2014 ANNUAL REPORT

to the School Community
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Contact Details

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|                  | Warragul Vic 3820 |
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| PARISH PRIEST    | Fr Herman Hengel PP |
| SCHOOL BOARD CHAIR | Rosemary Allen |
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| WEBSITE          | www.mscw.vic.edu.au |

Minimum Standards Attestation

I, Peter Houlahan, attest that Marist-Sion College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our College Vision

Our Mission

Marist-Sion College, Warragul, is a Catholic co-educational secondary school which is inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.

Its central purpose is to proclaim the Gospel of Jesus Christ, in a spirit of joyful hope.

The staff, students and parents form a welcoming community of learners, within which all are respected and encouraged to strive for personal excellence.

Our Vision

Marist-Sion College will work to empower students to live out the Gospel message of love in their everyday lives.

Our words and actions will show respect for the dignity and uniqueness of each individual.

We will foster faith, understanding and compassion, and challenge students to base their lives on truth, charity and constancy.

The College will strive to provide an excellent and holistic education which responds to differing needs, so that our students become life-long learners, dedicated citizens and responsible stewards of creation.
College Overview

Overview

Marist-Sion provides a quality secondary education in the Catholic tradition for the young people of Warragul and the surrounding districts. A hallmark of the school is the way the various members of its community – students, staff and parents – work together closely to promote excellence in learning and in the student’s integral development. The College works hard to help each student recognise their talents and give them a wide range of rich learning experiences so they can achieve personal excellence.

As is reflected in our motto, "Truth, Charity and Constancy," Marist-Sion places emphasis on helping its students to develop qualities of character. In preparing our young people for an ever-changing world, we seek to empower them to develop skills, faith, confidence and attitudes which will help them to thrive individually and enable them to make a difference in their community. The school aims to provide challenging educational and cultural experiences for its students, within a happy and purposeful Christian environment.

History and Location

Now a co-educational secondary school of approximately 860 students, Marist-Sion has its origins in two Colleges: Our Lady of Sion College (for girls) founded in 1905, St Joseph’s College (for boys) founded in 1951. The College serves four local parishes: Warragul, Drouin, Trafalgar and Iona/Maryknoll.

Since the amalgamation in 1975, Marist-Sion College has been committed to pursuing the ideals of both its religious orders; the proclamation of the Gospel, the pursuit of justice, peace and love in the world and the nurturing of a family spirit which is evident in our openness to others, our warmth and friendliness.

Situated on a 46 acre campus, with beautiful views of Mount Baw Baw and the Strzelecki Ranges, the College is accessible by public transport.
Principal’s Report

Extending Abilities

Henry Ford said, “Whether you think you can or think you can't, you're right.” This year, we set out to help students develop a growth mindset: the belief that they can learn, develop and improve at anything if they work hard and persist. In 2014, our staff continued to provide encouragement and challenge to our students so that they might cultivate the gifts God has given them.

We also worked to develop students’ resilience and their ability to cope with setbacks. While we provide support to our young people to help them learn, they are also required to accept the consequences of their choices. Dealing with small hardships and taking responsibility are steps towards emotional maturity.

A 2014 survey of senior students rated the Yr 9 Grampians expedition as a particularly powerful learning experience. On the verge of adulthood, young people embark on an expedition to help them extend their capabilities and learn to face and overcome difficulties. Students support one another while walking, navigating, abseiling and rock climbing in the Grampians National Park. Together, they cook, collect water and establish their own shelters. While the experience is certainly challenging, it helps the students discover they are capable of far more than they thought.

Successes

Our VCE results were again of a very pleasing standard. The students’ successes are testament to both the efforts of the Class of 2014 and the excellent work of their teachers across their six years at the College. The staff’s commitment, professionalism and care helps students develop the qualities they need for the adventure of life.

From among our committed staff, two teachers received awards from outside bodies in 2014.

Mr James Mazzolini received the Sale Diocese 2014 Spirit of Catholic Education Award for Faith Development. A most dedicated teacher, James bridges the gap between the lives of the young people and religious education. His years of leadership in Remar have had a very positive influence on the faith lives of our students. James models Christianity in action, shown through his leadership of the College’s involvement in St Vincent de Paul Soup Vans, in both Melbourne and Moe.

