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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>
</tr>
<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 Victorian Registration and Qualifications Authority (VRQA).

Photo: Our 2013 Dux, Adrian Grosso with an ATAR score of 99.65 with Principal Mark Murphy
Our College Vision

Marcellin College is a Catholic Marist school for boys 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 2013: Valedictory Mass, first day for Year 7’s, Induction and Commissioning Mass with Mark Murphy, acclaimed ballet dancer and author of best-selling book Mao’s Last Dancer – Lee Cunxin, the annual Music Concert, Inter-House Swimming carnival, Night at the Museum, MCCA Father’s Day breakfast, AGSV 1st XI Soccer, junior production – Babe, Year 9 Camp and VCE students with Br. Mark involved in Soup Van.
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 1320 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.

The nine House Captains at the Induction and Commissioning Mass at St. Patrick’s Cathedral in March, 2013.
Principal's Report

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

2013 was an historic year at Marcellin College. We celebrated the 50th anniversary of Marcellin at the Bulleen campus. As with most schools Marcellin College Bulleen is an educational facility that has developed over time to meet the needs of a growing and ever-changing educational landscape. It is important therefore every now and then to stop, step back and take the long view to ensure clarity, coordination, efficiency and effectiveness of the development of the College over the next 50 years.

With this in mind towards the end of 2013 a process of discernment commenced with the aim of securing an architectural firm to assist us with the development of a new Master Plan. The successful firm, Cox Architecture presented us with the idea that Marcellin was far more than a collection of buildings and other educational facilities; we are a village on a hill. This exciting concept speaks not only of static structures but of the interactions between people and spaces, the spaces within and the spaces in between. A village is a place which provides a wide range of opportunities, a place for people to meet and interact, a place for growth and learning and a place which nourishes the spirit. Most importantly a village is a place where people feel a sense of connectedness and belonging to a Community.

Marcellin Champagnat and his fledging band of Little brothers of Mary (the Marist Brothers) understood the value and power of a village and built their first schools in small French Provincial Villages and hamlets. A place where each child would be loved and where each child was provided with resources and people to assist them in their growth to become good Christians and good citizens. We hope over the coming year we will be able to present our community with a Master Plan that provides a clear and comprehensive vision for the development of the physical environment. Even more than this it is my prayer that it will unmistakably represent our school as a Community of faith and learning where all belong and are respected.

Planning for the future is an important initiative, delivering on the present is equally important. Over 2013 a number of initiatives, programs and infrastructure developments were embedded at Marcellin for the benefit of our students. A new House was introduced (Carnie House) to meet the growing pastoral needs of our boys. A new timetable structure was implemented to enhance the learning environment by providing greater continuity and flexibility of learning options. There was a continued discernment and development of VET options for our students as well as a review and enhancement of junior school learning and teaching programs. From an infrastructure perspective the College continued to develop the provision of ICT services through the employment of an outsourced ICT company whose role is to develop and manage the ICT needs of the College on a daily basis.

The physical environment of our College was enhanced through the refurbishment and remodeling of the Br. Placidus Lecture Theatre. Six relocatable classrooms were installed as decanting facilities in anticipation of the future redevelopment of major buildings in the College. Property was purchased abutting Marcellin as part of strategic long term development plans. Research and development was also carried out on the development of a College Foundation in support of students in need at Marcellin.

One of the most positive and comforting features of the College is that our staff have made a deliberate and conscious decision to teach and support boys. Buildings and programs mean little if the people who administer them are less than enthusiastic about teaching boys. The staff are wonderfully committed and dedicated and each day model what it means to be a Marist. I am very grateful for their efforts along with parents and others who support the boys. This ongoing support and partnership with the College will no doubt support our boys in reaching their potential.

