



Marian College Ararat

2021

Annual Report to the School Community



Registered School Number: 411

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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 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.

04/04/2022

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

Our College Vision & Mission

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 Kildare Ministries College in the Brigidine tradition for young men and women from 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 over the years to reflect 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 that will lead them to 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 practise 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, support and wellbeing that is diverse and dynamic to engage learners of different styles, abilities and pace of learning.

Year 7 is the 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 story, our history, mission, vision 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 areas of interest while undertaking key core subjects. This is a time of reflection and discernment as students explore pathways options for the future with the assistance of 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 VCAL/VET modules in the VCE, VET and VCAL pathways. Students may include other specialist courses or training programs with approval from the College. The senior phase of learning at Marian College can prepare students for university entrance, further study at TAFE, or the workforce, including a variety of trades.

At Marian College we nurture and celebrate achievement through a broad range of opportunities and extracurricular offerings: from sporting events and interschool competitions, drama productions, camps and outdoor education, science forums, debating and public speaking, technology and gaming groups, retreats and reflection days to 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 2021. As a learning community, we strive for excellence and continual improvement. 2021 was certainly a year to greatly extend the learning of all staff, students and parents at an evolving and rapid pace as we navigated our second year of COVID-19 lockdowns and ongoing restrictions.

Inspired by our Kildare Ministries' core value of Wonder, our aim throughout 2021 was to ensure Marian College, whether online or onsite, remained a place of deep learning, curiosity, exploration and acceptance, where students are encouraged to strive for 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, to continue to build the strong connections that exist on-site, and to show compassion for others in this difficult time. Our community did this well.

As educators and parents, we know that academic achievement and student wellbeing are intrinsically linked. But now in our second year of remote learning we have become well versed in responding to emerging wellbeing and educational needs and new ways of thinking and learning.

Victoria was particularly impacted from early 2021 by COVID restrictions for the second year. But, once again, the response from our community was impressive. It was a team effort very well executed. Every student was accounted for in teacher planning, with vulnerable students and students of essential workers invited on-site. 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 students. I thank our parents for their tremendous support throughout 2021, often when they too needed to work and supervise other children.

We know some students struggled with the uncertainty and rapidly moving landscape, and this did impact their ability to remain motivated and engaged. Some needed extra support on return to school through our tutoring program or support classes. With targeted support, many of these disruptions faded into the background as students reconnected face-to-face with others and with their teachers.

One of the key goals for the College Leadership team throughout 2021 was to ensure all staff remained connected and supported throughout the year, to then, best support their students.

Despite the difficulties, there were so many aspects of learning to celebrate this year. Some highlights included our partnership in the ILSY (Improving Literacy in the Secondary Years) project with Melbourne University and Catholic Education Ballarat, and with the MacKillop Institute Relate program. This program is designed to build teacher capacity to better understand the social aspects of learning and to increase student resilience, self-understanding and growth, especially in relation to the impact of trauma.

Professional Learning for teachers focused on ways to explore, extend and improve their skills and options to reinforce and re-imagine education for their students. Literacy became the key focus for improvement across the College with the appointment of a new School Improvement - Literacy Coordinator. The Science department adopted a pilot study in the initial stage of the literacy project with very pleasing results despite the disruptions. This project will extend to all departments in 2022.

Mid-year we introduced our improvement focus 'Imagining a Future', looking at the processes, programs and our learning environment to support student learning and address any performance or opportunity gaps.

Teams of teachers joined review groups analysing the effectiveness of the four key areas of:

- Behaviour Management
- Timetabling
- Assessment and Reporting
- Position of Leadership (POLs)

At the same time, we employed Master Planner (CHT Architects) to undertake a thorough audit and review of our current buildings, learning and recreation environments with a long-term view to continual student improvement. This process is well under-way with plans for Stage 1 ready for submission to the Grant Application process.

