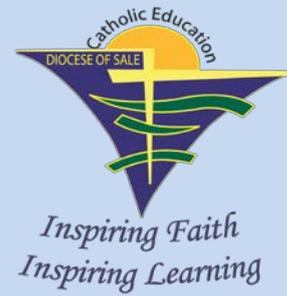


2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



MARIST-SION COLLEGE WARRAGUL

REGISTERED SCHOOL NUMBER: 1497



Secondary College

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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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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.

Our mission is to proclaim the Gospel message with joyful hope, to nurture those in our community and to inspire excellence.

Our Values and Vision

Values

Vision

Faith in Action

We aim to promote an active faith which is guided by the Gospel message, scriptural values and the Catholic tradition.

Excellence in Teaching and Learning

We aim to help students and staff to maximise their capabilities.

Community

We aim to build a community within which all are nurtured, valued and respected.

Resilience

We aim to develop students' ability to recover from setbacks and persevere in the face of challenges.

Purpose

We aim to help students find meaning and direction, enabling them to live active and engaged lives.

Justice

We aim to create a more just and sustainable world.

Commitment to Child Safety

Marist-Sion College is committed to fostering the dignity, self-esteem and integrity of children and young people, and providing them with a safe, supportive and enriching environment in which they can develop spiritually, physically, intellectually, emotionally and socially.

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 experience 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 pursue 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

In the Jubilee Year of Mercy, we worked to apply Pope Francis' call to be more humane, and more divine. We strove to make the mercy of Jesus a more integral part of our school culture. As we help teenagers navigate their complicated lives, using mercy as a compass is both challenging and life-giving.

Ongoing professional development of staff is the best way to enhance future student learning. Among the strategies successfully used in 2016 by Ron Ruzzier, our energetic Director of Staff Development, were peer observation and coaching. Through these initiatives, staff members help one another continue to refine the craft of teaching in a supportive manner. The benefits of these practices will assist all teachers next year.

This year, the State Government handed down a set of requirements to help schools and institutions protect the safety of children and young adults. The staff invested a considerable amount of time in this important area.

In October, four portable classrooms on the eastern boundary were removed. By the end of the year, the Loreto Building stood in their place, which includes five new, flexible and purpose-built learning spaces. These modern classrooms with operable walls enable team teaching, assemblies and examinations.

After extensive analysis, a parcel of land was purchased in Drouin. This will host a second campus of Marist-Sion College and an additional primary school for St Ita's Parish. The primary school will open in about five years' time, followed by the secondary school in approximately 2028.

The College is a member of the West Gippsland Trade Training Alliance, which has facilities and programs arising from an \$11m Commonwealth grant. Completed in March, the facilities provide quality training for our students.

A number of significant 'baton changes' occurred this year which deserve acknowledgement. Gaye Marshall, our Head Librarian, has been extraordinarily active in many facets of life at Marist-Sion. After 28 years of service in various capacities, Marian Kee will also depart for new ventures. For the past five years Marian provided excellent senior leadership as the College's inaugural Deputy Principal: Learning. After 40 years at the College, David Gatewood embarked on two years of well-earned Long Service Leave. With deep gratitude, we wish David well.

Following his 75th birthday in June, Fr Herman Hengel retired as Parish Priest of Drouin and Warragul, and as Chair of the Association of Canonical Administrators of Marist-Sion, after 13½ years. Fr Herman is a living example of sacrificial love, having devoted his entire adult life to the good of others. We offer heartfelt thanks for Fr Herman's 49 years of faithful work as a priest, and pray for him as he continues to serve God at a more relaxed pace.

College Board Report

The Advisory Board were able to be involved in some significant improvements to the College for the year ending 2016.

The announcement of the acquisition of the Drouin land for the building of the new Drouin College campus and discussions regarding the implementation program. The construction of the Loreto Building to provide a purpose specific exam room for the VCE students and the adaptability for other classrooms during the year. After the demolition of the monastery in 2015, we prepared for the construction of the new Chapel and the Ratisbonne Building, which will house Food Technology, Religious Education and Mathematics.

