

# Marymede Catholic College South Morang

2020

Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Michael Kenny, 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/03/2021

**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)

## 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	Strength
Ingenuity	Compassion
Humility	Service
Commitment	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, Peter A. Comensoli.

The College is now in its 15th year with the 10th group of students completing their VCE studies in 2020. The College has developed an excellent reputation in the local community with a high demand for places at both Prep and Year 7.

Our 2020 enrolments were 1915 at census date. These numbers will continue to grow in coming years with a planned enrolment ceiling of 2,250 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 person 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 pleased once again to have the opportunity to present my Annual Report for our College.

When I was reflecting on the different events which occurred during 2020 at Marymede Catholic College, there can be no doubt that the coronavirus (COVID-19) pandemic has had the greatest impact, not only on our College Community, but on every country in the world. This pandemic has disrupted lives in ways we have never known and certainly never expected.

I believe that as a College we deserve to feel proud of how everyone adapted to the extraordinary circumstances we found ourselves in during the pandemic. For more than three months this year, our College was very quiet as we missed the very essence that brings life to the buildings - our students.

It was interesting to talk to our students when they finally returned to school about their experiences in home schooling. Some students commented that they found the greater responsibilities placed on them, to self-motivate and to be self-disciplined, worthwhile growth opportunities whilst others found such challenges difficult. Many students reported that they had built stronger relationships with their classmates and their teachers while they experienced remote learning together. Some students who may have previously been disengaged with their learning found a new way forward with less distraction whilst working from home. Many missed the routine of school and the structures it creates for them. I am proud of all of our students and how they managed online learning.

Moving to remote learning and teaching presented challenges for our staff because we shifted into uncharted waters at such a rapid speed. I take this opportunity to thank our staff for the way they quickly embraced the challenge of delivering engaging lessons to their students online and for the support and care they provided for our students during this difficult time. I have been comforted by the many emails I received from our parents thanking the teachers for their efforts to support their children during the coronavirus lockdown.

To our parents, I say thank you for all that you have done to support us in the work we are continuing to do with your sons/daughters. You became teachers, problem solvers and working from home coordinators and we are all aware of how difficult the juggling requirements have been.

We have often spoken about the importance of the partnership between school and home. In so many ways we have been truly in partnership throughout this coronavirus pandemic. We can rejoice in the gift of unity that has been strengthened as a consequence of such difficult circumstances.

So much has changed in the world today and the media keeps reminding us of the high level of devastation that this pandemic has caused. The inconceivable loss of lives and freedom to do what we have always done before will remain in our hearts and minds forever. It is my hope and

my prayer that the positive changes that have directly or indirectly occurred as a result of the crisis, such as extended time spent with our families during lockdown periods, the ability to remain socially connected to our loved ones and friends with the use of digital mediums, will also remain at the forefront of our minds when we think of our future and perhaps a new kind of normal.

Our College Theme in 2020 "I give you a new commandment, that you love one another. Just as I have loved you, you also are to love one another" challenged all members of our Marymede Community to open wide our hearts so that everyone could feel loved. I believe that at our College this year, everyone has felt included, valued, supported and loved as we came to terms with the reality of living in a pandemic. Marymede is truly a Christian and Catholic Community.

Throughout this challenging year, the College has continued to provide faith deepening opportunities for our students. I thank our Director of Faith and Mission P-12, Julia Wake and Primary Religious Education Coordinator, Laetitia Malusu for their efforts to ensure that our students have been able to participate in Prayer, Liturgy and the Sacramental life throughout 2020. A big thank you also to Fr. Martin Ashe and Fr. John Murphy for attending to the spiritual needs of our students and staff.

I am delighted that the College's Remar/Game Changers program was able to continue in an online format this year. The students who have been involved have developed skills such as teamwork, decision making and empathy. Hopefully, the society we live in will benefit going forward from our students developing an enhanced sense of the needs of others. I thank the Remar staff, Marie Bagh, Alexander Timms, Melissa Gaff, Ferdinand Correya, Kristina O'Connor and Scott Byrne for their work in supporting our students this year.

I was heartened by the way our Year 12 students participated in their three-day Retreat program early in the school year. The time away, in what has provided to be a very challenging year for them, strengthened the important relationships in their lives - their family, friends, teachers and God. I wish them happiness and success as they leave school and move out into the wider world. I hope that they embrace the challenges that come their way in the future. I take this opportunity to thank our College Captains Ann Anil and Dimitrios Bachos for the way they have led the student body in difficult circumstances this year.

In looking at the Learning and Teaching program across P-12, I again thank our teaching staff and Learning Support Officers for the way they embraced online learning this year. Our students were very well supported by their teachers who provided guidance, knowledge and encouragement in very difficult times.

