2015

ANNUAL REPORT TO THE SCHOOL COMMUNITY

MARIST COLLEGE BENDIGO
MAIDEN GULLY, VIC

REGISTERED SCHOOL NUMBER: E3060
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Contact Details

| ADDRESS            | 95 Golf Links Road  
<table>
<thead>
<tr>
<th></th>
<th>Maiden Gully VIC 3551</th>
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</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr. Darren McGregor</td>
</tr>
</tbody>
</table>
| GOVERNING BODY     | Marist Schools Australia  
|                    | Regional Director: Mr. Paul Herrick |
| SCHOOL BOARD CHAIR | Mr. Denis Higgins    |
| TELEPHONE          | (03) 5400 1252       |
| EMAIL              | principal@marist.vic.edu.au |
| WEBSITE            | www.marist.vic.edu.au |

Minimum Standards Attestation

I, Darren McGregor, attest that Marist College Bendigo is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

Marist College Bendigo is a centre of learning, of life, and of evangelizing. As a College, it leads students to learn to know, to be competent, to live together, and most especially, to grow as persons. As a Catholic College, it is a community setting in which faith, hope and love are lived and communicated, and in which students are progressively initiated into their lifelong challenge of harmonizing faith, culture and life. As a Catholic College in the Marist tradition, it adopts Marcellin’s approach to educating children and youth, in the way of Mary.

Mission

To know: Our College will value highly the rigour required to seek and gain knowledge. Our young people will always be encouraged to attain higher understanding and to seek wisdom beyond knowledge.

To be competent: Our College will focus on the attainment and honing of skills. Students will be encouraged to recognise skills and be able to take control of their own skill acquisition and development and realise how these essential skills will fit them for life.

To live together: Our College will nurture the respect for self and others so that our young people value healthy and authentic relationships. We strive to be persons of integrity-truthful, open-hearted and transparent in our relationships.

To grow as persons: Our College will celebrate the achievements of each person and always seek ways to further encourage the development of all members of all members of our community. Willingly we welcome youth seeking meaningful relationships with people whom they can trust. In this way, together we become sowers of hope.

Harmonising faith, culture and life: Our College will seek to nurture each young person to develop their faith in a way that will skill them to live life to the full and bring fullness of life to those they meet and influence. The Gospel of Jesus Christ will be the central source of meaning and joy for the lives of all in our community.

In the Marist tradition: Our College will strive to help young people, whatever their faith tradition and wherever they are in their spiritual search, to grow to become people of hope and personal integrity, with a deep sense of social responsibility to transform the world around them. With Mary as a model for life we will nurture in students a passion for social justice and a commitment to bringing hope to those on the margins of society.
College Overview

Situated in the rapidly growing western fringe of Bendigo, Marist College Bendigo is a new College with 2015 being its first year. The College has Years 7 and 8 students but will grow rapidly in coming years. In 2016 Marist will have Years 7 - 9 with an enrolment of 351. In 2017 Foundation (Prep) and Years 5, 6 and 10 will be added with an anticipated enrolment of 605 students. By 2021 Marist will be an F-12 College with an anticipated enrolment of 1300 students.

Marist College Bendigo is a co-educational Catholic College providing education in the Marist tradition. The College places the student at the centre of all activities and believes that students learn anywhere, anyhow and anytime. The learning philosophy of the school places an emphasis on the learning of skills ahead of the learning of knowledge. The College has a strong commitment to Project Based Learning (PBL).

In its first three years the College has, as it focus, the establishment of a strong student centred place for learning. Having completed the first building in 2014 the College has a second building due for completion in 2015 and two more buildings due for completion by the end of 2016. The College is committed to the design of buildings being driven by the innovative learning philosophy it is proud to be adopting.
Principal’s Report

“Welcome to Marist”. I do not know how many times this year I have said or heard this phrase. I certainly do not know how many people have heard this phrase. It is the essence of 2015 for our community.

When staff gathered, in January, as one, for the very first time I began by saying: “Welcome to Marist”. As students and parents gathered, in February, on day one, I began by saying: “Welcome to Marist”. Since that time a seemingly endless array of people have arrived and have been greeted by staff, or students with a smile, a hand outstretched and the simple phrase: “Welcome to Marist”.