Our involvement also included overseeing the school's finances, overseeing the setting of the new school fees and input on the College's assistance program with school fees for disadvantaged families.

Apart from that, the Board internally underwent changes. There was the departure of Martin Neville, a long-standing Board member, and the introduction of his replacement Colin Nathan.

The Board this year oversaw the introduction of the detailed protection of children policies. The Constitution of the Board underwent several reviews and now has a new streamlined appearance. It has been designed to ensure the Board is changing and renewing its members at least every 4 years.

The Board continued its other role of approving the numerous school policies and being involved in the many topics that arose during the school year.

Michael Curtain
Chairperson

Education in Faith

Goals & Intended Outcomes

- Develop greater understanding of Catholic Traditions
- Communicate the Catholic identity of Marist-Sion College to the wider community
- Engender respectful dialogue with other faith Traditions
- Promote engagement with liturgies, rituals and co-curricular works of faith in action
- Develop understanding of Religious Education curriculum changes at all levels from 2017

Achievements

Develop greater understanding of Catholic Traditions

- Opportunities made available to staff about education in the modern Marist & Sion Traditions, and the distinctive Christian educational environment of the College
- Student understanding of the Marist & Sion Traditions enhanced by Marist educational materials and new Sion Curriculum material, trialled in Year 7 RE classes
- RE classes use opportunities to broaden student understanding of Catholic Feasts / Seasons of the Church
- Staff undertake Professional Learning sessions to gain Accreditation to teach in a Catholic School
- Three students participate in Rite of Christian Initiation for Young People using new Diocesan 'Walk with Me' program

Communicate the Catholic identity of Marist-Sion College to the wider community

- Planning continues for sourcing Catholic artworks for the College. Display of crucifixes, gifts from staff and students who have travelled, continues to build
- College Chaplain and Principal highlight Catholic identity in College publications
- Presentations and displays at Information night articulate College Catholic Identity to the public

Engender respectful dialogue with other faith Traditions

- Members of staff participate in Ecumenical and Interfaith commission events in Melbourne
- Students participate in Sion Schools Day of Dialogue, and visited Islamic Museum and Jewish Museum
- Students continue to build understanding of other faith traditions and of the work of the Sion sisters in Interfaith awareness, via RE Classes

Promote engagement with liturgies, rituals and co-curricular works of faith in action

- Students attended Diocesan 'Shine' conference, Youth Gathering and Cath Ed Week Student Mass
- CSYMA class led Primary School students in Confirmation and Eucharist reflection days
- Retreats and Reflection days held at Year 8, 10, 11 and 12

- Frequent opportunities provided for prayer and reflection: College Masses, House Masses, College and House based liturgies and classroom prayer, as well as Christian Meditation in RE classes

Develop understanding of Religious Education curriculum changes at all levels from 2017

- RE staff receive updates from CEO regarding the draft RE Curriculum to be trialled in 2017
- Staff are given opportunities to discuss the future of the curriculum via RE Learning area meetings and Diocesan RE meetings

Learning & Teaching

Goals & Intended Outcomes

Whole School Approach

- Professional Learning (PL) Teams (for peer observation, coaching and reflection) to improve student learning.
- PL to support teachers' understanding of differentiation focusing on process, product, content and environment.
- PL to examine the link between syllabus requirements, curriculum content and assessment tasks with tasks specific rubric.
- PL on assessment task writing to review content validity, context validity, language, layout and conditions.
- PL to improve digital literacy required to transition to SIMON.
- Use of SIMON to provide feedback to students (and to parents via PAM).
- Conduct "On demand" testing twice per year to measure student performance. This data will then be used to inform teacher practice.
- Fostering growth mindsets.

Curriculum Design and Implementation

- Regular use of learning intentions and success criteria in all classes.
- Give students greater choice in their learning approach.
- Support teachers to develop targeted differentiation strategies.
- Support teachers to develop higher order thinking skills. Teachers are to incorporate higher order thinking skills such as analysis, synthesis, evaluation creativity and problem solving when planning lessons.
- Prepare for the use of flexible spaces in Ratisbonne building (Maths and RE).
- New curriculum planning (including RE and various VCE teachers).
- Review the impact of laptops influence on learning.
- Implement strategies in all subject areas to develop students' ability to use technology responsibly.

