setting up quizzes and exit tickets, Engaging students via MyMC, changing Outlook calendar view to see PTS Conferences more easily, Back to School: 7 Steps to Support Transition.

Number of teachers who participated in PL in 2021	152
Average expenditure per teacher for PL	\$711

**TEACHER SATISFACTION**

In 2021, we again experienced a large proportion of the year teaching remotely and working from home. Marcellin College staff, students and parents were 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 91% of staff feeling supported and connected to their peers.

Following are a few comments made by staff in these surveys:

- *The features on MS Teams have been awesome. Students have been able to work in groups in break out rooms, share their work with class and it's another effective means of communicating with both the boys and staff.*
- *My coordinator touches base daily and along with my peers will often share resources and ideas for tips and tricks to use Teams or MyMC.*
- *This is one of the kindest, most supportive and professional schools I've ever encountered. There is a constant feeling of support and a feeling of belonging in my experience with Marcellin; I thank everyone involved in creating that warm atmosphere, because it is incredibly supportive and helps me keep being able to offer my best to my students and fellow colleagues.*

Staff continued to work together in building each other's efficacy. They worked tirelessly for the students to try and ensure there was minimal learning loss. This was reflected in student and parent data that indicated an increased appreciation for the professional skills of teachers.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.0%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	18.5%
Graduate	27.4%
Graduate Certificate	5.6%
Bachelor Degree	60.5%
Advanced Diploma	15.3%
No Qualifications Listed	30.6%

**STAFF COMPOSITION**

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	152.0
Teaching Staff (FTE)	139.7
Non-Teaching Staff (Headcount)	72.0
Non-Teaching Staff (FTE)	67.2
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 Outcomes:

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 welcomed our Year 7 community by holding a morning tea to engage with our new families to develop community relationships to assist in future activities and opportunities that occurred later in the year.
- During periods of lockdown during the pandemic, several parent information and conference evenings were undertaken online to provide connection for students, parents and teachers.
- The Home Learning Program that was initially established in 2020 was revised and enhanced based upon feedback to support learning and wellbeing.
- The College was very conscious of several families who were adversely impacted financially during the pandemic and significant Bursary Fund assistance was provided to support their son's education.
- The Marcellin College Community Association (MCCA) and Community Office of the College arranged the annual Mother's Day breakfasts and arranged social evenings supporting current and past parents.
- Following the completion of an environmental sustainability report in 2020, during 2021 the College implemented the rollout of a significant LED lighting project to support sustainability to reduce energy usage.
- An update of the College Facilities Masterplan was completed to provide for the future needs to enhance the safeguarding and education of our students. The first stages of the revised Masterplan implementation are commencing in 2022. The Masterplan has given due consideration to the impact of the North-East Link Project (NELP) and we continue close dialogue with the NELP team to minimise the impact on the College.
- The Marcellin Business Network held a launch function to connect many businesses for the benefit of our community and provide avenues for student connection for employment pathway connection.
- Our Community News magazine publication was produced featuring many stories of past and current students and staff who make significant contributions to society.
- Whilst some events were curtailed due to COVID-19, we successfully held the Friends of Football luncheon involving Old Collegians as well as current and former families together with a past students' reunion.

- Improved online connection from the new College website and MyMC platforms for improved communication with our families and community.

## VALUE ADDED

- House Swimming Carnival.
- Associated Grammar Schools of Victoria (AGSV) Sport summer seasons held with a limited winter season due to COVID. Our Cross Country, Soccer and Basketball senior teams achieved premiership success.
- Co-curricular opportunities online and in person where possible: Game Changers, Music, Chess and Debating.
- Valedictory Event celebration was able to be held in person providing a wonderful finale for our Year 12 cohort.
- Engagement in social justice activities.
- Visual Arts & Technology Exhibition held online.
- Time & Space programs for Years 7 and 8 held in a combination of onsite and online settings.
- A revised retreat program was held onsite at the College.
- Marcellin College Heritage Group continued to meet.

## PARENT SATISFACTION

Our community continues to value the opportunities that exist in social justice, acknowledging the importance of action in making a difference to the lives of others. Through our numerous ministry options, community service programs, House events and Game Changers our young men can contribute to our community and demonstrate compassion; a key value for our parents.

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

- *A big thank you to all teaching staff - what an incredibly challenging couple of years we've all endured. For the most part, I feel that my son is engaged and coping well.*
- *I think the school has done a great job of implementing remote learning again and doing this so quickly. The pastoral connection has been very beneficial - building on the personal connection that had been established earlier in the year.*

- *Am so happy with the support the boys receive and all the hard work the teachers have put into lessons and reaching out. We feel very lucky to have our boys be a part of the Marcellin family. It truly has been a blessing in these times.*

Parents also had an opportunity to connect with their sons once again through our annual Time & Space program at Years 7, 8 and 9. Small groups were facilitated by student leaders, Marcellin staff 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 2022 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 and College Twitter, parents remained in contact, could seek advice from peers and stayed connected.

