



Marian College Ararat

2020 Annual Report to the School Community



Registered School Number: 0411

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E NUMBER	E2020

Minimum Standards Attestation

I, Carmel Barker, attest that Marian College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 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.

28/03/2021

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

Our College Vision & Mission

Our College Vision

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

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.

College Overview

Marian College is a Catholic Education Kildare Ministries College in the Brigidine tradition for young men and women in Years 7-12. Established in the rural town of Ararat in 1889, the College continues to provide high quality contemporary educational opportunities and experiences that will nurture our students in positive ways throughout their lives.

As a Catholic learning community, we take our inspiration from the person of Jesus Christ, and from the examples of the many dedicated Brigidine Sisters and lay members of our community who have worked tirelessly across the years, reflecting the love, generosity and justice of the Gospels.

At Marian College we understand that education for our students extends beyond the academic to include the spiritual, the social, the physical, the ethical, and the emotional aspects of the human person. Pursuing a dynamic and fluid curriculum that draws upon and develops the individual talents of each student as they grow in wisdom, confidence and knowledge, is a key priority of our teaching and learning.

Students face new challenges today that did not exist generations ago.

Marian College is a safe place where wellbeing, safety and learning are intrinsically linked. It is an education that nurtures young people to embody the College motto of 'strength and gentleness'.

Our students are encouraged to accept diversity and practice genuine hospitality, but especially for the most vulnerable in our world. While the College operates a whole school model, there remains a commitment to provide age-appropriate education that is diverse and dynamic to engage learners of different styles, abilities and pace of learning.

Year 7 is a year of Transition and Formation. Students at this level are exposed to a broad range of subject offerings that include the core subjects of English, Mathematics, Science, Religion, Physical Education and Humanities, and a range of electives that include Chinese, the Arts and Technology. The emphasis is upon developing self-understanding and confidence in a secondary school setting, building strong relationships, and understanding a little more about the Marian College history, mission and values

Year 8 consolidates and builds upon the students' understanding of community and belonging, and our responsibilities to others within and beyond our community.

Year 9 and Year 10 provide all students with opportunities to broaden their general education, and specialise in their key areas of interest while undertaking core subjects. This is a time of reflection and discernment as students explore pathway options for the future with their parents and teachers.

In the Senior phase of Year 11 and Year 12, students select a learning pathway based on their interests, skills and preferences. Subject offerings at Marian College include a comprehensive selection of subjects or modules in the VCE, VET and VCAL pathways. In addition to this, some students include other specialist courses or training programs with approval from the College. The Senior phase of learning at Marian College prepares students for university entrance, training or study, (including a variety of trades), and the workforce.

At Marian College we nurture and celebrate achievement through a broad range of opportunities and extracurricular offerings: sporting events and inter-school competitions, drama productions, camps and outdoor education, science forums, debating and public speaking, technology and gaming groups, retreats and reflection days, and musical events. At Marian College, we

challenge our students to be people of courage, hope, compassion, justice, hospitality and wonder.

Principal's Report

It is with great pride and sincere gratitude to all in our community that I present our Annual Report to the Community for 2020. As a learning community we strive for excellence and continual improvement. 2020 was certainly a year to greatly extend the learning of all staff, students and parents at an evolving and rapid pace as we navigated COVID-19 and ongoing restrictions together.

Inspired by our Kildare Ministries' core value of 'Justice', our aim throughout 2020 was to ensure Marian College, whether online or onsite, remained a place of affirmation and acceptance, where students are encouraged to strive to their personal level of excellence.

The challenges of this new COVID time demanded a very high degree of wisdom, quick discernment and strength from the full community to support all our students in their unique circumstances and needs. It was important for leaders, both staff and students, to actively reach out, continue the strong connections and relationships that exist onsite, and to show compassion for others in this difficult time.

As educators and parents, we know that academic achievement and student wellbeing are intrinsically linked. But remote learning certainly tested us all with the need for an immediate response to wellbeing and educational needs, and the rapid education of all in our community to new ways of thinking and learning.