Also, Mr Luke Dicker was honoured by the Design and Technology Teachers’ Association as the 2014 Secondary Educator of the Year. This award is well deserved by Luke, who works very hard to help our students learn design and manual skills safely, effectively and independently.

After years of preparation, the West Gippsland Trade Training Centre was officially opened in July. Funded by the Commonwealth, this $11m development is a triumph of co-operation between nine secondary schools, local training organisations, Baw Baw Shire and the Local Learning Employment Network. All students in Baw Baw now enjoy enhanced training opportunities as a result of this development.

Peter Houlahan
College Board Report

It is hard to believe that we are so close to the end of another year for the Marist Sion College community, and in particular, the College Board. We have met as a group of committed staff and parents on a monthly basis throughout the year, to provide governance to the College Leadership Team, and the College community as a whole. I would personally like to thank all of the Board members, in particular the parents on the Board – Mr Matt Synan, Mrs Karen Sandman, Mr Michael Curtain, Mr John Sloan, Mr Grant Harris and Mr Martin Neville. My thanks too, go to the staff who make up the Board – Mr Peter Houlahan, Mr John Picinali, Mrs Marian Kee, Mr Brett McKellar, Mr Shane Stiles, and not forgetting, Mr Michael Hanney, who is the Catholic Education Office’s Board representative. All of these individuals have worked tirelessly to improve the educational opportunities on offer at the College for our children.

The College Board is well supported and guided by our Canonical Administrators, and I would like to also acknowledge the invaluable contribution of Father Herman Hengel, who seems to stretch himself further every year, taking on new challenges, whilst maintaining our focus on the message of the Gospel and Jesus Christ across parish communities, and in particular the young people in our Catholic schools.

Some of the work of the Board in the last twelve months has focused on revising and approving College policy documents to ensure that they are up to date and in line with government and church regulations. We also had the opportunity to review the College’s 2015 Strategic Plan, which has been severely streamlined by the College Leadership Team and staff to make it a more user friendly and achievable plan for the coming twelve months.

The Board was involved in providing feedback and ideas on the attributes and characteristics that our children should have developed over their time at the College, in the form of a draft of the Marist Sion College Graduate Goals document, which was based on the Melbourne Declaration of Schooling (2008). The draft states that graduates of Marist-Sion College will be people of active and practical faith, successful lifelong learners, confident and creative individuals, and active and informed citizens. These are all worthy attributes for our children to aspire to as they make their way through their six year journey at the College.

A personal highlight as the Board Chairperson this year was the opportunity to attend the launch of the 2014 Catholic Education Week for the Diocese of Sale, which was held in early May in Traralgon. At this event, a number of Marist-Sion community members were recognised for their fantastic work as educators and students of our College over the past twelve months. I would like to once again acknowledge Mr James Mazzolini, who received a Spirit of Catholic Education Award for his tireless work for faith development in the College. Another extremely worthy award recipient was our own Principal, Mr Peter Houlahan, who also received a Spirit of Catholic Education Award for his work in promoting learning in Catholic Schools. Well done gentlemen on your fabulous contribution to our College community and our children.

Rosemary Allen
Board Chairperson
Education in Faith

Goals and Outcomes

To continue to provide staff formation regarding the Catholic/Christian ethos of the College, the Marist and Sion charisms and to communicate the essential status of faith development.

- New staff attend Marist and Sion induction sessions
- New staff members attend Diocesan induction in May 2014
- Staff participated in a variety of Professional Learning opportunities, including Marist #Serve PL in June and individual PL such as Marist ‘In the Footsteps’ PL in August
- RE staff received PL in Christian Meditation during RE Staff retreat in March
- 5 staff attended scripture PL with Amy Jill Levine, July 2014
- Marist staff spirituality group formed and meetings held
- Continued involvement with Sion Schools Australia and development of curriculum materials
- House teams assisted to plan House Masses and to build staff knowledge about liturgy

To identify and apply strategies to help students deepen and express their spirituality and faith

- Support for students’ understanding of Liturgy through provision of materials to prepare students for College masses and other liturgical events
- Year 7 RE program developed to include introductory sessions on Catholicism and mass
- CSYMA classes provided 2x Confirmation Days for parish primary schools
- Lunchtime prayer opportunities offered by Liturgy Captains and staff
- Students attend Diocesan Justice camp August
- All RE classes learning about Christian meditation
- RE Classes continue to provide experiences of different types of prayer
- Year 10, 11 and 12 retreats conducted in May and June
- Year 8 Reflection days held in October, with CSYMA students in leadership roles
- REMAR program involves 67 students from Year 10 to Year 12

