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Contact Details

| ADDRESS       | 60 Williamsons Road  
|               | SOUTH MORANG VIC 3752 |
| PRINCIPAL     | Mr. Michael Kenny    |
| PARISH PRIEST | Fr. Martin Ashe      |
| SCHOOL BOARD CHAIR | Mrs Jo-Anne Mazzeo |  
| TELEPHONE     | (03) 9407 9000       |
| EMAIL         | principal@marymede.vic.edu.au |
| WEBSITE       | www.marymede.vic.edu.au |

Minimum Standards Attestation

I, Michael Kenny, attest that Marymede Catholic College, South Morang is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our College Vision

Marymede Catholic College, South Morang, is a Catholic Faith Community which aspires, *In the Way of Mary*, to give students a passion for life, a love of learning and a determination to be of service to others.

How?
The Message of the Good News of Jesus underpins all that we do.

“Love one another as I have loved you” (John 15:12).

Community: Shared beliefs and practices of those who are members.

Mary, the Mother of Jesus to be our model. A woman of:

- Courage
- Ingenuity
- Humility
- Commitment
- Strength
- Compassion
- Service
- Fidelity
College Overview

Marymede Catholic College is a P-12 Catholic Co-educational College situated in South Morang. It is conducted under the auspices of the Archbishop of Melbourne, Denis Hart.

The College is now in its tenth year with the fourth group of students completing their VCE studies in 2014. The College has developed an excellent reputation in the local community with a high demand for places at both Prep and Year 7.

Our 2014 enrolments were 1650 at census date. These numbers will continue to grow in coming years with a planned enrolment ceiling of 2,000 students.

As part of the College’s Master Plan, we continue to develop a number of building projects to further enhance the excellent facilities at the College. We believe that there is a great energy and enthusiasm to create a vibrant growing educational community that embodies the values, beliefs and mission of the Catholic Church.

The College caters for a multicultural body of students of a wide range of academic ability. Our courses are designed to meet the educational needs of all students. The education we provide is student-centred and is dedicated to educating the whole persons spiritual, intellectual, cultural, social, emotional and physical. We strive to provide the young people in our care with an education that is characterised by a lived experience of Christian values.

We endeavour to provide a learning environment that fosters the growth and development of positive, resilient, skilled and compassionate young men and women who will be active participants in the 21st Century.
Principal’s Report

I am delighted to be able to report on the progress that has been made at Marymede Catholic College in my first year at the College.

Our VCE results continue to be of a good standard and reflect well on the efforts of both our students and that of our teaching staff. Our students have been able to access a full range of pathways in a variety of academic institutions post-school. It is pleasing to report that our past students have achieved well in their tertiary studies.

Our student numbers continue to grow with 1650 students and 11 St. Mary’s School of the Hearing Impaired students enrolled at the College at census date in 2014. We expect further growth in coming years especially in the Secondary section of the College.

The past year has seen a number of building projects completed. We have now completed our Founders’ centre for our Senior Students and our outstanding sporting facilities have enabled our students achieve at a high level across a range of sports.

The rollout of our 1:1 Computer Program has seen every student from Years 7-12 have their own computing device. We have now extended this program into the Primary years. With these additional facilities and resources, we have been able to continue to expand our curriculum offerings and pathways for our students across the College.

Obviously, with further growth in our student numbers we will need further additions to our facilities. A Master Plan is currently being finalised to stage our future building program. This includes a state-of-the art Trade Skills Centre which will be completed for the start of the 2016 school year. This new facility will give our students the opportunity to study a wide variety of hands-on subjects.

The Performing Arts program continues to flourish and the Musical ‘Annie’ which was performed in 2014 showcased our talented young actors, dancers, singers and musicians.

In 2014 we were in the final year of the School Improvement Framework which has helped the College determine our priorities for the coming years. These priorities centre on improvements in teaching and learning and are reported elsewhere in this report.

Our school community is a vibrant, growing and dynamic one that our students, staff and parents are proud to be a part of.

I thank you all for your contribution to the life of the College and spirit of Marymede in 2014 and for the way I have been welcomed into the College.
Education in Faith

Goals & Intended Outcomes
To deepen the school community’s faith journey within the Catholic tradition and Marian charism.

