

2025

Annual Report to the School Community



Marian College

11-49 Prince Street, MYRTLEFORD 3737

Principal: Kylie Quin

Web: www.mcm.vic.edu.au

Registration: 1694, E Number: E3045

Principal's Attestation

I, Kylie Quin, attest that Marian College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2026

About this report

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

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Our Vision for Marian College is to be a Catholic Community:

- Where the story of Jesus is taught and Christian values are witnessed
- Embracing the charism and story of Generosity of Nano Nagle
- Inspiring Respect for self, others and the environment
- Supporting every person on their unique life pathway
- Encouraging Ownership and self-responsibility for learning and behaviour
- Promoting understanding, acceptance and celebration of diversity
- Encouraging Wholehearted, engaged, confident and creative learning for life
- Always working for truth, reconciliation and justice

Marian College lives and enacts its Vision through:

- The vibrant faith life of our school
- Relationships between all members of our College community
- Graduate outcomes that guide the development of our students
- The College positive behaviour framework 'GROW'
- Explicit learning and teaching
- Teaching of capabilities across the curriculum
- Our College policies, procedures and practices

College Overview

Marian College is a Catholic secondary school, serving the Myrtleford and Alpine Valley regions of Victoria's North East. The College enjoys close partnerships with St Mary's Primary School and St Mary's Parish. Increasingly, families from outside the Myrtleford area are choosing Marian College for their child's secondary education, taking advantage of the College's free bus services to Beechworth and Yackandandah. Marian College provides excellent learning opportunities for students in years 7 to 12 with a focus on contemporary teaching practice and student engagement. Marian College provides inclusive and varied learning opportunities, meeting the needs of a range of learners with diverse educational pathways. There were 168 students enrolled at Marian College in 2025.

Marian College enjoys strong partnerships with parents and families and we continue to build on this strength. Marian values the engagement of parents in the education of their children. We are committed to and encourage close relationships between Learning Mentors, students and their families, creating a firm foundation for the best educational outcomes. Our provision of online curriculum, real-time online assessment, feedback and reporting and commitment to close communication with parents ensures that all students are provided with continuous and timely support for their learning.

Marian College is proud of the connections and mutual support that it has established within the local community. These relationships enable the College to provide both depth and breadth of opportunities for students in all areas of academic, personal, physical and spiritual development. Local organisations and businesses provide extensive support for the College through work placements, work experience, sponsorship and service provision. Marian's partnerships in the North East facilitate a wide variety of educational and training pathways including VET, School Based Apprenticeships and work experience. Our partnership with MP-12 allows us to offer a broad range of VCE offerings. The College acknowledges the generous support that our community provides and the richness that this brings to College life.

While Marian College is a relatively small school, it provides extensive opportunities. The College focuses on personalised learning in an environment where all students are known and their individual learning needs are understood. Together with a diverse co-curricular program, students have access to individual and team sports, cultural pursuits, the performing and creative arts, and extensive camps and excursions program. The College also encourages student participation in leadership and social justice initiatives, firmly connected to the Marian faith tradition and charism of our founding Presentation Sisters.

We are proud to be continuing a vibrant and living history and tradition that will provide a firm foundation for a strong future.

Principal's Report

This year was a year of ongoing growth and sustained achievement at Marian College. Our school continues to offer students an outstanding environment in which to explore and begin to wholly fulfil their academic, vocational and personal potential. Staff and students embraced the implementation of Magnify Sandhurst which included, but was not limited to, the diocesan wide low variance curriculum, routines to support consistent expectations for positive learning environments, and ongoing professional learning for all staff in conjunction with Catholic Education Sandhurst and partners.

Marian College is proud of the efforts of our Class of 2025. With a 93% VCE (including VCE Vocational Major) satisfactory completion rate and 100% of VET units (Vocational Education and Training or TAFE type units) completed we have every reason to be. Marian College also continued to achieve outstanding ATAR results. Of our year 12 students 10% of their ATARs were above 90, with the College Dux achieving 93.00, which is an outstanding result. We also had 45.5% of VCE study scores above 30. These results match or exceed many of the larger schools in our local and surrounding areas.

Marian has an environment built upon the love and support of families for their children, the unmatched dedication of our teaching staff to meet the needs of their students, the support of the wider community which recognises the importance of the College to the town and Ovens Valley district, as well as a beautiful campus boasting an increasingly impressive list of modern facilities and resources.

It is also a sheer joy to see the new Wellbeing Centre in operation after years of planning, funding applications, site preparation, and final construction. Marian is a wholly student-centred school and we now have a specialist hub for counselling, wellbeing, planning and positive interaction in a purpose-built setting. It is something we can all be very proud of, to know that student needs will continue to be met with best practice in a new, entirely purpose-built facility.

In 2025, the successful enrolment of 42 students for the year 7 2026 cohort resulted in being able to offer two class streams. This significantly exceeded our initial projected enrolment forecast for this year level, and was the first time in many years that two class streams have operated at Marian College. An additional 5 students were enrolled in other year levels.

So much work behind the scenes goes into making Marian College the special place it is. The Advisory Council is unstinting in its support and guidance, Father Tony provides engaging spiritual leadership that resonates deeply with the school community and, above all every member of staff gives so wholeheartedly of their time, effort, and skill in the service of the College. The collective effort at Marian College is inspirational.

Catholic Identity and Mission

Goals & Intended Outcomes

Strategic Direction

We are a Catholic school in the tradition of Nano Nagle and the Presentation Sisters, growing understanding of who we are, what we believe and who we are called to be in responding to the signs of our times.

