

# 2024

## Annual Report to the School Community



### Marcellin College

160 Bulleen Road, BULLEEN 3105

Principal: Marco Di Cesare

Web: [www.marcellin.vic.edu.au](http://www.marcellin.vic.edu.au)

Registration: 1495, E Number: E1164

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## Principal's Attestation

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I, Marco Di Cesare, attest that Marcellin College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Apr 2025

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## About this report

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Marcellin College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Marcellin College is governed by Marist Schools Australia Limited (MSA Ltd). MSA Ltd is a public not-for-profit company limited by guarantee and registered with the Australian Charities and Not-For-Profit Commission. Its purpose is to advance education and religion, specifically to make Jesus Christ known and loved and to ensure quality Catholic education in the Marist tradition through its schools.

MSA Ltd was formed by the Trustees of the Marist Brothers and the Association of St Marcellin Champagnat to strengthen the governance of the Education Ministry. Prior to the incorporation of MSA Ltd, the Marist Association of St Marcellin Champagnat Limited (MASMC Ltd, a not-for-profit company limited by guarantee) was formed by the Trustees of the Marist Brothers to provide governance as well as spiritual leadership and formation for those engaged in the apostolic works, activities and operations of the Marists in Australia. MASMC Ltd is the sole member of MSA Ltd. The fundamental aspiration of Marist education as explained 200 years ago by the founder Saint Marcellin Champagnat is '...to make Jesus Christ known and loved through quality education'. This is the Mission of Marist Schools Australia Limited today.

From 1 January 2022, MSA Ltd governs, manages and operates twelve Colleges in Australia, including Marcellin College and it is particularly focused on ensuring that the Colleges follow contemporary and best governance practices to maintain compliance with Australian legislation (including education legislation) and to provide a safe and supportive learning environment for students in line with the philosophy and values of Marist Education. MSA Ltd also provides professional learning, staff formation, youth ministry, and solidarity opportunities to Marist schools governed by Diocesan Catholic education authorities.

The Board of MSA Ltd consists of highly skilled and eminent Australian educators. They have appointed the National Director to undertake the operations of the Education Ministry. The National Director appoints the College Principal who conducts the day-to-day operation of the College and reports to the National Director via a Regional Director.

Marcellin College is one of 600 Marist schools throughout the world educating young people in 80 different countries. Marist education was founded by Saint Marcellin Champagnat in 1817, in the Parish of La Valla in the Rhone Alps.

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## Vision and Mission

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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 Gospels. We are a community where Jesus is known and loved, where each young man 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.

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## College Overview

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Marcellin College is a leading Catholic boys college established by the Marist Brothers in 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 College 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 staff 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 close to 1200 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 motto** - Virtute Ad Altissima - means '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.

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## Principal's Report

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2024 has been a year of strategic focus, renewal, and hope at Marcellin College. With the launch of our new Continuous School Improvement Plan (2024–2027) and corresponding Annual Action Plan, we began the year with a revitalised energy and a clear direction for our future: Grow, Learn, Lead. Our strategic development was deeply collaborative, involving students, staff, families and College partners, each playing a role in shaping the journey ahead.

This year marked the next chapter in our mission to provide an education that is inspired by Gospel values and grounded in the Marist tradition. We have continued to embed our Marist HEART values -Humility, Excellence, Acceptance, Resilience and Trust - not simply as aspirational ideals, but as living expressions of who we are. These values are reflected in the character of our students, in the dedication of our staff, and in the warmth and vibrancy of our community.

In tandem with our HEART values, the Marist Characteristics of Family Spirit, Presence, Love of Work, Simplicity, and In the Way of Mary continued to guide every aspect of College life. Whether in classrooms, assemblies, on the sports field, or in moments of prayer and reflection, these characteristics have helped shape a culture of authentic relationships, servant leadership and a deep sense of belonging

A key milestone in 2024 has been the commencement of major refurbishments to both our Library and Chapel - two important hubs of learning, reflection, and formation. The Library transformation is part of our Master Plan and will become a contemporary, collaborative learning space, designed to foster curiosity, innovation, and student agency. At the same time, the Chapel is being renewed as a spiritual centre that honours our Marist heritage while inviting students into deeper moments of prayer, celebration and stillness. Both facilities are scheduled to be reopened in 2025 and will stand as physical representations of our commitment to excellence and formation of the whole person - mind, body, and spirit.