Victoria was particularly impacted from early March 2020. But the response from our community was impressive on each occasion. Staff very quickly developed and refined new skills to make the smooth transition to online learning. It was a team effort very well executed. Every student was accounted for in their planning, with vulnerable students and students of essential workers invited onsite.

Staff adopted the Google suite of options well, and ZOOM became our main means of broad communication among staff, and from staff to parents. A small team of staff remained onsite throughout the weeks with at least one leadership member in attendance each day for staff, students and family support.

A survey was undertaken early in the process to determine our effectiveness for families and students under these new circumstances. Overall, the results were very positive and parents were highly appreciative of the work undertaken by staff to ensure good learning continued.

In the words of two respondents:

I am really pleased with the way the school has managed the transition to online learning. We feel very supported, with teachers making efforts to engage my child online, to maintain contact and make themselves available for questions or support as required. The transition has felt seamless from both a parent and student perspective.

I cannot say how proud I am as a parent of choosing Marian for my children. The way you have dealt with this has been remarkable and you deserve all the credit you will get. It has been so easy for them to adapt and they are flying along with their work. Thank you

But we also realized that for teachers and Learning Support Officers working under a variety of circumstances at home often for longer periods, sometimes with very young children to cater for, increased stress levels greatly. Similarly, home situations for our students and families varied greatly. The isolation, reduced connectivity and low face-to face interactions impacted the wellbeing and the motivation of some students more than others. The following two comments are typical of parent feedback on any wellbeing concerns with remote learning:

I am concerned he is missing out on the social aspects of school. He does not yet have a phone so he isn't as connected outside school as I would like. We are working on this as a family.

My daughter hasn't seen anyone except her parents for 4 weeks. I am concerned for her social network and how that will be once back at school as being in year 7 she only really began to make friendships.

One of the key goals for the College Leadership team was to ensure all staff remained connected and supported throughout this period, to be in the best place to then support their students. We understood from the first remote learning period that some teachers needed to implement further boundaries around their onscreen and on-duty hours. Our Wellbeing team provided students with ongoing support, individual counselling as required, continual tracking and check-in, and suggested wellbeing activities via a new Marian College Wellbeing HUB. The intention was to encourage students and staff to focus on their own health and resilience through practical examples.

On return to onsite learning, time was taken to reintroduce students to the community, and each other. This was an important aspect of addressing any high-level wellbeing matters that may have emerged during isolation. In January, we welcomed 84 new Year 7 students to the College. Little did we know at that stage that a short eight weeks later we would be planning for a very different secondary learning experience.

There are so many aspects of learning to celebrate this year. Some highlights of 2020 included the rapid adoption of technology across the community and strong support to ensure our community remained connected throughout this period. We partnered with the Institute of Positive Education to build teacher capacity in understanding social aspects of learning and to increase student resilience, self-understanding and growth. Professional Learning for teachers, that focused on ways to explore, extend and improve their skills and options to re-imagine education for their students continued throughout each lockdown period. Literacy became the key focus for improvement across the College with the appointment of a School Improvement Coordinator, and revised Professional Learning teams. Students were provided with opportunities to diversify according to need and their individual circumstances, which resulted in quite innovative and creative results from many of our rural students. It was particularly pleasing to see parents engaged in this process and innovation.

We experienced one of the highest levels of parent engagement from any school for the Elevate Program during remote learning. This series of workshops provided parents with practical skills to support their child to remain motivated, to study effectively, to use practical tips to success, and to improve results.

Our Year 12 students perhaps should receive the greatest accolade and our greatest praise. Despite the challenges with continual cancellations of events and adjustments to learning programs, timelines, exams and restrictions on practical aspects of all courses, they demonstrated genuine leadership and resilience. The Students Leadership team in particular provided a strong presence among the student body, a sense of fun and humour to keep morale high when things were at their most difficult, and genuine compassion for other in our community.

