Our 2014 Dux, Antoni Skaraczynski with an ATAR score of 98.95 with Principal Mark Murphy
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>160 Bulleen Road Bulleen VIC 3105 Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mark Murphy</td>
</tr>
<tr>
<td>ADVISORY COUNCIL CHAIR</td>
<td>Brian Buxton</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>+61 3 9851 1589</td>
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<tr>
<td>EMAIL</td>
<td><a href="mailto:registrar@marcellin.vic.edu.au">registrar@marcellin.vic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td>marcellin.vic.edu.au</td>
</tr>
<tr>
<td>TWITTER</td>
<td>twitter.com/Marcellin</td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Mark Murphy, 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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).
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 St. Marcellin Champagnat and the Gospel. We are a community where Jesus is known and loved, where each boy 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.

Images representing a range of events and people throughout 2014: Valedictory Mass, first day for Year 7s, Induction and Commissioning Mass with Mark Murphy, ANZAC Day ceremony, Year 12 boys dressed up at our annual Inter-House Athletics Carnival, Night at the Museum, our senior production with Our Lady of Mercy College - ‘Footloose’, Year 9 Camp and AGSV 1st Basketball.
College Overview

Marcellin College is a leading Catholic secondary school for boys, which has been conducted by the Marist Brothers since 1950.

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

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

Marcellin College continues to provide a strong Catholic education for over 1350 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’s motto — Virtute Ad Altissima — means ‘through virtue and courage to strive for the highest’. Our motto comes alive every day as we challenge our students to constantly aspire for excellence in all that they do.
Principal’s Report

Mark Murphy
Dip T, BA, BTheol, Postgrad Dip (Student Welfare), MSL

2014 was a year of learning from the past and looking to the future at Marcellin College. Early in the year the College conducted its second review under the School Improvement Framework (SIF). This 360 degree process drew on the views of students, parents and staff. This served to reflect on quantifying and evaluating the College’s development over the last four years. The external review report highlighted many strengths of Marcellin, including our dedication to the faith education of our students and commitment to the Marist identity of our College. It also suggested that there had been great strides forward in the areas of student wellbeing and community building. The report indicated a need to continue to develop learning and teaching practices which would meet the needs of 21st century learners and leadership and management structures which would continue to empower and build staff capacity within a framework of distributive leadership.

As a result of the SIF review a new Vision for Learning was developed which led to a review and overhaul of the College’s elective offerings in the middle school. The College also embarked on a Master Planning process which drew on the collective wisdom of students, parents and staff, ensuring a collaborative and transparent process in line with the goals of our School Improvement Plan (2014-17). The result of this process is a comprehensive College Master Plan which will assist in unlocking the future potential of our College in a rapidly changing educational context.

There have been many memorable achievements of our College in 2014. From an academic perspective the class of 2014 achieved the College’s best overall result since the introduction of the VCE, with a median study score of 32 and 10.1% of study scores over 40. Ninety-one percent of students who applied through VTAC received a first round university offer. Our VET and VCAL results were also outstanding. The Colleges 100% completion rate of VET courses placed Marcellin in the top 15% of VET providers in Victoria. VCAL students also contributed positively to various community initiatives, including Melbourne Juvenile Justice program, the Kinglake community and engagement with local primary schools. Our 2014 results placed Marcellin as the third best performing Catholic boys school in Victoria. A fine achievement.

One of the greatest challenges facing our College is to maintain affordability of tuition fees for families wishing to send their sons to Marcellin. In real terms external funding continues to decrease for schools like Marcellin which unfortunately leads to a corresponding increase in fees. As a proactive measure to alleviate this burden on families, the College has developed the Marcellin College Foundation whose mission it is to seek out other sources of revenue which can be used to support students in financial need through the implementation of the St. Marcellin Champagnat Bursary Fund. I am grateful to the broader Marcellin College family for their interest in and support of the Foundation for the benefit of our boys.

The staff of Marcellin continue to provide unstinting support for our students though the learning, pastoral and co-curricular programs of the College. I am grateful for the dedication and commitment they show to the boys. I appreciate too the wonderful support of our parent community who continue to trust Marcellin as we walk together in support of their sons as they grow from boys to fine young men.

