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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 2015 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 Saint 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 2015: Valedictory Mass, first day for Year 7’s, AGSV 1st Football Premiers, ANZAC Day ceremony, Induction and Commissioning Mass with Mark Murphy, Night at the Museum, our Junior production with Our Lady of Mercy College, Year 9 Camp and our Champagnat Choir.
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 Saint Marcellin Champagnat. Our tradition — embraced by all in our community — promotes unconditional respect, a love of learning, and the personal growth of each individual within a cooperative and supportive faith community. In outlining his pastoral approach to students, Saint Marcellin stated "We must love them and love them all equally". To love young people is to devote yourself completely to teaching them and to take all means that a keen mind can think of to form them in Gospel values.

Marcellin 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 1390 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, MBA (Exec)

As Oscar Romero once said “it helps now and then to step back and take the long view”. Archbishop Romero could well have been thinking of the writing of annual reports when he made this statement. In taking the long view of 2015 there are two dominant themes which come to mind. Gratefulness for what has been and excitement for what is to come.

2015 was a blessed year for our College. It was a year marked by wonderful achievements from our students both in the classroom and many other fields of endeavor. Our VCE/VCAL results speak of continued commitment of our students to strong academic achievement and the skill and dedication of our staff in supporting students to reach their full potential. The joint Duces of Marcellin for 2015 Nathan and Nicholas Cheng both achieved an ATAR of 99.85, the highest since this measure was introduced with eight students achieving a perfect study score of 50. Our VCAL Dux Sam Rowley also achieved a very high standard. Full details of student achievement can be found later in this report.

Our students and staff went further this year in committing themselves to social outreach in a Catholic, Marist context. Involvement in local programs to support St. Vinnie’s soup van, Melbourne Juvenile Justice, The Heidelberg repatriation Hospital, and The Exodus community West Heidelberg, communities further afield in Bourke (NSW), South Africa and Cambodia demonstrate the faith, compassion and devotion our community has toward reaching out to those in greatest need wherever they may be.

I am grateful to the Marcellin staff not only for their dedication to our students but for their desire to continue to build their own capacity as educators and life-long learners. Internal professional learning opportunities in leadership, learning and student wellbeing, external programs in Catholic and Marist formation and formal post graduate university study demonstrate the College’s firm commitment to the continued development of our most significant resource in supporting boys, our staff.

Our staff too have dedicated themselves to continuing to provide a breadth of learning opportunities which will assist students in reaching their full potential and prepare them for the world beyond Marcellin. To this end in 2015 a range of new subjects were offered to students in Years 9 and 10 as well as new VET offerings to support both VCE and VCAL students to broaden their pathways.

I am grateful to our parent community who understand the power of partnership in supporting their son’s education and who give generously of their time and talents to assist in building up our community. The Marcellin College Community Association have been a constant source of support and encouragement to our school over the past 66 years and continued in 2015 to be a model of Christian service to our community. The College’s newly formed Marcellin Foundation also continues to build connections with our Alumni and broader Marcellin Family.

2015 was also a year of great excitement as we began to animate the College’s Master plan which was completed in 2014. Following much discernment and consultation it was decided that the Hermitage Project would be the first development to bring to life this plan.

The key to the development of new spaces is the releasing of pressure on existing building stock in the campus whilst breathing new life into the foundation building of Marcellin College, The Hermitage. The Hermitage Project provides an opportunity for us to develop a new generation of teaching spaces through a series of logical stages, taking the school well beyond the idea and function of traditional classrooms, to establish what will be ‘learning environments’ intended to empower students to assume much greater responsibility for their own learning. The atrium and central amphitheatre offer greater collaboration opportunities and weather cover for the boys whilst being able to interact with a diverse series of adaptable and flexible spaces.