Throughout this difficult and yet very rewarding sixth year of my Principalship of Marian College, I wanted to acknowledge and sincerely thank our College Stewardship Council, who have provided their wisdom, expertise, affirmation and support for the work we have accomplished together throughout 2020 and before. A special thank you to our Chair Mr Bill Slatter who retired from the position in November 2020, and to Sr Angela Ryan, Cathy Holland, Kate Harney, Scott Woolley and Hannah Cunningham for their compassion, strength, understanding of the

challenges we face, and ongoing support. Their deep love and commitment to ensuring Marian remains true to our vision and values is outstanding.

To the students of 2020, I congratulate you on navigating an extraordinary year and remaining true to the values we hold dear. Your first task was to remain safe and keep others safe in the process. This you did brilliantly, separate and together. I know this tremendous feat requires the support of our families to ensure success. We continue this journey together with a focus on growth and improvement for all students. Our goals into the future are to challenge all students and all staff to strive for excellence, and to remain true to our values and vision.

College Board Report

It is with great pleasure that I write the Stewardship Council contribution to our Annual Report for 2020. Living through the pandemic resulted in less face to face interaction for all in the school community, especially the Stewardship Council. Nevertheless, the Council has continued to provide advisory support for the Principal as she and her leadership team negotiated a very different approach to being community.

Significant guidance has been given to the strategic direction of the school by all Council members. This has included advice provided by the following committees: Finance, Policy and Community.

The Stewardship Council has been ably supported by Sr. Angela Ryan and Jeff Burn from the Kildare Education Ministries Board.

With regret, I tendered my resignation as Chair, after many years of service to the College as Principal, Principal Consultant and Chair of the Stewardship Council. My wish is for the sustained membership of a dynamic Council that will support the Principal in catering for the educational needs of the students of the region.

Bill Slatter

Chair

Catholic School Culture

Goals & Intended Outcomes

- Seek to develop a commitment to social action grounded in the teaching and example of Jesus and our Catholic social teachings through the promotion of The Year of Justice - 'Making the needs of the vulnerable paramount', and through the implementation of the KM Living Justice Charter.
- Bring a sense of purpose, hope and justice to our community by providing opportunities for students to encounter the Catholic faith traditions and the transformative nature of our Christian values.
- Build a strong Catholic community through shared vision, wisdom and discernment processes, recognizing the intrinsic worth of each persons' contribution - staff, students, parents, volunteers and parish.

Achievements

Marian College prides itself on being a place of affirmation, hospitality and inclusion. Our understanding of who we are and the important role we undertake, was no more important than in a year of COVID-19. While many things changed in 2020, effective communications from school to home and very high levels of support were critical. Hope and justice, especially for the most vulnerable in our community were uppermost in our hearts, minds and actions.

Marian College continued to offer onsite supervision throughout the remote learning periods for the students of the highest learning needs, and for children of essential workers.

Opportunities for staff and students to maintain positive wellbeing through this difficult period was an important aspect of planning for leadership.

Through regular messages of hope, inspiration and action, our Year 12 students leaders provided a sense of hope for their peers and the younger students struggling to understand the rapidly shifting landscape across the world and within their own community.

Our fundraising project to support our Kindergarten in Bhola, Bangladesh provided staff and students with a new perspective during this difficult time, as we learnt of the daily struggle of teachers in this isolated community, no longer receiving a wage to support their families, walking hours to simply bring education to students in this remote location during a pandemic. We are grateful we could continue to support this work despite the absence of our usual fundraising events.

Throughout 2020, parents, staff and students, gained a greater understanding of the intrinsic worth of all within our community, and the tremendous sacrifices we have seen across the community to support the educational and wellbeing needs of all students in our care. We are very proud of the Marian Community for the shared effort, wisdom and messages of support and hope that we witnessed every day to help our students navigate this difficult period.