Finally I would like to congratulate the boys themselves who each day come to our College in a spirit of cooperation and support for their classmates and their teachers. I am constantly encouraged by the maturity and generosity displayed by Marcellin boys through their support of those in greatest need in our local community and the wider world. I look forward to continuing to work in partnership with families in support of the young men of Marcellin.
Advisory Council Chair

Brian Buxton
MBA AGIA ACSA ACIS (London) JP

Marcellin College is a Catholic School in the Archdiocese of Melbourne governed canonically and civilly by the Institute of the Marist Brothers of the Schools, Province of Australia, which exercises its governance of the College through Marist Schools Australia (MSA).

The Marcellin College Advisory Council provides advice and support to the Principal in order that he can lead the College effectively as a Catholic school community, with its evangelising and educational mission shaped by Marist spirituality and educational practice. It also provides advice on strategic planning, approvals of policy and finance as required by MSA policy. The Council restricts itself to policy matters and to practical advice that may be requested by the Principal. It does not become involved in the College day-to-day operational matters.

In my report last year I mentioned the proposed Foundation to provide financial support to the families of Marcellin College students in need, as well as to families who would not otherwise have the financial means to send their sons to Marcellin. Establishment of the Foundation is almost complete and will be launched early in 2015.

During the year the Advisory Council supported the commissioning of a Master Plan for the future development of the College facilities. This has now been completed, introducing the concept of Marcellin College as being a Village on the Hill. Planning is now underway for the implementation of the first stages of the College’s new Masterplan, including the development of new outdoor synthetic sports facilities and the design and development of the Hermitage Project, which will become the largest building project in the College’s history.

Our congratulations go to the 2014 VCE class which returned Marcellin’s strongest academic results in recent years. I wish to thank all members of the College Community – students, parents, staff, the MCCA and Advisory Council for their efforts and dedication in helping make 2014 another successful year at Marcellin.

Blue Helms leader Benjamin Frize with the boys from our Blue Helm participating in a Remar immersion experience in Bourke, NSW
**Education in Faith**

**GOALS & INTENDED OUTCOMES**

To deepen the school community’s faith journey within the Catholic tradition and the Marist charism.

- That the variables of Catholic culture continue to improve.

**ACHIEVEMENTS**

- In 2014 the College introduced a range of new opportunities for staff and students. The College maintained a positive level of involvement in accredited Marist staff formation programs.

- A large number of staff also participated in our Staff Formation and Reflection Days which focused on Catholic and Marist culture, including *Serve One Another*, *Footsteps 1 and 2*, *Living Champagnat’s Vision & Immersion* and Leadership programs. Staff also participated in the *Melbourne Marist Lay Marist Group*, a program of formation that ran across the year.

- The Cambodia Immersion program was further developed through our connection with MAPS (Marist Asia Pacific Solidarity). Various activities were introduced to support student and staff awareness raising and formation.

- Old Collegians and current students assisted in the local Exodus community working with Br Harry Prout, and volunteered on the St. Vincent de Paul Soup Van and at the Melbourne Juvenile Justice Centre, Bell Bardia, and the Austin Repatriation Hospital. The College Community also introduced *Operation Rainbow*, a social justice initiative that developed our support for Marist Solidarity and raised awareness of the injustice of HIV/AIDS in Trichy, India.

- Throughout 2014 staff were continually encouraged and supported to gain Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education. This resulted in a number of staff applying for and receiving these important accreditations.

- The Religious Education curriculum continued to be reviewed. As course documentation was prepared within a consistently applied framework, student learning activities were further developed to ensure a more rigorous approach to this key learning area. This also resulted in a renewed Year 12 Seminar Program.

- The Marist Story continued to form a central aspect of student faith formation through retreat programs and in Religious Education classes.

- The College designed a new Assistant Principal position, Assistant Principal (Mission). This position was advertised and an appointment made, beginning in 2015.

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**Value Added**

- Year 11 and 12 Retreat program
- Year 12 Seminar Program
- Year 12 Ministry
- Remar and Bourke Solidarity Camps
- Cambodia Immersion
- Year 10 Community Service
- In the Champagnat Way program
- Pay it Forward – Year 8 Discover
- Melbourne Marists

- Champagnat Day
- House Social Justice issues
- Year 7 Reflection Day – Belonging
- Year 8 Reflection Day – Sower and the Seed
- Year 9 Reflection Day – Emmaus Days
- Weekly Thursday Mass
- Staff Formation Days
- Immersion formation experiences
- Operation Rainbow
Learning & Teaching

GOALS & INTENDED OUTCOMES

To provide learning and teaching programs that foster lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

- That student learning outcomes in literacy and numeracy are improved.
- That learning outcomes across Years 7-10 are improved.
- That VCE and VCAL outcomes are improved.
- That student engagement and ownership of learning is enhanced.