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, time-lines, exams and restrictions of practical aspects of all courses over the two years of their senior study, they demonstrated genuine leadership and resilience. The Student 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 students. We were excited to finally celebrate their graduation from the College together with parents in early December.

Early December we were delighted to present our annual school production after many false starts because of COVID-19. This was a fitting final show for our much loved and respected Drama teacher, Mrs Teresa Tonks. Teresa's dedication, commitment and care for her students was remarkable. She was a highly skilled and talented teacher who guided and supported many students across the years. I know we have many people to thank for their incredible support for her final show: parents, teachers, other staff and students. Sadly, Teresa passed away this February 2022. She will be greatly missed.

Finally, but far from least, I would like 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 2021. A special thank you to our Chair, Mr Scott Woolley, and to Sr Angela Ryan, Mrs Ainsley Cameron, Mr Cameron Evans and Mrs Ann-Maree Brown, 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.

College Board Report

It is with great pleasure that I write the Stewardship Council contribution to our Annual Report for 2021. Now in our second year of the pandemic, face-to-face interactions for the Stewardship Council were limited over the year. Nevertheless, the Council has continued to provide high quality advisory support for the Principal as she and her leadership team negotiated a very challenging two years and a different approach to being community. Thanks to Mr Scott Woolley (Chair) for undertaking this role throughout this period and the wonderful team.

Significant guidance has been given to the strategic direction of the school by all Council members, especially in regard to the new 2021 Master Plan for the College and learning priorities, to further improve student performance. 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. It is an exciting time ahead for the College as we explore continual growth and improvement for all students and explore the options for new facilities and learning spaces to provide greater flexibility and diversity in the curriculum. My wish for the year ahead is for the sustained membership of a dynamic Council that will support the College in catering for the educational needs of the students of the region.

Catholic School Culture

Goals & Intended Outcomes

- To further develop and strengthen an inclusive Catholic learning community responsive to the needs of our time
- To empower all to flourish in a safe, respectful and supportive community
- To foster inspiring authentic staff leaders who are inclusive, compassionate, reflective and hope-filled
- To foster and strengthen partnerships for increased engagement and understanding of education at Marian College
- Articulate a responsible and careful attitude towards care for our world that promotes and defends human rights and the world resources (Anti Slavery Act, responsible use of resources, recycling, energy conservation and preferential treatment for the poor)

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 is critical as we navigate this second year of COVID-19. 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. Most of all, we missed the face-to-face contact with our community and relished every moment an opportunity would arise to come together to celebrate achievements.

Marian College continued to offer on-site supervision throughout the remote learning periods for the students of the highest learning needs and for children of essential workers. Behind the scenes, our wonderful, hardworking Learning Support Officers provided targeted support online for students struggling or requiring extra explanation. 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 student 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. We are very proud of all students at Marian College for the shared effort, resilience and willingness to adapt as plans would change once again. Their understanding and acceptance of things outside our control was impressive.

Nonetheless, there were many positive points throughout the year. Our Year 12 Retreat was an excellent example of the Marian spirit at work. The Retreat is an important process of reflection, understanding and contemplation for our new leaders of the College to ponder about who they are and the values that are important to them now and as they move beyond secondary school. The swimming carnival in March was a celebration of community with Year 12 students supporting, encouraging and affirming the younger members of Marian College. Late April the College was honoured to host the first day of the Kildare Ministries Conference for all KM schools, community works, governance and members of KM Australia. Titled Living Justice, Go Out Joyfully, one of the many highlights over the three-day conference was keynote speaker, the Most Reverend Vincent Long Van Nguyen OFM Conv DD Fourth Bishop of Parramatta.

The Graduation Mass and 2021 Award Ceremony in early December were particularly memorable because parents, staff and students could finally come together to acknowledge and celebrate the wonderful achievements of this class over the last six years at Marian. They have been an exceptional group. The school production of 'Lucky \$tiff' was a wonderful and fitting tribute to the hard work, resilience and talents of Mrs Tonks, staff, parents and a terrific group of enthusiastic young actors. In addition to this, there were many learning opportunities and experiences in the virtual world when other options were difficult. Thank you to our community for ensuring we remain connected.