I congratulate our Deputy Principal Learning and Teaching P-12, Jessica Hall, for the great leadership she has provided in her first year at the College. I acknowledge the support given to her from our Secondary Learning and Teaching Coordinator, Nikole Cymbalak, Primary Learning and Teaching Coordinator, Debra Molloy, Primary Numeracy Coordinator, Linda Minahan, Primary Literacy Coordinator, Elizabeth Milani, the Secondary Learning and Teaching Team and the Primary Leadership Team.

I also wish to acknowledge the efforts of our Learning Enhancement staff led by Rosemary Bennett, Laura Gazeas and Sharon Bluett for their work with our students who require either individual or small group support. The Learning Enhancement Centre continues to be well known in the wider community for the care and support offered to students who need extra assistance.

The breadth of programs at our College enables us to cater for a wide variety of outcomes and student abilities. In particular, our Vocational Educational and Training program has provided a number of our Years 10-12 students to gain hands-on experience and learning in numerous fields in a diverse range of educational institutions. I thank the work of our Pathways Team David De Silva, Gary Hickey and Stavroula Tsembas.

We are also very fortunate in having a very capable team of College Psychologists and Counsellors and I thank all members of this team for the support they have given to students, parents and staff to cope in the extraordinary circumstances of this year.

The Capital Development program this year has seen the completion of the Design Technology Centre. This is an outstanding facility for our Technology students, and I believe it will lead to a significant increase in the number of students choosing subjects in this Domain going forward. A big thank you to our Business Manager, Paul Romanin for overseeing this project.

I am delighted that the State Government has recently approved a \$3.45 million grant for the College to build a Performing Arts Centre. We anticipate that the project will begin in Term 2 2021 and be ready for student use at the start of the 2022 school year.

Whilst all staff in their role in as either class or tutor teachers have been outstanding in the support of their students, I particularly want to acknowledge our Directors of Students, David Brick, Melinda Muir and Narelle Collins for their efforts in supporting the staff and students throughout what can only be described as a very difficult year. Thank you also for the work of our Secondary House Leaders and Primary Wellbeing Coordinator, Lisa Murray.

In previous end of year reports, I would be highlighting all of the many co-curricular activities which have taken place throughout the year. Sadly, as a result of the Government restrictions imposed to contain the coronavirus, our students were unable to participate in the life of the College this year. I thank our Cultural Co-Curricular Coordinator, Angie Bedford and Sports Coordinators, Gerard Large and Anna Williams for their efforts to provide alternative online activities for our students.

I acknowledge the work of our Deputy Principal Staff and Operations P-12, David Broadbent, in undertaking this new role in 2020. He has been a great support to me in helping the College respond to the changes to the school's operation as result of the Government regulations which were introduced this year.

A big thank you to our affiliated groups - the Association of Delegated Canonical Administrators and the College Board - both for their efforts to ensure that Marymede continues to thrive in the future. In particular, I acknowledge Peter Annett and the ADCAs who at the end of this year finish in their role as the governing body of the College. This group, over the entire history of the College, has provided very strong support to the Principals of the College and I am very grateful for the wisdom they have shared with me and for always putting the best interests of the College at the heart of their decisions.

A big thank you to the Senior Leadership Team and my Executive Assistant, Lee Campbell for their support which has always been immediate and very generous.

It is with great hope and excitement that we look forward to the 2021 school year with the promise of calmer waters. Despite the financial impact of the coronavirus on a number of our families, I am delighted to report that next year our Prep enrolments are at capacity and our Year 7 enrolments will be in excess of 200. We anticipate commencing next year with a student population of at least 1950 which is an increase of over 35 from this year.

I thank all of our parents for the sacrifices you are making to ensure that your children continue their education at our College.

Michael Kenny

Principal

## Education in Faith

### Goals & Intended Outcomes

#### Goals and Intended Outcomes:

Goal: To continue to deepen and strengthen the faith life of students and staff, ignite a passion for justice and to answer a call of service to our Community.

#### Intended Outcomes:

Despite a worldwide pandemic, the intention remained to enrich the Catholic identity of the College through active engagement on campus and online.

#### Challenges:

Weekly Wednesday and monthly Sunday Community Masses, Sacrament of First Eucharist and associated events, REMAR and Gamechangers regional connect days and the Blessing and official opening of our new Technology Building were all put on hold due to COVID restrictions.

There was another first for Marymede with our Confirmation Candidates, their parents and their teachers joining a workshop via Zoom conducted by Maria Forde. Despite this, our Sacramental program was also postponed.

Throughout 2020, COVID 19 showed us the importance of this years College Theme, 'To love one another just as I have loved you.' Throughout the various challenges presented to us, we all came to learn it was a year that required love to help us endure.

#### Sacred Spaces:

In an unprecedented position, we found ways of being creative in creating a sacred space for the School faith life to flourish. Throughout Home Learning and while on Campus, students and staff were led by the Holy Spirit, through weekly Wednesday Rosary at Lunchtime in the Chapel, fortnightly Thursday Vinnies Group meetings, Staff Spirituality and Reflection Day, Retreats and Reflection Days. We were able to continue to live the Gospel message, strive for justice and engage in service to others as a School Community both on campus and online.