I am excited too about what the future holds for the young men of our College. I look forward to working in partnership with parents as together we support boys as they Strive for the Highest with Virtue and Courage in an environment of faith and love.
Advisory Council Chair

Brian Buxton
MBA AGIA ACA ACIS (London) JP

Marcellin College is a Catholic School in the Archdiocese of Melbourne governed canonically and civilly by the Trustees of the Marist Brothers, 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 sound educational practice. It also provides advice on strategic planning, approvals of policy and finance as required by MSA. 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 2015 the Advisory Council gave their continuing support to the Hermitage Project, with town planning approval applications going to Manningham Council early in 2016. A major focus has been on the funding of the development. Marcellin is fortunate to be in a solid financial position, enabling the College to use its existing cash reserves to reduce the amount required to be borrowed. This financing mix can be accommodated within the normal budgetary structure without placing extra demands on our revenue.

Our congratulations go to the Class of 2015 which once again returned strong academic results with the largest ever number of perfect study scores and, in particular, to Nicholas and Nathan Cheng who were the joint Duces of the College with the same ATAR of 99.85.

I wish to thank all members of the College Community – students, parents, staff, Old Collegians, Marcellin Foundation, MCCA and Advisory Council for their efforts and dedication in helping make 2015 another successful year at Marcellin.

Our boys supporting the children of Pailin, Cambodia during the immersion experience in November, 2015.
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 2015 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. Once again, staff were continually encouraged and supported to gain Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education and a number of staff applied for and received Accreditation to Teach in a Catholic School. A whole Staff Spirituality Day was introduced. In 2015 it focused on the Second Vatican Council and its meaning for us as educators today.

- The College introduced a renewed manner of recognizing the original custodians of the land on which Marcellin College resides by introducing a new Acknowledgement of Country and inclusion of a Welcome to Country by an Indigenous Elder.

- The College introduced an immersion opportunity to South Africa for three Old Collegians (aged 18 - 25) to support the Three2Six Holiday Program for refugee children, at a fellow Marist secondary school Sacred Heart College, Johannesburg. The Cambodia Immersion program was reviewed and further developed to enhance the formation aspect of this experience, as was the House Social Justice program.

- Review of the Religious Education curriculum continued as staff applied a Growth Mindset approach to the development of course documentation and assessment opportunities. The Year 12 Seminar Program was also further developed in order to embed its expression of our Catholic and Marist traditions.

- The Retreat and Reflections Day programs also underwent reviews that resulted in the further development of resources that support the rationale of these programs. Further opportunities availed themselves for Old Collegians to be involved in Reflection Days and Senior VCE Retreats.

- Two liturgies attended by the whole school community were introduced in 2015: a Lenten Liturgy and a liturgy to celebrate the Feast of the Assumption. Both of these events developed student participation in their faith journeys and provided opportunities for students to lead each other in prayer.

- Through our prayer life, the College explored the Year of Montagne in conjunction with the global Marist family. This theme challenged all members of our community to explore how we reach out to the marginalized and make God’s love visible and felt in our world.

Value Added

- Year 11 and 12 Retreat Programs
- Year 12 Seminar Program
- Year 12 Ministry
- Year 10 Christian Service
- Remar Program, including Remar Retreats
- Bourke (Remar) Solidarity Camp
- Cambodia Immersion
- South Africa Immersion
- In the Champagnat Way program
- Marist Mission and Life Formation programs
- EncounterMC Program
- Solidarity Week
- Champagnat Day
- House Social Justice Program
- Year 7 Reflection Day – Belonging
- Year 8 Reflection Day – Sower and the Seed
- Year 9 Reflection Day – Emmaus Day
- Year 10 Reflection Day – God and Decision-Making
- Weekly Thursday Mass
- Staff Formation Days
- Immersion formation experiences
- Liturgies to mark significant times in the Church and School years
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

