

# 2025

## 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 2025 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 18 May 2026

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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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2025 has been a year of growth, courage and consolidation at Marcellin College. Building on the momentum of the launch of our Continuous School Improvement Plan (2024–2027), we continued to bring our strategic vision to life through our shared focus: Grow, Learn, Lead. Across every aspect of College life, our community has worked with purpose and clarity to ensure that our students experience an education that forms both character and capability.

Central to this work has been the continued embedding of our Marist HEART values: Humility, Excellence, Acceptance, Resilience and Trust. These values shape the daily experience of our students and staff. Throughout the year, we challenged students to strive for excellence in both learning and relationships by encouraging them to be '10% braver and 10% better' - taking small but meaningful steps toward growth, courage and personal responsibility. This message has helped strengthen a culture of high expectations, respect and positive engagement in classrooms and across the College.

Alongside the Marist HEART values, the enduring Marist Characteristics of Family Spirit, Presence, Love of Work, Simplicity and In the Way of Mary continued to guide our community. These characteristics are evident in the care shown by our staff, the relationships between students, and the strong sense of belonging that defines Marcellin College. They remind us that education in the Marist tradition forms not only capable learners, but young men of faith, service and compassion.

A significant highlight of 2025 was the reopening and renewal of key learning and formation spaces within the College. The completion of the Library refurbishment has created a contemporary learning hub that supports curiosity, collaboration and independent study. At the same time, the renewal of the College Chapel has restored an important spiritual heart of the school, providing a place for prayer, reflection and celebration of our shared faith. These developments reflect our commitment to the formation of the whole person—mind, body and spirit.

Throughout the year we also strengthened our academic programs and pathways. The SOAR program continued to challenge high-achieving students, while ongoing curriculum development ensured that all learners are both supported and extended in their pursuit of excellence. Teachers worked collaboratively to refine classroom practices and routines, building a learning culture where focus, effort and curiosity are valued.

Beyond the classroom, our co-curricular and enrichment opportunities continued to flourish. Participation in sport, music, robotics, STEM initiatives and service programs allowed students to develop leadership, teamwork and resilience while discovering their gifts and contributing to the life of the College.

An ongoing priority throughout the year has been the strengthening of the rituals and routines that shape school culture. Clear expectations around uniform, punctuality, classroom engagement and respectful conduct reinforce a culture of pride, responsibility and belonging, helping to sustain a positive and focused learning environment.

A particularly significant moment in 2025 was the celebration of 75 years of Marcellin College. Since opening our doors in 1950, generations of students, families and staff have shaped a rich story grounded in faith, learning and the Marist spirit. Our community gathered throughout the year to honour this milestone with gratitude, celebrating the people and moments that have formed the life of the College. Yet the 75th anniversary was not only a reflection on our past; it was also a moment to look forward with renewed purpose. As we honour the legacy entrusted to us, we are inspired to continue building a College where young men grow in character, courage and compassion.

With confidence in our mission and hope for the future, the Marcellin story continues to unfold.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

- To deepen the integration of faith, life and culture across the College
- To further embed a culture of service and formation that nurtures the spirituality of each person
- To strengthen the College's commitment to Faith-in-Action as a lived expression of the Gospel

#### Intended Outcomes

- The Faith-in-Action (Christian Service) program is embedded across the College
- Students are provided with authentic opportunities for encounter, including immersion experiences
- Participation in service and leadership initiatives, including Game Changers, continues to grow
- The College community is enriched through a culture where faith is expressed through action.
- Through the lens of our Catholic Marist ethos, our Marist HEART values are visible and able to be recalled by the members of our community.

### Achievements

#### 2025 Marist Theme:

In 2025, inspired by the Marist theme "Pilgrims of Hope: Look Beyond," Marcellin College was invited to recognise God's presence in everyday life and respond with hope, compassion, and service. The theme strongly supported the College's focus on Faith-in-Action, encouraging students to look beyond themselves and respond to the needs of others.

#### Faith-in-Action (Christian Service):

A significant achievement in 2025 has been the continued development of the Faith-in-Action program, which is now more intentionally embedded across the College. Students engaged in a wide range of service opportunities supporting both local and global communities, including partnerships with St Mary's House of Welcome, St Pius Homework Club, Bread Run, and Vinnies, highlighted by the Winter Sleepout.