VALUE ADDED

- Staff Opening Mass
- Staff Development Day 'Justice' Focus
- Year 12 Retreat
- Year 7 Formation Camp
- Kildare Education Ministries Leaders
- Justice and Democracy Seminar
- Catholic Education Ballarat Leadership Course
- 'Way of the Cross' by video
- Year 12 Mass and Graduation Ceremony
- Year 11 Leaders Day

Community Engagement

Goals & Intended Outcomes

Our school improvement plan includes the statement that we would like "all to flourish in a safe, respectful and supportive community". While 2020 was a challenging year for Victorian schools, at Marian College we found that students were able to flourish during online learning. Our teachers upgraded their digital skills very quickly and became adaptable to the different learning that remote learning posed for them. Students were also willing to engage in the different learning environment, and we all acknowledged that this was a time of adjustment and learning together. We supported each other, nurtured learning environments and encouraged students to be creative in how they approached the difference that remote learning was for them.

Achievements

Despite the global pandemic of COVID-19 occurring during the majority of 2020, Marian College was able to engage with our community in other ways than physically meeting together as we normally would. We found that digital engagement with our community was high when we offered our usual programs through webinars, screencasts or other digital platforms.

While we strive for excellence in learning in the classroom, it is pleasing to see many of our students prepared to take risks in their learning and be challenged through a wide range of extra-curricular activities at the College. A strong tradition of striving towards being the best person they can be, has been established through many of the co-curricular activities that our school offers. The variety of opportunities available for students allows them to have a richer school experience. Involvement in activities beyond the classroom helps students build resilience, broaden their potential and balance the Brigidine educational experience.

Some of these opportunities were:

- Tennis for our Intermediate and Senior students
- Next Gen Ballarat Art Gallery visit
- Improv Excursion for our Drama students
- Swimming tournaments
- Justice and Democracy Seminar in early March
- Girls in Physics Breakfast held in Ballarat
- Top Class Drama Production
- Romeo and Juliet Incursion
- Virtual tours with Perfit for Year 11 Students
- Virtual Tour of Pomonal Estate, a local winery for our VCAL students
- VCAL Virtual Industry tour
- Subject selections were conducted via screencasts available on through our website
- Online RSA training for our VCAL students
- REACH provided a virtual day seminar for our VCAL students
- Year 12 Breakfast for their final day at school

- Year 9 Work Experience program was held on site
- Our "Gap" Day, where year 7 and 8 students head out to Halls Gap to enjoy a day of activities
- Our traditional Faculty Fun day for Year 7 and 8 students
- Year 7 Orientation day for incoming 2021 students

VALUE ADDED

At the beginning of the year we held our traditional Year 12 Retreat at Cave Hill Creek Camp. This is always a meaningful way for our senior students to begin the year. The Year 7's were also able to attend their usual transition style camp held at Lorne early in February. Similarly, the Year 8 students attended their Retreat held at Camp Wilkin in Anglesea early in March.

From the end of March when the whole of Victoria was put in lockdown, Marian College was able to offer parents and students opportunities to engage with our school through digital platforms. We were also pleased to be able to offer parents who were essential workers, the chance to send their child to school for direct supervision. The school leadership team volunteered to staff this initiative, and we found that parents of students who were finding their child not engaging in online learning also wanted to take advantage of sending their student to school for help and support. It was a program that was greatly appreciated by our wider school community.

There were opportunities for students to participate in Virtual tours and webinars offered both by the school and external providers. We found the up-take of these virtual tours and webinars to be very good and beneficial to both our students and the wider community.

Near the end of the year we were fortunate enough to be able to hold our traditional Year 12 Graduation Ceremony in our school gymnasium. We were able to offer the students and select leaders of the school and teachers the opportunity to have a meal together. We were able to livestream this important event to parents at home and found that all parents were pleased with being able to 'virtually' participate in this event and celebrate the successes of their students with us on the night. It was a lovely experience for our students and parents, particularly in light of the year that we all had just experienced.