To provide frequent shared opportunities for prayer and reflection within the College community

- College Masses held to celebrate Commencement, Heritage Day, Feast of St Marcellin, and Valedictory. All students celebrated mass with their House in the parishes.
- Minute of Gratitude continued with resources provided in classrooms and to staff.
- Gospel Reflections / activity sheets made available for RE teachers to use in class
- Christian Meditation regularly practised in RE classes across all year levels
- Students participate in College liturgies for Ash Wednesday, Holy Week/Easter, Advent, Sorry Day and other special times
- Students attend Diocesan events and Archdiocesan celebrations such as Magnificat evening in Melbourne, ‘Shine’ conference

To enhance and make visible the Catholic/Christian ‘culture’ within the school

- Reconciliation week celebrated on two occasions
  - Gratitude themed posters installed in classrooms
  - Student bulletin/Emmaus includes information about important feast days/social justice days/world events
- Students attend launch of Project Compassion and conduct own activities for Caritas
- Classroom prayer tables commissioned, designed and built by Technology students
Learning and Teaching

Goals and Outcomes

Enhanced Student Engagement and Motivation
- Implementation of the REAL program for disengaged Year 9 students who lacked motivation, with the intention of helping them engage more positively in school
- Revision of student goal setting and review processes
- Implementation of a more regular (5 week check) monitoring of student progress to aim to enhance learning outcomes for students at risk.
- The use of student feedback and surveys in the teacher appraisal process informed and enabled teachers to enhance student engagement and motivation.
- Consultation occurred with students in focus groups and surveys to learn more about their perceptions related to motivation and relevance.
- Development of a Year 7 integrated model for implementation in 2015 within which Year 7 have less teachers and have integrated learning experiences provided by a Year 7 Teachers Team.
- Professional learning to support implementation of the Australian Curriculum / AusVELS in Learning Areas to further develop understanding of scope and sequence. Teachers have been encouraged to consider levels above and below the expected achievement standards and allow for differentiation in teaching and learning.

Success and challenge for all
- Teachers provided students with meaningful work opportunities to experience success and to make real progress
- Teachers integrated clear statements on learning intentions in each lesson which focused student learning and encouraged student feedback.
- Teachers worked towards adapting curriculum (content, process, product and environment) through differentiation to respond to differing student needs
- A Gifted and Talented Team investigated the process of identifying students with a view to ensuring that these students are challenged.
- Additional Learning Support time (numeracy and literacy) allocated using teachers to expand the Learning Support Team and enhance support for classroom teachers in curriculum differentiation
- A restructure of the Learning Support Team to provide a more integrated, targeted and flexible classroom approach on a needs basis.

Promotion of literacy across the curriculum as ‘every teacher is a teacher of literacy’
- Significant time allocation given to modelling literacy strategies
- Implementation of a school-wide strategy to enhance literacy within which each Learning area. Professional Learning in house with a Literacy Skills focus on the high reliability literacy strategies. Expansion of staff resources for Literacy coaching and teaching.
- Continuation of involvement in the Diocese of Sale Literacy Initiative which provided ongoing professional development opportunities and networking.
- All teachers of Years 7-9 classes continue to actively support the SURF program
- Enhancement of digital and information literacy programs in Years 7 and 8
College Community and Student Wellbeing

Goals and Outcomes

To foster increased student sense of belonging to the Marist-Sion Community

- College assemblies, College Liturgies, College Sports Carnivals, College Creative and Performance Arts Events, College House Gatherings and the College Pastoral Care System all consistently, actively and visibly focused on providing support, breadth of experiences, encouragement to participate and a sense of ‘you belong’. The ties to our College Christian Tradition and to our Heritage and the charisms of both the Marist Brothers and the Sion Sisters was always at the forefront.

- The themes of community as family and as service, both an essential part of our vision, mission and tradition, are embedded within the daily life of the College and always there to be seen. The College’s commitment to St Vincent de Paul and eight House charities as well as its continued support of the East Timor solidarity experience are by far the most high profile of the service component. The five whole school liturgies as well as the House Masses and acknowledgement of significant events such as Anzac Day, Remembrance Day and the Feast Day of Marcellin Champagnat speak loudly not only of community but a community proud of its faith and determined to acknowledge and celebrate it.