Finally I wish to thank and congratulate our boys who have continued to give of themselves to the many programs, events and initiatives offered at Marcellin. Results of the Class of 2013 and a dramatic increase in the numbers of boys applying for and receiving first round tertiary placement speaks strongly of their dedication to studies. I look forward to continuing to work with our entire community as we continue in the Marist Catholic tradition to provide our boys with a great educational environment in a village on a hill.
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 acts in an advisory capacity to provide 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.

During the year the Marist Province and the College’s Advisory Council supported a proposal for the establishment of a Foundation. The primary purpose of the Foundation will be to enhance the connection between Old Collegians and the College and 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 son to Marcellin. Establishment of the Foundation is progressing, ahead of its planned launch in 2014.

Congratulations to the Class of 2013 which returned strong examination results with a number of individual achievements of academic excellence, including the Dux of the College, Adrian Grosso, achieving an ATAR of 99.65.

I wish to thank all members of the College Community – students, parents, staff, MCCA, MOCA and Advisory Council for their efforts and dedication in making 2013 another successful year at Marcellin College.

The Champagnat Choir performing at the annual Induction and Commissioning Mass held at St. Patrick's Cathedral.
Education in Faith

GOALS & INTENDED OUTCOMES

• To ensure that all members of the Marcellin community have opportunities to explore and deepen their living faith.

• That there will be an improvement in the survey data for the importance of Catholic culture for staff and students.

• That more Staff will achieve Accreditation to Teach in a Catholic School and encourage all Religious Education Staff to achieve Accreditation to teach Religious Education.

• That the Religious Education Curriculum will improve to ensure that classes are more engaging, challenging and relevant.

ACHIEVEMENTS

• In 2013 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. In the Champagnat Way formed an integral part of the College’s New Staff Induction program.

• There was also high participation in our Staff Formation and Reflection Days which focused on Catholic and Marist culture, including iBelieve, Footsteps 1 and 2, Living Champagnat’s Vision and Immersion and Leadership programs. Our staff also had the opportunity to join the Melbourne Marist Lay Marist Group, a six part program.

• The College has maintained the Cambodia Immersion program through our connection with MAPS (Marist Asia Pacific Solidarity). This has also seen the introduction of Solidarity Thursday’s as form of fund and awareness raising for the immersion. In conjunction with Remar, Old Collegians and current students assisted in the local Exodus community working with the Br Harry Prout.

• There has been a concerted focus on ensuring that staffs are accredited to teach in a Catholic School and where necessary accredited to teach Religious Education. At the conclusion of 2013 the active promotion of relevant professional learning programs demonstrated that our teaching staff has continued to actively work towards gaining accreditation to teach in a Catholic School.

• The Marist Story is now re-visited at several year levels in the Religious Education curriculum. The Marist story is particularly central and a key focal point in Year 7 Explore. Both the Year 11 and 12 Retreat Programs contain Marist–centred reflections.

Value Added

• Year 11 and 12 Retreat program
• Year 12 Seminar Program
• Year 12 Ministry
• Remar and Bourke Solidarity Camp
• Cambodia Immersion
• Year 10 Outreach program
• 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
• Solidarity Thursdays
Learning & Teaching

GOALS & INTENDED OUTCOMES

- The school will develop a goal that incorporates student engagement, assessment and reporting and professional learning teams.
- That literacy for years 7-9 will improve, with a particular focus on reading and writing.
- That numeracy for years 7-9 will improve.
- That VCE results will improve, particularly for students in the middle and at the lower end of VCE outcomes.
- That stimulating and engaging learning will be strengthened across the college.
- That Learning Coordinators increase their capacity and confidence as educational leaders to lead cohesive teams and drive improvement.

