

# Marymede Catholic College

## South Morang

### 2022

## Annual Report to the School Community



Registered School Number: 2032

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## Contact Details

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## Minimum Standards Attestation

I, Timothy Newcomb, attest that Marymede Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**NOTE:** The School's financial performance information has 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)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### Mission

Inspired by our Catholic faith tradition we are called to nourish, nurture, challenge and celebrate our diverse community in an adaptive and aspirational environment.

### Vision

Inspired by Jesus and In the Way of Mary, students experience the fullness of life and aspire to grow, lead and serve.

### At Marymede Catholic College we value:

- Community
- Compassion
- Inclusivity
- Integrity
- Learning
- Respect

Finding purpose in our Mission, and guided by what we value to realise our vision we are focused on:

### 1. Encountering Christ

With Mary as our model, we meet Christ in everyday moments to be courageous, compassionate and of service to others.

## **2. Empowering students to flourish**

Through proactive wellbeing approaches we foster self-acceptance, personal growth, resilience and respectful relationships.

## **3. Aspirations for all**

We intentionally differentiate learning for the growth and achievement of all.

## **4. Fostering a positive culture and environment**

We take responsibility for a safe, connected, responsive and sustainable environment.

## College Overview

Marymede Catholic College serves the parishes of St Francis of Assisi (Mill Park and South Morang) and Christ the Light (Doreen, Kinglake, Mernda and Whittlesea) and is governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Marymede Catholic College opened in 2006 and is a coeducational Prep to Year 12 school with approximately 2140 students on its South Morang Campus alongside the Marymede Early Learning Centre which offers 3-year-old and 4-year-old kindergarten.

The College also hosts additional 13 students as it has a Campus of St Mary's College for the Deaf on-site.

Excitingly, the College is expanding the facilitation of its learning program through the introduction of an additional Campus in Doreen. The Doreen Campus will be next door to St Paul the Apostle Catholic Primary School. Marymede Catholic College will be opening an Early Learning Centre on its Doreen Campus in Term 2 2023 and a secondary school beginning with Year 7 in 2024.

At Marymede Catholic College where our motto is In the way of Mary, we are inspired by how Mary helped others to understand Jesus's teaching.

Working in partnership with parents we are committed to inspiring student learning and growth in all areas; spiritual, academic, wellbeing and physical.

The College is located on a beautiful site with excellent facilities.

Students are supported by fantastically committed teachers who create a safe, inclusive and happy learning environment.

High standards are fostered at the College where all students are suitably challenged and supported to achieve their very best. We stretch students' talents. We help those who are vulnerable.

An engaging and contemporary learning program, including a wide range of extra-curricular opportunities is on offer to students.

The students of the College are very proud of their school, value the relationships they form with their friends and are blessed to have many great opportunities to come to know our loving God and to develop their knowledge, skills and understanding in all areas.

Graduates of the College leave confident to lead and serve the world of today and tomorrow.



## Principal's Report

I am very grateful for the trust placed in me to be the Principal of Marymede Catholic College. Thank you to students, parents and staff for your welcome this year as I began at the College.

Marymede Catholic College has a short but proud history and I acknowledge all who have contributed to the College over its first 15 years and look forward to collaborating with the community on the next steps for the College's journey.

2022 began with the matter of COVID still very much present. We navigated our way through restrictions while we took on the challenge of supporting students with reconnecting with peers and study routines as a full year of school on campus was again possible.

Throughout the year we explored our theme of Known and loved - Dignity for all. This offered us a wonderful way to consider our Catholic Identity.

