

A leading Catholic Boys College
conducted by the Marist Brothers since 1950



2010 Annual Report

**MARCELLIN
COLLEGE**

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Strive for the Highest





Dear Marcellin community,

2010 was an important year of discernment and strategic planning here at Marcellin. During 2010 the College was involved in a whole school review through the School Improvement Framework (SIF) Review Process. As a result of the process the College has recently completed a four year School Improvement Plan along with a more specific annual Action Plan for 2011.

Following a year of reflection and review the College is committed to putting into practice the many strategies and actions which have come out of the SIF process whose ultimate aim is improved outcomes for boys academically, socially, spiritually, physically and emotionally.

An important product of the School Improvement Framework and subsequent Strategic Plan has been a revision of the Marcellin College Vision

Statement. This declaration of the Colleges foundational beliefs and ethos is at the very heart of every program, policy, decision and interaction between members of this community.

I would like to take this opportunity to thank the Students, Parents and Staff of the Marcellin College Family for the countless ways they support our College community each day as it continues to grow and develop as an exemplar of Catholic Marist Education for boys in the Eastern Suburbs of Melbourne.

Yours sincerely,

Mark Murphy
Principal



The Marcellin College Advisory Council is accountable to the Governor of the College (the Provincial of the Marist Brothers Melbourne Province) and acts in an advisory capacity to the College Principal and assists him in the formulation of College policy and in monitoring the College's financial management.

The aim of the Council is to promote the educational goals of the College as a Catholic School and to collaborate with the Church in its mission of spreading the Good News of the Gospel. Its membership includes parent representatives, a representative of the Governor, other persons appointed by the Governor for a particular expertise and experience and representatives of the Marcellin College Community Association and the Marcellin Old Collegians Association.

One of the Council's main focuses during 2010 was the continuing improvement of the College Master Plan which saw the redevelopment of the adjacent 21 Sandra Street (now Rivat House) which will be used as

a multi-purpose space. Later in the year the Marist Brothers vacated the Brothers' Residence making it available for use by the College.

The School Improvement Plan was embarked upon and as a result, it has enhanced teacher quality and practice and has developed a four year cycle plan following the review.

2010 also saw celebration of the 60th anniversary of the College which was marked by functions attended by past students and staff from across the decades.

I wish to thank all members of the College Community – students, parents, staff, MCCA, FOMPA, MOCA and Advisory Council for their efforts and dedication in making 2010 a successful year at Marcellin.

Yours sincerely,

Brian Buxton
Advisory Council Chairperson



Staff attendance

The average rate of teacher attendance for 2010 was 97.9%. This figure is an accurate measure of the dedication and professional approach that the teaching and non-teaching staff members adopt in order to fulfill their role at the College. All staff members are actively involved in rich co-curricular programs at the College including camps, retreats, community service, Saturday sports, excursions, the annual Musical production, social justice programs, House Masses, and College celebrations such as the Year 12 Valedictory Mass and Dinner. This high rate in staff attendance ensures continuity of learning and minimal disruptions to the diverse curriculum projects on offer to the students at the college.

Staff retention

During 2010, there was a turnover of 7% of our permanent teaching staff. This is a lower than the average over the past 10 years (10.7%). Marcellin continues to have a balance of experienced teachers and new staff from other schools and recent graduates from universities.

Teacher Qualifications

All teachers at Marcellin College have completed at least four years of tertiary education consistent with the VIT requirements. In 2010, there were 104 teachers at the College. Professional qualifications included: 2 Advanced Diplomas, 92 Bachelor's Degrees, 109 Graduate Diplomas, 8 Post-Graduate Certificates, 19 Masters Degrees and 1 PhD.

Expenditure and participation in Professional Learning

During 2010, ten 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 95% (allowing for those on sick leave, other duties etc). Professional Learning related to areas such as the progressive introduction of VELs, Special Educational Needs, Thinking Skills, Integrated and Inquiry-based learning, Learning Technologies, online curriculum, leadership and management, Marist Charism, Restorative Practices, Generation Y and a range of faculty-based professional associations. In addition to whole-staff professional learning days on campus, our 100 teachers have undertaken professional learning activities beyond the College for a total of 278 days. 2010 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 \$866.00 in addition to the 10 school days referred to above.