This phrase brings me great warmth as it contains two elements. The more overt is the desire for the greeter to make the person feel at home with us. The second, and perhaps more pleasing element, is that they belong to our community. I have been delighted with how quickly our staff, students and parents have felt comfortable enough to extend the hand and heart and welcome others to their Marist.

As our first year draws to a close I wish to take this opportunity to thank some significant contributors to developing this community to which we all feel drawn to belong.

Thank you to Mr. Denis Higgins, Chair of the Advisory Council and Mrs. Carolyn Harkin, Chair of the Finance Sub-committee and to all the members of their teams. Your work in preparing for 2015 was enormous and your work within 2015 has been simply vital for both the beginning of our College and ensuring the vision is safe. Safe, both in the context of our mission and in the demands upon finances.

To our parents; I offer my eternal gratitude. I have often said that you had the courage to invest the future of your children in a paddock. As pioneering parents you have ensured generations to come will be educated as Marists. I thank you for the courage and belief in our dreams. I thank you for walking with us on these important first steps. I look forward to journeying with you as we continue to develop our Marist community.

To the Marist staff, no words can adequately express my appreciation for your commitment to our work and passion for our community. Each and every one of you has lived a life of simplicity and humility throughout this year. You have always put the students and parents first. I thank you for the sacrifices you have made and the gifts you have brought daily to the lives of our families. The quality of the learning you have provided has only been surpassed by the love you have provided to our young people.
The greatest of thanks surely goes to our students. Marist is here for you. St Marcellin Champagnat began a vision nearly 200 years ago because of his passion for young people. I am sure he would have enjoyed the joy and energy each and every young person has brought to our community every single day. Congratulations to the young people you are and the Marist community you have started. I have often explained to our students that the Marist culture of the future will be determined by them. They have begun beautifully in their quest to build a unique and loving Marist community. Nothing has brought me greater joy this year than the respectful, joy-filled enthusiasm of our young Marists.

And so our journey, has begun. I trust you feel welcome as a valued member of Marist community. I pray that Jesus, our friend, will continue to guide us in our search for wisdom.

Mr. Darren McGregor
Principal
Education in Faith

Goals & Intended Outcomes

Relevant Mission Statement section:

*Harmonising faith, culture and life:* Our College will seek to nurture each young person to develop their faith in a way that will skill them to live life to the full and bring fullness of life to those they meet and influence. The Gospel of Jesus Christ will be the central source of meaning and joy for the lives of all in our community.

In the inaugural year of the College the key focus of the Leadership Team in this area is to begin the creation of a faith community that shares a common language towards the understanding and celebration of the Catholic faith. It is envisaged that this will be through the lens of the Marist Charism.

Three key goals:

Introduce the College Prayer to all members of the community and ensure it becomes immersed in the daily life of the College.

Begin to tell the story of St Marcellin Champagnat to all in the community and to help people see this story and Charism as a way of connecting to the Gospel message of Jesus Christ.

Imbed a language of faith into the daily life of all members of the College community.

Achievements

All students and staff know, and use daily, the College Prayer. It is often discussed in learning activities and students have been encouraged at various times to explore ways to live out aspects of this prayer in their daily lives.

The life and vision of St Marcellin Champagnat has been introduced through learning projects at Years 7 and 8. The new building was named as the Montagne Building. This has a direct connection the faith life of St. Marcellin and the opening was a key experience for highlighting our Marist story and Charism. On June 6 the College celebrated Champagnat Day and students shared in telling the story of St Marcellin.

An extract below from our Insight SRC Data shows our significant developments in this area.
Learning & Teaching

Goals & Intended Outcomes

Relevant Mission Statement sections:

To know: Our College will value highly the rigour required to seek and gain knowledge. Our young people will always be encouraged to attain higher understanding and to seek wisdom beyond knowledge.

To be competent: Our College will focus on the attainment and honing of skills. Students will be encouraged to recognise skills and be able to take control of their own skill acquisition and development and realise how these essential skills will fit them for life.