CES Priority: Nurturing well-formed and informed staff, familiar with the Catholic tradition and possessing contemporary theological understanding

- Accreditation of all staff (ongoing) with a focus on Scripture

CES Priority: Creating stimulating, enriching and liberating learning environments in which students are challenged to give shape to their personal identity in dialogue with the Catholic tradition.

- Embed all Social Justice activities explicitly in Catholic social teaching
- Recontextualise the story of Nano Nagle and the Presentation Sisters to continue to speak with authenticity and relevance to all members of the College community
- Re-vision College sacred spaces with a focus on contemporary, meaningful imagery and icons to grow our faith, life and spirit
- Develop plan for bringing Catholic students to a more adult understanding of their faith and inducting students and staff from other faith or non-faith backgrounds into belonging to the Marian community
- Review the delivery of CEPD in line with CES directive to deliver through health

Achievements

Accreditation of all staff (ongoing) with a focus on Scripture

Professional learning on Scripture was delivered in two sessions at staff meetings by the CES Education Officer: Spirituality, Faith Formation and Sustainability. Session 1 introduced the Gospel of Mark and through theological reflection discussed the portrait of Jesus Christ. The second session explored and compared the post resurrection and appearance texts in the Gospels. A plan for staff to enhance knowledge and understanding of the Catholic Faith and Traditions through the CESL Formation Program- Blessed, Broken and Shared was implemented.

Embed all Social Justice activities explicitly in Catholic social teaching

A planned program for social justice at some year levels and across the College as a whole was implemented, embedded in Catholic social teaching (Laudato Si) and Gospel values, Nano Nagle and Presentation Charism and caring for the vulnerable 'In Deeds Not Words'.

The Religious Education team incorporated the following Source of Life units: Years 7 & 8 Just Leadership Day, Year 7 Retreat (Eco-spirituality), Year 8 Retreat (Social Justice), Year 9 Sunflowers for Caritas, Year 9 Seminar Day (Ecological Stewardship), Year 10 Excursion (First Nations Spirituality in the Winton Wetlands), Years 9, 10 and 11 Justice Matters Camp. The whole College community was involved in fundraising for Caritas, St Vincent de Paul and for Mission Month. Year 12 and Year 11 SRC students within their communities of Romero, Gomez and Nagle, took a leadership role in celebrations when raising funds for social justice initiatives.

Recontextualise the story of Nano Nagle and the Presentation Sisters to continue to speak with authenticity and relevance to all members of the College community.

Regular opportunities were provided during Learning Mentor sessions, Religious Education classes, assemblies, liturgies and the Presentation Feast Day for students to explore what it means to be 'Presentation People' : 'In Deeds Not Words'.

The school theme 'Journeys of Hope' was an integral part of celebrations and student life.

Based on Laudato Si', students in the Social Justice Team delivered a presentation at a whole-school assembly on the Justice Matters Camp initiative to address plastic pollution.

Their presentation encouraged the school community, as Presentation People, to commit to responding to both the cry of the Earth and the needs of the poor by embracing the Sustainable Development Goals.

Re-vision College sacred spaces with a focus on contemporary, meaningful imagery and icons to grow our faith, life, and spirit.

Develop a plan for bringing Catholic students to a more adult understanding of their faith and inducting students and staff from other faith or non-faith backgrounds into belonging to the Marian Community.

In redefining our College's sacred spaces, we sought to incorporate contemporary, meaningful imagery and icons that speak to our traditions and Catholic faith. By thoughtfully integrating symbols that resonate with today's world, focus tables in different locations and for each season of the Liturgical Year were created, to inspire reflection, connection, and spiritual growth for all. Sacred symbols and religious icons were purchased in the Vatican Museums on the Language and Cultural Tour of Italy where students witnessed Catholic tradition and further developed their understanding of their Catholic heritage. As a way of

learning about our Catholic faith tradition, staff and students were involved in the creation of artworks and wood sculptures that were symbolic expressions of the school theme.

Review and redevelop Year 12 Religious Education program.

The new unit for Year 12 Religious Education: Response to the Spirit continues to be a 'work in progress'. A workshop on Prayer and Discernment was presented by Education Officer: Spirituality, Faith Formation and Sustainability. It focused on Prayer in a Recontextualising Catholic Dialogue School.

Value Added

Student Leadership

- VIC SRC Public Speaking Workshop
- Halogen National Young Leaders' Day provided students with exposure to leaders from a variety of fields.
- GRIP Leadership Conference
- Assemblies with guest speakers
- Rural Youth Ambassador Program - Advocacy Project - 'Student Voice'
- Rural Youth Ambassador Scheme - Advise and contribute ideas to the Department of Home Affairs National Advisory Group as a Civic Engagement Youth Advisory Group Member and Youth Representative with the Education Equity Alliance
- Bishop Joe Scholarship - recognising students' commitment to their faith and to social justice.
- Leadership Seminar Year 11 - a call to serve the College wholeheartedly, induction into a model of ethical, servant leadership
- CES Ethical Student Leadership Day
- Student Leadership Team Formation Day consisted of:
 - Leadership induction: A day with guest speakers learning about leadership qualities and skills attended by our Federal Member for Indi Helen Haines MP.
 - Follow up meetings with the student leadership team
- Justice Matters Camp
- ACTIVATE by Embrace - empower students to create change in school, sport, peer and online settings.
- Alpine Youth Awards- celebration of the diverse and wonderful achievements of local young people.
- Leadership Awards – Recognized at Marian College Awards Night.