- The Student Leadership Team in 2014 increased its focus to also more overtly build community along with its always visible modelling of service to the community. The student leadership of 32 students, supported by an SRC of 15 students, a Remar Ministry of approximately 65 students and Peer Mediators and Mentors ensured that the goal of fostering student sense of belonging was shared by many. It made light work for all the community.

- The REAL program was added in 2014 to cater for Year 9 students who needed the extra support in being engaged. It proved very successful in engaging a small group of students who may have fallen by the wayside. All returned to the College in 2015.

To increase parental involvement, in an effort to empower them to be more fully engaged in aspects of their sons/daughters learning.

- Parental involvement in their children’s education is essential to achieving student success. As such everything from Parent Information Evenings, to Parent Teacher Interviews, to the Reporting system, to Curriculum Events and Parent Seminars were maintained, refined and strongly advertised. The SMS messaging service and the refinement of Blackboard – our teaching and learning management system – along with rich, diverse and constant input from all areas of the College into Emmaus saw parent involvement remain strong, though not universal.

- Specific parent evenings related to VCE Success Strategies and how parents could drive success as well as Wellbeing sessions on depression, developing resilience and the services available both within and outside the school, to our parent community, were well supported. Increased, pro-active contact with all arms of the College’s Student Wellbeing Team, from counsellors to Heads of House, from tutors to Deputy Principals, from the Chaplain to the Principal ensured affirmation was given and support was rendered, which ultimately translated into better learning for our students.

- The continued focus of the College on digital literacy in the classroom and parents’ increased understanding of how that directs and drives learning has ensured that parents have been equipped to support their sons and daughters, more confidently. Communication channels...
expanded and became more useable throughout 2014. Knowledge and expertise became even more easily accessible.

- The College Board, advisory in nature as it is, played an important part in projecting the parent voice and in so doing, affirmed the College direction, drove reflection on progress in areas of learning and wellbeing and communicated both formally and informally to parents the College message of ‘we are here to support you, the primary educators of your children, in every way we possibly can’.

**Continue to provide opportunities for enhanced Student Wellbeing**

- Student Wellbeing can and was best supported by providing quality teaching programs in the classroom; by supporting staff through on-going professional learning activities that focussed on the importance of the relational to the learning experience; by developing the Year Level Program so that it offered breadth of experiences from the tools needed to lead balanced lives, to opportunities to practise these tools and techniques, to providing external motivational speakers and external visits that motivate and foster the sense of purpose needed to be hope filled and taste success.

- The 8 College Houses are essential in monitoring and supporting the daily wellbeing of our students. The extremely professional, relational and timely manner in which they observe concerns, support students and families, and refer concerns through our wellbeing channels ensures that whatever the situation, someone who struggles is assisted early. Combine this with the regular opportunities to gather in small tutor groups or as Houses and you create a cohesive and visible sense that wellbeing is dependent on others as much as our own gifts and qualities. The message is clear – we need to be in community and when we are, we thrive.

- Finally, the extra-curricular components of the College program continue to offer wide access to opportunities for involvement in experiences that even more strongly assist us all to bond and to feel good about who we are, what we do and what we can offer others. From Soup Van visits to engaging in aboriginal communities, from the outdoor experience of a lifetime with Year 9 camps to the space, time and serenity afforded by the Year 11 and Year 12 Retreats, from the Top End of Australia trip to the Year 7 ‘Welcome to Marist-Sion’ Camp and so much more, there can be little doubt that Marist-Sion, like all schools, offers more than a one size fits all approach to education. To that end, everything that assists in engaging student, meaningfully, will enhance their wellbeing.