The House-based Social Justice Program has provided a structured framework for engagement, with each House supporting a specific cause. This has enabled students to develop a deeper understanding of issues such as homelessness, asylum seekers, Indigenous communities, and human trafficking through fundraising, guest speakers, and outreach.

Faith-in-Action has also been integrated into the Religious Education curriculum, particularly at Year 9 level, where students engage in service experiences and reflect on these in light of Catholic Social Teaching. Initiatives such as the Exodus Community program and refugee advocacy have strengthened this connection between faith, learning, and action.

New initiatives, including partnerships with Vinnies stores, Eat Up, and student-led projects such as the Comfort Cross initiative, have broadened participation and accessibility. The Cambodia Mission Immersion remains a key experience, fostering global awareness, solidarity, and a commitment to service.

### **Student Formation: Retreats and Reflection Days:**

Reflection Days and Retreats across all year levels provided opportunities for students to deepen their faith and reflect on their personal journeys. Year 7 students were introduced to the Marist story and charism, while Year 11 students explored themes of authenticity and identity. The Year 12 Retreat, centred on the Road to Emmaus, invited students to recognise God's presence in their lives as they approach the end of their schooling.

The Game Changers Servant Leadership Day complemented these experiences, encouraging Game Changers students to lead through service and live out the Marist theme as "Pilgrims of Hope."

### **Marist HEART Values:**

A key focus in 2025 has been strengthening the visibility and understanding of the Marist HEART values – Humility, Excellence, Acceptance, Resilience and Trust – across the College. These values have been embedded through the development and display of Marist HEART posters in classrooms and shared spaces, and through intentional formation opportunities such as the Year 7 Reflection Day. The prominence of these values in assemblies, liturgies, and everyday College life has contributed to a growing capacity among students to recognise, recall, and articulate the values that underpin the College's Catholic Marist identity.

### **Staff Formation:**

Staff Formation remained a priority, with staff participating in a Marist Formation Day centred on the 2025 theme. Facilitated by the Marist Mission and Life Formation Team, the day

supported staff in deepening their understanding of the Marist charism and their role in accompanying students in their faith journey.

### **Blessing and Opening of the Champagnat Chapel:**

The College celebrated the blessing and opening of the newly renovated Champagnat Chapel during this, its 75th anniversary year. The Chapel serves as a central space for prayer, reflection, and encounter with God. Induction sessions with Religious Education classes have supported students in understanding the significance of the space and engaging with it as part of their spiritual life.

### **Value Added**

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

#### **i. Faith-in-Action:**

The development of a more structured and embedded Faith-in-Action program has strengthened the College's expression of Catholic Social Teaching and fostered a culture of service.

#### **ii. Expanded Opportunities:**

New initiatives and partnerships have broadened access to Christian Service, enabling greater student participation.

#### **iii. Integration with Learning:**

The integration of service within the Religious Education curriculum has strengthened the connection between faith, learning, and lived experience.

#### **iv. Mission Immersion:**

The Cambodia Mission Immersion continues to provide a transformative experience, fostering global awareness and commitment to service.

#### **v. Staff Formation:**

Ongoing formation has strengthened staff capacity to witness to faith and support student development.

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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

- Expect a consistent lesson structure incorporating explicit teaching across all units of work
- Set College wide Learning and Teaching routines that build high expectations.

### Achievements

In 2025, the College continued to strengthen its commitment to building a shared vision for learning - one that ensures every student has access to a rigorous, engaging, and responsive teaching and learning program.

Central to this work was the introduction of The Marcellin Way, a framework that articulates our collective approach to classroom practice. This model establishes clear and consistent learning routines, underpinned by a shared vision for lesson design. It emphasises the importance of explicit instruction while also challenging students to apply their knowledge in increasingly complex ways, fostering critical thinking, problem-solving, and the development of transferable skills. Through this work, staff and students are developing a clearer, more cohesive understanding of what effective learning looks like across the College.

Key achievements in 2025 also included:

- Expansion of the SOAR accelerated learning program into Year 9, marking the third year of its successful implementation.
- Commencement of a review of assessment practices in the junior years, including analysis of assessment requirements to better align with the higher-order thinking skills needed for senior pathways.
- Extension of compulsory Language study to Year 9, strengthening students' global awareness and communication skills.
- Introduction of Learning Walks by the College Leadership Team to enhance professional dialogue and support consistent, high-quality teaching practice.