Liturgical Celebrations and Prayer

- Staff Liturgy – Prayers for Marian College staff as they commence a new year
- Staff led prayer at all staff meetings
- Ash Wednesday Mass with St Mary's Primary School and St Mary's Parish

- Opening School Mass (Guest Speaker: Bob Shaw from St Vincent de Paul)
- Assemblies - Reconciliation Week, Refugee Week, NAIDOC Week, Harmony Week, Feast of Corpus Christi, St Patrick's Day, Mission Month).
- Presentation Day Mass with St Mary's Primary School
- ANZAC Day observance and liturgy (Guest speaker: Lieutenant Byron Brun-Smiths)
- Prayers on the Green & Sandhurst Switches Off
- Caritas Awareness Program – Caritas Ks with Stations of the Cross Presentation and Year 9 program initiative -Sunflowers
- Prayer in LM groups and with College community
- Community Masses
- Celebration of Marian Feast Day with St Mary's Primary School
- Feast of the Assumption
- Pope Francis Requiem Mass with St Mary's Primary School
- Remembrance Day Liturgy and Community wreath laying
- Feast Day

Formation and Building Capacity in Staff

- REL Network Days
- Staff Accreditation BBS sessions mapped into staff meetings schedule
- CESL - Hearing from the Mystics
- CESL Formation Program
- Staff Spirituality Day
- Dissemination of information and minutes

Formation and Building Capacity in Students

- Learning Mentor Program supports students:
 - Academic, social, emotional and spiritual wellbeing throughout their learning journey at Marian College.
 - The program activities enhance students capabilities and development of the whole person.
 - Introduction of 'LM Clubs' (book club, run club, dance club, games club and occasional yoga sessions) as part of the LM Program to allow students to develop friendships, expand skills, talents and provide service to the school and community.
- 'Embrace' program for year 7 students is designed to empower students to develop the self confidence to thrive, free from feelings of pressure and judgement about appearance.
- Students participate in Community Awareness and Fundraising activities
 - St Patrick's Day

- Keen on the Green
- St Vincent de Paul
- Mission Month
- Community Day - Community development and a sense of belonging and connection through celebration and the development of the capabilities.
- Year 12 Workshop – Kylie Smith 'Prayer & Discernment'
- Year 12 Prayer Partners - gatherings and activities
- Year 12 Retreat Days with Father Rob Galea
- Year 9 RE Seminar Day - Sustainability Day
- Year 10 Seminar Day – Wagirra Trail and Yindyamarra Sculpture Walk (cultural officer Andrea Briggs)
- Marian College Theme: a student activity based on the Catholic Education Sandhurst theme for the year. Designing a school banner with the recontextualization of this theme. In 2025 the recontextualized theme was 'Journeys of Hope'.
- Justice Matters Camp raises awareness, fostering advocacy, promoting justice.

Learning and Teaching

Goals & Intended Outcomes

Strategic Direction: We are a community of confident, engaged learners, learning for life, and with high expectations as we journey on our personalised pathway.

Building an Expert Teaching Team (PLTs and Practice Development)

- Strengthen Professional Learning Teams (PLTs) through the development and implementation of a strategic PLT plan, focused on:
 - Schoolwide use of data
 - Team teaching and collaboration
 - Classroom observations, walkthroughs, and collegial feedback
- Develop and implement protocols and routines for classroom walkthroughs and peer observations (Classroom Mastery and Steplab).
- Build staff capacity through coaching, shared practice, and analysis of student work
- Support consistent use of learning intentions, success criteria, and evidence based teaching strategies to improve student outcomes (Ochre curriculum resources)

Data-Informed Practice and Improvement

- Continue to refine and implement the College Data Action Plan.
- Expand use of centralised digital platforms (e.g. Intelli-schools) to:
 - Monitor student progress
 - Support personalised learning
 - Enable transparent data sharing with staff, students, and families
- Set, monitor, and review clear, measurable targets for student outcomes
- Use data to inform teaching practice and whole-school priorities

Evidence-Based Pedagogy (Science of Learning)

- Commence and progress the development of a College-wide, explicit, and agreed pedagogical model aligned with:
 - Evidence-based practice
 - Neuroscience / Science of Learning (LME Global)
 - CESL system priorities
- Ensure agreed pedagogy is visible, consistent, and evident in every classroom

Curriculum, Ochre, and Consistent Practice

- Continue to use curriculum documentation to drive consistency, innovation, and improvement

- Implement Ochre lesson plans in Year 7 and 8 Mathematics, with a staged plan for:
 - Expansion into other learning areas and year levels (Year 7 English)
 - Professional learning and teacher collaboration across Sandhurst schools
- Develop a whole school curriculum delivery plan aligned to Ochre and CES expectations, including:
 - Big ideas and deep conceptual understanding
 - Cross curricular skills and general capabilities
 - Explicit teaching of literacy and higher order thinking
 - Differentiated, engaging learning experiences for all students
 - Formative assessment and timely feedback

Monitoring, Review, and Continuous Improvement

- Develop and implement a cyclical review process for:
 - Curriculum
 - Programs
 - Policies and teaching practices
- Regularly review and refine the Data Action Plan and learning priorities
- Establish Professional Learning for Learning and Teaching Improvement Agenda:
 - NSIT
 - Science of Learning
 - Ochre

Strengthening Student Voice and Engagement

- Increase opportunities for student and parent voice through:
 - Data sharing
 - Feedback processes
- Enhance pathways planning

Achievements

Develop and document a Data Action Plan (NSIT)

Significant progress was made in advancing a whole school Data Action Plan designed to strengthen evidence informed practice across Marian College. Key learning data sets, including ACER assessments (PAT Adaptive) and NAPLAN, were mapped to create a clearer picture of student growth and achievement. The College also established a structured plan for the collection, storage, and use of learning data, ensuring greater consistency and accessibility for teachers and leaders. We will be progressing in 2026 to develop a Data Wall and give staff greater access to raw student data.