**Non-attendance is managed by …**

- An SMS message is sent to parents of students who are absent without known reason on the morning of the absence;

- Tutors monitor the attendance of students in their Tutor Group and contact parents of students who are absent without a reason.
Value Added

The following list notes some areas in which the College adds value to our students’ education:

**Faith-based**
- Opportunities for ongoing contact with our founding orders, the Marist Brothers and the Sisters of Our Lady of Sion.
- 'It's Your Choice', Values based Sexuality education program at Year 9
- Gippsland Independent Schools Association Ecumenical Service for captains
- Participation in the launch of Project Compassion
- House Masses - four, each involving two Houses, in our feeder Parish churches
- College Opening Mass
- Valedictory Mass
- St Marcellin Champagnat Feast Day school Mass.
- Marists in Schools program – visiting speakers
- Sisters of Our Lady of Sion – visits to school
- 3 day Retreats for Year 11 and Year 12 students
- A two day retreat for the Year 10 students
- Year 11 Multi Faith excursion.
- Remar – a youth movement involving leadership training, social justice activities, faith formation and community building
- Year 10 CSYMA lead Parish Confirmation preparation days
- Amy-Jill Levine Seminar – scriptures and Jewish culture at the time of Christ

**Sporting**
- Weekly sporting activities for Year 7 and 8 students
- House Swimming Carnival
- House Athletics Carnival
- House Cross-Country Competition
- Gippsland Independent Schools Association Summer Round Robin competition
- Gippsland Independent Schools Association Winter Round Robin competition
- Gippsland Independent Schools Association Athletics Carnival
- Gippsland Independent Schools Association Swimming Carnival
- Gippsland Independent Schools Association Cross-Country Carnival
- Marist Cricket Carnival
- Marist Netball Carnival
- Marist Basketball Carnival
- Herald-Sun Shield football competition
- Netball Victoria School Championships

**Cultural**
- Gippsland Independent Schools Association Cultural Festival: activities including debating, drama, theatre sports, chess,
- Gippsland Independent Schools Muzarts and Collaborative Music events.
- Gippsland Independent Schools Dance
- VCE Soiree
- Public speaking activities, including Lions Youth of the Year, VCAA English Plain Speaking Competition and Legacy Public Speaking Competition
- Xpressions Drama Festival, West Gippsland Arts Centre
- Musicians performed for various eisteddfods and competitions
- Production: Wizard of Oz
- Drama performances
- Inter-House Performing Arts competition
Justice
- Year 9 fund raising activities and empathy activities as part of Project Compassion
- Foster Parents Indonesia fundraising, including Rice Day and Joseph Social
- Year 10 students attend Diocesan Justice camp
- Red Cross Blood Bank involvement for students and staff - MSCRed
- Giving Tree – Christmas gifts donated for St Vincent de Paul to distribute
- St Vincent de Paul Moe Conference Soup Van
- St Vincent de Paul Matthew Talbot Soup Van, Inner Melbourne
- Tinnies for Vinnies: food collection for St Vincent de Paul on Heritage Day
- Reconciliation Week including Sorry Day and community event with local Indigenous elders
- Relay for Life
- Australia's Biggest Morning Tea
- West Gippsland Community Landcare rehabilitation assistance: fencing, tree planting etc.
- Clean up Australia activities
- The Green Team.
- Year 11 Remar students travel to Dareton to undertake support of local schools and community.
- Post Year 12 solidarity trip to East Timor.

Relationship with other schools
- Visit to Japanese sister school
- Transition visits by staff and Year 7 students to Grade 6 students in local primary schools
- Catholic Primary schools use College resources for sporting and cultural events, with our students acting as hosts, umpires, officials
- Students visit St Joseph's primary school to run activities
- VCAL students provide assistance at Warragul and District Specialist School

Student Leadership
- Student Representative Council – chaired by student SRC Captains
- Student Leadership Team – chaired by College Captains
- Captains attend leadership sessions at GIS Ecumenical Service
- Synergy Leadership Breakfast
- Peer Mediation training
- All Captains attended a day of leadership formation conducted by external consultant
- Four Captains attended Marist Leadership Camp
- All Captains had a staff member who acted as mentor
- House Captains, College Captains and SRC Captains chaired a College Assembly each
- Attendance at Anzac Day and Remembrance Day ceremonies.
- Year 9 REAL program – Year 9 students mentored by Year 12 VCAL students and take part in Landcare and other service activities.