- Continued development of the Academic Review Committee, with improvements in data collection and its strategic use to support student outcomes.
- Launch of the NASA excursion to Houston in December, where students participated in a five-day educational program and visited Cape Canaveral in Florida.
- Growth of the Homework Club, with increased student attendance and the involvement of high-achieving members of the VCE Class of 2024 as tutors. The Homework Club also saw the addition of English and Literacy tutoring support.
- Continued celebration of student creativity through exhibitions at local venues such as Riddick Café, alongside the annual Art and Design Exhibition, Create 25.
- Ongoing partnership with Our Lady of Mercy College in the delivery of both junior and senior musical productions.
- Ongoing provision of rich learning experiences beyond the classroom through a wide range of excursions and co-curricular opportunities.

## Student Learning Outcomes

Student learning outcomes in 2025 reflect the College's ongoing commitment to high-quality teaching and consistent academic growth across all year levels.

This year marked the first opportunity, since the introduction of the revised NAPLAN assessment scale, to measure student growth from Year 7 to Year 9. This data provides valuable insight into the impact of our teaching and learning programs over time.

Overall, Marcellin students continue to perform in line with, or above, students in other Australian schools. Encouragingly, Year 9 students demonstrated growth in Numeracy above that of students with similar starting points and backgrounds. Growth in Reading and Writing was consistent with that of like schools, indicating steady progress in literacy development across the middle years.

The VCE Class of 2024 achieved solid outcomes overall, with some areas of performance aligning with or exceeding state measures.

Key outcomes included:

- Median study score of 30
- High-performing subjects included:
  - Applied Computing (38)
  - Chemistry (35)
  - Psychology (34)
  - Visual Communication Design (33)
  - General Mathematics (32)
- Median ATAR of 70.8
- College Dux achieved an ATAR of 97

Post-school pathways data continues to demonstrate strong and consistent outcomes for Marcellin students:

- All students who applied for further study received an offer, continuing a long-standing College trend
- Of those applicants for University study, 85% received their first or second preference
- University pathways in Engineering and Commerce/Business remain popular choices
- Enrolments in the Vocational Major continue to grow, reflecting the strength and relevance of this pathway
- All Vocational Major students successfully transitioned into their chosen post-school pathway

These results reflect a balanced focus on academic excellence, personalised pathways, and the successful preparation of students for life beyond the College.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	545	72%	542	69%
	Year 9	562	58%	566	59%
Numeracy	Year 7	579	89%	571	87%
	Year 9	596	84%	600	87%
Reading	Year 7	558	84%	553	82%
	Year 9	576	73%	585	79%
Spelling	Year 7	542	79%	541	78%
	Year 9	570	77%	572	79%
Writing	Year 7	565	78%	560	78%
	Year 9	594	77%	596	78%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	30
VCE Completion Rate	98.90%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2025 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 2025</b>	
Tertiary Study	70%
TAFE / VET	4%
Apprenticeship / Traineeship	18%
Deferred	1%
Employment	7%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

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## Student Wellbeing

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### Goals & Intended Outcomes

Every student is engaged in an age-appropriate wellbeing program centred on personal excellence

Build staff capacity to foster positive student relationships through high expectations, reflective of best practice in boys' education.

### Achievements

The College has made strong and measurable progress toward ensuring every student is engaged in an age-appropriate wellbeing program centred on personal excellence. The completion of the Wellbeing Framework marks a significant milestone, providing a clear and cohesive foundation that will guide practice across the College and be shared with the wider community.

Implementation of the pastoral care program across both junior and senior schools is well underway, with targeted initiatives such as Positive Masculinity and Brave Paths embedded into practice. Staff have been equipped with resources and ongoing support, while structured evaluation processes, including surveys and follow-up meetings ensure continuous refinement. Communication with parents has further strengthened the shared commitment to student wellbeing.

Partnerships with leading external providers, including Tomorrow Man, Man Cave, Elephant Ed and others, have enriched the program and broadened its impact. These collaborations have supported both student engagement and staff development, with additional opportunities for parent education and community involvement. While the partnership with Melbourne University is currently paused, it has informed key improvements that continue to shape the program.

Staff capacity has been strengthened through professional learning focused on boys' education, particularly in establishing clear structures and routines. This work is ongoing and will continue to be enhanced through internal reflection and external expertise. Consistent wellbeing routines are now embedded across the College, providing students with a predictable and supportive environment aligned with the Marcellin Way.