Throughout 2024, we also continued to invest in academic innovation and inclusive excellence. Our SOAR program, now in its second year, continued to empower high-achieving students to extend their learning and pursue ambitious goals. Our curriculum offerings across all year levels have been refined to ensure breadth, depth, and opportunities for enrichment. We remain committed to providing the challenge and support that every learner needs to thrive.

Beyond the classroom, we further expanded co-curricular and enrichment opportunities, with particular growth in STEM, Robotics and student-led initiatives. These programs are designed not just to develop skills, but to foster teamwork, leadership and resilience - qualities that are essential for life beyond school.

A renewed emphasis was also placed on the rituals and routines that shape school culture. From uniform standards and punctuality to the ways we gather, greet and celebrate as a College, these rhythms of daily life continue to build a strong, respectful and high-performing learning environment.

As we reflect on 2024, we do so with immense pride. We have taken bold steps forward in planning, action and renewal, always staying anchored in our Marist identity. We are grateful for the dedication of our staff, the trust of our families, the passion of our students, and the enduring support of our wider community.

Together, we continue to write the next chapter of the Marcellin story—a story of faith, learning, service and heart.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

- Foster a meaningful connection between faith, life and culture for students, staff and families
- Through service and formation recognise and nurture the spirituality of each person

#### Intended Outcomes

- Our renewed House Social Justice Program is embedded across the College.
- Students will attend an immersion experience to Cambodia
- Numbers in Game Changers continue to grow
- The College has been enriched and our collective witness strengthened by ensuring that faith-action remains at the heart of the College

### Achievements

**2024 Marist Theme:** In 2024, inspired by the Marist theme “First Light – Reveal the Spirit,” Marcellin College deepened its commitment to recognising and revealing the presence of God's Spirit in all aspects of life, encouraging our community to become bearers of light and goodness through everyday encounters and acts of kindness.

**Our Marist HEART:** At the Commencement Mass, we introduced a new artifact into the College community - the Marist HEART - which will become an enduring part of our Marist story at Marcellin College. Reflecting St Marcellin Champagnat's call to a “heart spirituality,” the Marist HEART invites our students to live with Humility, Excellence, Acceptance, Resilience and Trust. Within the Marist HEART we enclose the names of all staff and students, serving as a tangible reminder of the love, care, and sense of belonging that defines our community.

**Staff Formation:** Staff Formation is a vital part of nurturing the Catholic and Marist identity of Marcellin College, supporting staff in their own faith journeys and deepening their capacity to accompany students.

- **Marist Staff Formation Day:** On Friday 24 May 2024, all staff participated in the annual Marist Staff Formation Day, focussing on the Marist story, on recognising the Spirit of God in our daily lives, and on global expressions of Marist mission. The day was marked by rich reflection, shared learning, and a renewed sense of vocation.

- **Staff Theology Day:** On Friday 19 July, staff engaged in the College's annual Staff Theology Day with keynote input from Dr Ernesto Valiente of Boston College. His sessions explored contemporary theological themes including divine revelation, Christian faith, synodality, and Church authority. Staff found the day both intellectually and spiritually enriching.

### **Student Formation:**

- **Marist Youth Ministry - Game Changers:** In 2024, Marcellin College saw increased engagement in the Game Changers program, a national Marist Youth Ministry initiative that invites students in Years 7–12 to explore Christian service, faith in action, and spiritual growth. As a co-curricular opportunity, Game Changers offers students the chance to participate in retreats, social justice projects, and interschool events, including Marist Connect Nights for senior students. This year, Marcellin College proudly hosted a Game Changers Retreat Day, welcoming 130 students and staff from Marist schools across Victoria for a day of formation, reflection, leadership, and connection. Through their involvement, students develop confidence, a sense of purpose, and a deeper commitment to living out their faith within a supportive Marist community.
- **Reflection and Retreat Days:** Through our Reflection Days and Retreats in 2024, Marcellin College continued to provide students with opportunities to find a meeting place between faith, life, and culture, deepening their Catholic Marist identity. Examples include: Year 7 students who engaged with the Marist story and charism through workshops and guest speakers, culminating in the celebration of the Eucharist; Year 8 students, led by the Youth Mission Team, explored faith-in-action and social justice, connecting personal dignity and service to their faith journeys; and Year 12 students participated in a three-day retreat centred on the 'Road to Emmaus' Gospel story, reflecting on life's journey, resilience, and the sustaining role of faith, family, and community.