Student attendance

Over the past four years the College's pastoral care team has implemented new methods of addressing student lateness and absence issues and provides regular feedback to parents via school reports and individual communication. There were a total of 11,825 days of student absence, averaging 9.5 days per student for the year. Given the increase of enrolments over the past few years this average student absence rate is positive and encouraging. Although this is under the Victorian State average, we believe the average per student at Marcellin still needs reducing and requires continued attention from the College community.

Year 9 - 12 Student Retention Rates

In 2007, 210 entered Year 9.

In 2010, 181 completed Year 12.

This represents a retention rate of 88% between Year 9 and Year 12.

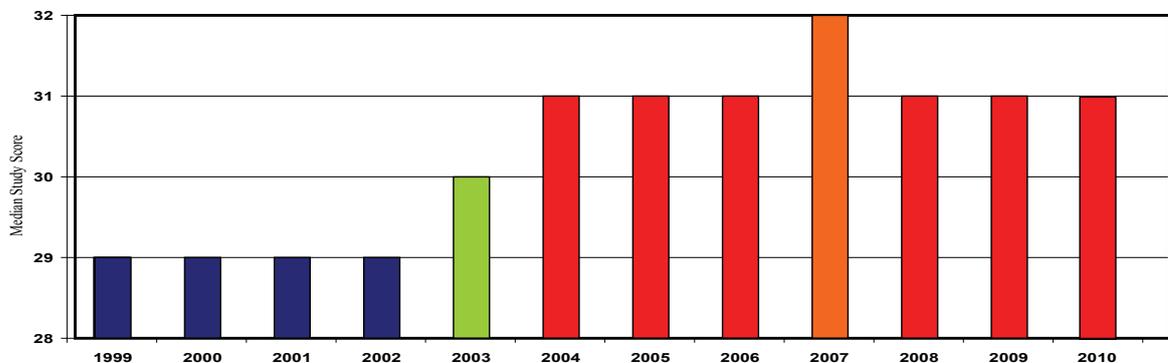


Figure 1: Median Study Scores

Senior Secondary Outcomes

100% of our VCE students successfully completed the Certificate in 2010 with a median study score in all subjects of 31.

100% of our Intermediate & Senior VCAL students completed their certificate last year. In 2010, 10 Year 11 students completed the Intermediate certificate. All 12 Year 12 students were offered apprenticeships after completing the VCAL Senior certificate.



Proportion of students meeting national minimum standards at Year 7 & Year 9

The following 2010 NAPLAN data indicates the percentage of students that met or exceeded the national standards in five key assessment areas:

	Year 7	Year 9
Reading	99.0%	99.0%
Writing	97.0%	97.0%
Spelling	96.0%	96.0%
Grammar & Punctuation	94.0%	95.0%
Numeracy	99.0%	99.0%

The College each year forwards the individual results of NAPLAN tests to parents. These results are very pleasing and reflect the work that all our teachers undertake in developing the numeracy and literacy of our students. The Individual Needs Team at Marian House continues to implement programs and strategies which both support and extend our students' learning in literacy and numeracy. In addition our junior students in Years 8 and 9 undertake their study of Mathematics in designated groups that offer both extension and support as required.

Value Added

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

- Victorian Premier's Reading Challenge
- Inter-House athletics & swimming carnivals
- Time & Space program at Years 7, 8 & 9
- Outdoor education camp programs at Years 7, 8 & 9
- Comprehensive career & pathway advice
- Years 7 to 12 debating
- Fiddler on the Roof in collaboration with Our Lady of Mercy College
- Various Student Leadership programs
- Music ensemble and private tuition programs
- Grade 6 to Year 7 transition program
- Toastmasters & Tournament of the Minds
- Students Working to Advance technology (SWAT)
- Year 10 work experience & Community Service

Religious education & faith development are at the centre of all we do at Marcellin. We are committed to various programs including Remar, community service, Solidarity week, Year 11 & 12 retreat programs and seminar days that are designed to provide our young boys 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) & Rugby Victoria. The College also participated in the Marist Cricket carnival hosted by Marcellin College, Bulleen and the Marist Basketball carnival hosted by Lavalla Catholic College, Traralgon.

Average Standardised Results at Year 9

In 2010, Year 9 students were assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN) in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The 2010 NAPLAN indicated that:

Reading	3.70
Writing	5.20
Spelling	4.20
Grammar & Punctuation	4.30
Numeracy	4.10

Financial activities

Year ending:	31/12/10	Method of accounting:	Accrual
	\$000		\$000
Recurrent income		Recurrent expenditure	
School fees	6,143	Salaries, allowances & related expenses	10,661
Other fee income	237	Non-salary expenses	5,089
Private income	444	Total	15,750
State government recurrent grants	1,843		
Federal government recurrent grants	6,697		
Total	15,364		
Capital income & expenditure		Capital expenditure - total	
Government capital grants	100		1,157
Capital fees and levies	1,288	Loans	
Other capital income	97	Opening balance	2,920
Total	1,485	Closing balance	2,507

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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.