Early indicators point to positive outcomes. Student engagement in wellbeing programs has increased, supported by encouraging feedback from students and external providers. Broader participation in College life is also strong, with high attendance rates and active involvement in co-curricular, leadership, and community initiatives. Together, these

achievements reflect meaningful progress in fostering a connected, engaged and flourishing student community.

## Value Added

- Whole-school consistency in wellbeing practice -

The completed Wellbeing Framework provides a unified, structured approach across the College, ensuring alignment and clarity for staff, students and parents.

- Improved student engagement and participation -

Increased involvement in wellbeing programs, co-curricular activities, and College initiatives reflects stronger student connection and motivation.

- Enhanced staff capability in boys' education -

Targeted professional learning and access to expert external providers have strengthened staff understanding and practice in fostering positive relationships and high expectations.

- Evidence-informed practice and continuous improvement -

Use of surveys, feedback loops, and planned evaluations supports ongoing refinement and accountability of wellbeing programs.

- Stronger pastoral care structures -

The implementation of programs such as Positive Masculinity and Brave Paths provides intentional, developmentally appropriate support across year levels.

- Increased sense of belonging and school culture -

High participation in House activities and student-led programs indicates a more connected and inclusive community.

- Strategic external partnerships -

Collaboration with organisations like Tomorrow Man, Man Cave, Elephant Ed, Victoria Police, and others enhances program quality and brings specialised expertise into the College.

- Improved communication with families -

Parent letters and engagement opportunities strengthen transparency and reinforce a shared responsibility for student wellbeing.

- Establishment of predictable routines and structures -

Consistent wellbeing practices embedded through the Marcellin Way support student safety, clarity, and emotional regulation.

- Positive attendance and engagement indicators -

Strong attendance data (e.g. 88%) and anecdotal evidence suggest improved student commitment to school life.

- Scalable and sustainable wellbeing model -

With resources housed on SharePoint and clear frameworks in place, the approach is sustainable, shareable, and adaptable over time.

## Student Satisfaction

Student wellbeing programs delivered throughout the year continued to demonstrate high levels of student satisfaction and impact. Across multiple cohorts, students consistently rated workshops highly (averaging around 4.3–4.4 out of 5), with approximately 91% reporting a positive impact and up to 90% indicating they would recommend the sessions to others. This strong endorsement highlights not only enjoyment, but also the perceived value of these programs, with students willing to advocate for their continuation among peers.

A key driver of this satisfaction is the strong sense of psychological safety fostered within sessions. Data shows that the overwhelming majority of students felt safe to discuss emotions, supported by qualitative feedback describing facilitators as approachable and non-judgemental. Similarly, in targeted programs such as the Year 7 and Year 8 Body Image workshops, around 91% of students reported having someone they could talk to following the sessions. This emphasis on creating a safe and respectful environment is critical in enabling meaningful engagement, particularly when addressing sensitive topics related to identity, wellbeing, and relationships.

Students also reported high levels of relevance and meaningful learning, reinforcing the effectiveness of these programs. Between 84% and 98% of students indicated that they felt more informed or found the content relevant, with many expressing increased confidence in applying what they had learned. Feedback highlighted practical takeaways such as understanding body image, managing emotions, and supporting peers. Collectively, these results demonstrate that the programs are not only engaging, but also equip students with tangible skills and knowledge that extend beyond the classroom, contributing to their overall wellbeing and development.

**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 services (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.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	86.04

<b>Average Student Attendance Rate by Year Level</b>	
Y07	90.53
Y08	90.09
Y09	90.58
Y10	90.66
Overall average attendance	90.47

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## Leadership

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### Goals & Intended Outcomes

The College Leadership Team continued to prioritise strong governance, strategic planning, and responsible stewardship of resources to support the mission and long-term sustainability of Marcellin College. Key priorities included strengthening governance structures, enhancing operational effectiveness, and progressing improvements to the College's digital and physical infrastructure.

Leadership also focused on fostering a strong culture aligned with the Marist HEART values, while maintaining meaningful engagement with parents, alumni, and the broader College community.

### Achievements

During the year several initiatives strengthened the governance and strategic leadership of the College. A Fees Committee was established to complement the work of the Finance Committee and Advisory Council, strengthening oversight of financial planning and sustainability. A Sustainability Committee also commenced, reviewing College practices and identifying opportunities to improve the efficient use of resources, including energy consumption and waste management.

The College progressed enhancements to its digital infrastructure, including planning for the introduction of a cloud-based endpoint management solution to support improved management, security, and support of student devices.