I share the following highlights of 2022:

- Many rich learning opportunities offered to students
- Deepening of our Child Safety practices
- A number of Primary Campus initiatives recognising age-appropriate needs for this stage of learning
- Implementing Respectful Relationships curriculum and the Positive Behaviour for Learning Program
- Reviewing our use of NCCD resources
- Celebrating a wonderful Marymede Day
- Some minor adjustments to the College uniform
- Fostering a culture of curiosity and collaboration among staff
- Excellent VCE results
- Celebrating graduations and learning achievements to conclude the year
- Whole school professional learning days for staff
- Embedding key policies and enhancing our approach to risk mitigation and safety promotion
- Establishing an adjusted College leadership structure for 2023 aimed at enabling the realisation of strategic intent and enhancing operational effectiveness

Of particular importance was the process we undertook this year to review our strategic intent. This process involved engagement with students, parents and staff and included reflection on data, research and the perspectives of members of the College community. The final outcome was an updated Mission Statement, updated Vision Statement, establishment of a six key matters the College values and really importantly naming four foci that the College will ambitiously and enthusiastically realise over the coming years. I share the outcomes of our strategic intent project with you.

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### Vision

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Thank you very much to the College community for your support this year. In particular I specifically acknowledge Lee Campbell (my EA), the College Leadership Team, Fr Anthony Girolami, Fr Hien Vu, Fr John Murphy, student leaders, Gabby Callaghan (HR Manager), Fleur Bedford (Director of Marketing and Communication), the College Advisory Council and staff from Melbourne Archdiocese Catholic Schools.

Best wishes to students who graduated to the College this year!



## Catholic Identity and Mission

### Goals & Intended Outcomes

**Goal:**

To enhance a faith community that lives the Gospel with a Marian identity "In the way of Mary."

**Intended Outcomes:**

To review our connection with a Religious Order with a Marian charism

Enhance staff formation

Establish a community service program

Facilitate a religious education curriculum which is proactive, challenging, and offers a re-contextualisation of the Catholic faith

Strengthen links between Christ the Light Parish and St Francis of Assist Parish

### Achievements

- Embracing the College 2022 theme of 'Known and Loved - Dignity for all'
- Planning for the introduction of Year 12 Religious Education in 2023
- Reviewing of ECSI data
- Reviewing of accreditation data and opportunities for staff formation
- High quality Catholic identity formation
- Engaging liturgies

- High quality Sacramental Program and Retreat Programs
- Beginning plans for establishing religious art pieces at the College

#### VALUE ADDED

- Game Changers social justice program
- Opportunities for prayer
- Online prayer and liturgies
- Mini Vinnies
- Retreats
- Sacramental Program
- Year 11 and Year 12 Retreats

## Learning and Teaching

### Goals & Intended Outcomes

- Marymede Catholic College strives to foster a learning culture characterised by contemporary pedagogy, knowledge and practice to empower students with the skills and discernment to become active and ethical citizens of a global society.

As a P-12 Catholic College, Marymede aims to give our students a complete education that supports individual growth and academic, personal, social and spiritual development from early learning through to adulthood. To achieve this, we work in partnership with parents and carers to provide responsive learning tailored to the ages and developmental stages of each child

Our goal is to improve student learning outcomes by implementing a whole school approach, reflective of our Learning Vision.

Our key commitments are:

- Learning Framework
- Curriculum Innovation
- Contemporary Pedagogies

### Achievements

- Enhanced assessment strategies
- Online progressive reporting practices
- Literacy and numeracy program development
- Excellent VCE results
- Enhanced use of NCCD resources
- Increased Structured Workplace Learning Program
- Positive Awards Evening
- Primary Showcases of Learning
- Enhanced Inquiry Program

## STUDENT LEARNING OUTCOMES

Students in Years 3, 5, 7 and 9 completed NAPLAN testing.

NAPLAN data reports indicate our students are generally achieving an expected level or greater.

The College is striving to enhance levels of growth across all areas of literacy and numeracy.

Students engage in PAT Reading and PAT Mathematics.

PAT and NAPLAN data has been used to inform the teaching and learning program in 2022 and identify students that require additional support through the Victorian Government Tutor Learning Program.

### Summary of VCE results

- Median Study Score: 30
- Study Scores over 40: 4.5%
- Dux: 99.15
- Median ATAR: 70.6
- ATAR 90+: 12.1%
- ATAR 80+: 23.2%
- ATAR 70+: 41.4%

The level of 'value add' for VCE students was also pleasing. Staff continue to analyse VCE data to consider how the learning program can be enhanced and how learning activities can be improved. The increase in the proportion of students achieving higher study scores and higher ATARs is reflective of the College's focus on raising expectation and aspiration in an environment where students feel known and supported.