- Introduction of new subjects across Years 9 and 10 in the areas of English, Humanities, IT, Physical Education, Science and The Arts has provided opportunities for students to engage with their learning through a breadth and depth of learning experiences.
- Targeted staff professional learning focused on the use of digital technologies has resulted in all learning areas embedding the use of various digital technologies to enhance the learning experience of our boys.
- A record 99% of students who applied for a tertiary place received a first round offer. An impressive 97% received a first round University offer, with the balance gaining a TAFE/Private institute offer.
- As part of the VCAA Season of Excellence one Year 12 student was selected to be part of the prestigious Top Acts at the Melbourne Recital Centre. In addition three students that undertook Unit 3/4 Product Design & Technology and Visual Communication Design were selected for the equally prestigious Top Designs exhibition at the Melbourne Museum.
- The College achieved a record six AGSV Premier titles – Basketball, Cricket, Cross Country, Football, Soccer and Volleyball.
- 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. Fifteen students and three staff participated in a successful College run Educational tour of China throughout September.
- Year 7 NAPLAN results indicate there is improvement in Writing with similar results in Reading and Numeracy.
- Year 9 NAPLAN results indicate there is improvement in Reading, Writing, Spelling, Grammar & Punctuation, and similar results in Numeracy.
- Median NAPLAN results for Year 9 in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy all improved.
- The College’s Insight SRC data in 2015 stated:
  - An increase in staff survey responses for Student Motivation highlights that our students are continuing to be motivated to learn and want to do well.
  - Continued improvement in student survey responses for Purposeful Teaching and Stimulating Learning and Learning Confidence reflects a learning and teaching program that is well-planned, engaging and inspiring for our students.
Portion of students meeting the minimum standards in Years 7 & 9

The following 2015 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7 READING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 7 WRITING</td>
<td>97%</td>
<td>97%</td>
<td>0%</td>
<td>99%</td>
<td>2%</td>
</tr>
<tr>
<td>YEAR 7 SPELLING</td>
<td>99%</td>
<td>97%</td>
<td>-2%</td>
<td>96%</td>
<td>-1%</td>
</tr>
<tr>
<td>YEAR 7 GRAMMAR &amp; PUNCTUATION</td>
<td>97%</td>
<td>99%</td>
<td>2%</td>
<td>98%</td>
<td>-1%</td>
</tr>
<tr>
<td>YEAR 7 NUMERACY</td>
<td>99%</td>
<td>100%</td>
<td>1%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 9 READING</td>
<td>100%</td>
<td>98%</td>
<td>-2%</td>
<td>100%</td>
<td>2%</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>96%</td>
<td>92%</td>
<td>-4%</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>98%</td>
<td>95%</td>
<td>-3%</td>
<td>98%</td>
<td>3%</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>96%</td>
<td>93%</td>
<td>-3%</td>
<td>96%</td>
<td>3%</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Our 2015 NAPLAN data indicates that there has been improvement in Year 7 Writing (2.0). Although there has been no change in Year 7 Reading and Year 7 Numeracy and a slight decrease (1.0) in Year 7 Grammar & Punctuation these results are an improvement from 2013.

There has also been improvement in Year 9 Reading (2.0), Year 9 Writing (4.0), Year 9 Spelling (3.0), Year 9 Grammar & Punctuation (3.0) and no change in Year 9 Numeracy which has been consistent since 2013. Our results in Year 9 Reading (+6), Year 9 Writing (+13) Year 9 Spelling (+1) and Year 9 Numeracy (+16) are above the state norms.

YEARS 9-12 STUDENT RETENTION RATE 92.27%

Median NAPLAN results for Year 9

In 2015, 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 2015 were:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9 READING</td>
<td>590.00</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>583.00</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>584.00</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>568.00</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>609.00</td>
</tr>
</tbody>
</table>
In 2015, there were 191 students enrolled in Year 12:

- 100% of students (178 students) successfully completed their VCE certificate
- 100% of students (13 students) undertaking VCAL successfully completed the Senior VCAL certificate

The VCE median study score for 2015 in all subjects was 31.

In 2015, 8.8% of students achieved a Study Score of 40 or above.