With the North East Link Project (NELP) located immediately adjacent to the College, leadership maintained ongoing engagement with the Victorian Department of Transport and project representatives to advocate for the College community and address matters relating to access, safety, and the long-term impact of the project on the College environment.

Leadership also continued to strengthen engagement with the wider College community through initiatives such as Principal breakfasts, business networking opportunities, alumni engagement activities, parent wellbeing information sessions and the re-establishment of the Cambodia Immersion experience.

Throughout the year leadership initiatives also supported the continued development of a positive student culture grounded in the College's Marist HEART values, encouraging students to strive for excellence and demonstrate courage, responsibility, and adaptability in their learning and relationships.



## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

### Whole staff PL activities -

- 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 & Bullying. HR: Confidentiality, HR: Social Media, HR: Leave, Complaints Handling, Privacy, Student Duty of Care
- Kris Darmody – Challenging Conversations
- Rachel Robertson – Keynote
- Department based professional learning including curriculum development, assessment and reporting and analysis of VCE results
- Provide First Aid (HLTAID003)
- CPR, asthma and anaphylaxis
- Coaching conversations
- Classroom Routines
- Student data analysis
- Staff wellbeing seminars
- Marist Faith Formation Day & In the Marist Way (MSA formation)
- Staff Theology Day

### Individual PL activities -

- Staff induction programs
- Community Surf Lifesaving training
- International Boys' Schools Coalition (IBSC) seminars and conferences
- Rachael Robertson – Extreme Leadership
- Victorian Institute of Teaching - Effective Mentor Program
- Kris Darmody – Emerging Leaders Program
- Introduction to Leadership Coaching (Growth Coaching International)
- Career Practitioners' Day
- Medium Rigid License
- Learning area specific external professional learning on curriculum and assessment
- MSA – Cyclic Review, DP's conferences, Data Conference
- LawSense – School employment, School excursions
- MACS Staff wellbeing summit
- Sponsored Study Program – Master of Education: Wellbeing (University of Melbourne), Master of Educational Leadership (ACU),

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Faith based professional learning – In the Marist Way, Footsteps, Care for the Soul, Marist Formation Day, Marist Pilgrimage</li> <li>• Teacher Learning Network</li> </ul>	
Number of teachers who participated in PL in 2025	175
Average expenditure per teacher for PL	\$760.00

## Teacher Satisfaction

In 2025, Marcellin College continued to strengthen its Professional Learning (PL) program through a structured rotational model focused on staff choice, collaboration, and alignment to College priorities in learning and wellbeing.

Across the year, PL sessions centred on:

- Behaviour management and classroom routines
- Explicit teaching and instructional practice
- Artificial Intelligence (AI) in teaching and learning
- Assessment and data-informed practice
- Student wellbeing and boys' education

### Program Impact -

Staff feedback reflects strong endorsement of the 2025 Professional Learning program.

- 78% of staff reported being Satisfied or Very Satisfied.
- A further 15% reported neutral satisfaction.
- More than 80% agreed that the program supported classroom practice and aligned with College priorities.

The Day 3 rotational model, which emphasised staff choice and small-group engagement, was among the most positively reviewed elements.

### Key Focus Areas -

#### Behaviour Management and Classroom Practice

Professional learning prioritised consistent routines, behaviour expectations, and staff confidence in managing complex situations. Over 70% of respondents identified these sessions as highly valuable, with early career teachers noting particular gains in confidence and clarity. This focus has strengthened consistency across classrooms and supported a positive learning culture.

**Explicit Teaching and Instructional Practice**

Explicit teaching, structured lesson design, and cognitive load theory remained central themes. More than 75% of teachers reported a positive impact on their classroom practice. Staff-led workshops were especially well received, contributing to shared pedagogical language and a consistent approach to teaching and learning.

**Artificial Intelligence in Education**

Artificial Intelligence was introduced as a strategic priority, with sessions addressing teacher productivity, lesson design, academic integrity, and responsible student use. Over 65% of staff identified AI as a priority area for continued development.

**Strength of the Rotational Model**

The autonomous rotational format was strongly endorsed:

- Over 80% agreed that staff choice enhanced engagement and relevance.
- Small-group workshops were rated more impactful than whole-staff presentations.
- Cross-department collaboration strengthened professional dialogue.