PARENT SATISFACTION

While we have gathered other data from parents, we have not participated in the Insight SRC survey since 2015, but plan to do so in 2022. However, parents participated in a remote learning survey during the lock-down period to gather data and comments about communications, learning experiences for their child or children, wellbeing, the suitability of the level of work and pace, and any other concerns. The feedback was overwhelmingly positive with some good suggestions on how some families were coping and what they may need into the future.

Leadership & Stewardship

Goals & Intended Outcomes

- Create a framework and process to promote leadership development and support across the College.
- Cultivate support for student leadership within the College to increase participation and voice in discernment processes and practice.
- Maximize the College's opportunities to expand and improve its teaching facilities.

Achievements

Student Leadership

In any year, being a leader is a very demanding role. But this year especially, the support and ingenuity of the Student Leadership team has been so impressive as they remained focused on the wellbeing and support of the whole community. I understand there is an impressive team of Year 12 students behind them, and together they have achieved some wonderful memories for us all. We congratulate them on their courage, creativity and compassion for others, their messages of hope and positivity, and the very positive relationship they forged with the students at all levels; and finally, their ability to rise above the difficulties of 2020. Special congratulations and well done to College Captains, Amy Harris and Aidan Newson, and their passionate team on leading successfully in the most difficult time. We are very proud of what they could achieve together.

Leadership and Stewardship

An important aspect of our College leadership in 2020 was to understand and guide staff, students and parents through the pandemic weeks, and what it means to learn remotely. Wellbeing support and regular check-ins were integral to this process. At the same time, technology resources and skills were upgraded and improved.

Value added in 2020

- The College increased its bandwidth capacity three-fold with an extra NBN connection.
- A new IT filtering system was purchased to give more flexibility and speed to the internet.
- IT Professional Development was provided for all staff as we moved rapidly to the Google suite and online platforms for learning, meetings and professional development sessions.
- Parent Webinars and ZOOM meetings replaced most enrolment interviews and information nights with great success.
- Zoom staff meetings were conducted regularly to maintain a high level of communication and consistency of messaging, that is especially vital within a rapidly evolving environment.
- Over the year, the College moved to a new website, updated documentation, and increased social media platforms.

New Leading Roles

Based on our learning data for continued improvement, two new middle leadership roles were created in late 2020:

- Ms Natalie Wirper was appointed to the role of School Improvement Coordinator to look at programs, processes and structures to increase support and extension opportunities for students, especially in the areas of literacy, but not exclusively.
- Mr John Coghlan was appointed to the role of Data and Professional Learning Teams as the key driver for building staff capacity in tracking student growth and increasing best teaching practices.

Early in 2020, a Compliance and Publications officer was appointed to monitor and support the documentation of our legal obligations, risks, publications, policies and procedures.

Value Added in 2020

- Increased profile within the community through targeted advertising and regular media articles.
- Greater capacity to inform our community through an upgraded website.
- Comprehensive understanding and documentation of OH&S, risks and compliance across the College

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

School Improvement Plan Professional Development 2020

(Revised due to Covid 19)

School Priority

To build Teacher Capacity through Professional Learning, accountability and collective efficacy.

Value Added:

- Increase the rotation of Professional Learning Teams (PLT's) meeting time in the schedule to every second Tuesday.
- Continue the development of data as the source of the PLT's and its use in improving student outcomes.
 - This included but not exclusive to, ACER testing (conducted at the start and end of year),
 - VCE results from 2019 and on going into 2020
 - Use of Naplan data (excluding 2020)
- Introduction of individual staff interviews with leadership as the basis of their individual professional learning plans and ARM's
- Continued the Professional Learning Journal. A series of articles written by staff each term and produced as a journal and shared with all staff.
- Continued the Wednesday Morning Staff Professional Development sessions. (Altered due to Remote Learning and conducted online via Zoom).
- Increased the Professional Development of staff in the use of technology, particularly in relation to remote learning and student engagement.