## Future Directions

It's an exciting time to be a part of the Marcellin College community. In 2022, we will commence several new improvements to our Learning and Teaching, Student Wellbeing and Faith In Action programs.

I am honoured to lead this wonderful community that has a history spanning more than 70 years. From humble beginnings in Camberwell with 117 students, today Marcellin College provides a 21st century education for more than 1400 boys across 14 hectares of space, with modern facilities and opportunities, that develop young men into global citizens we can all be proud of.

The College's motto, *Virtute Ad Altissima* - strive for the highest, is at the core of some exciting changes happening next year.

It has been a challenging couple of years for everyone. Whilst we have lost many things a typical year brings, we have seen amazing resilience, growth and so much more, laying a foundation for all of us to strive for the highest and go beyond what we currently know.

I am excited to share with you some of these changes starting next year that will deliver better learning outcomes for our young men, improve their wellbeing, strengthen our faith community and provide upgrades to our facilities and learning spaces.

As we embark on this new era, I am thankful to everyone for their support and commitment to being the best they are called to be.

### **LEARNING & TEACHING**

#### **EXPANDING LEARNING OPPORTUNITIES**

At **Years 9 - 10** we have expanded our VCE options. This means that students in Year 9 and 10 can now undertake any skills- appropriate VCE Unit 1 & 2 subject prior to commencing their VCE program of study.

#### **PROMOTING INTEGRATION AND ASPIRATION**

At **Years 7 - 8** we will incorporate a new integrated course focusing on STEM, and Financial Literacy and Enterprise. More time will be devoted to Literacy and Numeracy, including a new Reading Program, whilst still providing for a variety of subjects that promote curiosity and creativity for our young men via improved learning opportunities in the areas of music, art and digital technology.

#### **CELEBRATING ACADEMIC COLOURS**

The Academic Colours program has been reviewed and upgraded to allow for academic endeavour and achievement to be more widely recognised and celebrated. Details around the revised criteria will be shared in the new year.

### **TIMETABLE**

#### **A NEW 5-PERIOD DAY**

The College will move to a 5-period day timetable that will reduce student movement and allow opportunities for greater depth in learning concepts and skills. An increased time for engaging activities and a reduction in the number of subjects studied per day allows for better retention and targeted reflection.

The new timetable structure is consistent across the 10-day cycle allowing for improved stability and predictability.

## **STUDENT WELLBEING**

### **DEVELOPING RESPECTFUL RELATIONSHIPS**

All members of the College community have a responsibility to ensure a safe and supportive environment that assists in the growth, positive self-esteem and attitude towards others. This means that each person has the right to feel emotionally, physically, socially and mentally safe.

Our **Pastoral Care Program** focuses on respectful relationships and also provides learning experiences for each young man that address issues pertinent to their stage of life such as mental health, safe socialising and responsible citizenship.

Additionally, in 2022 we will introduce the **Respectful Relationships Program** to promote and model respect, positive attitudes and behaviours.

### **IMPROVING CONNECTIONS**

Our **Pastoral Care** program is structured vertically. This means that each Pastoral Group is made up of students from other year levels. This provides opportunities for our boys to connect with peers across the College in House-based activities that focus on relationships, careers, social justice and learning growth.

At Year 9 and 10, we will launch a personal development program aimed at improving students' autonomy, study skills, resilience and motivation. This program focuses on skills that supplement our curriculum that are crucial to academic and personal success.

## **FAITH IN ACTION**

### **CONNECTING WITH OUR FAITH**

Our teaching and experiences in the area of Faith and Mission will increase with a dedicated Christian Service program for students in Year 9 and 10. The program will complement the intensive RE subject offerings by providing opportunities to explore action in the service of others, a key element of the Catholic faith tradition and a wonderful way to contribute hope in our world.

This introduction at our **Year 9 and 10** will complement the Christian Service activities currently undertaken by all Year 12 students as part of their Year 12 RE Seminar program, as well as students in Years 7 - 12 who complete Christian Service activities as part of their participation in the Youth Ministry program, Game Changers. Providing opportunities to put faith into action is key to enabling our young men to connect with the faith traditions of our Catholic Marist community.

## **BUILDING UPGRADES**

### **UPGRADING SPACES**

In 2022, the College will commence work on its multi-year Master Plan to upgrade existing spaces and build new learning areas.

This includes:

- Placidus Resource Centre refurbishment
- Upgrade to Sandra Street entry
- Improved security to enhance safety
- Parking upgrades

### **OTHER WORKS**

The new North-East Link is an exciting project for Victoria. However, its impact will be felt by the College during the construction period. We are in close dialogue with all those involved to ensure impacts are kept to a minimum. Regular updates will be provided via the College newsletter and social media channels.