VALUE ADDED

- Year 12 Retreat
- The Kildare Ministries Conference 2021
- Sporting opportunities for students
- Work Experience where possible
- Parent Webinars for Information Nights
- Parent Teacher Interviews online and onsite.
- Staff Professional Development online.
- Student Incursions online.
- ILSY (Improving Literacy in the Secondary Years) project.
- Relate Project with MacKillop Institute.
- Aimee Maxwell Psychologist (Wellbeing Professional Development).

Community Engagement

Goals & Intended Outcomes

- Continuity of the Year 12 Graduation ceremony
- Fred Hyde Day (including donating prizes from Businesses around the community)
- Year 7 Parent information evening
- New whole-school instagram page
- Marian Master Classes
- Updating of the school website

Achievements

Community engagement looked quite different during the COVID-19 lockdowns of 2021. We had to find new ways to reach the community and to sometimes think 'outside the box' in order to do so. Much of our community engagement shifted online which was new for our community.

We created our first whole-school Instagram page, where we were able to promote student engagement with the community, as well as connecting our community to free wellbeing services. Our School Captains sent several videos out of encouragement, humour and support during and after lockdown. We also collaborated with a local psychologist who created free wellbeing content for those in the community who were struggling with anxiety. The whole-school Instagram was useful in our goal of extending the experience of positive education to the wider community. The Marian Master classes were intended to celebrate learning within the wider community by offering Marian College facilities to run activities that may be beneficial to the wider community such as cooking classes, English classes and skills-based classes. We got so far as having local business within the community volunteer to run a cooking class. However, COVID lockdowns and subsequent regulations meant running the actual classes had to be postponed. This will be carried over into 2022.

VALUE ADDED

- The whole school Instagram created opportunities for students to show leadership during and after lockdowns.
- The building of connections with community businesses and wellbeing services benefitted the whole College community.

PARENT SATISFACTION

While we have gathered other data from parents, we have not participated in Insight SRC survey since 2015, but plan to do so in 2022. However, parents participated in a remote learning survey during the lockdown period to gather data and comments about communications, learning experiences for their child/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 in the future.

Leadership & Stewardship

Goals & Intended Outcomes

Leadership

- To foster inspiring authentic student leaders who are inclusive, compassionate, reflective and hope-filled
- Continue to develop and promote a culture of child safety through regular student education sessions in Child Safety, the Responsible Thinking Process, (RTP), Peer Support and Restorative Practice
- Promote and embed Positive Education across the curriculum and wellbeing to build student self-efficacy, understanding of others and empowerment

Stewardship

- Promote and embed structures across all areas of the College for responsible financial practices, accountability and careful use of resources and staffing
- Articulate a responsible and careful attitude towards care for our world that promotes and defends human rights and the world resources (Anti Slavery Act, responsible use of resources across the College, recycling and preferential treatment for the poor)
- Continually investigate opportunities to develop and upgrade contemporary learning spaces

Achievements

Leadership

We had an outstanding group of Year 12 students who were keen to make a difference both for our school community but also for our wider community. They began the year well with an impressive list of ideas that they wanted to work towards to achieve in 2021. These students were very keen to aspire to making Marian College a school to be proud of for all year levels. All Year 12 students were involved in composing an 'I am Marian' clip of about 5 minutes duration to demonstrate what they felt Marian College meant to them. Our student leaders were a team within this, composing a clip for their particular area. The two school captains worked on this project together and it carried an important positive message for all students across the school, particularly during the numerous lockdowns during the year and all the uncertainty and fear that this might have brought about. The House Leaders also worked together to create a clip that encouraged students to be proud of their achievements for their Houses and instilled a sense of pride in participating in House events when and where they could. The Learning Leaders provided a clip that encouraged students to aspire to achieve their best, even through remote learning and more challenging learning times. These are the kinds of legacies that our school leaders left behind them. These clips formed the basis of many Instagram and Facebook posts for our school community. They represented our school in the virtual world as well as they could. Our senior students were excellent role models for our younger students and we are proud of their demonstration of resilience and determination to finish well.