Academic Extension Activities
- Acceleration into VCE studies
- Excellence and Encouragement Merits
- Academic Enrichment trip to Canberra
- Auspell Regional Spelling Competition
- Legacy Public Speaking Award
- VCAA Plain English Speaking Award
- Marist-Sion Writing Competition
- Youth of the Year Public Speaking Lions Club
- Legacy Public Speaking Award
- VCAA Plain English Speaking Award
- Writers' Festival Excursion and Workshops
- Author visits to the College and associated writing workshops
- ASX Schools Sharemarket Game for Year 10 and 11 Business students
• Green Team working on sustainability issues
• GippsWebs for Business for multimedia/IT students
• Years 8 and 9 Food Design Challenge.
• Year 8 and Year 9 Science Challenge
• VCE Success Strategies Seminar to Year 11 students and Families.
• Learning Area focus weeks: Visual Arts, LOTE and PE/Health.
• Visit to Aoki sister school in Japan
• German student exchange program

**Participation in the following Academic Competitions**
• English Competition
• Computer Skills Competition
• Rio Tinto Big Science Competition
• Australian Geography Competition
• Australian History Competition
• Australian Mathematics Competition
• Science Olympiad Competition
• Cows Create Careers Cheese Making Competition

**Other**
• Relationship with various training related organisations, including Baw Baw VET cluster, Central Gippsland Careers Advisors Committee, West Gippsland Trade Training Alliance, Baw Baw Latrobe LLEN
• Baw Baw Trade Training Centre Alliance – access to local training
• Uluru and Top End Tour for Year 11 students
• Grampians camp for Year 9 students
• New student inductions
• Year 9 ACU and Melbourne Museum experience.
• Year 9 First Aid training provided by the Baw Baw Big Blokes group
• Welcome to the Year 7 families and other new families
• Year 9 Community Action work placements.
• Parent Night: Relationships and Youth Culture
• Year 12 Shape Your Destiny seminar
• Choisez Sexuality Seminar for Year 10 and Year 11
• Parent Night conducted by Choicez staff
• Year 10 Commonwealth Bank StartSmart seminar
• Year 12 Tertiary Information Service
• Year 7 and Year 8 Brainstorm activity
• Year 7 and Year 8 Village Space activity
• National Ride to School Day.
• National Day of action against bullying and violence.
• Parent Forum – Mental Health concerns in young people.
• Year 10 Work Experience.
• Interhouse Trivia Competition.
Satisfaction of Community Members

### Student Satisfaction

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total student responses</th>
<th>Average Rating</th>
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<td>4.9%</td>
<td>4.9%</td>
<td>11.1%</td>
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<td>27.2%</td>
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### Staff Satisfaction

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<th>Total staff responses</th>
<th>Average Rating</th>
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<td>0.0%</td>
<td>3.0%</td>
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<td>19.4%</td>
<td>34.3%</td>
<td>29.9%</td>
<td>10.4%</td>
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### Parent Satisfaction

Overall, parents are satisfied with the education their children receive from this school. They acknowledge that the college always aims to improve the quality of education provided.
Leadership and Stewardship

Goals and Outcomes

Build staff and leadership capacity
- Professional Learning continued to be a priority in Learning Area meetings and Staff Seminars.
- Coaching training was provided for 18 staff in January to enhance their ability to assist colleagues to identify solutions, to provide helpful feedback and to empower staff.
- Processes of consultation were utilised to give staff a say in matters directly related to their work and to enhance their sense of empowerment
- Professional learning focussed on key learning priorities, including the use of learning intentions, literacy, formative assessment, use of learning technologies.
- Members of the Leadership Team and some holders of Positions of Leadership participated in professional development activities and networks to enhance their capacity as leaders.
- A middle level leader participated in the Aspire program, to build leadership capacity.

Enhance facilities
- Continue staged upgrading of external facilities, including improved provision for shade, shelter, seating for students.
- Existing classrooms were upgraded to enhance the learning environment for students
- Planting of trees was undertaken, to provide future shade and to enhance the aesthetics of the campus
- Land was purchased to enable the future building of a car loop for smoother traffic flow
- Planning was undertaken for future building projects

Sustainability
- At the beginning of 2014, Marist Sion signed an agreement to become a ResourceSmart School and a Sustainability Coordinator was appointed.
- The school has been working on the core, waste and energy modules of ResourceSmart and we are now approximately one third of the way through these modules.
- The school successfully applied for a $10,000 energy grant which has been used to replace the security lighting with low energy LED lights.
- We have completed a waste audit and have improved our paper recycling.
- All resource bills have been regularly entered into the ResourceSmart database by a student team. This student team consists of 14 students who volunteer their time to assist in all aspects of the program.
- Substantial progress has been made towards improving the sustainability of the school, with much further work to be done
Expenditure and Teacher Participation in Professional Learning

Professional learning occurred internally and externally. All of the VIT standards were addressed as well as staff working towards achieving accreditation to teach in a Catholic school.