Curriculum Differentiation

- Use of data to enable more targeted learning programs for all students, including students with learning difficulties and High achieving and/or Gifted and Talented students.
- Literacy across the curriculum.
- Personal learning conversations and other practices to help students to reflect on and take ownership of their learning

Achievements

- Greater staff collaboration and coaching to improve the quality of teaching and learning offered within the school.
- SIMON implementation for staff, student and parent making assessment and reporting data transparent and accessible to all stakeholders.
- Learning intentions and success criteria magnetic signs implemented in all classroom that have a whiteboard.
- Continuation of a Year 7 integrated model within which Year 7 students have less teachers and have developed some cross curricular learning experiences provided by a Year 7 Teachers Team.

- The Maths Pathways Program implemented across Year 7 and 8 with planning for implementation in Year 9 in 2017.
- Ongoing professional learning to support implementation of the Victorian Curriculum 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.
- Regular (5 week check) monitoring of student progress to aim to enhance learning outcomes for students at risk. This is combined with 4 term reports for all students which describe student progress, achievement and future learning.
- Explicit learning intentions evident in more classes.
- Learning Support Team integrated into the Junior and Senior schools to provide greater targeted support for funded and non-funded students.
- Development of a Data spreadsheet to collate a range of data (such as NAPLAN, ON Demand testing and student academic results) to ensure data is easily accessible to staff. This ensures data will be more accessible and therefore used more effectively to determine the range of differentiation required in the classroom.
- 'On demand' testing conducted twice per year in Years 7 and 8.
- Professional Learning Day (24 April) – Focus on developing Active Learners.
- Emphasis on staff being able to self-select PL appropriate for their particular needs.
- Regular short PL sessions related to the learning goals and intended outcomes listed above.
- Building development of the new Ratisbonne building.

STUDENT LEARNING OUTCOMES

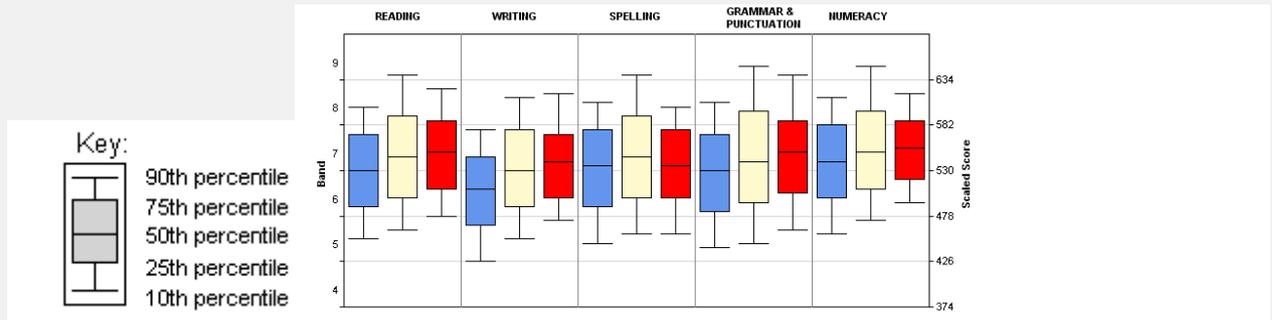
The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses students in Years 3, 5, 7 and 9. The assessments are conducted in May, and the results released to the school in August. The results of these assessments provide a measurement of student's capability at a particular date, and therefore reflect the cumulative educational experiences of students.

On entry to Year 7, the students' NAPLAN capability is predominantly predetermined by their Primary school education from various feeder schools. With the transition period to secondary school, limited growth can occur in less than two terms, hence percentage levels can fluctuate each year. The data reflects the different cohort induction levels we experience.