### Achievements

"I give you a new commandment, that you love one another. Just as I have loved you, you also are to love one another." Jn 13:34

Student Leaders chose this scripture passage as it could be easily translated to all members of the community, from the young, adolescents and adults.

The big challenge in this quote is 'Just as I have loved you': how did Jesus love?

We know that we are called to love one another, however, Jesus loved everyone, despite who they were. Are we as inclusive, do we love everyone, even those considered the lowliest?

In a year that kept us apart physically, the love within the School Community flourished at a time it was needed most. Both staff and students showed Christ-like love through a strong faith network. Technology allowed us to create a new way to live the Gospel. Zoom sessions allowed relationships and support amongst the School Community to take place daily which meant we were all connected despite being absent from our classrooms. With love in our hearts, we were able to create an online 'face of Christ.'

Our Opening School Mass was a wonderful celebration of welcoming. Our College Chaplain Fr. Martin Ashe talked about the importance of everyone at Marymede feeling that they are a part of our Christian and Catholic Community.

Our students were continually encouraged to get involved in school activities despite the challenges of COVID-19.

Project Compassion became a challenging task, however, with the addition of online donations, we were able to continue the strong commitment of our College to contribute to this great cause.

Our Faith and Mission team was enriched with the addition of a Youth Minister to encourage, support and enrich the faith life of our young people.

Catholic Education Week was an opportunity for all Catholic schools in the Archdiocese of Melbourne to celebrate their Catholic identity. In our Marymede Community we are the reflection of Christ and we continued our mission to live the Gospel within and beyond our community.

Before lockdown commenced, our Year 12 Retreat, Remar Gold embarkation camp and Ash Wednesday Liturgy were able to take place prior to Victoria's Lockdown.

Our Student Leaders from Year 6 to Year 12 participated in workshops to plan our 2020 Lent Liturgy. The Stations of the Cross, with a contemporary interpretation, was prepared for each of our classrooms. With the early declaration of school holidays, we were able to make our Lenten Liturgy presentation available so that families could experience this liturgy in their own home together.

With Jesus at the centre of our community, we were blessed to be able to come together virtually with our Wednesday Community Mass streamed online. Prayer continued to reflect the themes

of the year and acknowledged significant awareness campaigns such as Family Week; National Sorry Day; May the month of Mary; ANZAC Day, all through online platforms SIMON and PAM. Our College and Faith and Mission Captains along with our Youth Minister created an Easter Isolation Message which was posted on the School Facebook Page.

Our students prepared a reflection using words and experiences from the 'Bringing them Home Report' 1997, acknowledging the damage and harm caused by policies of removing Indigenous Children from their families. This was placed on Facebook and was shared widely amongst the Catholic Fire Carrier Schools by the Aboriginal Catholic Ministry. The Year 11 VCAL class formally acknowledged the hurt of the 'Stolen Generations' of Indigenous children. Our Sacred Heart Mass was live streamed from our College Chapel of the Annunciation into classrooms across the College. We raised over \$1500.00 with Students and families experiencing a sense of solidarity with our homeless on June 19 for the Marymede Vinnies 'Winter Camp-out at Home'.

In the Primary, ANZAC Day and House Feast Days were commemorated through an Online platform called Seesaw where families were able to engage and participate in the Liturgies prepared, with many making contributions related to the opportunities provided, such as the 'Driveway at Dawn Parade'. In relation to National Reconciliation Week, families were given daily opportunities to engage in prayer around this theme, and to participate in various activities as part of their reflections.

A new initiative was piloted in Year 7 with a Community Service Program focusing on family spirit and a sense of community. This enabled our students to develop and ingrain servant leadership skills into our school's culture.

Faith life was strengthened through ongoing commitment of students and teachers in the Gamechangers Youth Ministry Program through online camps and connect nights.

Renowned psychologist and family therapist presented to our Year 12's via Zoom on the topic 'From Stressed to Strong.' This encouraged them to use personal strengths to leverage wellbeing and focus throughout a challenging year. Marymede Day was celebrated online creating many challenges but proved that the Holy Spirit was at work within our Community.

#### VALUE ADDED

- FRG Ministry Mass on YouTube with Marymede Musicians
- A number of our Year 10 Gamechangers attended an on-line 'camp' with 120 other students from 10 Marist schools in VIC, NSW and QLD.
- House Charity Christmas Appeal
- Our 2021 student leaders joined school leaders from 12 other Marist schools for an online Leadership Retreat.

- The Winter Camp-out allowed for family involvement due to it taking place within homes.

## Learning & 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

In 2020 a new strategic plan for 2020-2023 was developed. 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

The number of Secondary teachers teaching Primary classes continued to expand, with Secondary staff taking classes in Performing Arts, Visual Arts, Languages, Science, Technology, Mathematics and Health & Physical Education from Prep to 6. This has continued to strengthen the dialogue between teachers across the school and the reflection on the progressive development of skills from Prep to 12. We have a number of domain areas that are overseen by a P-12 leader, further consolidating the learning continuity of students across primary and secondary.