- Even with the restrictions associated with COVID, staff participated in over 100 separate Professional Development Activities.
- \$34,400 in total was spent on Professional Development in 2020.
- A total of 44 individual staff participated in Learning and Teaching related PD in 2020 on top of PD allocated to all staff.
- Examples of staff Professional Development over 2020;
 - KEM Staff Induction
 - CDLP with CEB
 - KEM Ministries planning
 - First Aid Training
 - Chinese Teachers Conference
 - VET Auto Training
 - Psychology Conference
 - VCTA Conference
 - English PD with CEM
 - Secondary school leaders network meetings
 - Faculty based webinars and online zoom professional development
 - OAK Program
 - Child Protection
 - Staff Wellbeing

Number of teachers who participated in PL in 2020	44
Average expenditure per teacher for PL	\$686

TEACHER SATISFACTION

While we have gathered other data from parents, staff and students, we have not participated in Insight SRC survey since 2015, but will do so in 2022.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.4%
Graduate	42.2%
Graduate Certificate	13.3%
Bachelor Degree	95.6%
Advanced Diploma	8.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	45.5
Non-Teaching Staff (Headcount)	39.0
Non-Teaching Staff (FTE)	28.8
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

(Revised due to Covid 19)

In 2020 the Learning & Teaching team comprised:

Head of Learning and Teaching: Mr Matthew Summers

Faculty Heads:

Religious Education:	Mr Stephen East
English:	Mrs Stephanie Mansell
Science:	Mr Trevor Hunt
Mathematics:	Mr John Coghlan
Technology:	Mrs Megan Shea
Health & Physical Ed:	Mr Paul McLoughlan
The Arts:	Mrs Barb Venn
Humanities:	Mr Matthew Summers
Applied Learning:	Mrs Dani Smith
PLT's:	Mr Lincoln Barnes

Goals and Intended Outcomes

Improve student capacity, engagement and empowerment through evidenced based practice, effective tracking and use of data and staff collaboration.

- Creation of extra classes in the junior school to support literacy.
- Focused program within English on reading.
- Review of RTP data against student results to look for correlations.
- Review of Maths curriculum and development of a pilot program for 2021
- Continued the development of a whole school approach to literacy improvement supported through both faculty and PLT level and associated data.

Achievements

Achievements

- Creation of online documentation and information relevant to all faculties, subjects and year levels.
- Connected this documentation to the school website, Staff and Student Portals, to facilitate communication during remote learning.
- Proposal for a Math / Science hub trial in 2021.

- Improved use of digital technologies by all in preparation for remote and online learning
- Further development in the collection and availability of student data for learning and improved outcomes through the SIMON LS.
- Continued the development of online documentation of all curriculum across all faculties.
- Further development of Curriculum in the area of Religious Education, working closely with KEM & CEB.

STUDENT LEARNING OUTCOMES

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.

MEDIAN NAPLAN RESULTS FOR YEAR 9

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Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

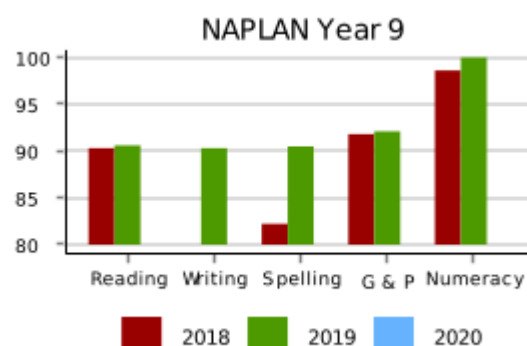
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	95.4	90.0	-5.4		
YR 07 Numeracy	100.0	93.7	-6.3		
YR 07 Reading	98.8	95.0	-3.8		
YR 07 Spelling	97.7	92.5	-5.2		
YR 07 Writing	90.7	88.8	-1.9		
YR 09 Grammar & Punctuation	91.8	92.1	0.3		
YR 09 Numeracy	98.6	100.0	1.4		
YR 09 Reading	90.3	90.6	0.3		
YR 09 Spelling	82.2	90.5	8.3		
YR 09 Writing	74.3	90.3	16.0		