**Enhancing Catholic School Identity Surveys:** In 2024, the College participated in the ECSI surveys which provides us with meaningful insights into how our College community views its Catholic identity today and how such identity might be shaped for tomorrow.

**Sustainability:** Sustainability remains a key priority at Marcellin College, closely linked to our Catholic identity and the call to care for creation. In 2024, our efforts were highlighted at the Marist Schools Australia Biennial Conference, including programs such as SWEP water monitoring, waste audits with Monash University, a partnership with So-Eco under ResourceSmart Schools, biodiversity projects, and National Tree Day. Sustainability goals have also been embedded in our School Improvement Plan and guided by a newly formed Laudato Si' Action Plan Committee.

**Liturgies and Prayer:** The College's liturgical and prayer life continues to be a rich and central expression of our Catholic identity. There has been increased engagement from both students and staff across all levels of College worship, including whole-school celebrations, fortnightly House Masses, and voluntary before-school Masses in the Champagnat Chapel. The presence and leadership of the College choir has greatly enhanced the reverence, beauty, and sense of community within these celebrations.

## Value Added

**Increased engagement of staff and students with our Catholic Marist spirituality through:**

- **Mission Immersion Trip to Cambodia:** In 2024, we successfully recommenced the Marcellin College Mission Immersion Trip to Cambodia, our first since 2019. Facilitated by Catholic Missions, five Year 11 students and two staff members immersed themselves in Cambodian culture, served the Marist community in Pailin, and deepened their understanding of Cambodia's history.
- **Celebrating our Global Marist Identity:** Marcellin College actively celebrated Champagnat Global Week, joining with Marists around the world to highlight the global reach of the Marist mission across over eighty countries. As part of the celebrations, a striking window display was created in the Hermitage Centre to showcase the worldwide Marist presence, and staff participated in international connections, including a global Zoom meeting with Marist educators. Champagnat Global Week deepened our commitment to fostering unity, collaboration, innovation, and service within the global Marist family, strengthening our identity as a school connected to a vibrant, international Marist community
- **Footsteps – Marist Formation:** Throughout the year, a number of staff participated in the Footsteps program at the Marist Retreat Centre in Mittagong, NSW. This four-day formation experience, facilitated by the Marist Life Team, deepened their understanding of the Marist story and charism, enriched their personal faith journeys, and strengthened their commitment to Marist mission through prayer, reflection, and shared dialogue with colleagues from across the Marist networks.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals

- Teachers have a shared vision for learning, based on contemporary, student-centred pedagogies
- Ensure each student has access to a teaching and learning experience that is relevant, rigorous and responsive to their needs

#### Intended Outcomes

- The College's pedagogical framework is evident in curriculum documentation and practice.
- Staff have the capacity to differentiate learning experiences to meet the needs of all students.

### Achievements

In 2023, we introduced our refined pedagogical framework designed to provide a clear and consistent structure for teaching and learning across the college. The focus in 2024 was to embed this framework through targeted professional learning, with particular attention to lesson structuring, differentiation, and formative assessment practices. Alongside this pedagogical work, we implemented a number of initiatives aimed at enhancing student learning, improving communication with families, and broadening co-curricular engagement.

#### Key Achievements in 2024:

- Delivered professional learning focused on lesson structure, differentiation, and formative assessment aligned with the college's pedagogical framework.
- Curriculum documentation was reviewed and updated, including planning for differentiation, literacy interventions and renewed formative assessment practices.
- Expanded use of the Compass Learning Management System, increasing transparency for families and centralising information on student learning and pastoral programs.
- Introduced mid-year examinations for all Year 10 and Unit 1 & 2 subjects, enhancing student preparedness for senior assessment environments.
- Began integrating high-achieving former students into the Homework Club, offering one-on-one academic support to current students.
- Implemented a new format for semester reports, including:
  - Summative task results for each subject.