Understanding and interpreting VCE data emerged as a key focus this year, with staff supported to analyse trends, identify learning needs, and use insights to guide targeted

improvement strategies. This emphasis on data literacy aligns with our broader commitment to developing expert teaching and improving outcomes across all pathways.

Looking ahead, the whole school data plan will remain a priority into 2026. A particular area of exploration will be the integration of teaching data through Steplab platform. In addition, developing and implementing a whole school data wall integrating VCE VASS, PAT, and NAPLAN data to support consistent, evidence informed analysis of student growth and to inform targeted teaching and learning practices within PLTs.

To support data-informed decision making, key learning data has been shared with Intellischools, and staff have commenced professional learning on how to best access, analyse, and communicate student achievement information. This work contributes to a growing culture of clarity, collaboration, and continuous improvement across the College.

Continued development of an expert teaching team

In 2025, Marian College continued to strengthen the capability and impact of its teaching team through the ongoing work of Professional Learning Teams (PLTs). This work aligns closely with the system wide priorities of *Magnify Sandhurst*, particularly the focus on clarity, structure, data-informed practice, and consistent low variance curriculum.

PLTs this year focused on key strategies including the school wide use of data, team teaching, classroom observations, and the consistent use of learning intentions and success criteria. These strategies have supported the development of a more coherent and evidence informed approach to teaching and learning across the College.

A major priority has been the continued development and articulation of clear learning intentions in every classroom, which provides students with clarity about what they are expected to learn, enabling them to focus their efforts, monitor their progress, and take greater ownership of their learning. Through regular professional dialogue, commencement through the StepLab platform have:

- established consistent approaches to setting and communicating learning intentions
- used student friendly language to support accessibility and understanding
- embedded formative assessment to monitor understanding and adapt instruction
- collaborated in analysing student data to guide next steps in pedagogical practice

Impact on Student Learning

Teachers have received professional development from LME Global – Jared Cooney Horvath on the Science of Learning. The strengthened emphasis on clarity and consistency in teaching has contributed to several positive outcomes:

- **Increased student engagement** as learners better understand the purpose and direction of their lessons. Teachers also reducing cognitive load for students.

- **Enhanced academic achievement** supported by clear goals and more targeted review of prior learning to increase memory development. Teachers were introduced to the CESL simple model of memory.
- **Greater teacher collaboration**, driven by shared planning, observation, and data analysis. Using tools like Ochre and collaborating with teams across schools.

Building on Momentum for 2026

To further embed an expert teaching culture, PLTs will continue to refine their practice with a focus on:

- expanding professional learning in differentiated instruction and personalised learning pathways
- strengthening connections between home and school to extend learning beyond the classroom
- deepening the use of data-driven insights to respond to student needs with increasing precision
- consolidating CESL Learning and teaching framework and imbedding CESL Instructional Model.

Staff were again offered the opportunity to complete a self reflection tool as part of their Annual Review Meeting, enabling teachers to reflect on their practice, identify areas for growth, and develop evidence informed goals that align with both College priorities and the broader CESL priorities.

Student Learning Outcomes

NAPLAN

In interpreting NAPLAN results for 2025, it is important to note that significant national changes were introduced in 2023. NAPLAN moved from May to March testing, and the assessment scale was reset, meaning that achievement data prior to 2023 cannot be validly compared with results from 2023 onwards. This shift represents a new baseline for measuring student achievement and growth.

NAPLAN results are now reported against Proficiency Standards for each assessment area and year level. These standards represent a challenging but reasonable expectation of what students should know and be able to do at the time of testing. Performance is described across four proficiency levels, which provide clearer information for schools, families, and systems about how students are performing against national expectations.

There are 4 proficiency levels:

Exceeding: the student's result exceeds expectations at the time of testing.

Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Developing: the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Key Achievement Highlights

- Year 7 Reading
The median score was above both the state and national medians, indicating strong early secondary literacy achievement.
- Year 9 Reading
The median score matched the Victorian state median and exceeded the national median, reflecting steady progress across the secondary years.
- Comparison with 'Similar Schools'
When benchmarked against schools with similar demographics, Marian College achieved results in the 'close to' range across both Year 7 and Year 9 assessments in all domains.

Growth and Progress

Growth across year levels continues to be carefully monitored.

In 2025:

- Year 7 Writing, Year 7 Reading, Year 7 Language Conventions and Year 7 Numeracy all showed growth.
- A priority focus was on data around lower than expected growth. Marian College staff will be comparing results with recent PAT testing to ascertain specific areas to focus teaching and learning in support of our commitment to data informed improvement.
- Teachers have direct access to NAPLAN, PAT and other learning data through Intelli-schools, supporting coaching, planning, and targeted instructional decisions.

Marian College Data

The College acknowledges the support of highly qualified and committed teaching staff, partnership with our families and support our wider community in achieving these excellent results.

Students Requiring Additional Support

Students in Years 7 and 9 who achieved Needs Additional Support (NAS) were identified and their teachers were informed. All of these students were already receiving targeted assistance through the NCCD program, ensuring continuity of support.