Intended Outcome/s
1. That the community deepen their understanding and appreciation of being a member of the Marymede Catholic school community.
2. That the ethos and charism of the school express the Catholic identity of Marymede and the assumptions, beliefs and values that the school community shares.
3. That the members of the school community are able to identify and articulate what it means to belong to a College that aligns itself to the Marian tradition.

Achievements

Faith and Mission
Primary:
- Parent Information Night regarding the RE Program.
- Reflection Days and Family Workshops Sacraments by College Chaplain Rev. Maurie Cooney.
- Pre and Post Reflection Days to complement the Sacramental Program.
- Sacrament of Confirmation and Eucharist celebrated at St. Patrick’s Cathedral with Archbishop Denis Hart.
- Participation in Primary Mass of the Sacred Heart and Year Level Ash Wednesday Liturgies.
- Easter Plays performed by Year 6 students to the whole Primary School.
- Prep students, teachers and parents participating in Palm Sunday Mother’s and Father’s Day Liturgies.
- Years 5 and 6 Mass and Graduation ceremony with participation of families.
- Primary Student Leaders and Guild Leaders attended St. Patrick’s Mass at the Cathedral during Catholic Education Week.
- Social Justice initiatives included fundraising for Catholic charities such as Caritas Australia 2014 Project Compassion and collection of food and household items for St. Vincent de Paul Society.
- Launch of Mini-Vinnies as a Year 6-12 annual program.
- Involvement in a cross age Buddy Program.
- Meditation Club.
- Dedicated Prayer Space for Morning Prayer.
- Head of Faith and Mission (P-6) attended CEOM RE cluster days and shared learning with the Primary Leadership Team and teachers.
Secondary:

- Whole School Masses:
  - Opening of the School Year;
  - Sacred Heart;
  - Marymede Day.
- Ash Wednesday Guild Liturgies led by Guild Captains.
- Reflection Days Years 7-11.
- VCE Orientation Program Opening and Closing Liturgies.
- Year 6-7 Orientation Day Closing Liturgy.
- New students: *Orientation to studying in a Catholic school*.
- Student Leadership Council Training Day with Justice Awareness and Indigenous Australians focus.
- Annual College Theme Banner-making by students.
- Years 7-9 Advent Liturgy.
- Guild-based fundraising for nominated charities.
- Food-collection drive for Mass of the Sacred Heart.
- Year 12 Graduation Liturgy and Ceremony.
- Year 12 Graduation Mass.
- *Faith in Action Awards* nominations each term.

Religious Education:

- Catholic Education Week – Secondary Family BBQ.
- Participation twice a year at the *menALIVE Catholic Man Breakfast series* (staff and Student Leaders).
- *Inspirational Catholic Guest Speaker Series*:
  - Year 12 Bio-ethics – Marcia Riordan – Life, Marriage and Family Office, Archdiocese of Melbourne;
  - Year 12 Human Trafficking – Sr. Joan Kennedy – ACRATH (Australian Catholic Religious Against Trafficking in Humans);
- Year 11 excursion to the Jewish Museum, Synagogue and Holocaust Centre (interdisciplinary initiative between Religious Education and English Domains).
- Implementation of Christian Meditation by Gerard Tonti-Filippini, CEO.

Staff Spirituality & Professional Learning:

- Staff New Beginnings (Opening of the School Year) and Thanksgiving (End of Year) Masses.
- Staff Prayer Group (weekly).
- Staff Choir for New Beginnings and End of Year Thanksgiving Masses.
- Accreditation Opportunities provided at Marymede Catholic College:
  - *Relooking at our Stories, Deepening Our Spirituality* by Dr Amy-Jill Levine, Scripture Scholar, USA, to Marymede and CRC North Keilor staff
  - *The Eucharist & The Gospel According to Matthew* respectively by Rev. Fr Maurie Cooney
- Externally available Accreditation to teach in a Catholic School opportunities provided through liaison with other Catholic schools in the Archdiocese and Australian Catholic University.
- Head of Religious Education (7-12) attending Religious Education Leader’s CEOM cluster days and 2014 Religious Education Conference and reporting back to Leadership and staff.
- Head of Religious Education (7-12) and P-12 staff participation in the CEOM development of renewed Foundation - 10 *Coming To Know Worship and Love* Religious Education Framework documents.
VALUE ADDED

A dedicated approach was planned by the newly-launched Ministry Team, a P-12 student and staff platform leading the spiritual and faith life of the College. Initiatives in 2014 included:

- Guild Feast Day Masses;
- Prayer Tables in Classrooms Project with Technology Domain;
- Year 12 Retreat;
- Weekly Youth Group (Prayer and Justice Awareness and Outreach);
- Launch of Mini-Vinnies: Years 6-12;
- Launch of MCATH (Marymede Catholic College Against Trafficking in Humans) Group supporting ACRATH (Australian Catholic Religious Against Trafficking in Humans);
- Participation twice a year at the menALIVE Catholic Man Breakfast series (staff and Student Leaders);
- Year 11 excursion to the Jewish Museum, Synagogue and Holocaust Centre (interdisciplinary initiative between Religious Education and English Domains).
Learning & Teaching

Goals & Intended Outcomes

The goal for learning and teaching at Marymede Catholic College is to develop a culture of shared contemporary pedagogy, knowledge and practice to enable students to actively participate as discerning global citizens in 21st Century society.

Within this framework, our intended outcomes are:

- That student engagement in their learning will be enhanced in all curriculum areas;
- That literacy and numeracy outcomes will be improved;
- That student pathways will be enhanced;
- That staff’s understanding of contemporary learning and teaching will be enhanced;
- That the use and analysis of data will drive improvement of student outcomes.

Achievements

To enhance student learning, the focus for the year was ‘to raise the bar’. To improve student engagement and to improve literacy and numeracy outcomes, Professional Learning focused on strength-based learning. Throughout the year, staff were encouraged to use the AITSL standards to set professional goals, work with a partner to undertake classroom observations and participate in a range of discussions to look at where and how they could continue to improve their teaching practice. Extension and intervention programs were developed to provide targeted support to Primary students in Maths and the Levelled Literacy Intervention program was trialled with a small group of Year 2 students. Staff also participated in online Professional Learning reading articles and viewing a video presented by Carol Dweck. This enabled a sharing of ideas as well as practice using digital resources.

In addition, staff attended Professional Development outside of the school to enhance teaching skills and to improve student outcomes. Eighty-five percent of secondary staff attended one or more days of Professional Learning with 116 days of conferences, workshops and information sessions attended in the course of the year. Ninety-two percent of Primary staff engaged in more than 92 Professional Learning sessions, workshops or conferences provided by external agencies, in addition to attending opportunities and activities facilitated onsite and/or out of school hours. In preparation for new VET courses to be offered in 2015, several staff members undertook a Certificate IV in Training and Assessment to enable them to deliver VET Media and VET Sport and Recreation.

Students’ use of technology as enhanced with an increased number of devices providing 1:1 access within the classroom for students in Years 5 and 6. Students in Years 3 and 4 have improved access with sets of 10-15 laptops in each classroom. Extensive training and support was provided and continues to be a priority for staff and students using technology and promoting 21st Century, contemporary learning practices throughout the College.

Enrichment opportunities were expanded in 2014 offering over 50 students in Years 7-12 a wide range of experiences to test their academic skills within the state and nationally. Talented students were identified using NAPLAN and Robert Allwell data to enable these students to really challenge themselves. Selected students in Years 5 and 6 participated in the Maths Olympiad.
A Primary Student Representative Council (SRC) was introduced to provide additional student leadership opportunities. We had State and National winners in Lions Youth of the Year, The Australian Government ANZAC Centenary Tour 2015, National Youth Science Forum 2015, an Inaugural Growing ‘Junior’ Tall Poppies Award and a Kwong Lee Dow Young Scholar, University of Melbourne. Students also achieved highly in the ICAS English Competition, ICAS Science Competition, Australian Geography Competition and Australian History Competition. For the first time, one Year 12 student was also accepted into the VCE Plus program at La Trobe University where she started her study in Law whilst in Year 12.

STUDENT LEARNING OUTCOMES

There have been subtle improvements in both Writing and Numeracy results in the last three years. In 2012 our Reading average was above or substantially above all Australian schools at all year levels however, Numeracy results were slightly below the average of all schools.
In 2014 there is an improvement in Writing again but only Year 9 Numeracy is below average. On the whole, our NAPLAN results remain close to the Australian average for all schools.