ACHIEVEMENTS

- A renewed focus on the strategic development of a Vision for Learning that incorporates the teaching of 21st Century skills and curriculum review at Years 9 and 10.
- In 2014 a Median Study Score of 32 compared to 31 in 2013.
- Increase in the percentage of students achieving a Study Score of 40 or above. In 2014, 10.1% of students achieved a Study Score of 40 or above compared to 8% in 2013.
- Increase in the percentage of students achieving an ATAR above 70. In 2014, 55% of students achieved an ATAR above 70 compared to 53% in 2013.
- The percentage of students achieving an ATAR of or below 40 has decreased. In 2014, 4% of students achieved an ATAR of below 40 compared to 5% in 2013 and 7% in 2012.
- Increase in the percentage of VET units completed. In 2014, 100% of VET units were completed compared to 98% in 2013. This included six students achieving a Study Score of 40 or above in VCE VET Sport & Recreation.
- Involvement in the Victorian Government’s Young Leaders to China Program, which involved ten Year 9 students participating in a six-week immersion experience during March and April in China.
- Twenty-five students and three staff participated in a successful LOTE and Visual Arts Educational tour of Italy throughout June and July.
- Year 7 NAPLAN results indicate there is improvement in Writing, Grammar & Punctuation and Numeracy.
- Year 9 NAPLAN results indicate there is improvement in Numeracy.
- The reimagining of the College’s Leadership structure in the area of Learning and Teaching. This included the introduction of new leadership positions to commence at the start of 2015; Head of Learning (7-9) and Head of Learning (10-12) with a focus to further develop and implement a comprehensive learning and teaching program to improve student outcomes.
- The College’s External Review conducted in 2014 stated:
  - Improved student survey responses for Stimulating Learning, Purposeful Teaching and Connectedness to School and in teacher relationships provide a picture of increasingly positive classrooms.
Portion of students meeting the minimum standards in Years 7 & 9

The following 2014 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7 READING</td>
<td>99.6%</td>
<td>99.6%</td>
<td>0.0%</td>
<td>99.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>YEAR 7 WRITING</td>
<td>96.9%</td>
<td>97%</td>
<td>0.1%</td>
<td>97.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>YEAR 7 SPELLING</td>
<td>96.5%</td>
<td>99.2%</td>
<td>2.7%</td>
<td>97.4%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>YEAR 7 GRAMMAR &amp; PUNCTUATION</td>
<td>99.1%</td>
<td>96.6%</td>
<td>-2.5%</td>
<td>98.7%</td>
<td>2.1%</td>
</tr>
<tr>
<td>YEAR 7 NUMERACY</td>
<td>99.6%</td>
<td>99.1%</td>
<td>-0.5%</td>
<td>100%</td>
<td>0.9%</td>
</tr>
<tr>
<td>YEAR 9 READING</td>
<td>96.9%</td>
<td>99.6%</td>
<td>2.7%</td>
<td>97.8%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>91.3%</td>
<td>96.5%</td>
<td>5.2%</td>
<td>92%</td>
<td>-4.5%</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>96%</td>
<td>98.2%</td>
<td>2.2%</td>
<td>94.7%</td>
<td>-3.5%</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>97%</td>
<td>96%</td>
<td>-0.1%</td>
<td>93.4%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>99%</td>
<td>99.6%</td>
<td>0.6%</td>
<td>100%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Our 2014 NAPLAN data indicates that although there has been a decrease in some areas in 2014 over the past three years (2012–2014) there has been improvement in Year 7 Reading (0.5), Year 7 Spelling (0.9) and Year 7 Numeracy (0.4). Since 2012 there has also been improvement in Year 9 Reading (0.9), Year 9 Writing (0.7) and Year 9 Numeracy (1.0). 

This improvement is supported by the College’s External Review Report in 2014 that refers to the continued improvement in the literacy and numeracy performance over this time and growth rates in Year 7 Numeracy, Year 9 Reading, Writing and Numeracy that are above the state norms.