To imbed within our two year levels the learning philosophy of our College

To prepare for the introduction of Year 9 in 2016

To develop partnerships beyond our College to enhance learning opportunities for our students

Achievements

Throughout 2015, Marist College Bendigo implemented Project Based Learning (PBL) within each learning area of the College. The PBL approach is student centered and supported by a worldwide network of schools under NewTech. The two integrated learning areas include Australian Curriculum Project 1 (ACP1) which incorporates the Domains of Health, Science and Technology, and Australian Curriculum Project 2 (ACP2) which incorporates the Domains of Humanities, Arts and Technology. These two learning areas adopted the PBL approach with projects ranging from 3 – 8 weeks in length including both individual and group work within each project. Many local community businesses and organisations were accessed during the projects to ensure each project was authentic and connected to the real world. This included Geologists from the Fosterville Mine, the Eaglehawk Recycling Centre, Bendigo Art Gallery, RSL and specialists from La Trobe University.

Other learning areas such as Physical Education, Religious Education and Languages also adopted a PBL approach to their learning to ensure a student centered approach within a single domain.

The College continued to work with other Educator providers in Bendigo to ensure our students gained access to the best possible educational opportunities. This included our continued partnership with the KANGA institute with our Year 8 students accessing the TAFE Woodwork facilities throughout the year. Both our Year 7 and Year 8 students took part in the La Trobe University Schools Partnership Program whereby students gained insights into both the options available and the facilities within the university itself.
### 2015 PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEAR 7

<table>
<thead>
<tr>
<th>NAPLAN TEST</th>
<th>2015 Marist College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Grammar and Punctuation</td>
<td>96%</td>
</tr>
<tr>
<td>Year 7 Reading</td>
<td>97%</td>
</tr>
<tr>
<td>Year 7 Writing</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7 Spelling</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7 Numeracy</td>
<td>99%</td>
</tr>
</tbody>
</table>

### Mean Scaled Scores – National Assessment Program Scale

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2015 Marist College Mean</th>
<th>2015 National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Punctuation</td>
<td>530</td>
<td>541</td>
</tr>
<tr>
<td>Reading</td>
<td>551</td>
<td>546</td>
</tr>
<tr>
<td>Writing</td>
<td>510</td>
<td>511</td>
</tr>
<tr>
<td>Spelling</td>
<td>527</td>
<td>547</td>
</tr>
<tr>
<td>Numeracy</td>
<td>535</td>
<td>543</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & Intended Outcomes

Relevant Mission Statement sections:

**To live together:**  Our College will nurture the respect for self and others so that our young people value healthy and authentic relationships. We strive to be persons of integrity - truthful, open-hearted and transparent in our relationships.

**To grow as persons:**  Our College will celebrate the achievements of each person and always seek ways to further encourage the development of all members of our community. Willingly we welcome youth seeking meaningful relationships with people whom they can trust. In this way, together we become sowers of hope.

- To initiate and develop our 1:14 structure.
- To establish Marist as a School Wide Positive Behaviour System (SWPBS) in School.
- Establishment of a SWPBS working party with the key stakeholders to create an implementation plan.
- Creation of a 3 year SWPBS implementation plan.
- Establishment of a student focused case-management wellbeing framework.

Achievements

- *Our College has implemented a structure whereby each student belongs to a 1:14 structure. This means each core group has one educator and a maximum of 14 students. This has been established and widely embraced by parents, students and staff. The 1:14 Educator is the core person in the young person’s life at Marist.*
- Establishment of a student well-being case-management team (members: Wellbeing Leader, Special Needs Leader, and Learning Leaders (3) that meets weekly.
- Partnership with Marong Medical Centre: which includes the services of General Practitioner on site one day a week to take student bulk billed appointments. This allows the fast tracking of the creation of mental health plans if required.
- Partnership with Marong Medical Centre: which includes the services of Counsellors on site. This allows the fast tracking of the creation of mental health plans if required.
- Partnership with La Trobe University for vocational education to compliment the school based curriculum.
- Partnership with BRIT to compliment the school based technology curriculum.
- Partnership with Centre Adolescent Mental Health (CAMH’s) to supply additional counselling support of additional counselling support.
- The establishment of a process for the creation of Behaviour Support Plans for students with additional learning needs.
A description of how non-attendance is managed by the school.