- Overall subject result compared with the cohort average.
- Continued reporting on learning behaviours, unit outcomes, and Victorian Curriculum progression points.
- Established a new Academic Review Committee to provide data-informed support and intervention for students needing additional academic guidance and goal setting.
- Launched a redesigned Year 9 and 10 curriculum following the 2023 review, with:
  - A foundation-focused Year 9 program.
  - More personalised learning pathways introduced at Year 10.
- Introduced a student immersion trip to China, broadening global learning experiences.
- Showcased student visual art at Riddick Café during the **Create24** exhibition.
- Celebrated the selection of a senior student in Top Class Dance as part of the VCE Season of Excellence.
- Student bands returned to the Generations in Jazz music competition for the first time since 2019.
- Maintained strong student engagement in the **Beyond the Classroom** program, with active participation in chess, debating, school production, and faith formation initiatives.
- Partnered with **Our Lady of Mercy College** for collaborative theatre productions:
  - *High School Musical* (Junior production)
  - *Chicago* (Senior production)

## Student Learning Outcomes

- The introduction of new proficiency standards for NAPLAN reporting in 2023 means that direct comparisons of academic growth with previous years is not possible.
- The 2024 Year 7 and Year 9 cohorts continued to demonstrate strong NAPLAN performance compared to other Australian schools.
- Notably, Year 9 results in reading and numeracy were significantly above the state average for boys.
- Year 9 students also achieved strong outcomes in writing, spelling, and grammar and punctuation when compared to state and national results.
- 2024 NAPLAN data highlighted particularly pleasing results in reading and writing, reflecting the positive impact of literacy interventions such as the Junior Reading Program (Years 7 & 8).
- The 2023 VCE cohort achieved excellent outcomes, performing well against state medians.
- All students successfully attained their VCE certificates.
- The median study score remained strong at 31.
- The median ATAR was also strong at 73.6.
- The proportion of students achieving study scores above 70 remained steady, while the percentage attaining 80+ continued to increase.
- The VCE Dux achieved an exceptional ATAR of 98.45.

- Of the cohort, 82% applied for tertiary study, with 95% of applicants receiving an offer in the first round.
- Enrolment in VET certificates continued its upward trend, with more students taking up vocational education options in 2024.
- All students undertaking the VCE Vocational Major successfully completed their program and were supported into their chosen post-school pathways.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|---|-------------------|-------------------------|-------------------|
| <b>Domain</b>   | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation   | Year 7            | 538                     | 66%               |
|   | Year 9            | 569                     | 60%               |
| Numeracy  | Year 7            | 563                     | 84%               |
|   | Year 9            | 603                     | 90%               |
| Reading   | Year 7            | 547                     | 79%               |
|   | Year 9            | 594                     | 84%               |
| Spelling  | Year 7            | 539                     | 77%               |
|   | Year 9            | 573                     | 81%               |
| Writing   | Year 7            | 554                     | 77%               |
|   | Year 9            | 597                     | 79%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| <b>Senior Secondary Outcomes</b> |      |
|----------------------------------|------|
| VCE Median Score                 | 31   |
| VCE Completion Rate              | 100% |
| VCE VM Completion Rate           | 100% |
| VPC Completion Rate              | 100% |

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| <b>Post-School Destinations as at 2024</b>   |     |
|--|-----|
| Tertiary Study   | 155 |
| TAFE / VET   | 15  |
| Apprenticeship / Traineeship   | 27  |
| Deferred   | n/a |
| Employment   | 9   |
| Other - The category of Other includes both students Looking for Work and those classed as Other | 5   |

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## Student Wellbeing

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### Goals & Intended Outcomes

- Nurture a deep sense of connectedness and belonging to the College community.
- Broaden students' horizons, guiding them to make positive life choices in becoming "good Christians and good citizens."