In 2020, Learning & Teaching quickly was forced quickly to adapt to operating in a virtual environment with the school closures as a result of Covid-19. During this time students engaged in remote learning using a range of online tools to simulate the classroom environment through virtual video conference lessons and collaborative learning. Students in P-6 used Seesaw to share their learning and receive feedback and those in 7-12 used SIMON. Throughout the remote learning period there were over 450,000 Seesaw posts and 20,000 virtual lessons conducted. Students, Teachers and Parents responded positively to the remote learning program developed in addition to the wellbeing focus upon student's re-entry into the classroom.

A key goal of the College is to continue to enhance Literacy and Numeracy outcomes from Prep to 12. A key initiative to strengthen Literacy is the implementation of evidence-based literacy instruction in Prep through InitialLit and the use of MultiLit for Literacy intervention. Implementing the Science of Reading and using evidence to drive pedagogy is a key priority moving forward. A

focus on open ended problems to differentiate in the Mathematics classroom has assisted in catering for the range of student learning needs and abilities. All teachers P-12 continued to have access to a range of high-quality Professional Learning to strengthen pedagogical approaches.

Processes continued to be refined regarding the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The Learning Enhancement Leaders developed rigorous procedures to support the identification of students with additional needs, created collaborative platforms for the creation and review of Personalised Learning Plans, strengthened the recording of adjustments and the review of the effectiveness of adjustments for students, and supported teaching staff to enhance their understanding of students needs and the adjustments that support their learning. The enhanced learning program sought to cater for the needs of students that require enrichment or extension in year 7-9, with students then having the opportunity to accelerate into VCE studies.

In the Senior Secondary school, pathways options for students continued to increase with additional enrolments in VCAL, VET and the acceleration options. The rigorous subject selection process for students moving into Years 10-12 helped to support students in their choices and ensured they were enrolled in subjects which reflected their talents, skills and future aspirations. The median VCE study score of 30 was maintained from 2019 and there was a strong increase in study scores 40 or above from 4.93% to 6.77%.

Teachers have had increased access to data to assist them in identifying opportunities for growth and to work together to create programs designed to achieve the best possible outcomes for our students. Formative and summative assessment continued during remote learning from P-12 with this data used to monitor student learning progress and inform teaching programs upon students return physically to the classroom.

In 2020, we continued to strengthen the partnership with our parents to achieve the best possible outcomes for our students. The Parent Access Module (PAM) is used to communicate with parents and here they have access to student's learning outcomes (Year 7-12). The increase in communication between teachers and parents has prompted positive feedback from parents regarding the responsiveness of staff.

## STUDENT LEARNING OUTCOMES

All students from Year 1 - 10 engaged in PAT Reading and PAT Mathematics in October 2019 following their return into the classroom. This PAT data has been used to inform the teaching and learning program in 2021 and identify students that require additional support through the government tutoring initiative.

In addition to this standardised testing, students regularly engage in formative and summative assessment to track student progress.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

\* 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.6	97.1	-0.5		
YR 03 Numeracy	97.6	100.0	2.4		
YR 03 Reading	97.6	97.1	-0.5		
YR 03 Spelling	97.6	100.0	-0.5		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.1	96.9	-0.2		
YR 05 Numeracy	97.8	100.0	2.2		
YR 05 Reading	99.3	100.0	0.7		
YR 05 Spelling	98.5	99.2	0.7		
YR 05 Writing	97.1	98.5	1.4		
YR 07 Grammar & Punctuation	97.2	96.0	-1.2		
YR 07 Numeracy	98.9	98.2	-0.7		
YR 07 Reading	97.2	98.8	1.6		
YR 07 Spelling	95.6	98.3	2.7		
YR 07 Writing	96.1	98.9	2.8		
YR 09 Grammar & Punctuation	94.8	92.6	-2.2		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	98.7	95.2	-3.5		
YR 09 Spelling	95.4	94.6	-0.8		
YR 09 Writing	88.9	89.9	1.0		

\* 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

In 2020 a new strategic plan for 2020-2023 was developed. 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

### Achievements

During an unprecedented year, the College continued to monitor, support and improve student wellbeing in many ways. A number of achievements throughout 2020 include:

- Engaged P-12 staff in the strategic implementation of Respectful Relationships
- Rolled out Respectful Relationships curriculum in P-6 and are continuing to develop a plan for implementation across 7-12.
- Continued to refine referrals, PLP and SOA processes to better identify and support students' individual learning needs.
- Continued to enhance cohesion between teaching and counseling staff to ensure best practice support for students. This was important in lockdown and increased engagement on return to school.
- Provided greater opportunities for student voice within the College to improve student wellbeing primarily lead by the Student Leaders.
- Continued to consolidated processes around consultation, adjustment, disability and review for QDTP and supplementary level students.
- Continued to work on developing an electronic referral process.
- Continued to develop communication with College psychologists through Student Wellbeing meetings.
- Introduced Student Forums
- Introduced student surveys on teaching practice to support student voice
- Increased communication between primary and secondary student leaders
- Completion of the Digital Technology and Materials building
- Prepared for the introduction of the Child Information Sharing Scheme and Family Violence Information Sharing Scheme
- Introduced the role of Wellbeing Coordinator, P-6
- Developed a Buddy System in the Primary school