ACHIEVEMENTS

- Year 7 NAPLAN results indicate there is improvement in Reading, Writing and Spelling.
- Year 9 NAPLAN results indicate there is improvement in Reading, Writing, Spelling and Numeracy.
- Increase in the percentage of students achieving an ATAR above 80. In 2013, 36% students achieved an ATAR above 80 compared to 33% in 2012.
- The percentage of students achieving an ATAR of below 49 has decreased to 13% in 2013 compared to 16% in 2012.
- Increase in the percentage of VET units completed. In 2013, 98% of VET units were completed compared to 68% in 2012.
- An increased focus and strategic development of VCAL and VCE/VET subject options as legitimate programs for students.
- The appointment of a Director of eLearning as part of the College’s Leadership Team with a focus on building staff capacity in the use of digital technologies to enhance learning and teaching.
- 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.
- Insight SRC Data for 2013 surveys revealed improvements in the following key areas:
  - Purposeful Teaching, Teacher Empathy and Stimulating Learning
- Health and Physical Education Students in Year 10 conducted a Men’s Health Night which attracted around eight hundred participants, including fathers, grandfathers, uncles and significant males in our student’s lives.

Matthew Corcoran, 2013 Principal’s Choice Award recipient and Patrick Coyle with his Studio Arts photographs
Portion of students meeting the minimum standards in Years 7 & 9

The following 2013 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>96.1%</td>
<td>96.9%</td>
<td>0.8%</td>
<td>97.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>YEAR 7 SPELLING</td>
<td>98.7%</td>
<td>96.5%</td>
<td>-2.2%</td>
<td>99.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>YEAR 7 GRAMMAR &amp; PUNCTUATION</td>
<td>97.4%</td>
<td>99.1%</td>
<td>1.7%</td>
<td>96.6%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>YEAR 7 NUMERACY</td>
<td>99.6%</td>
<td>99.6%</td>
<td>0.0%</td>
<td>99.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>YEAR 9 READING</td>
<td>97.5%</td>
<td>96.9%</td>
<td>-0.6%</td>
<td>99.6%</td>
<td>2.7%</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>95.9%</td>
<td>91.3%</td>
<td>-4.6%</td>
<td>96.5%</td>
<td>5.2%</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>93.9%</td>
<td>96.0%</td>
<td>2.1%</td>
<td>98.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>96.4%</td>
<td>97.0%</td>
<td>0.6%</td>
<td>96.0%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>99.5%</td>
<td>99.0%</td>
<td>-0.5%</td>
<td>99.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

The College forwards the individual results of NAPLAN tests to parents. These results are thoroughly reviewed by the College and results from each year compared to assess areas of improvement and areas requiring further focus.

In 2013 there was an increase in the number of staff allocated to Literacy and Numeracy support for targeted students and classes. All teaching staff have also undertaken whole-school professional learning in the development of literacy and numeracy skills in all subject areas.

YEARS 9-12 STUDENT RETENTION RATE

92.06%

Median NAPLAN results for Year 9

In 2013, 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 2013 were:

| YEAR 9 READING                  | 599.80 |
| YEAR 9 WRITING                  | 570.30 |
| YEAR 9 SPELLING                 | 580.80 |
| YEAR 9 GRAMMAR & PUNCTUATION    | 577.90 |
| YEAR 9 NUMERACY                 | 599.60 |
In 2013, there were 196 students enrolled in Year 12. 100% (184 students) successfully completed their VCE certificate. 100% (12 students) successfully completed the Senior VCAL certificate.

The VCE median study score for 2013 in all subjects was 31.

Of the 196 Year 12 students in 2013:
• 177 students applied for further study
• 19 students applied for a trade/apprenticeship or seeking to work fulltime.

Of the 19 students who did not apply for further study:
• 7 VCAL students have an apprenticeship/work
• 12 VCE students have organised a pre-apprenticeship or working 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 177 students who applied for further study:
• 97% of students received a first round tertiary offer
• 94% were offered a University place
• 89% of students received either their 1st, 2nd or 3rd preference
• 6% were offered a TAFE or Private provider place

The Class of 2013’s University & TAFE areas of study breakdown for 2014* are listed below:

*Information provided by VTAC*
Student Wellbeing

GOALS & INTENDED OUTCOMES

- To develop a whole school approach to wellbeing.
- To know all students as learners.
- To provide a classroom learning environment built on high expectations and teacher efficacy that allows all students to be challenged, engaged and experience success.
- That positive and professional relationship between boys and teachers are strengthened to support learning in all classrooms at Marcellin College.
- That each teacher knows how students learn and how to teach them effectively.
- That classroom behaviour and engagement will improve.