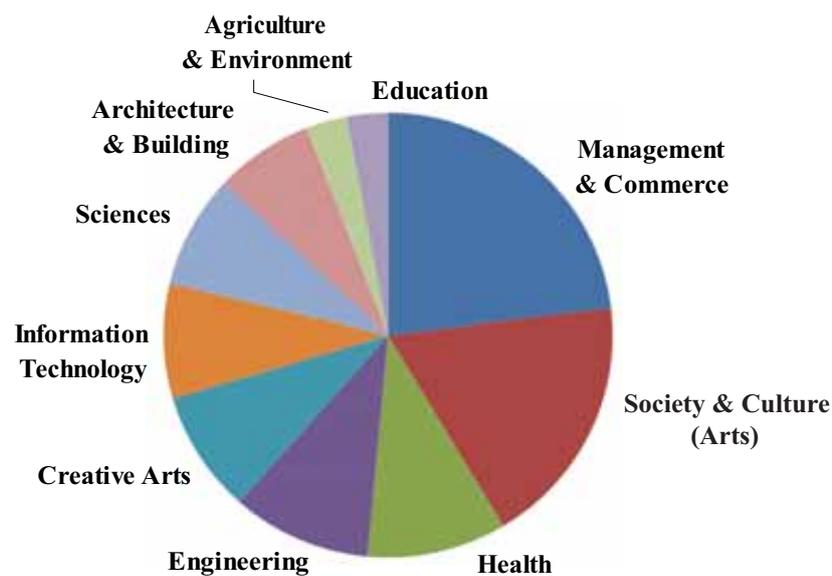


Post School Destinations

On Track data statistics for all Victorian Secondary Schools were published recently in the newspapers. They indicated that our 176 Year 12 students proceeded as follows:

- 98% received any tertiary offer
- 79% were offered a university place
- 24% were offered a TAFE place
- 10% are undertaking apprenticeships/traineeships

The Class of 2010's University & TAFE areas of study breakdown for 2011* are listed below:



Parents, Student and Teacher Satisfaction

During the 2010 academic year Marcellin College completed the School Improvement Framework (SIF) Review Process. The outcome of the SIF was the presentation of an External Review Report produced by Reviewers commissioned by the Catholic Education Office of Melbourne.

The External Review Report provided the Marcellin Community with a comprehensive understanding of its strengths and challenges in presenting quality boys education to its students. The report commented on the Colleges capacities across five spheres of education – Education in Faith, Teaching and Learning, Student Wellbeing, Leadership & Management and School Community. The report was highly influenced by the feedback of students, parents and teachers through the SIF survey process. The following is a brief summary of some of the comments made by parents and students during the focus group interviews.

- *There is a very strong vertical pastoral care program that builds relationships across the College – you get mates in all years of the College and that's a great thing* (student focus group).
- *There is less bullying here than in other schools I know. It is a caring school: the relationships are good* (student focus group).
- *The school offers something for everyone; assistance when required; everyone is welcome* (parent focus group).
- *It is a place boys like to be* (Parent focus group).

Throughout 2010 staff participated in *Peer Observation*. Feedback suggests that staff at Marcellin enjoy strong collegial support, a genuine care for their students and that they have benefited from sharing their knowledge and expertise with one another. In 2010 a new College Induction and Mentoring program was presented to all new staff of the College. Feedback from new staff suggests that this program has provided outstanding support and mentoring for those new to our College.

There is strong participation in the *MCCA*, *FOMPA*, *Parents Support Group of Rugby*, Parent Teacher evenings, the *Time & Space program* and various information evenings and House functions by our parent community. An enhanced sense of community support has also been observed at all other events held at the College, especially via Saturday sport and via various Arts events and social gatherings.