Stewardship

'Our relationship with the environment can never be isolated from our relationship with others and with God. Otherwise, it would be nothing more than romantic individualism dressed up in ecological garb.' (Pope Francis, Laudato si)

Marian College takes seriously the challenge of good practice and education for equity and sustainability in terms of dealing with the effective use of resources (including staffing needs, time, materials, learning spaces and waste and energy across the school environment). These are serious considerations for all current and future needs including building alterations or new building designs, maintenance, upgrade to energy resources, the design of the school uniform, choice of services and supply agencies and organisations, movement away from consumables, and protection from the harsh weather. These developments are informed by our learning vision and purpose and by care for each other and creation. Remaining inclusive to all and focused on closing the student performance gap and opportunity gaps are the key priorities of our school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Goal

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

Achievements

- Professional Learning Team (PLTs) meetings continued in the Tuesday meeting schedule once a fortnight.
- Further development through the PLTs of data used to improve student learning outcomes.
- ACER, NAPLAN testing conducted in 2021
- VCE result analysis of 2020 data
- Further development of staff Professional Learning Plans and individual meetings with Leadership.
- Wednesday morning Professional Learning (internally) continued in 2021
- Further development of staff use of technology, particularly in relation to remote learning and student engagement.
- \$30,000 in total was spent on Professional Development in 2021
- A total of 34 staff participated in Learning and Teaching related PD in 2021 on top of PD allocated to all staff by the school.
- Examples of staff Professional Development over 2021:
 - Re-Late Program
 - Kildare Education Ministries planning
 - Diocese of Ballarat PD
 - Secondary School Leaders Network

- Child Protection & Mandatory Reporting
- First Aid
- ILSY (Improving Literacy in the Secondary Years) program in conjunction with Melbourne University
- Faculty specific training:
 - Mathscraft
 - STILE
 - Ed Perfect
 - Psychology conference
 - Chinese conference
 - History teachers conference
 - VCTA conference
 - Food Studies VCAA webinars
- Diocese of Ballarat Learning Diversity Network

Number of teachers who participated in PL in 2021	47
Average expenditure per teacher for PL	\$640

TEACHER SATISFACTION

Teachers completed a survey during 2021 highlighting their engagement in school planning, practice and discernment processes. The results were overwhelmingly positive. We will add to this data by conducting a SRC survey later in 2022.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.7%
Graduate	36.8%
Graduate Certificate	10.5%
Bachelor Degree	97.4%
Advanced Diploma	10.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	45.8
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	35.1
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

In 2021 the Learning and 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 and Physical Education: Mr Paul McLoughlan

The Arts: Mrs Barb Venn

Humanities: Mrs Michelle Hogan

Applied Learning: Mrs Dani Smith

These faculty heads worked in conjunction with:

Professional Learning Teams: Mr John Coghlan

Learning Diversity: Mrs Rhonda North

Goals & Intended Outcomes

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

Achievements

- Continued expansion of the literacy groups in the junior school as well as the use of literacy groups in Year 9
- Employment of a full-time tutor to further support students with literacy needs
- Pilot program within English and Science in conjunction with Melbourne University and Catholic Education Ballarat, (ILSY program)
- Increased focus within Professional Learning Teams on data-driven, evidence-based practice to improve student outcomes
- Expansion of the Mathematics/Science Hub after review of 2020 pilot