### Achievements

- Established the Attendance Review Committee (ARC) to regularly analyse student attendance data and implement targeted interventions for at-risk students.
- Maintained a 89.7% overall attendance rate.
- Implemented clear documentation processes for parents and carers following ARC meetings.
- Developed effective mechanisms for House Leaders (HL), Pastoral Leaders (PL), and staff to record and follow up on student absences below 90%.
- Integrated attendance discussions into fortnightly House meetings.
- Conducted HL meetings to monitor student attendance data.
- Ensured that students with attendance below 70% have a meeting with the Director of Students (DOS) and/or Deputy Principal (DP) Student Wellbeing to discuss ongoing support and return to learning plans.
- Displayed attendance expectation posters in every classroom, reinforced by Pastoral Leaders.
- Delivered staff professional learning (PL) sessions on attendance strategies.
- Established HL sub-committees focused on building a culture of high expectations.
- Clarified processes for addressing uniform and personal presentation standards.
- Delivered Respectful Relationships presentations to year levels.
- Maintained and developed partnerships with Tomorrow Man, The Man Cave, and other organisations focused on preventative mental health and emotional intelligence, empowering communities to raise generations of healthy young men through programs for teenage boys, educators, and adults.
- Continued work on House Social Justice initiatives enabling students to come together to support those in need.
- Continued House Spirit based activities such as House Cups, Trivia and sporting competitions.

### Value Added

- **Enhanced Student Attendance and Support:** Established the Attendance Review Committee (ARC) to analyse student attendance data and implement targeted



interventions, ensuring students at risk receive the necessary support to improve their attendance and engagement.

- **Strengthened Pastoral Care and Documentation:** Implemented clear documentation processes for parents and carers following ARC meetings, providing transparency and structured follow-ups to support student attendance and wellbeing.
- **Built a Culture of High Expectations:** Developed effective mechanisms for House Leaders (HL), Pastoral Leaders (PL), and staff to consistently monitor and follow up on student absences below 90%, reinforcing the importance of attendance and accountability.
- **Holistic Wellbeing Approach:** Maintained and developed partnerships with organisations such as Tomorrow Man and The Man Cave, ensuring students receive preventative mental health support and guidance on emotional intelligence, resilience, and navigating challenges.
- **Targeted Interventions for At-Risk Students:** Ensured that students with attendance below 70% engage in structured meetings with the Director of Students (DOS) and/or Deputy Principal (DP) Student Wellbeing, developing return-to-learning plans that prioritise student success.
- **Addressing Critical Issues Affecting Young Men:** Enhanced school programs to tackle significant challenges impacting young men, including mobile phone use, pornography, gambling, sports betting, and mental health, equipping students with the skills to make informed and responsible decisions.
- **Empowering Parents to Support Their Sons:** Delivered parent education sessions, such as "Tuning into Teens" and Tomorrow Man, providing families with the tools to navigate and manage complex issues affecting adolescent boys.
- **Strengthening House Spirit and Social Justice Engagement:** Continued to build House Spirit through activities such as House Cups, Trivia, and sporting competitions, while also fostering social responsibility through House Social Justice initiatives that empower students to support those in need.

## Student Satisfaction

Our Year 7 students highlighted overwhelmingly positive experiences as they began their journey at the College. Students reported strong friendship connections and found the transition from primary school to be smooth. They felt they had made a good start and knew they had a teacher they could turn to for support.

Students also expressed confidence in the fairness and clarity of school rules and felt safe within the school environment. They acknowledged that teachers treat students with respect and actively support their transition.

A strong sense of belonging and pride was evident, with students feeling connected to the College, proud to be part of the community, and willing to recommend the school to others.

Most importantly, they expressed that they were glad to have joined the school, reinforcing the welcoming and supportive environment we strive to create.

A recent survey of our Year 12 students as they exited the College reflected a strong sense of connection and support throughout their time at the College. Students reported that they knew a teacher they could turn to for support and had felt safe within the school environment. They recognised that teachers treat students with respect and valued the positive relationships they had built with their teachers.

Students also expressed satisfaction with the careers advice and personal support they received, feeling well-supported in their journey beyond school. They highlighted that students take pride in representing the College and that the sporting program met their interests and needs.

A deep sense of belonging and pride was evident, with students feeling connected to the College and proud to have been part of its community. Many expressed that they would happily recommend the school to others, reinforcing the strong foundation and supportive environment that the College provides.