VCE DATA

Marian College's VCE results in 2025 continued to demonstrate strong academic performance, reflected in both overall ATAR outcomes and individual study achievements.

Study Scores

VCE Study Scores range from 0 to 50, with the statewide mean set at 30 each year. In 2025, Marian College achieved a Median Study Score of 29, indicating consistently solid performance across the senior school cohort.

Five Year Trend

Over the past five years, the College's median study score has remained stable, generally sitting just below the statewide mean. The exception occurred in 2023, when the College achieved a median of 30, aligning with the Victorian state average.

This stable trend continues to reflect the strong commitment of staff and students to maintaining high academic expectations and supporting all learners to achieve their best.

Study Score Results Above 40

A study score of 40 or above represents exceptional performance. (Top 9% of students)

A study score of 45 or above (Top 2% of students) Source: VCAA

Percentage of scores of 30 or above: 45.5%

Percentage of scores of 40 or above: 1.8%

VCE Satisfactory Completion Rate: 100%

Percentage of VET Units Completed: 100%

Percentage of VCE ATARS Above 90: 10%

Highest ATAR score achieved by Dux: 93.00

Marian College is extremely proud of the outstanding VCE results achieved by the Class of 2025. These results reflect not only strong academic performance, highlighted by our Dux,

Jack Byrne, who achieved an exceptional ATAR of 93.00, but also the dedication, resilience, and personal growth demonstrated by the cohort as a whole. While academic achievements are worthy of celebration, the College believes that the most meaningful outcomes lie in the quality of the individuals our students have become. The Class of 2025 distinguished themselves as respectful, committed, and inspiring young people, and it is these personal qualities, alongside their academic success, that represent the College's greatest achievement.

Success is recognised as multifaceted, and Marian is committed to supporting students to pursue a range of meaningful post school pathways. The College has assisted students to successfully complete the VCE Vocational Major (VCE VM), transition directly into the workforce, and engage in school based apprenticeships, traineeships, work placements, and trade pathways. Many students were enrolled in VET courses or school based apprenticeships and traineeships across diverse industries, including bricklaying, electrical, motor mechanics, hairdressing, and carpentry. Through strong partnerships with local businesses and community organisations, the College supports students in accessing training and employment opportunities across a broad range of industry sectors.

The College warmly acknowledges the outstanding dedication, care, and professionalism of the teaching staff at Marian College, whose commitment to nurturing each student plays a vital role in their success. Equal appreciation is extended to our families and the wider community for their ongoing partnership, encouragement and support, all of which contribute significantly to the excellent outcomes achieved by our students.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	576	93%	573	85%
	Year 9	540	58%	540	54%
Numeracy	Year 7	546	85%	558	84%
	Year 9	555	58%	548	65%
Reading	Year 7	563	85%	560	79%
	Year 9	564	64%	554	62%
Spelling	Year 7	549	78%	536	71%
	Year 9	533	63%	534	61%
Writing	Year 7	558	78%	549	67%
	Year 9	569	62%	571	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	93.30%
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

Strategic Direction:

We are a healthy and resilient community whose Generosity, Respect, Ownership and Wholeheartedness ensure we are all valued and included:

- Continue to explicitly teach and embed whole school Positive Behaviour expectations (GROW).
- Ongoing development of a systematic plan for collection, analysis and use of student and staff Wellbeing data to inform the College Data Action Plan.
- Use ACER Wellbeing data (student voice), attendance data, behavioural tracking (SIMON) and organisational health data (student voice) to assess current student wellbeing needs and to inform prioritisation of school wide programs and interventions.
- Use organisational health data and current teacher wellbeing and workload surveys and research to determine wellbeing needs and priorities of staff to inform staff wellbeing priorities.
- Implementation of Knowledge Society routines (Classroom Mastery)
- Ongoing development of whole the school Behaviour Curriculum
- Generation of tiered contextualised and responsive interventions to support student learning, wellbeing and safety.

Achievements

Continue to explicitly teach and embed whole school Positive Behaviour expectations (GROW). The GROW team, which includes Leader of Catholic Identity and Community, members of the Pastoral Wellbeing team, CESL and the Deputy Principal Pastoral Wellbeing have identified and developed structured opportunities for the explicit teaching of the principles underpinning GROW.

A continued focus on elements of GROW and appropriate learning activities were identified for extended Learning Mentor (LM) periods. Further learning activities already being delivered were clearly linked back to GROW both with staff and students. One of the whole school explicit learning opportunities focussed on students taking Ownership and being Organised when arriving late to class.

The uniform policy and expectations were reshared with families. Current students have had expectations reinforced in LM and followed up by Head of Senior School, Head of Junior School, Leader of Community and Deputy Principal: Pastoral Wellbeing. Families were supported regarding some ongoing challenges with uniform stock to avoid a negative impact

on the wearing of the correct uniform. Those unable to afford the purchase of new items were able to access our second-hand supply of items.

Ongoing systematic planning for collection, analysis and use of student and staff Wellbeing data to inform the College Data Action Plan using all currently available College Wellbeing data sets. The process is ongoing and adjusted according to data that is collected under the direction of CESL. The proposed outcome from this process will be to identify the gaps in the data sets and relate this information to programs offered and those required for the needs of staff and students.

Building of the proposed Wellbeing and Learning Centre was completed at the end of 2024 for use from the start of the 2025 school year. The new building has provided facilities including designated meeting rooms for improved delivery of wellbeing services for the College community and visiting service providers.