ACHIEVEMENTS

- In 2013 we saw the successful introduction of a Ninth House (Carnie) to the pastoral care structures of Marcellin.
- Throughout 2013 we continued to see an increase in student connectedness with the College through the participation of high numbers of students in our rich co-curricular opportunities such as AGSV/VSRU Sport, Performing Arts productions, music ensembles and academic options including Debating and Toastmasters.
- The introduction of Junior School Captains and the Junior School SRC Executive has increased student voice and leadership opportunities.
- The further development of a Restorative Practice model of pastoral care in 2013 has now included the training of a group of students in peer mediation. Circle times and affirmative discussion has been a wonderful way for students to build positive relationships with peers and staff.
- The introduction of a Pathways Team in 2013 has streamlined transition for students between year levels and post school, with career and pathway choices.
- The Student Wellbeing Program at Marcellin was enhanced through further development of the activities, links with the curriculum and House competition, and communication with the community in 2013.

<table>
<thead>
<tr>
<th>Average Student attendance by year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7</td>
</tr>
<tr>
<td>YEAR 8</td>
</tr>
<tr>
<td>Overall average attendance</td>
</tr>
</tbody>
</table>

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 Semesters 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 camp 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
- Babe Junior School Production with Our Lady of Mercy College
- Various Student Leadership programs
- Study skills programs
- Music ensemble and private tuition 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, Year 11 & 12 retreat programs, 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 Sacred Heart College, Adelaide and the Marist Basketball carnival hosted by Our Lady of the Sacred Heart Catholic College, Alice Springs.

Student Satisfaction

The 2013 Insight SRC Survey highlighted favorable results for student satisfaction:

- Criterion for Student Morale indicated that a significant number of students feeling positive, happy and energised at Marcellin College.
- Student Safety results indicated the vast majority of students experienced positive relationships in 2013 and felt safe in their learning environment.
- Connectedness to Peers indicated a strong link in the relationships between students both in class of the same year and across the general College community.
- Student Behaviour significantly improved highlighting that students are focused on learning in a respectful and safe environment.
- Students also indicated an awareness of the faith opportunities Marcellin College offers with an above average response to the many rituals and faith elements in the life of the College.
Leadership & Management

GOALS & INTENDED OUTCOMES

• To ensure that all members of the Marcellin community are supported within a leadership paradigm this is transparent, empowering and empathetic to its needs.

• That there has developed a high level of trust between staff and leadership with the provision of more frequent, timely and consultative communication.

• That all members of staff at Marcellin display and articulate a strong understanding of theirs and others roles in the College.

• That staff are empowered in their various roles to contribute positively to the life of the College and which builds leadership capacity of all staff.

ACHIEVEMENTS

• Introduction of a new College timetable structure to enhance the learning environment and learning opportunities for students.

• Refurbishment of the Br. Placidus Lecture theatre, including increased capacity to 250 seats.

• Research and development of the Marcellin College Foundation.

• The commencement of a Master Plan process with Cox Architecture for the long term development of the College.

• A substantial increase in the numbers of Year 12 students receiving a first round university offer.

• An increase in the number of staff involved in Marist formation programs.

• The continued development of VET/VCAL subjects and programs for senior students.

• The commencement of the process for the development of a new Health & Physical Education uniform and AGSV and VSRU playing kits.

• Review and redevelopment of the Marcellin College Website as well as the further consolidation of Social Media tools such Twitter and our YouTube Channel for communication.