At Marist College Bendigo a student’s 1:14 Educator provides the support to a student and their family for all matters relating to their learning and pastoral care. This would include all situations to do with a student’s non-attendance at school. The 1:14 Educator’s role in supporting a student’s non-attendance includes enlisting the support of other College staff and is detailed in our Student Attendance Practice. Below are some excerpts from this Practice:

If a parent hasn’t informed school of absence:
- A text message is sent to the parent from the College Administration Team.

After 2 days of absence (explained & unexplained):
- The 1:14 Educator (Teacher responsible for the daily pastoral care of 14 students) calls the parents to offer support and enquire (if unknown) as to the extended absence. Support offered on this call can involve:
  - Homework being sent home electronically should this be appropriate.
  - Email communication from a student peer to update the absent student and keep them connected with the learning.
  - The 1:14 Educator then communicates any necessary information back to the school community if needed.

If the student is experiencing extended absence from school the following processes will be enacted:
- A scheduled meeting at school with the student, parent & 1:14 Educator.
- A scheduled meeting at the family home with 1:14 Educator & Wellbeing Leader.
- Counselling support offered to the student & family.
- Appointment with the College GP offered to the student & family.
- Any accommodations and/or adjustments are formed to assist the students return to school.
- Supports in travelling to school offered.
- Communication with appropriate government bodies (e.g. Child First) to report non-attendance.
VALUE ADDED

- Sport Teams (athletics, basketball, badminton, cricket, cross-country, football, netball, hockey, soccer, swimming, table tennis, tennis, volleyball)
- Chess club
- Energy Breakthrough
- Lunchtime weekly mass
- Drama – cabaret
- Choir
- Lunchtime Cleaning Crew
- Yu-Gi-Oh Club
- RUOK Day (mental health promotion day)
- Bullying No Way Day
- White Ribbon March
- Beyond Blue Day
- Year 7 Camp
- Year 8 Camp
- Poem in pocket day
- Marist Spelling Bee
- Student Discernment Groups – consultation groups on camp, Year 9 Curriculum
STUDENT SATISFACTION

Due to Marist College Bendigo being a new school, data collection is limited due to only one year of data being available. The data below shows the lowest score (8) by students on their view of ‘opportunities’ being open to them. Currently there are no Year levels and curriculum offerings above our Year 8 students and thus no opportunities are visible to them as learners. As our school grows and the students can see the co-curricular and curricular options open to them in year levels above, it is hoped that there will be an improvement in this result. It is pleasing to see the strongest data in this table for students is their perception of staff behaviour which scored 61. Our pastoral care model of 1:14 Educators which focuses on strong and respectful relationships along with small learning ratios between educators and students is having a positive outcome here.
Leadership & Management

Goals & Intended Outcomes

Vision

Marist College Bendigo is a centre of learning, of life, and of evangelising. As a College, it leads students to learn to know, to be competent, to live together, and most especially, to grow as persons. As a Catholic College, it is a community setting in which faith, hope and love are lived and communicated, and in which students are progressively initiated into their lifelong challenge of harmonising faith, culture and life. As a Catholic College in the Marist tradition, it adopts Marcellin’s approach to educating children and youth, in the way of Mary.

The College Leadership has particular stewardship of the Vision for the College

In 2015 the keys aims of the Leadership Team were the establishment of the College and the integration of new staff and students into the group which was transferring across from Catholic College Bendigo.

Achievements

Beginning a new College is a challenging but very rewarding experience. The role of leadership in this is crucial. The development of our culture this year as a vibrant, student centre learning community has been the highest achievement of the College Leadership Team. The development of a faith community deeply grounded in the Marist Charism has also been a strong achievement. Outside the Leadership Team the College had no formal structures of leadership and as such the team led and achieved significant milestones in all areas of College life.
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2015