Of the 191 Year 12 students in 2015:

- 178 students applied for further study
- 13 students applied for a trade/apprenticeship or sought to work fulltime

**Post-School Destinations**

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

Of the 178 students who applied for further study:

- 99% of students received a first round tertiary offer
- 97% were offered a University place
- 85% of students received either their 1st, 2nd or 3rd preference
- 3% were offered a TAFE or Private provider place

The Class of 2015’s University & TAFE areas of study breakdown for 2016* are displayed 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

- House Coordinators conducted introductory Restorative Practice sessions for new staff as part of Marcellin’s Induction & Mentoring Program.
- The Student Representative Council (SRC) were responsible for the re-development of the Study Organiser, the introduction of a new summer shirt with navy trim (for 2017) and inclusion of a Year 12 Common Room into the Hermitage redevelopment project.
- Positive Education and Growth Mindset have been implemented into the Student Wellbeing Program across Year 7 – 12, with a focus on grit, resilience and mindfulness.
- Staff were engaged in ongoing professional development focused on the neuroscience of learning, positive psychology and strategies to implement growth mindset practices.
- Increased parental education on supporting young men to navigate the challenges of adolescence. Topics included, enhancing growth mindset, drug education, cyber-safety, grit and resilience.
- Revised subject-selection process for greater parent and student engagement, including reimagined Pathways Expo for Year 9 and Year 10 students.
- Based on feedback from the Student Representative Council (SRC) new rubbish bins have been installed allowing for improved recycling and waste management.
- A Transition Breakfast was held for staff and parish priests of our local feeder parish primary schools, with guest presenter, clinical psychologist Andrew Fuller in attendance.
- Increased participation for students and staff in House social justice opportunities with visits to external organisations including St Vincent De Paul and Exodus Community.
- Strong attendance at the Parent Enrichment Seminars conducted by Geoff Munro, National Policy Manager at the Australian Drug Foundation, delivered in conjunction with the Pastoral Care staff at Our Lady of Mercy College.

<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 available to parents via the parent portal on Synergetic.
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
- Debating program
- Tournament of the Minds
- Interschool Chess Club
- Comprehensive career & pathway advice
- Work Experience program
- Career Wise Testing
- Student Ambassador program
- Young Leaders to China Program
- Music ensemble and private tuition programs
- Guys and Dolls Senior School Production with Our Lady of Mercy College
- Wyrd Sisters Junior Production with Our Lady of Mercy College
- Student Leadership programs
- Elevate and Peak Skills programs
- Victorian Premier’s Reading Challenge
- Annual Visual Arts exhibition
- Champagnat Day
- Men’s Health Evening
- House Graduation ceremonies
- Year 12 Formal and Valedictory
- Night at the Museum

Religious Education and Faith Development is central to our Catholic and Marist identity and permeates all aspects of our community. The Cambodian Immersion, Remar, EncounterMC, community service, Solidarity Week, Reflection Days, Year 11 & 12 retreat programs, House Liturgies, House Masses and Seminar Days 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 our community, and the Marist Basketball Carnival hosted by Newman College, Perth.

Student Satisfaction

The 2015 Insight SRC data 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.
- The implementation of growth mindset practices and mindfulness has seen a decrease in Student Distress from 67.38 to 62.02 (on a 100 point scale).
- The majority of students feel safe and connected to their peers with the variable Student Safety exceeding the set target and increasing to 80.00 from 74.98 in 2013.
- Student Motivation (80.47) met the intended target, enhancing student engagement with their learning and the College.
- 91.41% of students reported feeling an increased confidence in their learning indicating the positive impact of the College’s positive psychology and growth mindset initiatives.
Leadership & Management

GOALS & INTENDED OUTCOMES

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

- That the performance and development culture of the college is strengthened.

ACHIEVEMENTS

- Continual design rollout of our Master Plan with Cox Architecture, for the long term development of the Hermitage project, Marist House and six new synthetic tennis courts.

- As part of the Master Plan the College developed a commitment to create a sacred space that recognizes the traditional custodians of the land on which this College stands, the Wurundjeri-Baluk clan of Woiwurrung people in the Kulin Nation.

- The College introduced a new process for professional learning, with the establishment of Day 3 staff professional learning afternoons which focused on mobile device use, Positive Education and Growth Mindset training.

- The establishment of a staff Emerging Leaders Program in partnership with INNATE Education and a middle leaders program titled Leaders in Learning in partnership with Educaa Education.

