



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Marymede Catholic College

60 Williamsons Road, SOUTH MORANG 3752

Principal: Timothy Newcomb

Web: www.marymede.vic.edu.au

Registration: 2032, E Number: E1377

Principal's Attestation

I, Timothy Newcomb, attest that Marymede Catholic 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 2023 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

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About this report

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

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Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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Vision and Mission

Mission

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

Vision

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

At Marymede Catholic College we value:

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

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

1. Encountering Christ

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

2. Empowering students to flourish

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

3. Aspirations for all

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

4. Fostering a positive culture and environment

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

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College Overview

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

Marymede Catholic College opened in 2006 and is a coeducational Prep to Year 12 school with approximately 2200 students on its South Morang Campus alongside the Marymede Early Learning Centres which offers 3-year-old and 4-year-old kindergarten at both our Doreen and South Morang Campuses.

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

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

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

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

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

As a Catholic school we offer students the opportunity, In the Way of Mary, to listen, reflect, and respond to what Christ calls us to be today; humble, loving, strong and committed people of service; service to others, especially those most in need, and to creation. In all that we do,

we strive to ensure that our students come to understand Jesus' message and are inspired to use their gifts and talents to create a loving world.

We are passionate about developing the best pathways for our young people and committed to ensuring that each of our students receives an education tailored to their needs and interests. We strive to provide a learning environment where young people can explore different ideas, expand their skills and knowledge, and discover opportunities for growth and development.

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

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

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

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

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

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

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

Principal's Report

2023 was a wonderful year for the College. Lots of growth took place to enhance the learning opportunities for the students.

The College theme for 2023 was *Created and Called*. Throughout the course of the year we explored how it is that all people are made in the image and likeness of God and are called by God to use their gifts and talents in the service of others and all of creation.

Year 12 Religious Education was introduced in 2023 and it was a pleasure to teach one of the classes. Other highlights in the area of Catholic identity include staff professional learning related to indigenous spirituality and student and staff attendance at World Youth Day.

Our College Directions were established in 2022 and in 2023 we began enhancing clarity regarding these four key drivers for realising our Vision.

1. Encountering Christ
2. Empowering students to flourish
3. Aspirations for all
4. Fostering a positive culture and environment

The College hosted the MACS Board during Term 1 as part of our support for MACS governance. We also participated in a full review as part of the school improvement cycle. The College enhanced its practices in the areas of risk management and safety during 2023.

Some of the highlights from the 2023 learning program I would like to share are:

- Deepening of the College's focus on differentiation
- Introduction of Primary Italian Day
- Embedding of the Positive Behaviour for Learning practices
- Success of the Teens Connect Program
- Japan Study Tour
- Primary and Secondary Sporting achievements
- Excellent NAPLAN results in literacy

I would like to acknowledge the 40th Anniversary of the SACCSS sport competition which the Secondary Campus participates in. I would also like to acknowledge the 75th Anniversary of St Mary's School for the Deaf. Both of these anniversaries were celebrated during 2023.

Significant capital development work took place during 2023. The Marian Learning Centre was constructed at the South Morang Campus, providing wonderful new learning spaces for Year 7 students as of 2024. I also announced towards the end of this year that the College will be developing a new masterplan for the South Morang Campus during 2024.

During 2023 the College also planned for the realisation of the Doreen Campus which will open for Year 7 in 2023. Capital development works have been successful and all other planning has progressed well.

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

Best wishes to students who graduated from the College this year! May your future see you happy and healthy and in relationship with our loving God.

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Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

- To review our connection with a Religious Order with a Marian charism
- Enhance staff formation
- Establish a community service program
- Facilitate a religious education curriculum which is proactive, challenging, and offers a recontextualisation of the Catholic faith
- Strengthen links between Christ the Light Parish and St Francis of Assist Parish

Achievements

Achievements:

- Establishment of Year 12 Religious Education Program
- Exploration of College 2023 Theme: 'Created and Called'
- RCIA program for adults in the College community
- Lenten Professional Learning
- Participation of students and staff in World Youth Day
- Indigenous Spirituality professional learning
- Israel Study Tour and Pilgrimage participation by Deputy Principal - Catholic Identity and Mission

Value Added

- Social justice program
- Opportunities for prayer
- Prayer and liturgies
- Mini Vinnies

- Retreats
- Sacramental Program
- Year 11 and Year 12 Retreats

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Learning and Teaching

Goals & Intended Outcomes

Goal:

Improve student learning outcomes by implementing a whole school approach, reflective of our Learning Vision.

Intended outcomes:

Establish a new strategic direction for learning and teaching reflective of our focus on differentiation

Achievements

Achievements:

- Establishment of the College's strategic intent for differentiation
- Development of semester achievement rubrics documenting achievement standards at multiple levels for all subjects Prep to Year 10
- Deepening of evidence-based teaching of literacy skills
- Enhancements to the Academic Awards affirmation system in the Secondary Campus
- Development of the strategy to differentiate learning and have active student centred classrooms with the use of three screens and wireless projection for students and teachers
- VCE data conversations conducted by leaders with VCE teachers
- Reintroduction of the Japan Study Tour
- Introduction of Primay Italian Day

Student Learning Outcomes

Students of the College achieved excellent outcomes in terms of the level of their literacy and numeracy in relation to national standards on the NAPLAN assessment.