The College has continued to use ACER Wellbeing data (student voice), attendance data, behavioural tracking (SIMON) and organisational health data (student voice) to assess current student wellbeing needs and to inform prioritisation of school wide programs and supports.

ACER (Australian Council of Educational Research) Wellbeing Survey was completed and results presented and discussed with staff and Advisory Council. Feedback and questions raised have allowed the Pastoral Wellbeing Team to investigate possible strengths, challenges and priorities.

Programs including Teen Mental Health First Aid, 'Young Men's Program', and Embrace, have been delivered to the appropriate year levels. Several other programs and guest speakers were engaged throughout 2025 to meet the needs of our community. Further programs and points of need will be investigated for 2026 and beyond.

Deputy Principal: Pastoral Wellbeing has reported whole school attendance to CESL at key points during 2025. The aim is to maintain an attendance above 90%. Marian College has averaged 86% attendance. There are plans in place for students with low attendance rates. (e.g. NAVIGATOR). Promoting attendance continues to be a priority.

The College is committed to use organisational health data and current teacher wellbeing and workload surveys and research to determine wellbeing needs and priorities of staff to inform staff wellbeing priorities. Staff and students have completed the School Engagement Survey again in 2025 which was administered via ORIMA Research in conjunction with CESL. This data will allow us to further identify the wellbeing needs of our staff and students. Students were offered support to complete the survey. There was a very high rate of completion amongst students and staff.

Staff received training for the 2025 implementation of Classroom Mastery program through Knowledge Society. This is a whole school focused approach to creating calm and safe classrooms as well as defining expected behaviours. Routines have been implemented across the College with great rigour and success. Staff mentoring sessions were conducted throughout 2025 with the support of Classroom Mastery coaches. On each occasion Marian College staff received overwhelmingly positive feedback on their implementation of the routines to support engaged students ready to learn.

Whole school Behaviour Curriculum development continued in line with GROW, the positive behaviour expectations of the College. This will be an ongoing task as Magnify Sandhurst continues to be implemented throughout 2025 and beyond. This is supported by Knowledge Society partnership.

Professional learning was provided for staff teaching the Resilience, Rights and Respectful Relationships program to be implemented into the timetable in 2026.

Value Added

- Whole School Mass
- Year 7 Welcome Camp
- Year 7 Orientation Program
- Year 9 Program
- Year 11 Melbourne Camp
- Year 12 Retreat
- Year 7 Mother's Day morning tea
- Year 8 and 10 Teen Mental Health First Aid workshops
- 'Be Kind to Your Mind' Mental Wellbeing Week (Guest speaker Lance Picoan, NESAY workshops)
- Year 11 'Tomorrow Man' and 'Tomorrow Woman' workshops
- Seasons for Growth sessions
- Embrace sessions for year 7 and year 8
- NESSAY Triple L (Learn, Lead, Live) program for year 8 girls
- Young Men's program for years 8 -11 boys

- Gambling workshop VCE VM
- College Production
- Year 12 Graduation Ceremony
- Year 12 Prayer Partners
- Whole School Community Day
- Marian 100

Student Satisfaction

During the course of 2025 students completed the Catholic Education Sandhurst School Engagement Survey (CESSES) and the ACER School Life Questionnaire. The feedback from these surveys highlighted the importance students placed on their relationships with staff and the overwhelming sense of belonging they have to the school community. Students enjoy spending time together at school with their peers and show great appreciation for the numerous activities on offer throughout the course of a year.

Students embraced whole school events such as the Swimming and Athletics carnivals with high attendance and participation rates. It was fantastic to witness the enthusiastic manner in which students organised and took part in activities during extended Learning Mentor sessions, whole school Masses, Assemblies and the opportunity to spend time working alongside students from St Mary's. The variety of extracurricular activities continues to provide students with the ability to build their sense of belonging and increasing levels of satisfaction around their own interests, in turn, building connections with others beyond the classroom.

Student Attendance

Students are expected to attend and be punctual to all classes and events. School starts at 8.45am each day with Learning Mentor (LM).

- If a student is absent, it is expected that parents/guardians inform the school by 9:00am on the day, providing a reason.
- All absentees are recorded at morning LM. If the College has not been notified of a student's absence both parents or guardians or custodial parents will be notified by text message to let them know that their child is not at school and requesting contact with the College. If the parents do not contact the College, the student's Emergency Contacts will be messaged requesting a reply.
- The reason for the absence will be requested as it is a legal requirement that the College notes this on the absence register.
- Attendance is taken at the start of every period.

- Parents are required to supply a signed note explaining all absences when the child returns to school.
- Excursions and sports carnivals are part of the school's planned learning activities and do not require an absence note. A roll will be taken at the activity.
- MP-12 will be advised of their students' absences at Marian periods 1, 3 and 5. Marian will be advised of their students' absences at MP-12 periods 1, 3 and 5.