**Looking Ahead -**

Future priorities include expanded subject-specific learning, stronger continuity across sessions, role-specific professional learning streams, and continued focus on behaviour consistency and AI integration. The 2025 Professional Learning program demonstrates strong engagement and measurable impact, reinforcing Marcellin College’s commitment to continuous improvement and instructional excellence.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	31
Graduate	6
Graduate Certificate	5
Bachelor Degree	82
Advanced Diploma	11
No Qualifications Listed	13

<b>Staff Composition</b>	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	108
Teaching Staff (FTE)	99.27
Non-Teaching Staff (Headcount)	69
Non-Teaching Staff (FTE)	57.12
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

In 2025, Marcellin College continued to strengthen its identity as a Catholic Marist school for boys, with a clear focus on fostering a connected, values-driven community. Our priorities remain centred on strengthening enrolments, enhancing community engagement and building philanthropic capacity to support the long-term sustainability of the College. The year was particularly significant as we celebrated 75 years of Marcellin College, providing a unique opportunity to honour our heritage while positioning the College for the future.

### Achievements

Engagement with incoming Year 7 families was once again a priority in 2025, with a series of welcoming initiatives including a Family Trivia Night, parent and carer social gatherings and informal opportunities to connect with staff. These events have continued to build early connection and a strong sense of belonging. Students attending the College also received a birthday card whilst still in Grade 6.

Our 'Morning Tea with the Principal' sessions remain a valued feature of the College calendar, offering families the opportunity to engage in open and constructive dialogue with College leadership. These are complemented by theGood Subject Selection Expo and a range of Information Evenings, all of which have seen strong attendance and engagement.

Our Champagnat Bursary continued to provide meaningful financial support in 2025, ensuring that a Marcellin education remains accessible to families who may otherwise face barriers.

The Marcellin College Parents & Friends Group again played a vital role in strengthening community spirit, hosting well-attended events such as the Mother's Day and Father's Day breakfasts, along with the popular 'Parent & Son' cooking classes later in the year. These events continue to foster connection across all year levels.

The Business & Community Network has further developed its role in 2025, with a focus on strengthening partnerships that provide real-world opportunities for students, including work experience, mentoring and industry engagement.

Our annual Open Day in March once again attracted strong interest, welcoming hundreds of prospective families to experience the College firsthand. This was complemented by the continued success of our Taster Day program, providing primary students from local feeder schools with an authentic introduction to life at Marcellin College.

Communication remains a key priority, with regular updates shared through The Eagle newsletter, Compass and our social media platforms, ensuring our community remains well informed and connected.

Marcellin Life magazine continues to be a flagship publication, with two editions in 2025 highlighting the College's 75-year history alongside contemporary stories of student achievement and community life.

A highlight of 2025 was the College's 75th anniversary celebrations, including major community events such as the 75th Luncheon, Music Gala, Past Collegians Luncheon, Marcellin Mums Luncheon and a revitalised reunion program bringing together multiple year levels on campus. These events are reinforcing the strong and enduring bonds within the Marcellin community.

The College's visual identity continues to be embedded across all communications, while our growing social media presence, particularly on Instagram, enables us to share the Marcellin story with a broader audience in a dynamic and engaging way.

### **Value Added**

In 2025, we continue to expand opportunities for community involvement through volunteer programs, information sessions and recognition events, including a dedicated Volunteer Appreciation Evening.

Signature events such as Create25 and the Year 7 'Night at the Museum' showcase once again highlight student creativity, innovation and engagement beyond the classroom.

A key initiative this year is the development and release of a commemorative publication celebrating 75 years of Marcellin College. This project has brought together past and present students, staff and families to capture and share the rich history and spirit of the College. Their shared stories reminded us of the enduring spirit of Marcellin and the impacts across many communities.

Additional anniversary initiatives and events throughout the year further strengthened engagement and connection across our community.

### **Parent Satisfaction**

Parent and carer engagement remains strong in 2025, reflecting a high level of satisfaction and connection with the College. This is evident through consistent participation in key events and ongoing support of the Beyond the Classroom program.

Important milestones such as the Year 7 Induction and Commissioning Mass, Parent-Teacher-Student conferences and the Year 12 Valedictory continue to attract strong attendance.

Community events including Mother's and Father's Day breakfasts, Parent-Student-Teacher conference and subject selection sessions further strengthen relationships between families and staff.

Our past and present networks continued to play a vital role in shaping a welcoming, inclusive and highly connected Marcellin community, particularly in this milestone 75th anniversary year.

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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)