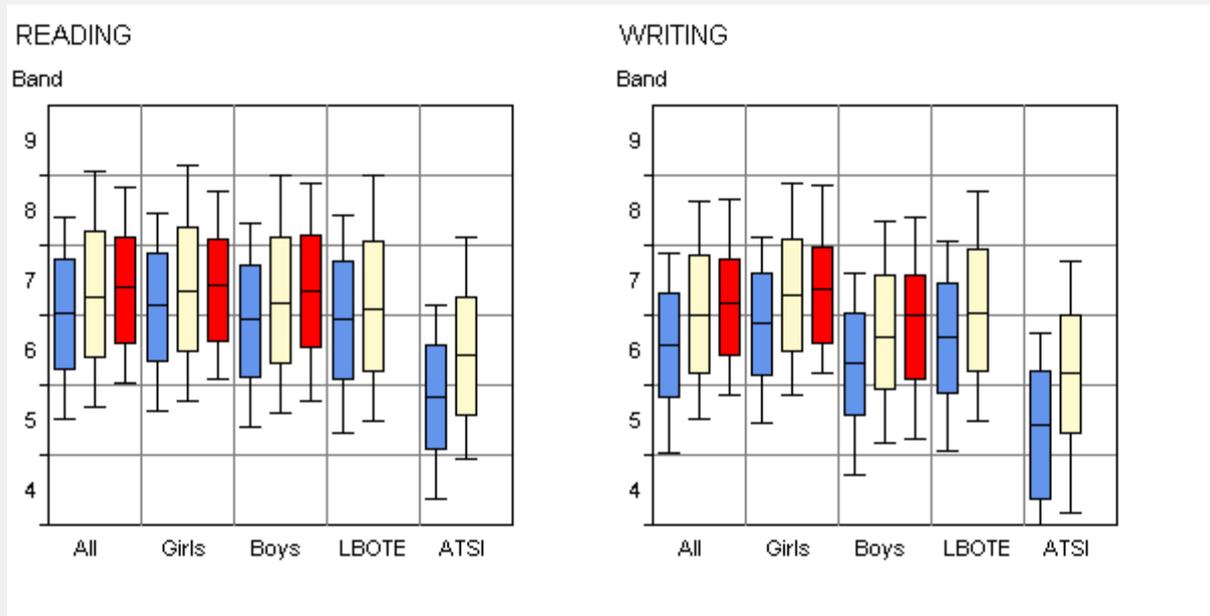
The 2014 – 2016 NAPLAN data provides an indication of individual students' performance in specific domains, as well as students' progress between assessments. Year 7 data indicates strengths in reading writing, grammar and punctuation and numeracy. With relative consistency between male and female results. Both genders have shown improved results from 2015 – 2016 in reading and writing and results place students above State and National averages.

School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All

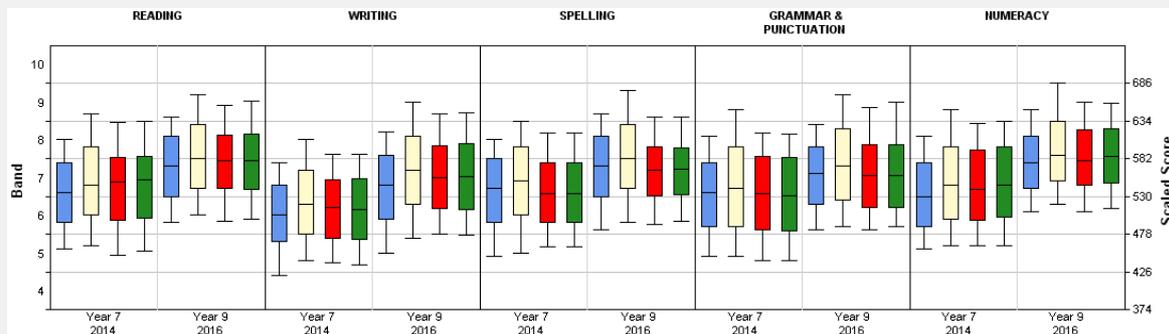
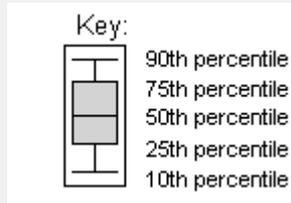


Year 7 Gender Summary Reports



Year 9 data reflects similar trends to “like” schools in literacy and numeracy. Breaking this down further, over the previous three years after an initial decline in results in 2015, the 2016 results shown upward movement was evident in reading, writing, spelling, grammar and punctuation and numeracy. These results are reaffirming and indicate the improved approach to differentiation in the classroom. Focus needs to remain on developing strategies to enhance the development of literacy and numeracy across the curriculum to ensure results continue to improve in the coming years.