If a student is late:

- Students arriving late are required to sign-in at Student Reception.
- A note or telephone message from parents/guardians is required to support the reason for the lateness.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	68

Average Student Attendance Rate by Year Level	
Y07	92.66
Y08	86.5
Y09	81
Y10	83.89
Overall average attendance	86.01

Leadership

Goals & Intended Outcomes

- Continue to build the capacity of College Leadership through study support, strategic recruitment, team development and mentoring
- Lead understanding and implementation of Steplab, Knowledge Society, MultiLit and Ochre Education in line with Magnify Sandhurst initiative
- Development of student leaders through a developmental leadership program, focus on Catholic Social Teaching and servant leadership in the Catholic tradition
- Accreditation of all staff (ongoing)
- Continued development of an expert teaching team through Professional Learning Teams
- Commence implementation of Catholic Sandhurst Education's 'Magnify' for diocesan approaches to wellbeing, learning and authentically Sandhurst Education
- Leadership of provisionally registered teaching staff through processes for full registration

Achievements

The College appointed a new Deputy Principal: Learning and Teaching for the start of Term 2 2025. With significant curriculum and pastoral wellbeing leadership, Michael Webbers ensured that the College agenda for learning and teaching continued to provide outstanding opportunities for students across all year levels, driving excellent outcomes for students across all subject areas, as evidenced in the College's VCE data. The continued development of professional learning teams, guided by the Learning and Teaching Team has continued to build capacity of staff in the understanding of data and its use to continue to inform practice. With the rollout of 'Magnify', the focus of learning and teaching leadership has moved to the implementation of 'Ochre' Mathematics in years 7 and 8, the science of learning, and behaviours for learning.

Marian College appointed a new Business Manager. Nadia McConnell joined the College executive team in May, bringing with her a broad range of experience and commitment to guiding the stewardship of Marian College into the future.

The College has invested significant resources in the ongoing support of leaders through the study support scheme, providing access to targeted tertiary studies for aspiring leaders. The importance of succession planning through leadership development has been identified as critical to the College's ongoing leadership strategy. At the same time, Marian continues to grow leadership at all levels, providing mentoring, support and assistance to beginning teachers moving from provisional to full registration.

Accreditation for all staff has continued to be a priority. Staff have accessed many offerings online and the College has also offered face to face learning for accreditation. The College plans to promote tertiary studies in leadership for Catholic identity as a pathway forward in 2026. Opportunities for professional learning have been strongly promoted by the Catholic Identity and Religious Education Leader.

Marian College staff have also participated in a wide range of Professional Learning provided through CESL partnerships. All opportunities are engaged in with enthusiasm and the willingness to continue professional growth for the benefit of all students and staff. The neuroscience of learning presented by Dr Jared Cooney Horvath was foundational to understanding each of the other components of Magnify Sandhurst.

Student voice and leadership have been identified as areas of strength for the College in recent reviews. They are areas that the College continues to grow with a development program at all year levels. This includes Student Representative Council, Senior School Leadership, Halogen and GRIP conferences as well as social justice leadership formation at the Justice Matters camp. Marian College prides itself on the formation of outstanding leaders of the future.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
The College supported all staff (38) to participate in professional learning in 2025 \$26,542 was spent on professional learning, representing an average of \$698 per staff member. Staff are acknowledged as being our most important resource. Building their expertise and capacity is a high priority for the school. The College supported all staff to develop skills, expertise and capacity, through subscriptions, onsite and online activities, conference expenses and subject association memberships. All staff completed First Aid/CPR, asthma training, anaphylaxis training, mandatory reporting training and emergency management warden training. Marian staff accessed Numeracy Leaders, Secondary Deputy Principal's, Secondary Principals, Learner Diversity, Business Managers, Religious Education Leaders, Wellbeing Leaders, and LOTE, VET and VCAL networks, Director's briefings and critical incidents training. Accreditation continued to be an important focus for professional learning, together with ongoing child safety training. A significant amount of professional learning has commenced with completion of online units across a broad range of areas. All staff have participated in professional learning opportunities provided by CESL and Magnify Sandhurst partners.	
Number of teachers who participated in PL in 2025	38
Average expenditure per teacher for PL	\$698.00

Teacher Satisfaction

Marian College continues to report high levels of staff satisfaction. The College has been successful in attracting and retaining staff. Amongst the very small number of staff who have left the College to pursue higher levels of leadership, all have indicated that they would prefer to stay, were it not for the opportunity for advancement.

The College has experienced no difficulty filling vacancies and many of these have been by relief teachers who have sought ongoing employment or through positive word of mouth.

At a time where teacher work demands have been cited by numerous reports for record numbers of teachers leaving the profession and failure to attract enrolments into initial teacher education courses, satisfaction amongst staff at Marian has remained comparatively high. The ORIMA (organizational health) staff data sets were overwhelmingly positive with

94% positive response for staff and Leadership relationships and 80% positive for school climate as examples. The College is continuing to develop a culture of collegiality and collaborative practice to continue to build staff capacity and engagement, and to strengthen satisfaction in the workplace.

A number of long serving staff members cited care of leadership for staff and sense of community as defining characteristics of Marian College. The support for co-curricular activities and community events, as well as generally high staff attendance and low turnover are also indicators of high levels of staff satisfaction.

Teacher Qualifications	
Doctorate	0
Masters	8
Graduate	5
Graduate Certificate	4
Bachelor Degree	16
Advanced Diploma	4
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	18.16
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	18.02
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Strategic Direction

CES Priority: Cultivating partnerships with families and communities to support student learning, wellbeing and safety.

CES Priority: Generate tiered contextualised and responsive intervention to support student learning, wellbeing and safety.

- Build understanding of College GROW behaviours in the context of our Catholic values, Presentation heritage, College expectations and General Capabilities and behaviours for learning.
- Continue to develop the strong relationship between the College, Parish and St Mary's Primary School.
- To continue to make explicit the context of Catholic social teaching for College social justice activities.
- To continue to build College community partnerships with the local community.

CES Priority: Supporting students and staff to be active participants in their own learning, wellbeing and safety.