Feedback from our senior students about the Man Cave and Respectful Relationships program was also overwhelming positive. This feedback included:

- **Understanding Boundaries:** Students learned about the importance of boundaries for self, others, and group culture, and explored the impact of crossing boundaries.
- **Psychological Safety & Role Modelling:** Facilitators created a safe environment for emotional expression and role-modelled healthy masculinity. 82% of students felt safe to discuss their emotions, and 80% saw the facilitators as positive role models.
- **Content Relevance & Confidence:** 83% of students found the workshop content relevant, with 86% feeling confident in applying what they learned, particularly in navigating jokes and banter.
- **Workshop Impact:** 90% of students felt the workshops had a good impact, with 89% recommending it to others, emphasising its relevance to teenage issues, mental health, and boundary-setting.
- **Social Connectedness & Support:** The workshop facilitated stronger social bonds, with 89% of students reporting close friends and 85% feeling connected to their class. The program encouraged seeking support from peers, adults, and professionals.
- **Change & Integration:** 100% of students expressed motivation to grow and improve their understanding of boundaries, with many planning to communicate their own boundaries more effectively and respect others'.

## Student Attendance

Student attendance rates continue to be very high at the College. The Pastoral Care Team regularly check and monitor whole school attendance data so that interventions can be put in place to support individual students where necessary. Additionally, parents/carers continue to receive short message service (SMS) about student lateness or absences from school and Pastoral Leaders and our student services team support students and families to ensure that absences are correctly documented.

2023 has also seen the inception of an Attendance Committee that is led by the Director of Students who oversees a number of staff that monitor student attendance data regularly and support students and families on attendance related matters.

| Years 9 - 12 Student Retention Rate  |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 88.61 |

| Average Student Attendance Rate by Year Level |      |
|---|------|
| Y07   | 90.5 |
| Y08   | 90.1 |
| Y09   | 90.6 |
| Y10   | 90.7 |
| Overall average attendance                    | 90.5 |

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## Leadership

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### Goals & Intended Outcomes

To embed a culture of high performance and continuous school improvement:

- Developing measures for tracking improvement strategies over time, at regular intervals;
- Embedding a culture of high-quality teaching and pedagogical practices, reflective of best practice, evidence based and focused on growth as achievement; and
- Parents and families being valued as partners in student learning, and parents, school leaders and teachers working together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

### Achievements

- Following a comprehensive review the College finalised our Continuous School improvement Plan for 2024 to 2027, to Grow, Learn, Lead confirming our key goals and actions across the Plan Areas of Living our Catholic Marist Spirituality; Inspiring our learners; Empowering our students; Strengthening our professional expertise and Securing our future
- The College continued to refine a number of Positions of Leadership to best service the needs of students and families
- Our College learning and management system Compass undertook further significant enhancement including student policy agreements, student reports, student event management and extending workflows for communications
- The College continues its school wide focus on data including improved reporting, analysis and interpretation
- Upgrades to several buildings and facilities were undertaken during the year in accordance with our Masterplan with major refurbishments of our Library and Chapel well advanced and due for completion in early 2025. Our sporting grounds are being enhanced with the installation of sports lighting. Plans are well underway for the upgrade of our quadrangle including the Flyover project with building works to commence in 2025. Enhanced entry and wayfinding signage was also installed
- Following extensive research into the needs of families in relation to transportation the College obtained Bus Accreditation status and acquired two buses and commenced an expansion of services for students to travel to and from school with further charter services planned for 2025
- ICT system enhancements included extensive upgrades to Wi-Fi, installation of Vivi for meeting and classroom collaboration across the College, CCTV upgrades, increased security and control with a cyber security platform, implementation of a BYODD

program for 2025 and commencement of a cloud-based endpoint management solution (InTune) project for changes to student device management

- With a focus on governance a Fees Committee was established to further support the existing Finance Committee and Advisory Council and a Sustainability Committee also commenced to review our practices and implement actions regarding the efficient use of resources including energy and reviews of waste
- With the significant North East Link Project (NELP) immediately adjacent to the College we have continued to work with the Victorian Department of Transport to address our future needs and liaison regarding safety and access to the College
- Successful engagement with our community including Principal breakfasts, Business network, social events, alumni engagement, wellbeing information sessions for parents and re-establishment of our Cambodia immersion.