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<th>Colour Scheme</th>
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### SENIOR SECONDARY OUTCOMES

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<tr>
<td><strong>VCE Median Score</strong></td>
<td>30</td>
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<tr>
<td><strong>VCE Completion Rate</strong></td>
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<tr>
<td><strong>VCAL Completion Rate</strong></td>
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The VCE Median Score has increased to 30 in 2014, compared to 28 in 2013. Our pathways for students leaving Marymede Catholic College have broadened in the last 12 months with students enrolling in University courses increasing by 13%.
POST-SCHOOL DESTINATIONS

Year 12 2014 Student Destination

- University: 12%
- Tafe: 7%
- Employment: 7%
- Other: 5%
- Apprenticeships and Traineeships: 5%
- 75%

Year 12 2014 Areas of Study Post Secondary

- Agriculture and Environment: 3%
- Architecture and Building: 2%
- Creative Arts: 1%
- Education: 14%
- Engineering: 19%
- Health: 7%
- IT: 7%
- Commerce: 10%
- Science: 25%
- Society and Culture: 2%

Image description: Students engaged in various activities in a classroom setting.
Student Wellbeing

Goals & Intended Outcomes

Goal:
To meet the emotional, social, physical and learning needs of students.

Intended Outcomes:
- That an understanding of student wellbeing be developed by all members of the College Community.
- That staff take a consistent approach to the wellbeing of students.
- That student leadership capacity increase and student voice is evident throughout the College.

Achievements:

Student Leadership:
- Expansion of Primary Student Representative Council – a combination of Guild Leaders and Primary Captains.
- Primary School Captains represented Marymede Catholic College at various community events including ANZAC Day ceremony and Remembrance Day ceremony.
- Student Leaders across the College made presentations at Parent Information sessions.
- Primary initiatives of SRC implemented e.g. buddy benches in the school yard.
- Primary and Secondary Guild Leaders are taking more responsibility for the running of activities and meetings.
- Primary SRC members attended the National Young Leaders Conference in Melbourne.
- Student Leadership Induction Retreat day focusing on the theme for the year and how students can live it out.
- Marymede Day was coordinated and run by the Marymede Student Council for the first time.
- Fortnightly Student Leadership meetings were scheduled into the College Calendar.
- Secondary School assemblies were entirely student led.

Intervention Programs:
- Combined Years 6 and 7 Literacy Intervention Program.
- Primary - Implementation of Social Skills Programs P-6.
- Continuation of Reading Recovery Program for Year 1 students.
- Cyber Safety Workshops attended by all Years 6 and 7 students. A parent session was provided with excellent attendance noted.
- Learning Support Officers provided intervention programs in Numeracy and Literacy (small withdrawal groups and in class support).
- On-going implementation of Restorative Practices and implementation of Student Management plans.
- Development of Individual Learning Plans for any students requiring individualized learning.
- ‘Teensconnect’ social outings coordinated by our College Counsellor to support the development of social skills.
- ‘I CAN Schools’ pilot school in partnership with the ‘I CAN Network’ developing mentoring opportunities for students with ASD and/or social difficulties was launched and developed. Past students returned to assist as mentors. An enabling platform for student growth and development.
Curriculum:
- Primary Visual Arts, Performing Arts and Instrumental Programs were provided by specialist staff.
- Expansion of extra-curricular activities across the College.

Documentation:
- Primary implementation of reviewed Excursion/Incursion policy/procedure.
- Implementation of a systematic approach to the uploading of documentation onto SIMON including all official professional reports on students.
- Primary - Use of blue pass on folders of student information transitioning from year to year.
- A more effective referral process for internal referrals to student services.

Transition:
- Extensive Years 6 and 7 Transition Program including more Secondary School experiences for students and information sessions for parents.
- Kindergarten – Prep transition included identification of students for funding with funding for 2015 being applied for in the second round of funding 2014.
- Effective use of Year 6 teacher advice in transfer of information.

Professional Development:
- Primary Learning Support Officers training in the areas of Diabetes and Aspergers.
- Staff received training in anaphylaxis, asthma, mandatory reporting and emergency procedures.
- Staff were provided with Professional Development in the areas of development of Individual Learning Plans, working with students on the spectrum.
- Opportunity for upgrading of First Aid certification offered to all staff.
- Training of Heads of Guild in Restorative Practices.

Staffing:
- Relocation of College Counsellor to House 5 for easy access of Primary students.
- Appointment of 0.5 Student Services Coordinator, Term 4 2014.
- P-12 Increase in hours of Learning Support Officers.