<table>
<thead>
<tr>
<th><strong>Project Based Learning</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Educators took part in a day of Professional Learning instructed by Brad Scanlon from Parramatta Marist High School. This took an in depth look at PBL and in particular the purpose and form of Benchmarks within a project.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>NTAC – NewTech Annual Conference (Chicago)</strong></th>
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<tbody>
<tr>
<td>Two Educators took part in the NTAC conference which is specifically designed for PBL schools within the international network. This was a 5-day conference.</td>
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<table>
<thead>
<tr>
<th><strong>Meeting of the Minds</strong></th>
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<tbody>
<tr>
<td>Several staff took part in the PBL Meeting of the Minds where groups of staff from certain learning areas gathered with network schools to explore PBL within their learning area. This involved the Science Educators and the Humanities Educators.</td>
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<table>
<thead>
<tr>
<th><strong>Assessment at Marist</strong></th>
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<tbody>
<tr>
<td>Educators took part in a series of 1 hour sessions conducted by John Eason looking at the role and forms of assessment at Marist. It looked at both formative and summative assessment within learning and how to use these forms of assessment effectively in order to make them effective.</td>
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<table>
<thead>
<tr>
<th><strong>Maths Pathway</strong></th>
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<tbody>
<tr>
<td>Educators took part in a two-day workshop on Shuhari – which is an approach used to empower staff within a College on the effective use of the Maths Pathway program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Perfect</strong></th>
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</thead>
<tbody>
<tr>
<td>Educators took part in a PL empowering staff within the Literacy and Languages Domain in the effective use of the Language Perfect program used within the College.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CEO Graduate Teacher Program</strong></th>
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<tbody>
<tr>
<td>All graduate Educators took part in the Sandhurst Diocese Induction Program at Harrietville which took place over 3 days.</td>
<td></td>
</tr>
</tbody>
</table>

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

| 21 (100%) |

### AVERAGE EXPENDITURE PER TEACHER FOR PL

| $3,064 |
TEACHER SATISFACTION

The data below comes from the InsightSRC data for 2015 and compares Marist with other Secondary schools.

The School Improvement Survey results provide information about the culture in your school. The four key pillars of culture that are indicated by the seven core behaviours measured in the survey are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment, Ownership)
- Learning (Appraisal & Recognition, Professional Growth)

Research shows that these four pillars reflect the key behaviours that contribute to staff wellbeing, motivation and performance.

Your school’s percentile score on the four cultural pillars is shown below.

2015 school climate – percentiles ...
College Community

Goals & Intended Outcomes

Relevant Mission Statement section:

**To grow as persons:** Our College will celebrate the achievements of each person and always seek ways to further encourage the development of all members of our community. Willingly we welcome youth seeking meaningful relationships with people whom they can trust. In this way, together we become sowers of hope.

To gain the confidence of the founding parents of our community.

To engage the founding parents in the learning philosophy of our College.

To help all members of our community develop an understanding of our Marist Charism.

To be active participants in our local community.

Achievements

At the close of 2015 there was a strong sense of ownership and pride displayed by our parent community. It would be fair to say this was not always an easy journey. This unease is understandable given the limited resources available across the College and the fact that everything, including our learning model was new at the beginning of the year. By the end of 2015 our model of learning was firmly established and broadly accepted. The 1:14 structure ensured parents were involved in weekly communications about the learning and emotional development of their child. Five Learning Circles across the year provided parents with the opportunity for in depth conversations with their 1:14 Educator. The attendance at these evenings averaged well above 90% of families.

Various evenings were held during the year to provide learning opportunities for our parents. The main series of these were the Learning Toolkit for parent evenings. These gave our parents a deep insight into learning at Marist and Project Based Learning. Parents then felt more empowered to work with their child on learning at home tasks.

Students embraced the new language of our learning community. There is now a commonly understood and shared language relating to our College life.

A number of our Project Based Learning activities involved community representatives in Entry Events, Entry Documents and in the assessment of final products. This had the double advantage of engaging in the community and ensuring our projects were authentic.
VALUE ADDED

Some key community based events included:

- Parent Learning Toolkit evenings
- Learning Circles each Term
- Opening Mass
- Champagnat Day Mass
- Celebration Evening
- Marist Players Production night
- 3 Working bees
- Opening of Montagne Centre
- White Ribbon Day attendance by 54 boys
- Development of the Sacred Space
- La Trobe University Seminars
- ANZAC Day Ceremony
- Caritas Leadership Day
- Energy Breakthrough
PARENT SATISFACTION

[Bar chart showing parent satisfaction ratings for various aspects of school performance, such as community engagement, learning opportunity, staff engagement, peer relations, student behaviour, and survey results.]
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$147,237</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td>$50,638</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$704,002</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$2,488,835</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$3,390,712</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$2,463,362</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$1,707,341</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$4,170,703</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$1,895,000</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$674,756</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$1,760,312</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$4,330,068</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$11,390,061</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$7,059,993</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
### 2015 Income

- School fees
- State government recurrent grants
- Government capital grants
- Other capital income
- Private income
- Australian government recurrent grants
- Capital fees and levies

### 2015 Expenditure

- Salaries; allowances and related expenses
- Non salary expenses
- Total capital expenditure
Future Directions

Marist College Bendigo has completed a very successful inaugural year and now looks to the future with excitement. In 2016 we look to consolidate Years 7 and 8 whilst introducing Year 9. However, the year will also be filled with the preparations for our largest year of expansion in 2017.