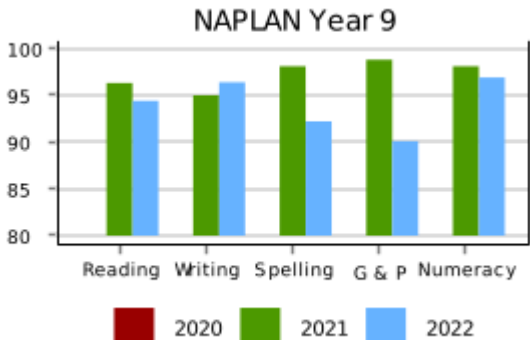
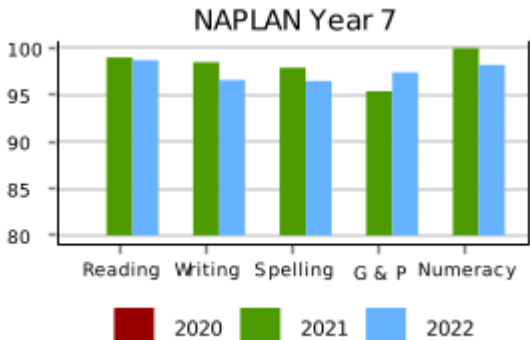
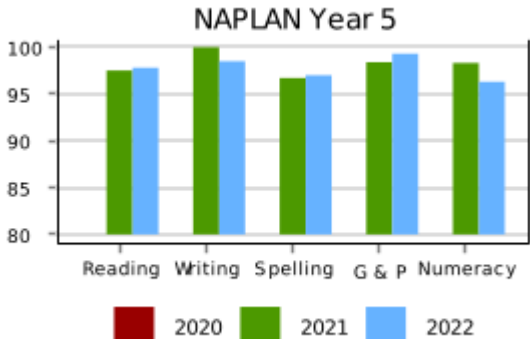
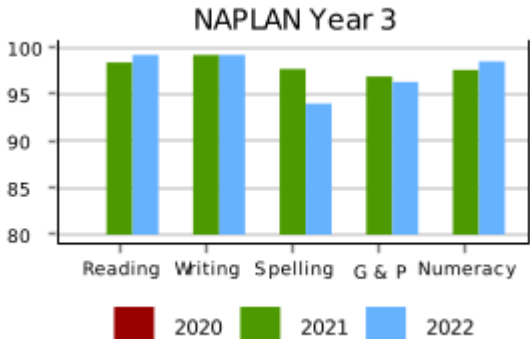
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	575.8
Year 9 Numeracy	579.6
Year 9 Reading	585.4
Year 9 Spelling	586.3
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.9	-	96.3	-0.6
YR 03 Numeracy	-	97.6	-	98.5	0.9
YR 03 Reading	-	98.4	-	99.2	0.8
YR 03 Spelling	-	97.7	-	94.0	-3.7
YR 03 Writing	-	99.2	-	99.2	0.0
YR 05 Grammar & Punctuation	-	98.4	-	99.3	0.9
YR 05 Numeracy	-	98.3	-	96.3	-2.0
YR 05 Reading	-	97.5	-	97.8	0.3
YR 05 Spelling	-	96.7	--	97.0	0.3
YR 05 Writing	-	100.0		98.5	-1.5
YR 07 Grammar & Punctuation	-	95.4	-	97.4	2.0
YR 07 Numeracy	-	100.0	-	98.2	-1.8
YR 07 Reading	-	99.0	-	98.7	-0.3
YR 07 Spelling	-	97.9	-	96.5	-1.4
YR 07 Writing	-	98.5	-	96.6	-1.9
YR 09 Grammar & Punctuation	-	98.8	-	90.1	-8.7
YR 09 Numeracy	-	98.1	-	96.9	-1.2
YR 09 Reading	-	96.3	-	94.4	-1.9
YR 09 Spelling	-	98.1	-	92.2	-5.9
YR 09 Writing	-	95.0	-	96.4	1.4

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

The 2020-2023 strategic plan includes our goal is to further develop a safe, inclusive, and respectful environment that enhances connectedness and engagement across the Marymede community.