Facilities:
- Primary - Increased access to Marymede Catholic College Oval and Soccer pitch for students.
- Primary Learning Support Officers gained office space in House 5 staff room.
- Primary - Student Wellbeing room in House 5 was used for small group intervention programs.
- Learning Enhancement Centre established adjacent to the Resource Centre.

Parent Support Group:
- Provision was made for Parent Support Group meetings to be held concurrently with scheduled Parent/teacher meetings.
- Parent Support Group meetings were held each term.

Attendance

The College uses the learning management system “SIMON” to record and track attendance. In the first instance, Pastoral teachers (Primary) and Tutor Teachers (Secondary) record attendance and any student absence is noted. Students who arrive late to school are processed via Administration staff.
At approximately 9.30am each day, an SMS is sent to parents of children who have not attended school and have not notified the College via the ‘absence’ phone number. Any unaccounted for absence is followed up by Administration staff. The relevant Head of School is notified where a student is found to be truant. The relevant Deputy Principal authorises any extended absence due to family holidays. The Pastoral or Tutor teachers monitor attendance and notifies the Year Level Leader (Primary) or Head of Guild (Secondary) of any concerns.

In the case of school-refusal or illness, a Wellbeing Management Plan is put into place to support the child and family. An attendance policy in line with Government requirements ‘Every Day Counts’ was developed.

**VALUE ADDED**

- Interschool sports – SACCSS and Bridge-Inn, increased participation across the College.
- Guild activities – Student co-ordination of Guild fundraising and feast days.
- Chess club.
- Academic Improvement at Marymede (AIM).
- Camps program – mapping of experiences from Years 4-9.
- Increased full and responsive participation in Mass and Liturgies.
- College Musical Production ‘Annie’ – cast and crew numbered close to 100, including Years 5 and 6 students for the first time.
- Marymede Film School.
- Debating and public speaking competitions.
- Service in the community – regular Tuesday visits to San Carlo nursing home; support for Habitat for Humanity.
- Art and Technology showcase – Inclusion in local Whittlesea Show.
- Primary and Secondary Liturgical Choir.
- Junior Jammers – Opportunity for students to play musical instruments together, outside of the Concert Band.
- ‘I CAN Schools Pilot’- Empowering our young people on the spectrum to have platforms of encouragement.
- Increased participation in competitions with individuals being selected for places in opportunities such as ‘The Spirit of ANZAC Prize’; National Science Youth Forum and Tall Poppies.
While reasonably positive and again demonstrating growth, students place their level of distress slightly higher than their feeling of positivity about being at school. While they feel connected to the College, the data implies a mixed experience of their time at school. As Student Engagement data indicates, their low assessment of Classroom Behaviour may indicate that while they feel positive about many aspects of the school, their experience in the classroom may be contributing factor to this mixed experience.

It would appear that a primary cause of student’s concern about their wellbeing is that, while they generally feel safe in the school, the behavior in the classroom may be getting in the way of their learning. Students see this as a more significant issue than the teachers do and may indicate their greater awareness of more covert disruptive behaviour in the classroom. The student data suggest a possible cause for the classroom behaviour may be the delivery of the curriculum. While they see teachers in the school as well-planned and aware of and willing to assist student learning, they believe that this well-planned, purposeful curriculum can be delivered in more interesting, enjoyable and inspiring ways.
Leadership & Management

Goals & Intended Outcomes

Goals
- To continue to develop a culture of distributed leadership where all members of the community are invited and encouraged to become active participants in the life of the College.
- To distribute resources in an equitable manner.
- To develop a professional learning culture.

Intended Outcomes
- That the four pillars of staff culture and school climate are enhanced.
- That school resources are allocated according to the School Improvement Plan priorities.
- That leadership capacity of all is developed.

Achievements
Throughout 2014, emphasis continued on the development and support of teacher/leader capacity through presentations of Action Research Projects based around aspects of Differentiation. These were complemented by a number of professional learning forums.

Communication systems continue to be reviewed and developed ensuring all members of the College had timely access to information. The launching of the updated College website has substantially contributed to more effective communication across the College.

Discussions and planning throughout 2013 with the Middle Leaders regarding continuing skill development and building leadership capacity has enabled a Leaders Conference to be developed.