- Introduced eSmart and commenced the journey towards accreditation as an eSmart School
- During remote learning, we celebrated Anti-Bullying Day, Harmony Day, R U OK Day
- During the lockdown, developed age-appropriate digital platforms and process for student engagement in wellbeing and learning using SeeSaw in Primary and SIMON in the secondary setting
- Migrated the co-curricular to a remote format during lockdowns.
- Developed wellbeing programs for students who were on site due to being children of essential workers.
- Delivered wellbeing support and messages to the College community on various platforms eg: Facebook for secondary students and families; Seesaw for Primary students.
- Implemented the Start Up program across P-6.
- Successfully applied to CEM/MACS to implement Positive Behaviour for Learning (PB4L) with their support coaches.
- Explored changes to House structure to accommodate projected increases in student enrolment numbers.
- Further developed and refined transition process for students advancing to their new classes at the end of the year in Primary.

## VALUE ADDED

### **Co-Curriculum at Marymede Catholic College - Complementing the Curriculum**

Marymede Catholic College offers a COMPLETE education. The Co-Curriculum program offers students the opportunity to complement their classroom learning through a variety of activities.

In 2020, the Co-curriculum at Home program was developed. One of the greatest successes of this was the Senior Production that was completed during lockdown. The Primary and Secondary Student Representative Councils continued to be active over Zoom.

See examples below of the weekly information provided to students during lockdown as part of the Co-curricular at Home program.

Due to government restrictions, minimal school sports competition was able to take place.

In relation to Camps, modifications to the program were made. Year 10 students managed to complete the Challenge camp and Year 12 students were fortunate to engage in their Retreat

program prior to lockdown. Year 4 to 6 students had camp experiences on campus with a range of activities provided on-site.

## Years 3-6 Activities & Competitions

	<p><b>Father's Day – Celebrate a Father Figure in Your Life</b></p>  <p>This Sunday is Father's Day! Even from afar, it is a wonderful opportunity to celebrate your Father and/or the Father figures in your life. This week, we want to see you connecting with your Father/figure. Take some time to write a card, a letter, organise a Zoom catch-up...whatever you like!</p> <p>To earn <b>5 house points</b>, take a photo of you celebrating your Father/father figure. It can be a snapshot of your card (no need to share anything personal 😊), a photo with them, or a screenshot of your Zoom call. Whatever you've done to celebrate them is allowed! Please <a href="#">upload your image here</a> by Sunday 6<sup>th</sup> September at 8pm. Only one upload per student.</p>
	<p><b>Father's Day – Make a Photo Frame</b></p> <p><a href="#">Click here to make your father, or father figure, a crafty photo frame.</a> If you don't have all the materials at home, improvise! If you like, you can upload your completed frame for the above competition.</p>
	<p><b>Singing @ Home!</b></p> <p>Welcome to a brand-new series especially for Marymede P-6 students! Whether you're an experienced Primary Choir member, or keen to try out singing, check out this <a href="#">22-minute singing club with Ms Wagon</a>. There will be a new episode each week of Co-Curricular @ Home.</p>
	<p><b>Homework Help at Home</b></p> <p>Learning at home can be challenging. Yarra Plenty Regional Library service teacher librarians are here to help! Book into this one-on-one tutoring for assistance with primary school work. <a href="#">Book early as places are limited.</a></p>
	<p><b>There's a Sea in My Bedroom – Performance</b></p> <p><a href="#">There's a Sea in My Bedroom</a> is an immersive introduction to live music, capturing the magic of the book by Margaret Wild &amp; Jane Tanner (above)</p>
	<p><b>Student Representative Council Online</b></p> <p>Thank you to the leaders who joined SRC Online last week! There will not be a Zoom this week. The next SRC Zoom is Friday 11<sup>th</sup> September at 1.35pm.</p>