- Continued development of staff in the use of digital technologies in engaging students whilst on remote learning
- At the end of 2021, a School Improvement and Literacy position was created to develop the expansion of the ILSY pilot program via PLT's 2022
- Further development of the Learning Diversity Role and staff development around NCCD data for improved student outcomes
- Purchase of the Data Analytics modules associated with the SIMON learning platform to provide more in-depth analysis of student learning data
- The school conducted ACER testing across years 7-10 at the end of the school year. This data will be used as part of the Professional Learning Teams (PLTs) in 2022 to inform curriculum
- VASS data from VCE results in 2021 will be used by staff at VCE, faculty and PLT level to further inform Learning and Teaching
- Internal data from school-based Assessment used in conjunction with ACER and VASS data to compare and further inform Learning and Teaching, along with a more consistent assessment strategy across subjects at Year levels.
- Whole school review of Assessment and Reporting across all faculties and year levels to further inform best practice teaching and learning.

STUDENT LEARNING OUTCOMES

NAPLAN data included in this report

MEDIAN NAPLAN RESULTS FOR YEAR 9

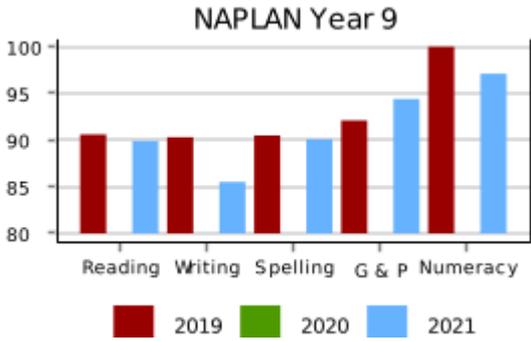
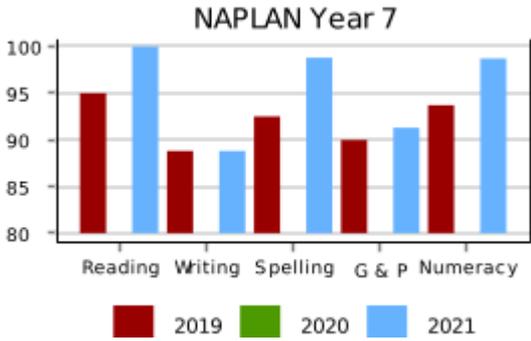
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	579.8
Year 9 Reading	580.3
Year 9 Spelling	582.4
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	90.0	-	-	91.3	-
YR 07 Numeracy	93.7	-	-	98.7	-
YR 07 Reading	95.0	-	-	100.0	-
YR 07 Spelling	92.5	-	-	[naplan.y7.schoolSP.minimumStandardsStr]	-
YR 07 Writing	88.8	-	-	88.8	-
YR 09 Grammar & Punctuation	92.1	-	-	94.4	-
YR 09 Numeracy	100.0	-	-	97.1	-
YR 09 Reading	90.6	-	-	89.9	-
YR 09 Spelling	90.5	-	-	90.1	-
YR 09 Writing	90.3	-	-	85.5	-

* 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

- To empower all to flourish in a safe, respectful and supportive community
- Promote and support processes for respectful staff engagement through clear professional standards, boundaries, expectations and staff consistency
- Provide staff training in key wellbeing programs and processes: Positive Education, RTP, Restorative Practice and ReLate
- Articulate and promote staff and student wellbeing processes and avenues for support
- Continue to strengthen NCCD supports, interventions and documentation for individualised student learning

Achievements

In 2021, the Wellbeing department continued to provide leadership opportunities for our students via the Western Bulldogs Leadership Program as well as the Year 11 Peer Support Program. Both opportunities provided students with chances to make a difference in the lives of others while developing their own leadership skills and self-confidence. Students in Year 12 also received training in Leadership over two days, developing their identity as role models for the community and their understanding of the positive impact they can have on the school community.

We continued to provide explicit social-emotional learning via the Oak Wellbeing program. This program draws upon the tenets of positive psychology and aims to help our students know their own strengths and how to use them to benefit themselves and others around them. We surveyed our students by using the ACER wellbeing surveys to gain insight into how the wellbeing of our students was faring since the onset of COVID-19 lockdowns. We used this data to help inform what we needed to do to support our students.