In 2017 at Marist we will introduce Foundation (Prep) as well as Years 5 and 6. Combined with the natural progression into Year 10 this means we will have four new year levels. In addition to this Year 10 students will be offered VCE and VET subjects so preparation for Year 11 will also be undertaken.

Our building program continues with two major projects in 2016. Stage two of the sporting and community facilities which we shall share with the City of Greater Bendigo commenced in December 2015. The Year 9 – 12 building will also begin early in 2016. Both these projects are due for completion in January 2017. Planning will also be well underway for the Year 5 and 6 element of the Montagne Centre and for the building design of the Foundation to Year 4 building due for construction in 2018.

Our Learning experiences will expand into Year 9. This will include the continuation of core subjects such as Literacy, Numeracy, Religious Education and Physical Education and will see Australian Curriculum Projects 1 and 2 evolve into Deeper Learning 1 and 2. This will reflect the greater expectation of challenging students to deeper and more complex levels of understanding. The introduction of our elective program will include 32 offerings alongside the core subjects. Students will choose 8 electives across the year and these will cover all Key Learning Areas.
**VRQA Compliance Data**

### School Performance

<table>
<thead>
<tr>
<th>Item</th>
<th>Area</th>
<th>Details</th>
<th>Result / Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL ENGAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Staff attendance | The average attendance rate per staff member | Teaching staff: 99.41%  
Non-teaching staff: 100%  
All staff: 99.51% |
| 2 | Staff retention | The proportion of teaching staff retained in a program year from the previous year | 0% |
| 3 | Teacher qualifications | Listing of teachers’ qualifications | |
| 4 | Expenditure and teacher participation in professional learning | Number of teachers participating in professional learning activities  
Description of activities  
Average expenditure per teacher on professional learning | See Report |
| 5 | Staff composition | Principal class  
Teaching staff (head count)  
FTE teaching staff  
Non-teaching staff (head count)  
FTE non-teaching staff  
Indigenous teaching staff | 2  
20  
19.3  
5  
5  
0 |

### KEY STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Item</th>
<th>Area</th>
<th>Details</th>
<th>Result / Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Average student attendance rate by year level</td>
<td>Student attendance not found or not applicable</td>
<td></td>
</tr>
</tbody>
</table>
| 7 | Proportion of students meeting national minimum standards NAPLAN – Summary Report (Secondary) | Year 7 Reading  
Year 7 Writing  
Year 7 Spelling  
Year 7 Grammar and Punctuation  
Year 7 Numeracy | 97.1%  
95.1%  
91.3%  
96.2%  
99% |
| 8 | Change in national minimum standard results from the previous year | Year 7 Reading  
Year 7 Writing  
Year 7 Spelling  
Year 7 Grammar and Punctuation  
Year 7 Numeracy | 97.1%  
95.1%  
91.3%  
96.2%  
99% |
| 9 | Value added | Information on value added by the school given the school’s context | See Report |
| 10 | Median Standardised Results (Estimated VELS Equivalent Score) | Year 9 Reading  
Year 9 Writing  
Year 9 Spelling  
Year 9 Grammar and Punctuation  
Year 9 Numeracy | N/A  
N/A  
N/A  
N/A  
N/A |
| 11 | Senior Secondary Outcomes | VCE Median Score  
VCE Completion  
VCAL Completion | N/A  
N/A  
N/A |
| 12 | Year 9 – Year 12 Apparent Retention | Proportion of Year 9 students retained to Year 12  | N/A |
| 13 | Post School Destinations | Information on destination of students after leaving the school | N/A |
| 14 | Parent, student and teacher satisfaction | Details of parent, student and teacher satisfaction with the school | See Report |