## Years 7-12 Activities & Competitions

	<p><b>Father's Day – Celebrate a Father Figure in Your Life</b></p>  <p>This Sunday is Father's Day! Even from afar, it is a wonderful opportunity to celebrate your Father and/or the Father figures in your life. This week, we want to see you connecting with your Father/figures. Take some time to write a card, a letter, organise a Zoom catch-up...whatever you like!</p> <p>To earn 5 <b>house points</b>, take a photo of you celebrating your Father/father figure. It can be a snapshot of your card (no need to share anything personal 😊), a photo with them, or a screenshot of your Zoom call. Whatever you've done to celebrate them is allowed! Please <a href="#">upload your image here</a> by Sunday 6<sup>th</sup> September at 8pm. Only one upload per student.</p>
	<p><b>Father's Day – DIY Gifts in Isolation</b></p> <p><a href="#">Click here to make your father, or father figure, a DIY gift in isolation.</a> If you don't have all the materials at home, improvise! If you like, you can upload your completed frame for the above competition.</p>
	<p><b>Father's Day Challenge</b></p> <p>This week, I challenge you to:</p> <ol style="list-style-type: none"> <li>1. Learn one thing from your father</li> <li>2. Teach one thing to your father</li> <li>3. Learn something new together.</li> </ol> <p>Of course, you could also share this experience with a father figure in your life.</p>
	<p><b>Father's Day Quiz</b></p> <p>Father figures (both real and surrogate) abound in fiction - from movies to television to books. From Darth Vader to Mr Incredible - these "people" have become embedded in our everyday culture. With that in mind, <a href="#">this Father's Day trivia quiz</a> is part celebration of dads everywhere, part gookfest.</p>
	<p><b>Home Workout with Mr Goddard</b></p> <p>Join Mr Goddard for this quick at-home circuit to keep you healthy and active in isolation. Find a safe space to workout, grab a water bottle and wear appropriate P.E Clothes. <a href="#">Click here for the instructional video</a>, and <a href="#">follow along with the PDF Instructions here.</a></p>
	<p><b>Chloe Hayden - Hear their stories – today at 4pm!</b></p> <p>Chloe Hayden is an Australian autism advocate, actor, youtuber, singer, and award winning international public speaker. Chloe's passion in life to inspire &amp; encourage acceptance for others in all walks of life, with a main focus on educating people about autism, and creating an understanding that we are all 'Different, Not Less'. <a href="#">Click here for free tickets.</a></p>
 <p>Journaling</p>	<p><b>Creative Journaling – this Wednesday @ 4pm</b></p> <p>Creative journaling is a way to record your thoughts, feelings, dreams, ideas and aspirations! You will learn how to use creative journaling for self-expression and self-discovery. Creative journaling is not writing daily "Dear Diary" style entries on dated pages. Techniques such as freeform writing, poetry, and creative making with simple mixed media like collage and photography. You will work through the journaling prompts and personal reflections and develop a sense of how journals are safe spaces to process emotions and thoughts in a creative way. <a href="#">Click here to book into this free activity.</a></p>
	<p><b>Homework Help at Home</b></p> <p>Learning at home can be challenging. Yarra Plenty Regional Library service teacher librarians are here to help! Book into this one-on-one tutoring for assistance with secondary school work. <a href="#">Book early as places are limited.</a></p>
	<p><b>Tournament of Minds Online! Wednesday 3.30-4.30pm</b></p> <p>All team members are reminded about this week's session on Wednesday at 3.30pm via Zoom. You will receive a Zoom invite by email this week.</p>

**STUDENT SATISFACTION**

Student feedback from the Student Social Emotional Wellbeing surveys provided by the Australian Council for Education Research (ACER) was administered digitally across years 2 to 12.

It is gratifying to see that students' overall social and emotional wellbeing was shown to be "Developed" when comparing to like schools.

In Primary, "Feelings and Behaviours" and "Internal Strengths" were shown to be strengths in our students' social and emotional wellbeing. Across years 2 to 6, the majority of students felt connected with their teachers. Again, overall the majority of students "love to learn".

In Secondary, the data demonstrated students were mostly developed in their perceptions of important social values such as respect, care for others, honesty, responsibility and good citizens which was above that of all school data. The survey also indicated students were mostly developed in their social skills but almost a quarter indicated they were emerging or low in their perceptions of emotional capabilities such as resilience, coping skills and positive, rational attitudes.

The data also presents several areas where the College is committed to improving, such as:

- Taking the strong teacher-student relationships identified in the Primary and maintaining them across into the Secondary school so that students feel teachers 'really' know them.
- Greater consistency in classroom management and pedagogical practices across all classes.
- Whilst there are solid student leadership structures across the school, the data suggests it is important to listen to the student voice and for students to have input into their learning.
- Incorporating wellbeing initiatives and programs, such as Respectful Relationships, into current curriculum and wellbeing opportunities.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate 86.6%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	93.5%
Y02	94.8%
Y03	95.2%
Y04	94.1%
Y05	95.1%
Y06	94.9%
Y07	94.3%
Y08	92.0%
Y09	90.5%
Y10	92.2%
Overall average attendance	93.6%

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

## Child Safe Standards

### Goals & Intended Outcomes

Marymede Catholic College continues to ensure the utmost care, safety and wellbeing of children and young people. We have embedded into our core culture this sacred and fundamental responsibility. Our commitment is inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

We embrace the shared commitment ensuring the ongoing safety of children and young people in our care and community. The embedding of the Child Safety Standards in our organisational culture, work systems, practices, policies and procedures has been a continued key focus in 2020. We strive to create a child-safe and child-friendly environment, where children and young people are safe, feel safe and are able to actively participate in decisions that affect their lives.