There was a focus on data more generally also, as we endeavoured to explore what interventions we were already providing to our students and which interventions we could adopt to add further layers of support. The process of data analysis was part of a wider staff initiative wherein all staff analysed data from various categories such as timetable, wellbeing, classroom management and curriculum. This process was invaluable and helped demonstrate the interconnectedness of all departments within the school and led to some fantastic insights into what else we could be doing within our own Department to support learning from a wellbeing perspective.

The Wellbeing Hub continued to operate, providing students, parents and staff with access to wellbeing support materials. Further to this, the creation of a School Instagram page helped strengthen connections between the school, students and parents and provided another opportunity to 'celebrate all that is good with joy and gratitude'. The Wellbeing Student Request form saw a big increase in usage in 2021, especially after the various lockdowns ended, and all requests were followed up with wellbeing support from the Head of Wellbeing and from either of our two counsellors.

The Responsible Thinking Classroom (RTC) continued to operate as a calm and educative space, where students could come and reflect on their choices, talk through concerns with an adult, or seek a safe space when struggling with wellbeing or an issue they needed help with. Training on how to use the Responsible Thinking Process (RTP) continued for all staff and students, along with training in Child Safety and seeking help.

VALUE ADDED

- Development of a wellbeing HUB with online resources for students, staff and parents
- Coordinated approach to wellbeing matters and support
- Strong culture of child safety
- Increased communication, celebration and support through social media platforms

STUDENT SATISFACTION

SURVEY:

In the most recent wellbeing survey for students undertaken in late 2021 (ACER Wellbeing Survey), there has been an encouraging growth in the students' assessment of their own wellbeing. Following the two years of COVID-19, there is more to do to ensure all students feel comfortable at school and in their own ability to develop and grow. Due to COVID-19, the data from 2021 includes Years 7-10 only. A further survey will be undertaken late 2022 to gain a better understanding of where our students are across the board with further support and programs in place. Overall, it was pleasing to see some growth in the wellbeing of our students and obtain useful information to get insight into how we can keep striving for improvement.

STUDENT ATTENDANCE

Attendance rolls are taken every lesson throughout the school day. Parent follow-up for all absences are addressed daily. During COVID-19 lockdown periods, teachers would report any absences online after two missed lessons.

For high disengagement for vulnerable students, parents were contacted offering on-site supervision and support.

Overall, the average school attendance percentage for this second year of COVID-19 lockdown was 85.53%.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 74.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.4%
Y08	86.3%
Y09	86.1%
Y10	83.2%
Overall average attendance	86.2%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27.0
VCE Completion Rate	98.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	43.0%
TAFE / VET	2.0%
Apprenticeship / Traineeship	19.0%
Deferred	10.0%
Employment	21.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	5.0%

Child Safe Standards

Goals & 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

Marian College has appointed the Head of Wellbeing and the House Leader as the nominated Child Protection Officers. The Head of Wellbeing provides information and support on child protection matters. To ensure the full implementation of the Child Safety Policy, the Code of Conduct has been included:

- The embedding of policies and commitments into every day practice
- Embedded policies and practice within all recruitment and induction processes for new staff
- Regular check on the registers for the Victorian Institute of Teachers and Working with Children register
- Ongoing professional learning for teachers, non-teaching staff, contractors and volunteers
- Implementation of PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools
- Student participation and empowerment strategies in Wellbeing classes, Teacher Advisor time, Peer Support program, Assemblies, all curriculum areas, the Responsible Thinking Process and House Meetings
- Strategies addressing the principle of inclusion through our strong Kildare Ministries values
- Child Safety Team/Committee structures to develop, implement, monitor, review and continue to develop the Victorian Child Safe Standards
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Child safety - Risk Management practices

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. Training for staff and students is ongoing and appropriate to the age and diverse needs of students. 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 Responsible Thinking Process provides an opportunity for students to report any issue, incident or concern where they feel unsafe. Support is provided to the students throughout this process.