- The College launched its first ever prospectus film, “I Am Known” after working in partnership with Enamoured Iris, a video production company owned by an Old Collegian.

- Further consolidation of Social Media communication tools such as Twitter and our YouTube Channel with the establishment of a LinkedIn company page. Marcellin’s Twitter page remained the most followed school Twitter account in Australia with in excess of 300k impressions per month.

- Student Leaders worked in partnership with the Marcellin College Community Association (MCCA) to introduce the roll out of a new blazer, with navy trim for the 2016 Academic year, and a new compulsory untucked summer shirt, with navy trim to be introduced in 2017.

- The Marcellin Foundation further consolidated their work by facilitating a number of key social events with current families and Old Collegians.

- The College appointed a new Business Manager, a Human Resource Manager and a Finance Coordinator as we continue to review best practice in support of our community moving forward.

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>91.72%</th>
</tr>
</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, camps, retreats 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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Retention Rate*</th>
<th>88.89%</th>
</tr>
</thead>
<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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</tbody>
</table>

* The proportion of teaching staff retained in the 2015 academic year from the previous year.
Teach er Qualifications

All teachers at Marcellin College have completed at least four years of tertiary education consistent with the VIT requirements. In 2015, there were 134 teachers at the College. Professional qualifications included:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0.85%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>16.95%</td>
</tr>
<tr>
<td>POST-GRADUATE</td>
<td>8.10%</td>
</tr>
<tr>
<td>GRADUATE DIPLOMA</td>
<td>33.05%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>73.73%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>26.27%</td>
</tr>
</tbody>
</table>

Expenditure and teacher participation in professional learning

DESCRIPTION OF PL UNDERTAKEN IN 2015

During 2015, 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, 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 134 teaching staff have undertaken professional learning activities beyond the College for a total of 240 days.

2015 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 * $1,110.92

* The average expenditure per staff member, includes all travel & accommodations costs

Staff Composition

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL CLASS</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TEACHING STAFF (Head count)</td>
<td>134</td>
<td>119.45</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (Head count)</td>
<td>65</td>
<td>54.88</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Satisfaction

In 2015 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, teacher confidence, appraisal and professional growth.

Areas identified by Insight SRC data for development over the next few years include teamwork, 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 celebrated our 65th Anniversary with a highly successful Gala Ball at the San Remo Ballroom.
- The College established a Transition Breakfast, inviting all principals from parish primary schools to attend a professional learning session with Andrew Fuller, Clinic Psychologist.
- The College celebrated the 20th anniversary of Rugby at Marcellin and was honored to host, for the first time, the Victorian Schools Rugby Union (VSRU) Finals.
- A continued increase in the number of applications to the College, including the enrolment of students at Years 8 – 11.
- Continued support was provided by the Marcellin College Community Association (MCCA) through a variety of social and valuable fundraising initiatives that raised $75,000, which was donated to the College.
- The Year 10 Pathways and Learning Expo was an opportunity for students, parents and teachers to access all leading tertiary institutions. This was further consolidated to provide opportunities for our Year 9 students to begin discerning career pathways.
- VCAL students also contributed positively to various community outreach initiatives including engagement with the Bulleen Heights Primary School, specialising in the support of autistic children.
- 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.
- In collaboration with Elevate Education, parents were invited to a Senior School and Junior School evening focused on supporting their son’s learning and organisation.
- 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.
- Continued development of the Marcellin Foundation in connecting the broader community to our college.

Value Added

- Engagement in Social Justice Initiatives
- Mother’s & Father’s Day Breakfasts
- MCCA Raffle and Dinner Dance
- Templestowe Rotary ANZAC Day ceremony
- Transition team supporting new students and working in partnership with Feeder Parishes
- House based social functions supported by the Foundation office
- 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 2015 academic year Marcellin College randomly surveyed a percentage of our parent community. The outcome of the Insight SRC survey illustrated:

- The College focus on improving Wellbeing and Learning, in conjunction with our Masterplan project has seen an improvement in parent partnerships. Parents continue to report that their input is valued by the College.