Our key commitments are:

- Student Wellbeing Programs and Protocols
- Student Voice, Agency and Culture
- House Structure and Co-Curricular Involvement
- Implementing Positive Behaviour for Learning (PB4L)

### Achievements

- Reconnection Project post COVID
- Implementation of Positive Behaviour for Learning Project
- Project to reduce vaping
- Implementation of Respectful Relationships curriculum
- Implementation of the College Wellbeing Program
- Positive Marymede Catholic College Day
- Enhanced student leadership opportunities
- Graduation event for Year 6
- Introduction of more Primary Campus assemblies

### VALUE ADDED

- Music groups
- Musical
- Sport
- Science Club
- Gardening club
- Vinnies
- Sewing club
- Vocal ensemble

- Maths competitions
- Gaming Sports
- Coding
- Debating
- Games club
- Fire Carriers

**STUDENT SATISFACTION**

Feedback from students via the MACSIS 2022 survey highlights that students identify the following as strengths of the College:

- Rigorous expectations of students
- Positive relationships with students and staff
- Presence of student voice in the College

**STUDENT ATTENDANCE**

Attendance is kept online via SIMON. Absences are checked against parent notifications (which parents can submit via phone, email or online via PAM) and an SMS sent for any unexplained absences. If a response is not received in the morning, the Attendance Officer phones the parent / guardian to seek explanation. Where multiple unexplained days or potential school refusal patterns occur, the core / pastoral teacher contacts home with support from the relevant House Leader and/or Director of Students. COVID-related attendances were noted specifically in order to both support families and maintain health and safety protocols.

In P to Year 6 work is being done to establish pastoral relationships with families/students experiencing poor attendance to ensure families and students are being supported.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	92.6%
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<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	89.7%
Y02	89.9%
Y03	90.2%
Y04	89.8%
Y05	91.2%
Y06	89.6%
Y07	90.0%
Y08	88.6%
Y09	89.9%
Y10	87.8%
Overall average attendance	89.7%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	99.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2022</b>	
Tertiary Study	59.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	14.0%
Deferred	2.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

## Child Safe Standards

### Goals & Intended Outcomes

Child safety and broader matters of care and wellbeing of all students is a significant focus for the College which is addressed at all levels of the College regularly and seriously.

In 2022 the College aimed to deepen its implementation and review of child safe strategies to further enhance the child safe culture in the College.

### Achievements

- The embedding of policies and commitments into every day practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies to establish a culturally safe environment
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the college
- Child safety structures and leadership roles and the impact teams have had in continuing to strengthen the child safe culture of the college
- Engagement and involvement of families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Child safety - Risk Management practices and complaints handling processes
- Addition of vape detectors to help monitor student vaping
- Child safety considerations for capital development projects

## Leadership

### Goals & Intended Outcomes

The College aimed to ensure that the College is led with direction and clarity and that the Mission of the College inspires all that we do.

### Achievements

- Engaged with the College community to review and update the Mission and Vision Statements and establish 6 key values and 4 key areas for focus for the College
- Establish an enhanced College Leadership Team structure to support the realisation of the 4 key areas of focus
- Established the Policy, Risk and Resources Team to address key strategic and compliance foci
- Enhanced human resources practices
- Increased student enrolments and enhanced enrolment practices
- Enhanced compliance with the industrial award
- Established the practice of professional learning days being for both primary and secondary staff
- Provided professional learning for leaders in the area of Mental Health First Aid and difficult conversations
- Prepared for the implementation of the Doreen Campus
- Progressed the following capital development projects:
  - Ring road for traffic
  - VCE Building
  - Early Learning Centre at the Doreen Campus
  - Stages 2 - 4 of the Doreen Campus
  - Review of the Doreen Campus Masterplan

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Accreditation to Teach in a Catholic School
- Accreditation to Teach Religious Education