| Expenditure And Teacher Participation in Professional Learning  |
|---|
| List Professional Learning undertaken in 2024   |
| <p data-bbox="197 383 764 416"><u>Whole staff Professional Learning activities</u></p> <ul data-bbox="253 456 1386 1256" style="list-style-type: none"> <li>• Compliance training - Emergency management, Department of Education and Training Protecting Children, Marist Child Protection Disability Standards for Education modules, OHS, Emergency Management, AGSV co-curricular requirements, HR: Internal Grievance, Discrimination, Harassment &amp; Bullying. HR: Confidentiality, HR: Social Media, HR: Leave, Complaints Handling, Privacy, Student Duty of Care</li> <li>• Glen Pearsall - Student Responsibility, Engagement &amp; Feedback</li> <li>• Department based professional learning including curriculum development, assessment and reporting and analysis of VCE results</li> <li>• Provide First Aid (HLTAID003)</li> <li>• CPR, asthma and anaphylaxis</li> <li>• Coaching conversations</li> <li>• Respectful Relationships</li> <li>• Personalised learning and differentiation</li> <li>• Formative and summative assessment practices</li> <li>• Student data analysis</li> <li>• Staff wellbeing seminars</li> <li>• Faith-based PL - Marist Formation Day, In the Marist Way</li> <li>• Staff Theology Day</li> </ul> <p data-bbox="197 1294 740 1328"><u>Individual Professional Learning activities</u></p> <ul data-bbox="253 1368 1394 1951" style="list-style-type: none"> <li>• Staff induction programs</li> <li>• Teaching Gifted Secondary Students</li> <li>• Community Surf Lifesaving training</li> <li>• International Boys' Schools Coalition (IBSC) seminars and conferences</li> <li>• MSAACER School Improvement Tool Workshop</li> <li>• International Conference on Learning Analytics &amp; Knowledge</li> <li>• Duke of Edinburgh Level 2</li> <li>• Association of School Business Administrators (ASBA) Tour to UK</li> <li>• eSafety Summit</li> <li>• Victorian Institute of Teaching mentor training</li> <li>• Introduction to Leadership Coaching (Growth Coaching International)</li> <li>• Career Practitioners' Day</li> <li>• Medium rigid vehicle licenses</li> <li>• Learning Area - specific external professional learning on curriculum and assessment</li> </ul> |

| <b>Expenditure And Teacher Participation in Professional Learning</b>  |           |
|--|-----------|
| <ul style="list-style-type: none"> <li>• Sponsored Study Program – Master of Education: Wellbeing (University of Melbourne), Master of Educational Leadership (ACU)</li> <li>• Faith-based professional learning – In the Marist Way, Footsteps, Care for the Soul, Marist Formation Day, In the Way of Mary, Marist Pilgrimage</li> <li>• Teacher Learning Network</li> </ul> |           |
| Number of teachers who participated in PL in 2024  | 164       |
| Average expenditure per teacher for PL   | \$1150.00 |

## Teacher Satisfaction

### Staff Satisfaction Survey 2024

As part of Marcellin College's commitment to continuous improvement, the College continues to strengthen its whole-school data plan, fostering a culture of evidence-informed decision-making and best practice. In 2024, a Staff Satisfaction Survey was conducted, with 124 respondents providing valuable insights into key aspects of school operations. The results of this survey play a crucial role in shaping future initiatives, ensuring Marcellin College remains a dynamic and responsive learning environment for both staff and students.

### School Leadership and Administration

The survey assessed staff perceptions of school leadership and administrative processes, with responses highlighting:

- The daily operations of the College are well-organized and efficient, providing strong support for staff and students.
- The College Leadership Team is accessible and fosters an open and communicative environment.
- Leadership models sound professional behaviours, reinforcing high standards across the College.

These insights will inform ongoing efforts to enhance leadership effectiveness and administrative efficiency, ensuring a supportive and professional working environment.

### Middle Leaders

Staff feedback on Middle Leaders underscored their accessibility, professionalism, and impact on the school community. Key findings include:

- Pastoral Leaders are readily available to provide guidance and support.
- Faculty Leaders are accessible and responsive to staff needs.
- Middle Leaders consistently model professionalism, fostering a culture of respect.

- The Pastoral Team is well-organized, ensuring effective student wellbeing and pastoral care.

These results reinforce the vital role Middle Leaders play in maintaining a supportive and well-structured school environment, contributing to both staff satisfaction and student success.

### **Staff Wellbeing & Relationships**

The survey also explored staff wellbeing and the quality of relationships within the College. Findings indicate that:

- Staff feel supported by colleagues, contributing to a positive and collaborative work environment.
- A strong sense of camaraderie and mutual respect exists among staff.
- The College actively promotes work-life balance, with leadership demonstrating a commitment to staff wellbeing.