Students of the College achieved particularly good results in the area of Year 3 Literacy. These results are a consequence of the use of an evidence-based approach to teaching literacy. A program based on science of reading has been used in classes and has led to these excellent results. The program involves teacher explicit instruction and other learning activities to teach students the important elements of the fundamental literacy skills.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	64%
	Year 5	486	61%
	Year 7	546	69%
	Year 9	563	60%
Numeracy	Year 3	410	72%
	Year 5	481	63%
	Year 7	545	75%
	Year 9	565	61%
Reading	Year 3	427	78%
	Year 5	489	73%
	Year 7	548	78%
	Year 9	571	67%
Spelling	Year 3	439	81%
	Year 5	491	71%
	Year 7	545	77%
	Year 9	573	80%
Writing	Year 3	439	89%
	Year 5	496	82%
	Year 7	551	74%
	Year 9	591	69%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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 (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
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

Goal:

To further develop a safe, inclusive, and respectful environment that enhances connectedness and engagement across the Marymede community.

Intended outcomes:

- Increased student voice and agency
- Deeper implementation of PB4L
- Implementing the Wellbeing Program

Achievements

Achievements:

- Deepening of the implementation of Positive Behaviour for Learning practices
- Further implementation of the Respectful Relationship Program
- Review of student wellbeing data
- Use of classroom protocols
- Student leadership influence

Value Added

- Fire Carriers
- Gaming Sports
- Gardening club
- Japan Study Tour
- Maths competitions
- Music groups
- Musical
- Social justice activities

- Sport
- Student leadership
- Teens Connect Program
- Vinnies group
- Vocal ensemble

Student Satisfaction

There is a culture at the College of students being proud of their school.

MACSIS data highlights significant improvement in student satisfaction across Year 4 to Year 6. This improvement is across nearly all areas of the school.

Of particular note in the 2023 MACSIS data is an increase in student perception in relation to the rigorous expectations for students and the learning dispositions of the students.

The school review highlighted opportunity for growing student voice and agency more and this was included in the new school improvement plan established for 2024 - 2027.

Student Attendance

The College follows MACS policies relating to student attendance.

Non-attendance is managed at the school daily. The College contacts parents, carers and guardians about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Attendance is accurately recorded for all lessons of the day on student files. The College has a Student Attendance Officer at each Campus who monitors attendance and coordinates responses to absences. Messages are sent to parents each morning when a student is absent without parent notification and this is followed up until the matter is resolved.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.5%

Average Student Attendance Rate by Year Level	
Y01	89.9%
Y02	90.8%
Y03	91.0%
Y04	91.3%
Y05	90.4%
Y06	91.0%
Y07	90.6%
Y08	89.5%
Y09	88.6%
Y10	88.2%
Overall average attendance	90.1%

Leadership

Goals & Intended Outcomes

Goal:

To further develop a safe, inclusive, and respectful environment that enhances connectedness and engagement across the Marymede community.

Intended outcomes:

- Successful introduce our new leadership structure
- Prepare for the introduction of the Doreen Campus
- Deepen the development of our strategic directions

Achievements

Achievements:

- Embedding College Directions
- Establishing foci and elaborations for the four College Directions
- Satisfactory compliance audit for VRQA requirements
- Completion of review and establishment of new School Improvement Plan
- Introduction of new Deputy Principal roles and Campus Leadership Team roles
- Completion of Leading Teams training for the College Leadership Team
- Growth of the work of the Policy, Risk and Resources Team
- Strong presence at the Women in Leadership Dinner
- Planning for the establishment of the new Doreen Campus
- Hosting of the MACS Board
- Enhancements to risk assessment practices
- Completion of long term financial plan
- South Morang Marian Learning Centre building construction
- South Morang new roadway construction
- Doreen Campus Stage 2 construction (completion)
- Doreen Campus Stage 3 construction (beginning)
- Doreen Campus Stage 4 design
- Deepening of realisation of MACS policies

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

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

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • VIT Mentoring • Victorian F-10 Curriculum • Vocational Learning 	
Number of teachers who participated in PL in 2023	144
Average expenditure per teacher for PL	\$1450.00

Teacher Satisfaction

A number of teachers moved into more senior leadership roles throughout 2023. This created professional satisfaction for many teachers.

MACSIS data highlighted that staff satisfaction is highest in the areas of Catholic Identity, how staff enjoy collaborating with each other in teams and staff - leadership relationships.

MACSIS data for 2023 revealed an increase in staff perception of the way College leadership set the conditions for increasing learning outcomes.

Staff offered strong endorsement for the 2024 to 2026 positions of leadership structure developed during 2023.

Staff offered strong endorsement for the methods the College is using to implement the new industrial agreement.

Teacher Qualifications	
Doctorate	1.2%
Masters	17.3%
Graduate	20.8%
Graduate Certificate	3.6%
Bachelor Degree	47.0%
Advanced Diploma	4.2%
No Qualifications Listed	6.0%

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	179
Teaching Staff (FTE)	157.7
Non-Teaching Staff (Headcount)	104
Non-Teaching Staff (FTE)	87.4
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

Goal:

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

Intended outcomes:

- Increase community partnerships
- Enhance resourcing for community engagement
- Plan for the Doreen Campus
- Increase engagement with Alumni

Achievements

Achievements:

- Student enrolments have grown significantly
- Draft of a new College website
- Growth of the functionality of the College Community Engagement Team
- Parent and Friend's Association Colour Run
- Parent and Friend's Association Fete
- Engagement with the community at shopping centres and feeder primary school events

Parent Satisfaction

The College receives positive feedback from parents across all elements of the school.

MACSIS data highlights that in 2023 parents viewed there to be less barriers to parent connection and an increase in family engagement with the College.

MACSIS data indicated that strengths of the College from a parent point of view include the opportunities for parents to engage with the College and the school cultural climate.

The College received positive feedback from parents about the conduct of students in the community, about an increase in focus on student learning, about enhancements made to student presentation standards, about the Principal's weekly video and about communication in relation to the school calendar.

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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.marymede.vic.edu.au

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