Regular meetings took place with teaching staff on improving workplace harmony throughout the College with emphasis on continued improvement on school climate and the four pillars.

All staff undertook an Annual Review Process and a collaborative approach to staff appraisal through regular coaching sessions was introduced.

A number of staff participated in the coaching program involving peer observation, peer coaching and one to one coaching sessions.

Heads of Domain visited classrooms to support best practice, next practice teaching and learning practices.

Follow up coaching sessions enabled a more cohesive approach to Teaching and Learning in Years 7-10.

A number of improvements and developments occurred in 2014, in particular, the refurbishment of House 6 and the continued beautification of the College grounds.

A new College Principal was appointed in May 2014. This enabled a strong transition throughout the second half of 2014 into 2015.
In 2015, regular meetings will be set aside to continue the Middle Leaders program with emphasis on building leadership capacity.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2013

**SCHOOL BASED PROFESSIONAL LEARNING**
- Whole School PL activity – AUS VELS
- Professional Learning Groups on topics such as Assessment, the use of data and evidence to inform teaching and various aspects of the VELS.
- Domain-based professional learning
- Action Research Projects – Assessment and Reporting
- Best Practice workshops
- Middle Leaders – Courageous Conversations
- Staff Leadership Talent & Strengths Program based on best practice in Teaching & Learning
- Professional Learning on Mindset Theory for student & school improvement

**EXTERNALLY PROVIDED PROFESSIONAL LEARNING**
A large range of professional learning was undertaken by College teaching and non-teaching staff. In addition to annual Subject Association conferences, some of the professional learning that staff accessed externally was in relation to Mathematics and Literacy, behaviour management, Accreditation to teach in a Catholic School, Reading and Spelling strategies and the development of various ICT skills.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 49 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $920 |

### TEACHER SATISFACTION

Information from the School Improvement Teacher Surveys indicates an increased teacher satisfaction from 2013. Marymede Catholic College staff satisfaction is at the lower 50% of Victorian schools.

Strategies were implemented and reviewed in 2014 to improve staff satisfaction across the College. A major indicator for improved teacher satisfaction was a low staff turnover and continued emphasis on efficient communication systems.
College Community

Goals & Intended Outcomes

- To increase the active engagement of parents in their child’s learning.
- To promote and further develop partnerships with the local and wider community.

Achievements

In 2014 the College has expended significant efforts to genuinely engage parents in the life of the College and to increase their satisfaction and confidence that the College is always seeking to improve. Additionally, the College has worked to enhance and extend its connectedness to the broader community.

Achievements in this sphere include, but are not limited to:

- Increasing the number and variety of curriculum workshops, information evenings, learning expos, art exhibitions, musicals, assemblies and celebrations of student learning allowing parents’ further insight into the learning of their children.
- Extending the primary into secondary school transition and orientation program.
- Providing greater opportunities for parents to regularly volunteer in classrooms and support student learning during excursions and excursions.
- Producing a new College prospectus, signage and promotional materials.
- Launching a new College website, Facebook page, fortnightly digital Newsletter and termly College Bulletin.
- Providing opportunities for parents to give feedback via online surveys.
- Erecting display boards and monitors to showcase learning and promote upcoming events.
- Introducing a Parent Access Module, complementing the intranet SIMON for staff and students, allowing parents to access up-to-date data about student absence, access presentations, forms and other communication uploaded to the intranet, access student reports and timetables.
- Expanding the College Open Day to include interactive activities for visitors.
- Increasing the number and scope of sporting events, resulted in a larger number of spectators, umpires, coaches and players participating. Primary students participated in the local Bridge Inn Competition, District then State competitions. Secondary students participated in the SACCSS Program. AFL Trainees supported these sporting programs.
- Running termly primary Guild Walk to School days along with annual Athletics and Swimming Carnivals, where parent participation is strongly encouraged.
- Initiating community projects such as:
  - Year 5 and Year 12 VCAL with external CERES/Landscape experts;
  - Year 2 and VCAL designing recycling rubbish bins;
  - CEOM Indigenous personnel working in the wetlands garden.

VALUE ADDED

The significant priority within the College given to Sacramental, Social Justice, academic, leadership, wellbeing, creative Arts, co-curricular and Sporting Programs, along with pathways and careers for Senior students, has seen the development of links with many Catholic and secular organisations in the local and global community. This is reflective of the ongoing commitment by the College to the education of the whole person.