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

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

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



Wellbeing

Goals & Intended Outcomes

In the midst of the pandemic, student and staff wellbeing became even more of a consideration for the Wellbeing Department. We found ourselves having to think out of the box when attempting to provide support for those who were struggling in lockdown and those who were having difficulty coping with the constant uncertainty of life. How could we attempt to support people from a distance, when the act of providing wellbeing help is usually so relational and social? Further to this, the pandemic highlighted more than ever the interconnectedness of our physical and mental health, as well as the importance of building both staff and student capacity for fostering and protecting one's own mental health, and that of others within our learning community.

Achievements

Oak Program

We had already commenced the roll-out of a Wellbeing class at each Year level and in remote learning, these classes provided an excellent opportunity for teachers and students to connect and focus on personal wellbeing strategies aimed at keeping students active and helping them cope with stress. During this time, we used Positive Education materials that had been devised by the Geelong Grammar Institute of Positive Education to specifically help students in remote learning with their own personal wellbeing.

Academic Wellbeing

The Wellbeing Department acknowledges that wellbeing and learning are inextricably linked and believe that supporting students academically aids their wellbeing and vice-versa. To support students academically during remote learning, our partnership with Elevate Education meant that we could invite our students and parents to free Elevate webinars on study skills, homework, procrastination and exams. Marian College had one of the highest attendance rates of families anywhere in the State, indicating that parents and students appreciated the opportunity to attend.

Community Wellbeing Hubs.

Giving back to the wider community of families was very important in 2020- both because the wellbeing of our families is important to us and because staying connected to our families was important during such a stressful time when people often felt alone. The Community Wellbeing Hub was borne out of this need to connect and support the wider community. Parents and carers could access the online Hub and find pre-recorded wellbeing materials filmed for us by members of the community. We employed the services of a local gym instructor (also a parent), yoga instructors and local physiotherapists to create the content. This was freely accessible and the Hub was updated weekly. An additional Wellbeing Hub was created for students and staff containing content that targeted their respective concerns whether it be coping with anxiety or finding ways to unwind and relax.

Positive Education

In 2020 the Wellbeing Department promoted the language of Positive Education to staff, students and parents via an online, interactive newsletter that we published weekly on the Hubs and also emailed out. The topics covered in the newsletter included: Character Strengths in Action, Positive News Stories and Wellbeing Tips. Each edition of the newsletter provided the community with real life examples of character strengths in action via videos, making the vocabulary of character strengths more accessible. The Positive News stories aimed to provide some balance

in a year when the news was often bleak and the Wellbeing Tips often focused on what strategies a person could use to help their own wellbeing. This document, as Google Doc, allowed us to assess how many people visited the newsletter each week and based on this data, many within the community were checking in and hopefully learning a bit about Positive Education.

Accessing Help Remotely

In remote learning (and also upon their return to school) students could access the Head of Wellbeing and our male counsellor via email or the online Wellbeing Request form. We also welcomed a female counsellor to staff in 2020, meaning that students had several levels of additional support outside of their TA and House Leaders.

VALUE ADDED

Learning Leaders for well-bring
Western Bulldog Leadership program
Peer Support Programs
Year 10 Leadership Training days
Year 11 Leadership Days.

STUDENT SATISFACTION

We surveyed students regarding the Oak Program and got great feedback about the benefits of character strengths focus.

STUDENT ATTENDANCE

Attendance Monitoring
Teachers mark their rolls 7 times per day (Homeroom and in periods 1-6) using the SIMON Administration package. An email is automatically generated when teachers do not complete their rolls in class and a phone call is made from the office to remind the teacher.
Marian College Office Staff contact parents on a daily basis where there are unexplained absences for a child brought to light through our roll marking system. (Students are required to sign in and out of the front office when late or leaving). An SMS is generated at about 11.00am each day for unexplained absences. Records of student attendance are kept in SIMON and can be produced as requested.
TA teachers are made aware of extended non-attendance by students and investigated via the student and the parents/guardians.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	80.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.4%
Y08	88.6%
Y09	88.7%
Y10	86.9%
Overall average attendance	88.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	26.0
VCE Completion Rate	100.0%
VCAL Completion Rate	85.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	27.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	8.0%
Deferred	19.0%
Employment	31.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

The Principal, Kildare Education Ministries, the Stewardship Council and the leaders at Marian College Ararat recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.