**School Comparison Report
Year 7 2014 to Year 9 2016
Gender: All, LBOTE: All, ATSI: All**



Based on the trends over the previous three years, the school's Curriculum Team is reviewing how diagnostic data is used to inform teaching and differentiation across the curriculum. This will enable a whole school approach to improving Literacy and Numeracy across the school. Greater emphasis is being placed on developing curriculum programs to improve the growth for all students, with an emphasis being placed on improving growth rates for the high achieving students. Greater emphasis has been placed on the structure of written work and development of reading and comprehension skills. Mathematics has been reviewed in the Junior school in order to examine strategies to help students fill gaps and challenge themselves to extend their numeracy abilities.

Marist Sion College strives to engage students in enriching curriculum to enable students to achieve academic growth between NAPLAN tests.

College Community & Student Wellbeing

Goals & Achievements

1. To ensure student wellbeing

The wellbeing of our students is of paramount importance and, as such, the College has continued to make this goal a priority; wellbeing can never be taken for granted. The College continued to increase resources in this area by providing additional support in the counselling, chaplaincy, pastoral care and learning support areas. Insight SRC data identified that our students experience stress and anxiety and that it impinges on their overall schooling experience and affects their learning outcomes. The College addressed and succeeded in the following areas:

- Increased focus on the classroom in order to maximise the experience. This was done by reducing possible tension initiators, and also focusing on calmer classrooms. Behavioural Management Guidelines were streamlined and workshopped by all staff and their application across the school became more consistent. This resulted in a more clearly 'known' expectation and experience for students. It also allowed for more dialogue about what was and was not reasonable. A simple set of class guidelines (visible in every room) outlined matching expectations of both students and staff. This simple chart was a low key but extremely visible and effective tension breaker, and if need be, discussion starter.
- The push to make real the reality that 'every class is important' was highlighted within both the pastoral and learning structures of the school. Again, clarity was essential and, as such, learning intentions and success criteria were used across the College to support the message. Students were made to feel more empowered; to be partners in their learning. This resulted in better focus, less uncertainty about what was happening and what was expected, and an overall improvement in engagement. Students reported feeling less anxious, as they always had a sense of what would happen before it happened, and their part in it.
- The addition of Rock & Water to the Year 8 curriculum taught our students another way of acting and reacting to the daily stresses of student life. The program, led by the Health Department on a fortnightly basis, assisted students in regulating their feelings and gave them immediate and useful strategies in order to better navigate the social complexities of school. For 2017 this program will be further developed and customised to enhance its wellbeing potential.

2. To maximise student connectedness to school

Our students, for the most part, are indifferent to school life, our data would suggest. The reasons are complex, but some of the solutions lie within the student/parent/school partnership. Along with continued efforts in our Careers, Counselling and Pastoral Care areas, with a focus on finding what works for each student individually, further steps were taken in the areas of – student voice, parent connectedness and college identity.

- The student voice element was enhanced with a more directed and mentored approach to Senior Student Captaincy roles. The result being a bigger presence

by them in the yard, at events and in College, and House Assemblies. An SRC restructure was planned for 2017 and is currently being implemented.

- Parent connectedness continues to be a concern, as the lack of it leads to fragmentation and misunderstanding when it comes to what are student wellbeing issues and how we do and how we need to deal with them. As well as continuing with Choicez, College Information nights and Darren Pereira Success Strategies sessions, at various year levels, we also introduced a whole college motivational speaker. Hugh van Cuylenburg, from the Resilience Project, made and continues to make an outstanding impression with students. His message of gratitude, mindfulness and grit weds well with our whole College focus. Responsible gambling and safe partying seminars were also added.
- SSV sports was used as an avenue to enhance connectedness and identity. Our students' love of sport allowed our entry into this new competition to be successful – both in terms of results and, more importantly, another way of building connections with our students across a common passion.