These insights highlight the importance of fostering a workplace culture where staff feel valued, connected, and supported in their professional roles.

| <b>Teacher Qualifications</b> |    |
|-------------------------------|----|
| Doctorate                     | 1  |
| Masters                       | 18 |
| Graduate                      | 26 |
| Graduate Certificate          | 3  |
| Bachelor Degree               | 56 |
| Advanced Diploma              | 11 |
| No Qualifications Listed      | 39 |



| <b>Staff Composition</b>              |        |
|---------------------------------------|--------|
| Principal Class (Headcount)           | 6      |
| Teaching Staff (Headcount)            | 115    |
| Teaching Staff (FTE)                  | 106.87 |
| Non-Teaching Staff (Headcount)        | 69     |
| Non-Teaching Staff (FTE)              | 57.81  |
| Indigenous Teaching Staff (Headcount) | 0      |

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## Community Engagement

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### Goals & Intended Outcomes

In 2024, our focus remained on strengthening Marcellin College's identity as a Catholic Marist school for boys. We continued to foster a collaborative and connected community that lives out our values. Through targeted marketing, community engagement and strategic events, we worked to maintain strong enrolments, increase fundraising capabilities and ensure the long-term sustainability of the College.

### Achievements

Even before joining us formally, our incoming Year 7 families were welcomed into the Marcellin community through a series of events including a family Trivia Night, a morning tea to connect with staff and other families, and a dedicated parents/carers social evening. These gatherings were designed to establish a sense of belonging and encourage early engagement.

Our regular 'Morning Tea with the Principal' sessions created space for open dialogue in a relaxed setting, supporting community connection and feedback. These were complemented by our Subject Expo and a suite of Information Evenings that drew strong attendance across all year levels.

The Carnie Award, introduced in 2023, continued to make a meaningful difference in 2024 by offering financial support to families who may otherwise be unable to access a Marcellin education.

Our Parents & Friends Group once again hosted much-loved community events including the Mother's Day and Father's Day breakfasts, and the 'Mix & Mingle' start-of-year gathering. These events remain key in promoting family engagement and connection across our community.

The Business & Community Network held a strategic breakfast event and continued refining its mission—to better support students through work experience opportunities and industry connections.

Our College Open Day was again held in March and drew over 700 attendees, providing a valuable opportunity to showcase our facilities, programs and values to prospective families.

Building on last year's success, our Taster Day initiative with local feeder schools returned in 2024, welcoming over 400 primary students to experience life at Marcellin firsthand.

We maintained open and transparent communication about the North-East Link Program (NELP) via our newsletter The Eagle, Compass updates, and across our social media platforms.

Our Marcellin Life magazine was published twice in 2024, continuing to highlight the inspiring stories of past and present students and staff.

Signature community events such as the Past Collegians Luncheon and Marcellin Mums Luncheon were once again well attended, celebrating the enduring connection of our broader community. We also revamped our reunions format—hosting multiple year groups in a one-day, on-campus event that received strong positive feedback.

We continued to implement our refreshed visual identity, inspired by the cross atop the Hermitage building, across digital and print communications. Instagram was further embedded into our social media presence, allowing us to visually share the Marcellin story with a wider audience.

### **Value Added**

This year saw both in-person and virtual volunteer information sessions, followed by a special appreciation dinner for those who contribute so generously to College life.

Families were offered additional ways to engage through standout events such as Create24, our Art, Design and Technology exhibition, and the engaging Night at the Museum showcase by our Year 7 cohort.

We also began developing a commemorative book to mark the College's 75th anniversary in 2025, engaging alumni and community members in capturing our rich history.

### **Parent Satisfaction**

We are proud of the strong and ongoing support from our parent and carer community. Their high satisfaction is reflected in active participation across College events and enthusiastic backing of our Beyond the Classroom program.

Key moments such as the Year 12 Valedictory, Year 7 Induction and Commissioning Mass and Parent-Teacher-Student conferences all saw strong engagement.

Events including our Mother's and Father's Day breakfasts, Parent-Student-Teacher Evenings and Program Selection nights helped deepen relationships between families and staff. Our parent networks continue to play a vital role in fostering a vibrant, connected Marcellin community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.marcellin.vic.edu.au](http://www.marcellin.vic.edu.au)