### Achievements

- Constant reviewing of all child safe policies and procedures.
- Marymede re-structured senior leadership in 2020 to employ a Deputy Principal Staff & Operations, part of whose role encompassed Child Safety and is a Child Protection Officer (in addition to the three Directors of Students - specialised as Prep-Year 4, Years 5-8, Years 9 -12).
- Three Student Wellbeing teams continue to increase the monitoring of the wellbeing, safety and learning of students, again specialised as Prep-Year 4, Years 5-8, Years 9 -12. These teams include the Deputy Principal, relevant Director of Students, relevant Learning Diversity Leader, College counsellors and other wellbeing leaders, meeting on a fortnightly basis.
- The Student Wellbeing Teams refocused during remote learning to be more proactive in identifying students not engaged in online classes and in identifying vulnerable students who were encouraged to engage in their online learning on-campus.
- A number of families were connected with Orange Door and other services to provide social and emotional support
- Allocated key sessions of Professional learning for teachers, non-teaching staff and volunteers continued both in-person (when appropriate) and remotely through both in-person and remote learning periods, particularly highlighting to staff the different indicators for child safety concerns during remote learning environments and how to identify and report these - not sure what you mean here! Does this include Mandatory Reporting modules?
- Continued implementation and updates of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Induction presentation for new staff to familiarise them with the College's approach to Child Safety.
- Consistent accountability for all staff, contractors, pre-service teachers and volunteers to familiarise themselves with the Staff Code of Conduct and commit to upholding this code.

- Firm internal process to confirm valid Working with Children and/or VIT status for all Pre-service teachers, Casual Relief Teachers, contract and permanent teaching staff, Learning Support Officers, administrative staff, Clergy, volunteers and others working on campus.
- Child Safe Standards highlighted to the community via the College Website and via key communication channels
- Ensuring a gender balance in Wellbeing services
- Communication to all staff on Child Safety given each term and Child Safety as a standing item for the Senior Leadership Team
- Further training for the Respectful Relationships Team & Primary Staff to lead 2020-21 implementation
- Engagement in planning for implementation of Positive Behaviour for Learning to increase student wellbeing and positive behaviours
- Primary staff and Learning Support Officers participated in Professional Development with the Austin School on Managing Trauma and Behaviours of Concern in the classroom.
- Primary Student Wellbeing Leader appointed to support 5-8 & P-4 in Child Safe Actions and Procedures.
- Participation in the initial briefings on Information Sharing and Family Violence Reforms

## Leadership & Management

### Goals & Intended Outcomes

The College is committed to building a cohesive and united professional learning community that is characterised by high expectations and a focus on continuous improvement. Through this, we aim to see high levels in staff engagement, with staff working effectively in teams, feeling empowered, and having a sense of ownership of the progress and goals of the College. Alongside this, we aim to provide staff with opportunities to continue to learn and grow, and to receive feedback to assist their ongoing development. We also strive to build leadership capacity across the College, ensuring students benefit from the impacts of effective, supportive and visionary leadership.

### Achievements

2020 was a challenging year for the College in adapting to the coronavirus (COVID-19) pandemic. I acknowledge in this report the College's Senior Leadership Team for the way they were able to respond to the changes to the school's operation as a result of the Government regulations which were introduced at very short notice. I received a number of emails from our parents complimenting the school on the regular updates they were receiving about what was happening in the remote learning and teaching for their children.

We are delighted that our school enrolments continue on the increase, and we were able to enrol our highest ever Year 7 cohort of 225 students.

The College has continued its Capital Development Program in 2020 with the completion of the Materials & Digital Technology Centre in April. The building includes two Woodwork areas, a Textiles & Cutting room and three Digital Technology spaces. Classes were able to commence in this new centre when our students returned to school in Term 4.

Members of the Senior Leadership Team were involved in a Professional Development online activity with Springfox during the year. Our leaders joined with other leaders in Catholic Secondary Schools to discuss and implement strategies to help cope with the challenges and stresses involved in their dealings with staff, students and parents on a daily basis. The feedback was very positive from all of our leaders involved in this program.

Middle Leadership continued to be a big focus in 2020 with a number of our leaders involved in appraisals conducted by external consultants. The staff involved in the reviews were very complimentary of the process and commented that they discovered more about their individual leadership practice from the feedback given.

Our teachers rose to the challenge faced by COVID-19 in how to educate their students in a changing landscape. They were heavily engaged in Professional Learning programs in a broad range of fields the College organised.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

- Discovery Learning
- GRIN
- Initialit
- Intervention Framework
- Leading Teams
- Macqlit
- Microsoft Educator Training
- Positive Behaviour for Learning
- Respectful Relationships
- Trauma & ASD
- VCAA Assessing
- VIT Mentoring

Number of teachers who participated in PL in 2020	124
Average expenditure per teacher for PL	\$777

**TEACHER SATISFACTION**

Teachers were understandably nervous upon the commencement of home learning but following a series of professional learning workshops on a variety of digital learning tools they had planned and were prepared for the initial lock down in Term 2.