- Map student and staff wellbeing initiatives across the school submitted to CES ahead of Magnify. Include staff/staff, student/student and student/staff relationship building opportunities to consolidate the positive community relationships that are valued by students, parents and staff.

Achievements

Build understanding of College GROW behaviours in the context of our Catholic values, Presentation heritage, College expectations and General Capabilities and behaviours for learning

Marian reviewed uniform items and access to a gender-neutral uniform and included items that enabled freedom of choice for all students. The aim is to create a more respectful, inclusive and equitable school environment by removing gendered distinctions in clothing. This can reduce bullying and foster a sense of belonging for all students, including those who identify as gender diverse or non-binary.

Across two sessions, Year 7-10 students revisited the Pillars of GROW—Ownership and Generosity—through reflective discussions and liturgies delivered as part of the LM program.

Continue to develop the strong relationship between Marian College, St Mary's Parish and St Mary's Primary School.

Marian College joined with St Mary's School and the local Parish for the Ash Wednesday Mass and celebration of the College Feast day which included a pasta lunch. Prayer Partners from the Parish continue to 'walk alongside' our Year 12 students and pray for them throughout the year, as well as enjoying morning tea together on occasions throughout the year and beyond. Many also attended Year 12 Graduation Mass.

To continue to strengthen the partnership between the Marian College, Myrtleford P-12 College and other local schools for the provision of VCE studies.

The VCE partnership between Marian College and Myrtleford P-12 College continues to be important for students of both schools as well as the community more widely. Students are able to access a much broader range of VCE subjects than would be available if the schools were operating independently. At a time of pressure on the availability of teaching staff, the partnership is able to maximise the efficient deployment of expert staff across both schools.

To continue to make explicit the context of Catholic social teaching for College social justice activities

Marian College continues to support social justice initiatives such as Caritas Ks, St Vincent de Paul, the diocesan Justice Matters camp, Refugee Week, Reconciliation Week and Camp Quality through the Marian 100. The College uses Learning Mentor sessions, assemblies, liturgies and Religious Education Classes to promote the Catholic Social Justice Principles underpinning these activities.

To continue to build Marian College partnerships with the local community.

The support provided by the Alpine Shire, Country Education Project, and RSL has played a significant role in enhancing opportunities for Marian College students.

Our students continue to benefit from our very strong collaborative relationship with the Youth Development Team at the Alpine Shire; directly impacting upon our student's wellbeing in a positive way.

Students participation in the Mission Australia Youth Survey has strengthened the Alpine Shire ability to secure funding for and deliver youth related programs such as:

- the Alpine Shire Youth Awards; which recognise and celebrate the contributions, skills and achievements of our young people.
- leadership development programs such as the GRIP Conference.
- guest speaker presentations. In 2025 Krystal de Napoli addressed the our students; conveying her career experience as a female indigenous person working in the STEM industry.

- The Country Education Project through the Rural Youth Ambassador Program has enabled students to access innovative learning experiences, develop leadership skills, and engage in broader community-based learning programs such as the VIC SRC Ambassador Program.
- Members of the local RSL have modelled values of service, remembrance, and community spirit among our students in our Assembly and Commemoration Services. These organizations have positively impacted students' learning journeys, helping them grow through engagement with local initiatives.

Map student and staff wellbeing initiatives across the school submitted to CES ahead of Magnify. Include staff/staff, student/student and student/staff relationship building opportunities to consolidate the positive community relationships that are valued by students, parents and staff.

An audit of programs and initiatives was conducted.

Parent Satisfaction

To continue to provide opportunities for meaningful parent engagement in the education of their child.

Marian College continues to offer many and varied opportunities for parents to be engaged with the education of their child. The College recognises the importance of parent partnerships in their child's learning journey, which is supported by research and evidence of improved student outcomes. The challenge of parent engagement is frequently more pronounced in secondary school as parents move back into the workforce and students accept more responsibility for their own learning as young adults.

Parent satisfaction with the College continues to be evident in:

- Attendance at Parent Partnership Evening (Year 7 Students)
- Subject and Course Selection Evenings and individualised meetings
- VCE and VCE VM information evenings
- Tours of the College by prospective enrolments
- Parent Access Module (PAM) providing 'real time' feedback on student progress
- Program Support Group (PSG) meetings
- Communication between College leaders, Classroom Teachers, Learning Mentors (LMs) and parents
- Athletics and Swimming carnivals, Masses, Assemblies, Caritas Ks, Marian 100 and other College events.
- Mental Health Week activities in conjunction with Myrtleford Football Netball Club
- The College production, Graduation and Awards Evenings allowing parents to celebrate the giftedness and achievements of their children.
- Membership of the College Advisory Council

The College would like to thank parent and locally owned businesses who supported the College through work placements, school-based apprenticeships and work experience, as well as sponsorship of major events and awards. In these ways, parents have demonstrated strong support for the school as well as contributing in important ways to the development of parent/school partnerships. The College looks forward to engaging parents in an organisational health survey in 2026 in order to look more specifically at how we might improve parent satisfaction with College operations and engage them more meaningfully in the education of their children.

As the College has a relatively small student cohort, we have continued to focus more on individual student and parent needs, rather than generic parent sessions. This shift in culture allows for one-to-one meetings and communication with College leaders. In person and online meetings and point of need responses have met with high levels of approval by families who appreciate the flexibility that a one size fits all approach does not allow for. Students and their families continue to provide strong connections that are appreciated by parents for 'their personal approach' that a smaller setting can afford. The approach has ensured that Marian College's enrolments continue to remain ahead of demographic predictions.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.mcm.vic.edu.au