- Anaphylaxis training
- Assessment and Reporting
- Catholic Identity
- Careers education
- Child safety
- Curriculum design
- Curriculum specific
- Data analytics
- Diabetes training
- Difficult conversations for leaders
- Digital Learning
- First Aid training
- Induction
- Inquiry
- Initialit
- Intervention Framework
- Leading Teams
- Learning Diversity
- Literacy
- Mental health first aid for adults
- Microsoft Educator Training
- NAPLAN
- NCCD implementation
- Numeracy
- Positive Behaviour for Learning
- Religious education
- Respectful Relationships
- Tertiary studies in leadership, learning and teaching, wellbeing and Catholic identity
- VCAA Assessing
- VCAL Quality Assurance
- VCE data analysis
- VIT Mentoring
- Victorian F-10 Curriculum

<ul style="list-style-type: none"> <li>Wellbeing</li> </ul>	
Number of teachers who participated in PL in 2022	140
Average expenditure per teacher for PL	\$900

**TEACHER SATISFACTION**

The teachers of the College are very proud of their contribution of the College.

Feedback from teachers via the 2022 MACSIS Survey highlighted the following themes.

Areas of improvement:

- Quality and coherent professional learning opportunities
- How leaders set the conditions for improving teaching and learning
- Collective efficacy
- Psychological safety
- Collaboration regarding the College's improvement agenda

Other areas of strength:

- Perception of the importance of Catholic identity for College leaders
- Relationship between teachers and members of the College Leadership Team

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.0%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.3%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	34.4%
Graduate	37.8%
Graduate Certificate	4.4%
Bachelor Degree	85.6%
Advanced Diploma	8.9%
No Qualifications Listed	10.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	166.0
Teaching Staff (FTE)	145.6
Non-Teaching Staff (Headcount)	93.0
Non-Teaching Staff (FTE)	72.6
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Goals

To improve student learning outcomes through efficient and effective use of resources, parent and community partnerships

#### Intended Outcomes

Increase community partnerships

Enhance resourcing for community engagement

Plan for the Doreen Campus

Engage with alumni more

#### Achievements

The College continued to engage with the community within and external to the College throughout 2022.

During the course of 2022 the College established a Community Engagement Team aimed at enhancing our engagement and relationships with current and prospective families as well as graduates.

The Parents and Friends Association continues to thrive.

During 2022 the College increased its use of PAM for communication with parents. This resulted in a more efficient medical details and consent system.

The College engaged with the local community regarding its new Doreen Campus including visits to feeder primary schools and shopping centres.

The Prep Teddy Bear Picnic was introduced and involved many families connecting with the College and other families.

A weekly video from the Principal was introduced in 2022 to enhance connection with parents.

The College continued to be active in terms of looking for opportunities to partner with groups and individuals to provide rich learning opportunities for our students.

VET students continued to complete their studies and be awarded nationally accredited certificates in areas of vocational learning.

The College looks forward to furthering our community engagement in 2023.

#### VALUE ADDED

- VET subjects
- Structured Workplace Learning
- College Musical
- Gardening Club
- Public Speaking
- Debating
- Choir
- Music
- Creative Writing
- Sport
- Science Club

#### PARENT SATISFACTION

The College continues to work in partnership with parents. The College recognises that when school staff and parents engage in partnership that there are better outcomes for students.

The College worked hard in 2022 to grow positive relationships with parents.

Pleasingly, student enrolments in 2022 continued to grow from 2020. Student retention also remained high. Both of these figures highlight in some way the degree of parent satisfaction with the College.

The MACSIS Family Survey indicated particularly positive responses from parents in relation to:

- Communication
- How the College meets the needs of students
- Physical and psychological safety
- Opportunity for parent involvement

The College is very thankful for the support of parents.

## Future Directions

Marymede Catholic College looks to the future with great hope and optimism.

The College is particularly focused on realising its four key directions at both the established South Morang Campus and the new Doreen Campus which will open in 2024.

Finding purpose in our Mission, and guided by what we value to realise our vision we are focused on:

### **1. Encountering Christ**

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### **2. Empowering students to flourish**

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### **3. Aspirations for all**

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