Marian College is committed to ensuring a safe and nurturing culture for all students and holds the care, safety and wellbeing of children and young people as fundamental to a Marian College education. To this end, all members of the Stewardship Council, staff, volunteers and contractors of Marian College are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice.

Achievements

Achievements

Marian College has a Code of Conduct which supports the Child Safety Policy in place and has appointed the Head of Wellbeing and the College Counsellor as the nominated child protection officers.

The Head of Wellbeing provides information and support on child protection matters where required. To ensure the full implementation of the Child Safety Policy, the Code of Conduct has been included: -

- As part of induction training for new leadership members, staff, contractors and volunteers -
- As part of annual training for existing leadership members, staff, contractors and volunteers -
- To inform parent/guardians and other persons associated with Marian College of the expected behaviour for the College's leadership, staff, contractors and volunteers -
- To support and inform the College's protocols and reporting procedures should any breaches of the Code be suspected or identified -
- In employment advertisements and contracts to ensure compliance -
- In communications to all students, highlighting the responsibilities of all to the Code.

All College staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. Staff must complete the DET e-learning module on Mandatory Reporting annually and complete the nine Complispace modules. The College has a very proactive pastoral system whereby TA teachers have responsibility for monitoring the wellbeing of each student in their care. The College Counsellor also ensures student welfare and safety are paramount.

The College records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct and stores the records in accordance with security and privacy requirements. Marian College's Child Protection - Reporting Policy, sets out the actions required under the relevant legislation when there is a reasonable belief that a child is in need of protection or a

criminal offence has been committed, and provides guidance and procedures on how to make a report.

Future Directions

Marian College is justifiably proud of the opportunities that lie ahead of us as we build pathways to the future for our students. Our strategic conversations, master planning, good financial management, learning data, and review and discernment processes are central to an exciting future for the college.

At Marian College we are committed to ensuring a vibrant and challenging educational environment of learning and personal growth. An important part of this process is to continually review our current footprint, and to seek new opportunities to develop contemporary learning spaces that contribute to the educational and wellbeing needs of our students now and in the future. We understand that a contemporary and safe educational environment plays an important role in the way curriculum and wellbeing are embedded across the college.

From 2021, Marian College will migrate to the Ballarat School Improvement Framework (SIF) with the phasing out of the Charter of Sandhurst School Improvement (COSSI). We will engage a Master Planner early this year to begin a new process of discussion, discernment and investigation and research into the best opportunities for the future development of the College.

Increasingly, understanding how we use space today, and how we collaborate across faculties and year levels to provide individualised learning opportunities for our students informs our future direction. We continue to focus on whole-school literacy improvement, researched- based best practice informed by data, and individualised learning through specialised subjects, diverse pathways, and support and extension opportunities.

Our Master Plan will draw upon the unique characteristics of Marian College, celebrating its historical core and the remarkable legacy of our founding Brigidine Sisters. This Master Plan will balance our precious heritage with the best of contemporary learning and digital engagement. It will respond to the needs of our time with an understanding of spirituality and service, our care of the common home and sustainability practices, our strong focus on positive wellbeing and resilience, and our respect for our culture for inclusion.

In the footsteps of our founders Sisters, Marian College aims to continue to be a welcoming and hospitable community that will provide strong witness to Gospel values. Central to our mission is the promotion of excellence in learning as an essential means of facilitating human growth and liberation, providing affirming content for the nurturing of the whole person and a desire for all to achieve fullness of life.