YEARS 9-12 STUDENT RETENTION RATE

86.89%

Median NAPLAN results for Year 9

In 2014, Year 9 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The Median NAPLAN results for 2014 were:

| YEAR 9 READING       | 582.80 |
| YEAR 9 WRITING       | 558.00 |
| YEAR 9 SPELLING      | 580.80 |
| YEAR 9 GRAMMAR & PUNCTUATION | 580.70 |
| YEAR 9 NUMERACY      | 593.00 |
Senior School Outcomes

In 2014, there were 178 students enrolled in Year 12:

- 100% of students (166 students) successfully completed their VCE certificate
- 100% of students (12 students) undertaking VCAL successfully completed the Senior VCAL certificate

The VCE median study score for 2014 in all subjects was 32.

Of the 178 Year 12 students in 2014:

- 10.1% of students achieved a Study Score of 40.
- 166 students applied for further study
- 12 students applied for a trade/apprenticeship or seeking to work full time.

Post-School Destinations

On Track data statistics for all Victorian Secondary Schools indicated that our Year 12 students proceeded as follows:

Of the 166 students who applied for further study:

- 97% of students received a first round tertiary offer.
- 91% were offered a University place
- 86% of students received either their 1st, 2nd or 3rd preference
- 9% were offered a TAFE or Private provider place

The Class of 2014’s University & TAFE areas of study breakdown for 2015* are listed below:

*Information provided by VTAC
Student Wellbeing

GOALS & INTENDED OUTCOMES

To enhance student wellbeing by building resilience and empathy in an engaging and safe learning environment.

- That students will develop resilience, independence and motivation for their learning and personal development.

ACHIEVEMENTS

- An increased level of student connectedness was achieved through participation in whole school co-curricular opportunities such as camps, sports, music and Remar, where relationships are developed on many levels between staff, students and members of the community.

- Students have a high positive morale, each of them feeling valued and safe, having opportunities to extend one’s learning through the co-curricular program and an increase in student recognition through a variety of awards (College Colours, Marist awards, Semester and Altissima awards, ANZAC Day Awards).

- There has been an increase in the number of Student Counsellors available at the College to further support the vertical Pastoral system and overall wellbeing of our students and families.

- The Pastoral Care Team investigated Positive Education and Growth Mindset and began implementing strategies to support teaching and student learning and wellbeing.

- A continued increase in the number of applications to the College, including the enrolment of students at Year 8 – 11.

- Through providing increased opportunities for student voice, the College’s Uniform and Grooming Policy was revised to allow for a contemporary hair policy.

- Increased information provided for students and parents by the Pathways Team to improve understanding of subject selection and post-school education options.

- Student safety was enhanced by the completion of capital works to provide bus railings and assembly areas for students catching public transport within College grounds.

- Strong attendance at the Parent Enrichment Seminars conducted by Dr. Helen McGrath, in conjunction with the Pastoral Care staff at Our Lady of Mercy College and the Cyber Safety presentation delivered by the Australian Communications and Media Authority (ACMA).

### Average Student attendance by year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>99.22%</td>
</tr>
<tr>
<td>Year 8</td>
<td>98.35%</td>
</tr>
<tr>
<td>Year 9</td>
<td>97.75%</td>
</tr>
<tr>
<td>Year 10</td>
<td>98.11%</td>
</tr>
</tbody>
</table>

Overall average attendance 98.36%

The College has a well-articulated and implemented Attendance Policy at Year 7 through to 12. It aims to help maintain a high standard of education for all students, to encourage a responsible attitude to class and learning, and to provide opportunities for teachers to observe students at work and assist with completion of set learning goals. When a student is absent, parents must notify the College and ensure that written verification is provided. When continued absence becomes a concern, parents are contacted by the Pastoral Leader and House Coordinator and if required, a management plan is developed in conjunction with the relevant Head of School to provide support and assistance to the student and their family. Individual attendance records are reported to parents four times a year via Interim and Semester reports.
Value Added

The College has regularly reported via the *Eagle*, website and Twitter the rich range of activities that complement the academic teaching program, including the following opportunities:

- Grade 6 to Year 7 transition program
- Inter-House Athletics & Swimming Carnivals
- *Time & Space Program* at Years 7, 8 & 9
- Outdoor Education program at Years 7, 8 & 9
- Years 7 to 12 Debating program
- Toastmasters & Tournament of the Minds
- Comprehensive career & pathway advice
- Year 10 Work Experience program
- Student Ambassador Program
- Young Leaders to China Program
- Music ensemble and private tuition programs
- *Footloose* Senior School Production with Our Lady of Mercy College
- *Tales from Suburban Road* Junior Production with Our Lady of Mercy College
- Various Student Leadership programs
- Elevate and Peak Skills programs
- Victorian Premier’s Reading Challenge
- Annual Visual Arts exhibition
- Champagnat Day
- Parent Enrichment seminars
- House Graduation ceremonies

Religious Education and Faith Development are at the centre of all we do at Marcellin. We are committed to various programs including the Cambodian Immersion, Remar, community service, Solidarity Week, Reflection Days, Year 11 & 12 retreat programs, House Liturgies, House Masses and Seminar Days that are designed to provide our young men with spiritual growth, guidance and faith development.

The College also provided opportunities for our boys to actively participate in various sporting associations such as The Association of Grammar Schools of Victoria (AGSV) & Victorian Schools Rugby Union (VSRU). The College also participated in the Marist Cricket Carnival hosted by Marist College, Ashgrove, and the Marist Basketball Carnival hosted by Catholic College, Sale.

Student Satisfaction

The 2014 External Review Report highlighted favorable results for student satisfaction:

- An important feature of the students’ connection with the College is the student retention rate which is extremely high.
- An improved response for Student Morale (62.84 on a 100 point scale) indicating students generally are feeling energised and confident in their learning environment.
- The majority of students feel safe and connected to their peers with the variable Student Safety (74.98) meeting the set target.
- Student Motivation (78.47) and Connectedness to Peers (75.03) met their intended targets, enhancing student engagement with the College.
- Classroom Behaviour (45.85) has improved and there is a lessening of disruptive behaviour in the learning environment.
Leadership & Management

GOALS & INTENDED OUTCOMES

To sustain a staff culture that is characterised by a shared vision, a strong sense of teamwork and a focus on continuous improvement.

• That the performance and development culture of the College is strengthened.

ACHIEVEMENTS

• Completed our 2010-2013 School Improvement Plan that resulted in an External Review report.
• Launch of a Master Plan with Cox Architecture, for the long term development of the College.
• Launch of a new website and eNewsletter version of The Eagle as well as the further consolidation of Social Media tools such as Twitter and our YouTube Channel for communication.
• Marcellin’s Twitter page became the most followed school Twitter account in Australia.
• The roll out of new AGSV and VSRU playing kits for both summer and winter seasons.
• The introduction of the Marcellin College Foundation.
• An increase in the numbers of staff involved in Marist formation programs.
• An increase in the numbers of staff involved in internal and external middle level leadership programs.
• The College’s sound Annual Review Meeting process of teaching staff was highlighted in our review has an area for celebration.

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>93.71%</th>
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</thead>
<tbody>
<tr>
<td>This figure is an accurate measure of the dedication and professional approach that staff members adopt in order to fulfil their role at the College. All staff members are actively involved in the many programs, sports and activities that are run by the College. This high rate of staff attendance ensures continuity of learning and minimal disruptions to the diverse curriculum projects on offer to the students at the college.</td>
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<table>
<thead>
<tr>
<th>All Staff Retention Rate*</th>
<th>91.82%</th>
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<tbody>
<tr>
<td>Marcellin continues to have a balance of experienced teachers and new staff from other schools and recent graduates from universities.</td>
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</table>

* The proportion of teaching staff retained in the 2014 academic year from the previous year.
Teacher Qualifications

All teachers at Marcellin College have completed at least four years of tertiary education consistent with the VIT requirements. In 2014, there were 128 teachers at the College. Professional qualifications included:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.84</td>
</tr>
<tr>
<td>Masters</td>
<td>19.33</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>7.56</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>36.13</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>77.31</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>27.73</td>
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</table>

Expenditure and teacher participation in professional learning

DESCRIPTION OF PL UNDERTAKEN IN 2014

During 2014, ten full school days and four half school days were dedicated to Professional Learning which specifically related to the College’s Strategic Plan and School Improvement Plan. Attendance at these activities averaged 98% (allowing for those on sick leave, other duties etc.). Professional Learning related to areas such as the progressive introduction of AusVELS in readiness for the National Curriculum, gifted and talented programs, inquiry-based learning, new learning technologies (such as iPad induction), leadership and management, Marist Charism, staff formation, anaphylaxis and Synergetic training, and a range of other faculty-based professional associations. In addition to whole-staff professional learning days on campus, our 128 teaching staff have undertaken professional learning activities beyond the College for a total of 242 days.