Changes in national minimum standards at Years 7 & 9

Marcellin College is able to compare the results of the 2009 NAPLAN with the 2010 NAPLAN results in relation to changes to the proportion of students meeting the national minimum standards:

	Year 7	Year 9
Reading	0.5%	1.0%
Writing	-0.1%	-2.0%
Spelling	-0.4%	-0.5%
Grammar & Punctuation	-4.5%	-1.1%
Numeracy	1.0%	-1.0%

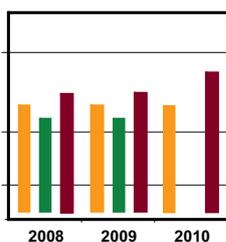
Student Learning Outcomes for 2007, 2008 & 2009

Marcellin College is able to compare student learning outcomes from 2008, 2009 and 2010 via NAPLAN data. The information we have received clearly demonstrates that boys at Marcellin College have regularly out performed State and National medians over a three year period.

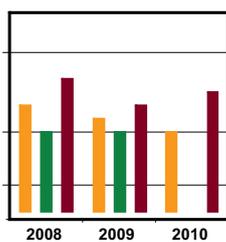
The analysis of NAPLAN results in the following standardized testing indicates the strength of recent new literacy and mathematics programs, strategies and teacher professional learning all designed to improve student learning outcomes. The tables below indicate the median score in each performance test.

Year 7

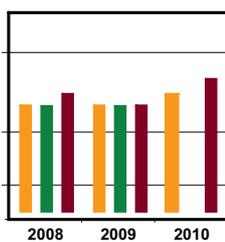
Reading



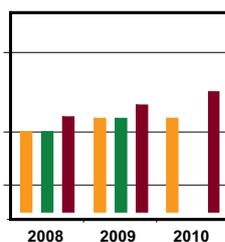
Writing



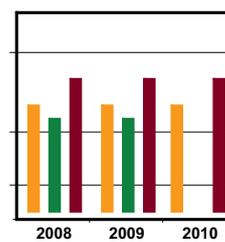
Spelling



Grammar

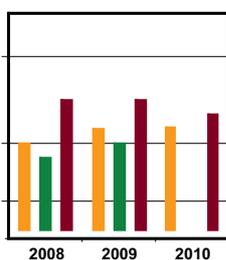


Numeracy

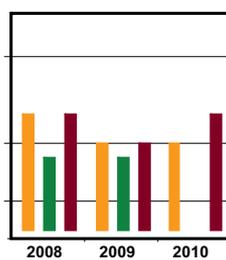


Year 9

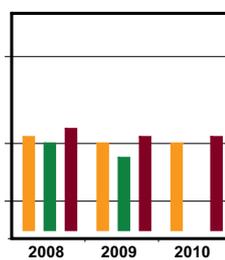
Reading



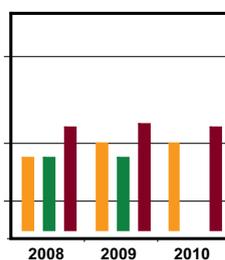
Writing



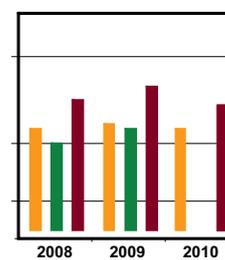
Spelling



Grammar



Numeracy



■ Marcellin
 ■ All (State)
 ■ All (National)

The College is pleased to see some growth in these key learning areas and is dedicated to ongoing review of data to inform and improve future teaching methodology and student learning outcomes.



Future Directions

Over the past 12 months at Marcellin a great deal of work has been undertaken in the area of curriculum innovation. In 2011 the College has introduced a new Year 7 learning and teaching program. At the centre of this program is an inquiry based and integrated approach where students are challenged to take greater ownership over their learning under the guidance and support of a small group of teachers teaching the students across a number of subject areas. This initiative is the beginning of a process which will see a review of the entire junior school (Year 7 to 9) curriculum. The College is also promoting a strong pathways approach in the senior years where each student is individually supported in discovering the educational opportunities which will best assist students in reaching their potential.

With curriculum innovation comes a need to review the physical spaces of the College in order to maximize the benefits to students of these new learning and teaching programs. The College has commenced works in reimagining older spaces with the following parameters in mind:

- Contemporary flexible learning spaces
- Sympathetic to increased use of Information Communication Technologies
- Improved student movement and locker accommodation
- Staff work spaces conducive to the development of Professional Learning Teams

Other developments across 2011 include a redevelopment of the Students Services area of the College and the redevelopment of the old Gymnasium as a multi-purpose Performing Arts Centre.



95% of Year 12 students, who applied through VTAC, received a 1st round tertiary offer.

*“through virtue & courage
strive for the highest”*