• Review and refinement of Colleges Displan and Risk Management Procedures in partnership with EMQ Pty Ltd.

• Purchase of property abutting the College for future development.

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>92.78%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff Attendance Rate</strong></td>
<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>
</tr>
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</table>

<table>
<thead>
<tr>
<th>All Staff Retention Rate*</th>
<th>97.20%</th>
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</thead>
<tbody>
<tr>
<td><strong>All Staff Retention Rate</strong></td>
<td>Marcellin continues to have a balance of experienced teachers and new staff from other schools and recent graduates from universities.</td>
</tr>
</tbody>
</table>

* The proportion of teaching staff retained in the 2013 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 2013, there were 117 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>
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<tr>
<td>MASTERS</td>
<td>12.39</td>
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<tr>
<td>POST - GRADUATE</td>
<td>32.74</td>
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<tr>
<td>GRADUATE DIPLOMA</td>
<td>6.19</td>
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<tr>
<td>DEGREE BACHELOR</td>
<td>69.03</td>
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<tr>
<td>DIPLOMA ADVANCED</td>
<td>26.55</td>
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</table>

### Expenditure and teacher participation in Professional Learning

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

During 2013, 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 97% (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), PEEL, 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 166 staff have undertaken professional learning activities beyond the College for a total of 287 days.

2013 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 | $986.66 |

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

### Staff Composition

<table>
<thead>
<tr>
<th>Classification</th>
<th>Count</th>
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<td>PRINCIPAL CLASS</td>
<td>5</td>
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<tr>
<td>TEACHING STAFF (Head count)</td>
<td>129</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (Head count)</td>
<td>64</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE TEACHING STAFF</td>
<td>135,753</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>59,978</td>
</tr>
</tbody>
</table>

### Teacher Satisfaction

Each year all staff are surveyed using the Insight SRC surveying tools. 2013 was the final year of a four year cycle. Below is a summary of the survey results:

- **The Staff School Climate** index from 2010 to 2013 showed an overall increase over the four years, even though there was a slight decrease in 2013.
- Over the past four years results also indicated improvement in the **Empowerment** index, **Appraisal** and **Recognition** of staff as well as an improved level of effective communication between staff in the planning of curriculum.
College Community

GOALS & INTENDED OUTCOMES

• The College will develop a goal that incorporates community engagement in our Marcellin family at the school, local and global levels.
• That parent input will increase, especially via the introduction of a parent portal.
• That parent and student connectedness to school will increase.
• That Old Collegian involvement will increase in a variety of aspects of College life – Sport, Mentoring, Faith Development, Leadership etc.

ACHIEVEMENTS

• The continued growth of Marist Solidarity programs such as the overseas immersion program to Cambodia and annual Remar immersion to Bourke, NSW.
• The College celebrated its 50 Year Anniversary of the Bulleen campus in 2013 with a very successful and highly patronage Dinner Dance that was coordinated by the MCCA.
• There were further opportunities for parent involvement through Time and Space Programs, MCCA Year 7 Parent Induction morning tea, Year 10 Careerwise evening, Live Smart programs and other information evenings.
• Links to the wider community were developed further via the VCAL program. Students, staff and Old Collegians were involved in social justice programs and the Kinglake community.
• The continued implementation of electronic forms of communication with families which include email notification of the College newsletter, College Blogs for oversees and interstate trips, electronic noticeboards around the College and a more accessible and user friendly ePlanner.
• The Year 10 Learning Expo was an opportunity for students, parents and teachers to access all leading tertiary institutions.
• We continued to develop global learning links with successful cultural, language and sporting tours to Indonesia, China and Italy.