2014 staff professional learning continued its emphasis on bringing external providers on campus to present to large groups in addition to individuals and small groups attending external activities. When all expenses are calculated including replacement teacher costs, the average expenditure per teacher was in addition to the 10 school days referred to above.

AVERAGE EXPENDITURE PER STAFF FOR PL* $773.86

* The average expenditure per staff member, in addition to the 10 school days, includes all travel & accommodations costs

Staff Composition

<table>
<thead>
<tr>
<th>Component</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Staff (Head count)</td>
<td>128</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head count)</td>
<td>62</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>131.9</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>57.4</td>
</tr>
</tbody>
</table>

Teacher Satisfaction

In 2014 Marcellin College was involved in a whole school review conducted by the Catholic Education Office Melbourne School Improvement Framework review panel. Part of this review involved interviews with College staff with regards to the organisational climate of our College. The data generated by this review combined with data from the previous three years indicates a general improvement in the organisational climate particularly in the areas of ownership, teamwork, appraisal and professional development.

Areas identified by the External Review report for development over the next four years include role clarity, empowerment and curriculum processes.
College Community

GOALS & INTENDED OUTCOMES

To continue to build an inclusive Catholic Marist school community, informed by social justice and fostering opportunities for partnerships with parents, alumni, and the broader community.

- That communication and partnership projects with parents, alumni and the wider community are enhanced.

ACHIEVEMENTS

- The College Foundation continued to develop strong relationships both within the College and with our Old Collegians network. The Foundation will offer valued support to many of our families in the coming years.

- Continued development of systems to improve communication to all members of the Marcellin Community through MyMarcellin. The College will continue to explore ways it can build communication pathways with a Community Portal due for release in Term 2, 2015.

- The College has worked attentively in developing a thorough transition program for the Year 7 students transferring from the feeder parishes.

- There were further opportunities for parent involvement through Time and Space Programs, MCCA Year 7 Parent Induction morning tea, House Liturgies, Year 10 Careerwise evening, Live Smart programs and other information evenings.

- Increased patronage to our Twitter account with over two thousand followers supporting this communication tool, and an average of 24,000 total views per week.

- The Year 10 Pathways and Learning Expo was an opportunity for students, parents and teachers to access all leading tertiary institutions. This was further expanded to provide opportunities for our Year 9 students to begin discerning career pathways.

- Continued support was provided by the Marcellin College Community Association (MCCA) through a variety of social and valuable fundraising initiatives.

- Further opportunities availed themselves for Old Collegians to be involved in Careers week, Camps, Emmaus Days and Senior Retreats.

- Greater involvement of our students at numerous TAFE providers.

Value Added

- Staff and student involvement in social justice activities
- Mothers & Fathers Day Breakfasts
- MCCA Raffle and Dinner Dance
- ANZAC Day ceremony
- Greater visitation of local Parish schools
- Primary Links team supporting transition for new students to the College

- Old Collegians involvement in camps, Remar, careers presentations, Reflection Days and Year 11 & 12 Retreats
- Physical Education students involved with mentoring in local primary schools
- Time and Space programs at Years 7, 8 & 9
- Continued growth of parent support groups such as the Rugby PSG and FOMPA
Parent Satisfaction

During the 2014 academic year Marcellin College randomly surveyed a percentage of our parent community. The outcome of the External Review report illustrated:

- Parents feel very confident in approaching the College and discussing issues pertaining to their son’s wellbeing. The success in engaging our community is evident in the responses to variables such as Approachability and School Improvement emphasising parent assurance in the directions of the College.

- Parents have a strong conviction in the learning opportunities that the College provides their sons. The parent response for Extra-curricular rates the College in the top 14% of Victorian secondary schools, with responses for the Learning Focus and Homework variables in the top 25% of Victorian secondary schools.

- Parents felt that having their son attend a Catholic school is very important to them and that students generally display a good Catholic manner. Opportunities in the area of Social Justice activities scored in the top percentile with students being provided numerous activities to live their faith through service and action.