3. To enhance staff wellbeing

An increased, overt focus on staff wellbeing occurred in 2016 and continues. Staff need to model calmness, mindfulness, gratitude, resilience and community for them to be as effective as they can be. With this in mind, the Staff Wellbeing Committee continued to meet and provide opportunities for gatherings and expressions of needs. Leadership, as always, continued to place a high importance on individual staff wellbeing, but also initiated professional learning in the area of mindfulness for ALL staff. Through the Health and PE departments, college facilities were upgraded in the areas of physical fitness, and these are now also being used more extensively by staff. Whilst workload and expectations – internal and external – continue to be realities of the profession, the staff data clearly reflects an appreciation of the efforts being made, by many, to provide avenues for debrief, skills to better navigate demands and facilities to be enjoyed.

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**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 Commencement Mass
- Valedictory Mass
- St Marcellin Champagnat Feast Day school Mass
- 3 day Retreats for Year 11 and Year 12 students
- A two day retreat for the Year 10 students
- Year 11 Multi Faith excursion
- Mass for the Anointing of the Sick
- Remar – a youth movement involving leadership training, social justice activities, faith formation and community building
- Year 10 CSYMA lead Parish Confirmation preparation days
- Ash Wednesday and Easter liturgies
- Presentation of Gideon's Bible to Year 7 students
- ANZAC Day and Remembrance Day services

Sporting

- Weekly sporting activities for Year 7 and 8 students
- House Swimming Carnival
- House Athletics Carnival
- House Cross-Country Competition
- SSV Summer Round Robin competition
- SSV Winter Round Robin competition
- SSV Athletics Carnival
- Gippsland Independent Schools Association Swimming Carnival
- Gippsland Independent Schools Association Cross-Country Carnival
- Marist Cricket Carnival
- Marist Netball Carnival
- Marist Basketball Carnival
- MiloBlast T20 Cricket Tournaments
- Herald-Sun Shield football competition
- Netball Victoria School Championships

Cultural

- Gippsland Independent Schools Association Cultural Festival: activities including debating, drama, theatre sports and chess
- Gippsland Independent Schools Muzarts and Collaborative Music events

- VCE Soiree
- Public speaking activities, including the VCAA English Plain Speaking Competition
- Musicians performed for various eisteddfods and competitions
- Production: Anything Goes
- Drama performances
- Year 7-9 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
- Red Cross Blood Bank involvement for students and staff – MSCRed
- Giving Tree – Christmas gifts donated for St Vincent de Paul to distribute
- Tinnies for Vinnies: food collection for St Vincent de Paul on Heritage Day
- Reconciliation Week including Sorry Day
- Relay for Life
- Year 9 Global Meal Activity
- Harmony Day
- White Ribbon Day
- Australia's Biggest Morning Tea
- West Gippsland Community Landcare rehabilitation assistance: fencing, tree planting etc.
- 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
- Shoah (Holocaust) Memorial Service
- Earth Hour
- Anti Bullying Day
- Year 10 Justice Camp
- Beyond Blue Fundraising

Relationship with other schools

- Visit to Japanese sister school, Aoki
- 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
- Year 9 Diocesan Youth Gathering
- VCAL students provide assistance at Warragul and District Specialist School
- Diocesan Student Leaders' Gathering
- Student Leaders' Synergy Breakfast

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
- 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
- Diocesan Student Leaders' Gathering
- Student Leaders' Synergy Breakfast

Academic Extension Activities

- Acceleration into VCE studies
- Excellence and Encouragement Merits
- Academic Enrichment trip to Canberra
- 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
- 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
- On-Demand testing