Entering the 2nd lock down in Term 3 a survey was prepared and distributed to staff, it showed that:

- 93% were confident moving to remote learning again
- 86% required no further professional learning

One teacher noted that " I'm confident in what I'm doing and feel the results during the previous phase highlighted the success of my strategy "

Teachers expressed concerns with the additional strain of being on a device all day and with this we implemented movement breaks into the timetable between classes. This assisted both teachers and students by providing an opportunity to move away from their desks and take a break before recommencing learning. As the period of remote learning continued the College included a screen free day mid-term as an opportunity to refresh and recharge and for families

too to take a break. Staff and student wellbeing continued to be monitored throughout the year and a staff wellbeing channel implemented on Microsoft Teams where colleagues were able to share and interact.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.1%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	86.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	34.2%
Graduate	45.2%
Graduate Certificate	6.8%
Bachelor Degree	91.8%
Advanced Diploma	9.6%
No Qualifications Listed	1.4%

#### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	150.0
Teaching Staff (FTE)	132.1
Non-Teaching Staff (Headcount)	69.0
Non-Teaching Staff (FTE)	58.6
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

Goal:

- To expand the College's involvement with parents and the wider community.

Intended Outcomes:

- That parent connectedness to the college will increase.
- That partnerships with the local and wider community will be enhanced.

### Achievements

In previous yearly reports, I would be highlighting the many community events that occurred throughout the year. Sadly, as a result of the COVID-19 pandemic, the Government regulations severely restricted community gatherings in 2020.

We were able to hold successful online community events such as Parent/Teacher/Student Interviews, High School Musical, REMAR, Subject Information Evenings and Wednesday Community Mass. I was delighted that our Annual House BBQs were held early in March.

The College has affiliations with community organisations such as Mini Vinnies, Caritas, Camp Australia, the Greek school and the House Charities. The College also hosted after hours sporting organisations with the use of facilities for a part of the year such as Marymede Flames Basketball and South Morang Football Clubs.

Partnerships have been established with local employers and private RTOs to support VCAL work placements and to credential VCE Certificate.

There is a growing Alumni presence in the College which was sadly lessened in 2020 because of Government regulations.

Teaching staff again gave of their time in 2020 to support a small number of Primary and Secondary pre-service teachers who were given permission to complete their teaching rounds at Marymede.

The Parents' & Friends Committee was restricted by the pandemic in their efforts to plan community events. The Community Colour Run which was held in late February proved to be a very popular event with students, staff and parents enjoying the opportunity to join in the run.

### Parent Satisfaction:

Parents report that they enjoy a strong partnership with the College as was evidenced in the lockdown. They reported positively throughout this very difficult year on the flow of information they received about their children's progress.

Programs to support students with learning difficulties and high performing students are extensive and include levelled literacy and numeracy intervention, a Mathematics support program, Skills 21, Vista, social skills programs, extension classes at many year levels and High Performance Academy for elite sporting athletes. Parents confirm the positive impact on their children, many of whom have additional learning needs.

VCE students are guided in their senior pathway and students and parents confirm that this is informing appropriate and challenging choices.

#### VALUE ADDED

- High School Musical (online).
- Ongoing expansion of use of facilities by community groups for sport & learning (when restrictions were eased).
- Contribution to House Charities through online Mission Action of Marymede Day, increase in fundraising for Project Compassion.
- All staff involved in online co-curricular program and increased offerings to students with Robotics, Youth Ministry & Community Volunteering.
- Families attendance at Community Mass (online).
- Remote Online Learning Program.

#### PARENT SATISFACTION

The results of our remote learning survey to the parent community very much affirmed the approach taken by the college with:

- 92% of parents reporting that communication from the College was informative and clear
- 94% comfortable with the online learning platforms used
- 85% satisfied with the nature and amount of work being set for students

Parents commented that:

" Zoom was very good and the opportunity for the class to meet together or have smaller zoom Sessions to have free talk was great too. The teachers in grade 1 offering to do zoom cooking sessions and making things was also wonderful!"

"We are thankful to all staff who contributed to the learning experiences of our daughter. Her classroom teachers were approachable and responded promptly when we had questions."

"The support given to my daughter during this time from her year 11 teachers as well as her Tutor teacher was amazing. It is very new to everyone and I think Marymede did a fantastic job. I also believe that doing the remote learning as the same type of environment as if they were at school is great, as it keeps the kids in a schooling routine and then once they go back to face to face it won't be as difficult. Thank you MMCC"

In addition to feedback during the remote learning program parents expressed gratitude in the many community events that were streamed later in the year following students returning on-campus. As a College we were committed to finding opportunities to celebrate learning and did so through live-streamed awards assemblies, online school production and end of year celebrations, including the year 12 graduation.