- One area that the College continues to pride itself in is Student Safety. Parents see Marcellin as a safe community where issues are dealt with quickly and respectfully. There was an upsurge in parents’ awareness of their son’s wellbeing and safety. Parents felt their son was safe and free from bullying and harassment.

- Parent opinion of staff engagement grew over the past four years with evidence in the variables Behaviour Management, Stimulating Learning and Teacher Morale. This reflects an improved level of confidence in the College Staff. Parents affirmed that many teachers are committed in their teaching and deliver classes which are interesting and engaging.

Fathers with their sons at the annual MCCA Father’s Day Breakfast.
# Financial Performance for the Year ended 31 January 2015

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>RECURRENT INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>8,635</td>
</tr>
<tr>
<td>Other fee income</td>
<td>379</td>
</tr>
<tr>
<td>Private income</td>
<td>481</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,237</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>8,831</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>20,563</strong></td>
</tr>
<tr>
<td><strong>RECURRENT EXPENDITURE</strong></td>
<td><strong>21,073</strong></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>14,028</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>7,045</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>21,073</strong></td>
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<tr>
<td><strong>CAPITAL INCOME AND EXPENDITURE</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td><strong>LOANS</strong></td>
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<tr>
<td>Total opening balance</td>
<td>1,767</td>
</tr>
<tr>
<td>Total closing balance</td>
<td>853</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

In 2015 the College will be involved in its second School Improvement Framework (SIF) cycle under the auspices of the Catholic Education Office of Melbourne. This comprehensive four year cyclic review was first instituted at Marcellin in 2010. Having reached the end of this cycle as a College Community we will again take time to reflect on present reality and discern where we would like to be in four years’ time. In 2014 we received an External Review report and its recommendations have assisted us in forming the development of the College’s next four year cyclic plan and associated annual action plans.

The following is an insight into some of the initiatives and strategies which Marcellin College will develop over the next 12 months in response to our vision, the review process and to the changing educational landscape across the five spheres of our 2014 – 2017 School Improvement Plan.

EDUCATION IN FAITH

The College remains committed to developing increased Marist formation opportunities for staff and students. Staff will continue to be provided with increased access to Marist formation and catholic theology programs. We will continue to develop opportunities for students to be involved in social justice initiatives and solidarity works within the Marist World.

LEARNING AND TEACHING

The College developed a new Vision for Learning throughout 2014 that supports and underpins all aspects of learning and teaching at Marcellin, including the implementation of the Australian Curriculum. Building from this foundation the College will develop methods to refine our subject selection processes and explore possible new elective program options for students at the Year 9-12 levels.

Leaders in learning and teaching at the College will be moved into new office accommodation to foster staff learning communities that better facilitate collaboration and sharing.

STUDENT WELLBEING

The College will be implementing a new approach in support of student time management and organisation. In partnership with Elevate Education we will implement a new Study Organiser, supported by various Parent Enrichment Seminars. The College will also look at further student wellbeing opportunities to develop resilient and independent learners by exploring positive education and growth mindset theory and practice.

LEADERSHIP AND MANAGEMENT

The College finalised our Master Plan, in partnership with Cox Architecture, in mid-2014. Stage 1 of re-imagining new learning spaces will be the introduction of new synthetic multi-purpose courts, located on the large grass area behind St. Marcellin’s Hall. This will be followed by the development of a second Hermitage size building, large atrium space and the re-development of the current Hermitage building.

We are also committed to ongoing staff professional learning. In 2015 we will introduce a professional learning afternoon every Day 3, with an emphasis on iPad technology integrated with curriculum pedagogy and positive education. We will also implement a new middle leaders program with EDUCCA to support the growth and capacity of all staff that hold a position of leadership at the College.

SCHOOL COMMUNITY

Over the past few years the College has been discerning ways to improve our online communication in an ever developing digital world with the use of digital technologies. Stage 2 of this strategy will be to implement a greater scope of the newly developed MyMarcellin Portal for parents to access online student reports, student attendance records, etc.

To ensure the future sustainability of the College we are looking to further consolidate our Foundation, creating stronger connections with our Old Collegians in support of the students of Marcellin.
THROUGH VIRTUE AND COURAGE
STRIVE FOR THE HIGHEST