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.

In 2020 and 2021, it was important to extend our understanding of Child Protection and Child Safety to include remote learning. It was important to develop clear expectations and boundaries around interactions online from home to school and with invited guests into online platforms for students. The College is working towards implementation of the new Child Safe/Safeguarding Program for July 2022.

Future Directions

The Marian College community 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.

The school takes seriously the challenge of educating for equity and sustainability within the curriculum in terms of dealing with the effective use of resources (including staffing needs, time, materials, learning spaces, waste and energy across the school environment). These are serious considerations for our proposed building design and location, informed by our learning vision and purpose. Remaining inclusive to all and focused on closing the student performance gap and opportunity gaps of disadvantage are the key priorities of our school.

The Learning and Teaching community at Marian College must keep pace with the changing nature of the world our students will enter. Marian College has flourished on this site for the last 132 years. The large impressive heritage building that adorns the east entrance to the College was opened in 1889. This is a wonderful asset for the College and an impressive landmark that stands as a testament to the effort, dedication and sacrifice of past generations of Brigidine Sisters, lay staff, parents and students.

At the same time, because of the age of the building and restrictive older design features and heritage overlay, this convent building poses limitations upon providing learning opportunities for now and into the future that will lead to better student outcomes. Many of the current learning spaces are inflexible in learning design, accessibility and purpose. This has become more evident with increasing demand over time for further student support and learning differentiation, flexible, multi-purpose classroom spaces, digital technologies, and the greater need for staff collaboration.

We recognise that our vision, goals and objectives for Learning and Teaching at Marian College require a commitment to standards-based rich curriculum, enacted in sound, evidenced-based holistic pedagogy that supports the dignity of all members of our learning and teaching community.

Teachers are critical to student learning improvement and an increase in positive growth. This includes ongoing professional development of the teaching staff as a model of life-long learning, and to ensure best practice in each classroom. All teachers are engaged in regular professional development and Professional Learning Teams (PLTs).

We have made many changes to address our students' performance gaps including the allocation of more teachers to the areas of literacy and numeracy, a regular reading program through the junior school, Ed Perfect programs for all students 7-10, tutoring support and special literacy classes for students with the highest need.

In 2021, we joined the three year ILSY (Improving Literacy in the Secondary Years) project sponsored by Catholic Education Ballarat in partnership with Melbourne University. Now in its second year, all teachers are engaged in Professional Learning Teams focused on developing subject specific literacy skills, monitoring of practice and student performance data, and accountability through presentation of student work, growth, teacher discussions, and peer observations of practice.

Our students are digital natives who learn differently from past generations and require innovative approaches on the part of teachers to teach the way in which they learn, communicate and engage in work that they see as meaningful. Differentiated learning is essential to meeting the

needs of the broad range of learners at Marian College. This involves a team of wellbeing and learning support staff, teachers and leadership, and a learning environment conducive to differentiated, flexible learning, intervention processes, and opportunities for collaborative practice, shared wisdom and learning from each other, and effective communication.

In 2021, the College contracted a new Master Plan (2021/22) to re-imagine and create a staged approach to improvement and development. 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. It is designed to 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.

The intention is to prioritise our greatest learning needs first. This includes the upgrade and improvement to our learning areas and the replacement of any unsuitable and substandard facilities. There is a need to provide broader access to flexible learning spaces. At the same time, we plan to continue to create a welcoming learning environment conducive to a strong culture for academic growth, learning diversity and excellence.

Based on the cyclic review process, student performance data and feedback, surveys and discussion, we have developed the following key priorities for the College:

1. To improve literacy levels across the College
2. To further improve STEM skills and opportunities for our students. To strengthen and extend intervention processes to address Student Performance Gaps and Opportunity Gaps
3. To complete a new Master Plan (2022) to meet the needs of our unique community that explores existing and future learning spaces for flexibility, functionality, sustainability, cost efficiency, and improvement in student performance growth.

In the footsteps of our founding 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.