- Parents have a strong conviction in the learning opportunities that the college provides their sons. The parent response to extra-curricular rates the College in the top 20% of Victorian Catholic secondary schools. Parents felt this supported their sons’ connectedness to their peers and the College.

- Our community values opportunities to demonstrate compassion and the importance of engaging in social justice as a Christian pursuit. 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.

- The College takes pride in knowing that our parents appreciate that their son is safe at school. Parents see Marcellin as a safe community with 92% of parents believing issues were 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.

- Parent opinion of staff engagement continues to grow with evidence in the variables Behaviour Management, Stimulating Learning and Teacher Morale. This reflects a sustained level of confidence in the College Staff.
### Financial Performance for the Year ended 31 December 2015

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<tr>
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<tbody>
<tr>
<td><strong>RECURRENT INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>10,909</td>
</tr>
<tr>
<td>Other fee income</td>
<td>332</td>
</tr>
<tr>
<td>Private income</td>
<td>510</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,256</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>RECURRENT EXPENDITURE</strong></td>
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</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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</tr>
<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td><strong>CAPITAL INCOME AND EXPENDITURE</strong></td>
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<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>
<td>16</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>1,505</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>853</td>
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<tr>
<td>Total closing balance</td>
<td>600</td>
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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 2016 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 report and its recommendations have assisted us in informing 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 will continue to provide opportunities for the community to discern their place in the broader Marist world, and will do so as we celebrate the ‘Year of Fourvière’ and the ‘Year of Lavalla’, so named in recognition of the 200th anniversary of the Marist Institute. The work of the first Marists will be honoured as students and staff are supported to develop better links in our current practices between our Catholic identity and Marist identity. The wider College population will continue to be invited to engage in social justice initiatives as we endeavour to create and develop greater involvement in our Ministry work.

LEARNING AND TEACHING

The College is committed to providing a comprehensive 21st century learning environment that is underpinned by the Marist characteristics and the teachings of St. Marcellin. In 2016 our focus is based on the theme ‘Designing Learning for Tomorrow’. This theme continues the development of Our Vision for Learning in 2014 and our aim to provide a learning and teaching program which fosters the notion of lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

We will continue to explore and implement the effective use of data to inform our teaching and to cater for the learning needs and interests of all our students. A major project will be the development of contemporary learning spaces with reference to the College’s Masterplan. The College will be reviewing all areas of our curriculum in readiness for the implementation of the Victorian Curriculum in 2017. This includes reimagining our inquiry-based learning program across Years 7 to 9 and providing learning experiences that allows students to own and drive their learning.

STUDENT WELLBEING

The College will implement Growth Mindset and Positive Education within the curriculum and the Student Wellbeing Program. Throughout 2016, staff have been engaged in professional learning on these two areas, particularly grit, resilience and positive thinking. The College will also utilise mindfulness and peer mediators as a way of resolving conflict and developing independent learners. Additionally, the College will develop differentiated tasks that support growth mindset theories and practices.

LEADERSHIP AND MANAGEMENT

Following completion of a detailed design process for the New Hermitage project in partnership with Cox Architecture, works will begin in 2016. The re-imagining of new learning spaces will offer open and collaborative areas for our students to aspire and interact. Six new synthetic multi-purpose courts, located on the large grass area behind St. Marcellin’s Hall will be built to provide an additional area for students to be active and engaged.

The Marcellin Foundation will continue to engage with our community to provide support for the Bursary Program. In 2016 the College will continue to invest in ways to build community through the use of digital technologies, in particular with the further development of the MyMarcellin learning management system.

SCHOOL COMMUNITY

Marcellin College is committed to building stronger links with our feeder parishes and schools. We will continue to build on community events such as the Transition Breakfast, feeder Parish school production performances and sporting events as a way of fostering a stronger relationship with our broader Catholic community. Parents will continue to have greater access to MyMarcellin and Synergetic as a way of engaging with their son’s learning and wellbeing. The College is excited by the prospect of strengthening our ties with Old Collegians through the work of the Marcellin Foundation.
THROUGH VIRTUE AND COURAGE

STRIVE FOR THE HIGHEST