Value Added

• MCCA Mother’s & Father’s Day Breakfasts
• MCCA Raffle and Dinner Dance
• ANZAC Day ceremony
• Greater visitation of local Parish schools
• Music students performed at Feeder 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
• The Rugby PSG championing Rugby within the College
Parent Satisfaction

During the 2013 academic year Marcellin College randomly surveyed a percentage of our parent community. The outcome of the Insight SRC survey illustrated:

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

- The College provides opportunities to students outside the classroom environment via our rich co-curricular program. Parents recognised there was a diverse range and improved quality of the co-curricular activities provided by the College. The above is promoted with an increased rating in Student Connectedness with their peers.

- It was pleasing to see a large improvement with parents believing their sons enjoy and are motivated by the teaching and learning provided by the school. This was further evident in the Learning Focus rating where parents feel the educational programs and standards of the school address the needs of their sons.

- An enhanced sense of community support has also been observed at all events held at the College in 2013, especially via Saturday sport and Arts events and social gatherings.
## Financial Performance for the Year ended 31 January 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECURRENT INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>8,572</td>
</tr>
<tr>
<td>Other fee income</td>
<td>454</td>
</tr>
<tr>
<td>Private income</td>
<td>506</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,282</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>8,070</td>
</tr>
<tr>
<td>Total recurrent income</td>
<td>19,884</td>
</tr>
<tr>
<td><strong>RECURRENT EXPENDITURE</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>13,592</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>7,074</td>
</tr>
<tr>
<td>Total recurrent expenditure</td>
<td>20,666</td>
</tr>
<tr>
<td><strong>CAPITAL INCOME AND EXPENDITURE</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>292</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,087</td>
</tr>
<tr>
<td>Other capital income</td>
<td>29</td>
</tr>
<tr>
<td>Total capital income</td>
<td>2,408</td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td>1,949</td>
</tr>
<tr>
<td><strong>LOANS</strong></td>
<td></td>
</tr>
<tr>
<td>Total opening balance</td>
<td>2,680</td>
</tr>
<tr>
<td>Total closing balance</td>
<td>1,767</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 2014 the College will be involved in its second whole school review cycle under the auspices of the Catholic Education Office of Melbourne’s School Improvement Framework (SIF). 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. The SIF is an external review process at the conclusion of which the College will receive an external review report. This report and its recommendations will assist in informing the development of the Colleges 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 be provided with increased access to Marist formation programs as well as other formal and informal opportunities to grow in their own personal faith. We are continuing to develop opportunities for students to be involved in solidarity works within the Marist World.

LEARNING AND TEACHING

The College has recently appointed a new Assistant Principal (Learning) who along with all learning leaders in the College will develop a new *Vision for Learning* that will support and underpin all aspects of Learning and Teaching at Marcellin, including the implementation of the Australian Curriculum. The College will also work closely with the University of Melbourne regarding the provision of creating 21st century learning spaces best suited for boy’s education.

STUDENT WELLBEING

The College has commenced investigation into emerging student wellbeing initiatives to identify contemporary practices which support the young men in our care and further invigorate the Student Wellbeing Program. We are also looking to build upon the success of our Time & Space and Peak Skills programs by developing Parent Enrichment Seminars which will focus on cybersafety, boys’ adolescence, restorative practices, and their transition into adulthood.

LEADERSHIP AND MANAGEMENT

The College will finalise our new Master Plan that we have developed with Cox Architecture. It is projected that this plan will be completed before mid-2014. This plan will inform the short, medium and long term development of the learning spaces of our College both internal and external.

We are also committed to the ongoing discernment for appropriate digital technologies to complement learning at Marcellin.

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. This will include the launch of a new website (Stage 1). The new website will act as a central point, leading to other internal communication vehicles, such as the redesign of The Eagle newsletter. Stage 2 of our online communications strategy will provide our current community with new login details to enter the newly developed MyMarcellin Portal to access online student reports, student attendance records, etc.

To ensure the future sustainability of the College we are looking further consolidate a Foundation, creating stronger connections with our Old Collegians in support of the students of Marcellin.
through virtue & courage
strive for the highest