In 2014 we had over 300 student entries across Primary and Secondary in the Whittlesea Art Show. 20% of all Secondary school entries placed either 1st, 2nd or 3rd Highly Commended and Commended. This is an increase from the previous year of 15%. 3% of Primary school entries were also placed in these categories.
One student from the College attended the inaugural trip to Gallipoli in 2014 as part of the 100th ANZAC anniversary awards. The College provided expert speakers to facilitate parent/adult workshops on topics such as Cyber Safety, Parenting teenagers and the like. Parents, staff and students participated in many fundraising and social events. The 2014 College Fete, organised by the Parents and Friends Committee, was a huge success. In 2014 the College also hosted events such as Mother’s and Father’s Day Liturgies and Assemblies and introduced a Grandparent’s picnic.

PARENT SATISFACTION

Our emphasis to improve parent satisfaction with the College and opportunities for parental input has been achieved through Parent Information sessions and the strong support of the Board and Parents’ and Friends Committee. As the College is evolving and growing, a culture is developing of annual events that are well patronised and gather the school community together to learn and celebrate.

The College Secondary School data indicates an improvement in our Community Engagement Aggregator Indicator from 51.5% in 2013 to 65.8% in 2014. The Primary School data indicates an improvement in parent satisfaction from 2013 of 61.4% to 62.5% in 2014.
## Financial Performance

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<th>MODIFIED CASH</th>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
<td><strong>19,347,335</strong></td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>Tuition</strong></td>
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<tr>
<td>Government capital grants</td>
<td></td>
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<tr>
<td>Capital fees and levies</td>
<td>3,458,188</td>
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<tr>
<td><strong>Other capital income</strong></td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>3,458,188</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>3,709,279</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>18,284,297</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>18,535,388</strong></td>
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*Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
VRQA Compliance Data

E1377
Marymede Catholic College, South Morang

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<thead>
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## MARYMEDE CATHOLIC COLLEGE, SOUTH MORANG

### 2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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<td>99.0</td>
<td>97.1</td>
<td>2.3</td>
<td>-1.9</td>
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![NAPLAN Year 3](image1.png)
![NAPLAN Year 5](image2.png)
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 70.09% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.35</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.33</td>
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<td>Year 3</td>
<td>94.50</td>
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<td>Year 4</td>
<td>95.25</td>
</tr>
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<td>Year 5</td>
<td>95.74</td>
</tr>
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<td>Year 6</td>
<td>94.93</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.59</td>
</tr>
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<td>Year 8</td>
<td>94.95</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.38</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.83</td>
</tr>
</tbody>
</table>
### Overall average attendance

| Overall average attendance | 95.09 |

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.16% |

### STAFF RETENTION RATE

| Staff Retention Rate | 79.44% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>31.15%</td>
</tr>
<tr>
<td>Graduate</td>
<td>45.90%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>6.56%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>83.61%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>11.48%</td>
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<tr>
<td>No Qualifications Listed</td>
<td>9.84%</td>
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### STAFF COMPOSITION

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<tr>
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<th>Count</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>138</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>125.275</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>43</td>
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### FTE Non-Teaching Staff
<table>
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<tr>
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<th>42.317</th>
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<tr>
<td>Indigenous Teaching Staff</td>
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### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Year 9 Reading</th>
<th>582.80</th>
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<tbody>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
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<tr>
<td>Year 9 Spelling</td>
<td>580.80</td>
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<td>Year 9 Grammar &amp; Punctuation</td>
<td>580.70</td>
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<td>Year 9 Numeracy</td>
<td>567.40</td>
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### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>VCE Median Score</th>
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<tbody>
<tr>
<td>VCE Completion Rate</td>
<td>97%</td>
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<tr>
<td>VCAL Completion Rate</td>
<td>100%</td>
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### POST-SCHOOL DESTINATIONS AT AS 2013

<table>
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<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tertiary Study</td>
<td>76.3%</td>
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<tr>
<td>VET / TAFE</td>
<td>20.0%</td>
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<tr>
<td>Apprenticeship / Traineeship</td>
<td>5.1%</td>
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<tr>
<td>Deferred</td>
<td>0.0%</td>
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<tr>
<td>Employment</td>
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