The formats of the Professional learning included Conferences, workshops, Seminars, Online learning, professional reading, school based PD activities and hands on skill based learning and accreditation. The Professional learning involved subject specific activities, whole school activities such as first aid and anaphylaxis, specific skill based learning for non-teaching staff and learning about new initiatives such as White Ribbon.

The key activity for staff in 2014 was to introduce clear and explicit learning intentions and to embed practices that ensure literacy across the curriculum occurs. This happened via whole school PL that enlisted the support from the CEO Sale, in house PL sessions and staff seminars, and ongoing collegial support. Resources were developed to assist staff with the new skills and knowledge. Towards the end of the year a working group was established to identify a process and best practice for Gifted and Talented children. Staff participated in identifying students who are Gifted and Talented and the next process is to assist staff with differentiating the classroom experience for all students. A number of staff participated in a diocesan Literacy committee which involved networking and sharing of best practice.

There was also a whole staff learning activity with the Marist Brothers which gave staff a clearer insight into what ‘being Marist’ means in a contemporary setting.

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<thead>
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<th>Number of Teachers Who participated in PL</th>
<th>64</th>
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<td>Average Expenditure per teacher</td>
<td>$395.00</td>
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## Financial Performance

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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
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<td>School fees</td>
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<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$ 8,639,591</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>4,382,045</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$ 13,021,637</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Nil</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$ 1,130,161</td>
</tr>
<tr>
<td>Other capital income</td>
<td>22,334</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$ 1,152,495</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$ 919,039</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>$ 1,129,372</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$ 908,465</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
### VRQA Compliance Data

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS – 2014 report

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 07 Reading</td>
<td>95.8</td>
<td>98.1</td>
<td>2.3</td>
<td>97</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>95.1</td>
<td>95</td>
<td>-0.1</td>
<td>94</td>
<td>-1</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>89.6</td>
<td>98.1</td>
<td>8.5</td>
<td>98</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>97.2</td>
<td>93.7</td>
<td>-3.5</td>
<td>92</td>
<td>-1.7</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>97.2</td>
<td>100</td>
<td>2.8</td>
<td>97</td>
<td>-3</td>
</tr>
</tbody>
</table>

| YR 09 Reading              | 97   | 98.1 | 1.1         | 92   | -6.1        |
| YR 09 Writing              | 84.6 | 91.3 | 6.7         | 86   | -5.3        |
| YR 09 Spelling             | 92.4 | 94.3 | 1.9         | 89   | -5.3        |
| YR 09 Grammar & Punctuation| 95.9 | 95   | -0.9        | 90   | -5          |
| YR 09 Numeracy             | 98.8 | 95.4 | -3.4        | 98   | 2.6         |
Students meeting minimum standards Year 7

Students at or above minimum standard Year 9
Student Learning Outcomes
The changes in the Year 7 NAPLAN data (see above) reflect that the average ability of Year 7s has varied in recent cohorts, which is not unusual. The Year 7 NAPLAN results are mainly determined by the ability levels which the students have when they commence at the College, since limited progress can occur in two school terms. Literacy continues to be a high strategic priority for 2015 in response to students’ needs; with a Learning and Literacy committee that will focus on identifying areas of improvement from ‘Zone of Proximal Development Data’.

Year 9 NAPLAN data identified a lower than average ability cohort entered Marist-Sion College in 2012. The percentage of students meeting the minimum standards in literacy has shown a decline with this cohort.

Numeracy results have remained at a relatively consistent level. Year 7-9 Literacy and Mathematics curriculum and assessment data will now be analysed in greater detail, to identify specific areas of improvement and inform our Teaching and Learning pedagogy.

<table>
<thead>
<tr>
<th>YEARS 9–12 STUDENT RETENTION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 (2011) – Year 12 (2014) Student Retention Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEDIAN NAPLAN RESULTS FOR YEAR 9 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
</tr>
<tr>
<td>Year 9 Writing</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
</tr>
</tbody>
</table>
### SENIOR SECONDARY OUTCOMES 2014

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>31</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS 2014

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>68%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>3%</td>
</tr>
<tr>
<td>APPRENTICESHIP/TRAINEESHIP</td>
<td>10%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>11%</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
<td>8%</td>
</tr>
</tbody>
</table>