Participation in the following Academic Competitions

- English Competition
- Business Studies Competition
- Rio Tinto Big Science Competition
- Australian Geography Competition
- Australian History Competition
- Australian Mathematics Competition
- German Writing and Poetry Competitions
- GAP Project Annual Maths Challenge
- Cows Create Careers Cheese Making Competition
- Year 8 and Year 9 Science Challenge
- Science Olympiad competition
- GippsWeb for Business 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
- VCE and VCAL parent information sessions
- Uluru and Top End Tour for Year 11 students
- Year 7 Camp
- Grampians camp for Year 9 students
- New student inductions
- 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
- Year 12 Tertiary Information Service
- Year 7 and Year 8 Brainstorm activity
- Year 11 and Year 8 Village Space activity
- Heritage Day
- Year 10 Op Shop Social
- 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.
- Year level Programs
 - Year 11: Safe Partying
 - Year 9: Internet Safety
 - Year 11: Gambling
 - Year 10: Reconciliation Week
 - Year 12: Marist Immersion program: Post Year 12
 - Year 10: Keys Please

STUDENT SATISFACTION

I feel good about being a student at this school

Strongly disagree 1	2	3	4	Strongly Agree 5	Average Rating	% Favourable
1.4%	7.6%	18.8%	45.1%	27.1%	3.9	91.0%

PARENT SATISFACTION

Overall, I am satisfied with the education my child receives from this school

Strongly disagree 1	2	3	4	5	6	Strongly Agree 7	Average Rating	% Favourable
2.4%	0.0%	4.8%	2.4	23.8	40.5	26.2	5.7	92.9

Child Safe Standards

Statement of Commitment

Marist-Sion College is committed to fostering the dignity, self-esteem and integrity of children and young people, and providing them with a safe, supportive and enriching environment in which they can develop spiritually, physically, intellectually, emotionally and socially.

Achievements

The following documents were developed/reviewed, approved and implemented:

- Child Safety Policy (Aug 2016)
- Child Safety Code of Conduct (Aug 2016)
- Child Safety Expectations of Parents and Guardians (Oct 2016)
- Mandatory Reporting Policy (Nov 2015)
- Preventing Grooming of Children for Sexual Relations with Adults Policy (Nov 2015)
- Removing Risk of Sexual Abuse Policy (Nov 2015)
- Reporting Sexual Abuse to Police Policy (Nov 2015)

All staff participated in professional development and consultation regarding our ongoing work to maintain the safety of our students and the achievement of the Child Safe Standards.

The staff repeatedly reflected on and discussed ways they could promote child safety.

Teaching staff completed an online program which provided training and assessment related to the identification of signs of abuse and processes for reporting of abuse.

The College consulted with the community on our child safety practices, particularly regarding the Child Safety Code of Conduct (for staff, contractors and volunteers), and Child Safety Expectations of Parents and Guardians.

New Human Resources practices were adopted, to minimise the risk to students from current and incoming staff members.

Leadership & Stewardship

Goals & Achievements

1. Empower students and develop their leadership skills
 - Houses initiated and trialled different opportunities for students to show leadership across varied field of endeavour.
 - Student leader organised and ran activities to initiate positive interactions with other students, including lunchtime activities.

2. Improve clarity of communication structures and processes
 - Clear position descriptions were developed for staff roles. This review took place in consultation with the staff involved in positions and with the people to whom they reported.
 - A model of decision-making was developed in consultation with staff, which is designed to promote efficiency, clarity and accountability. A project team which involved members of staff from teaching and non-teaching backgrounds developed a model for decision-making and a set of guidelines which helped staff develop clearer understanding of the steps which lead to effective decision-making.

3. Build a culture of trust and collaboration amongst all staff
 - All teachers new to the College were mentored/ partnered. This enables experienced teachers who were new to the College to make a smooth transition and helped them build positive professional relationships.
 - Peer Observation was voluntarily trialled by half the teaching staff. This was found to be a valuable way of building peer relationships and enhancing teaching effectiveness.
 - Fewer whole staff professional learning sessions occurred, with a greater degree of self-selection being offered to teachers. This led to higher rates of satisfaction among staff and greater engagement in the sessions which ran.
 - Strategies were used to address some compliance-related matters more efficiently, outside of meetings.

4. Empower staff and develop their leadership capacity
 - The development of the decision-making model helped clarify ways in which staff could exercise judgement and demonstrate leadership within their teams.
 - Coaching was trialled for 32 staff, using Group 8 Consulting. Staff were provided with data, based on 360 degree surveys related to their practice. They then were given a chance to reflect on this, with the assistance of a coach.
 - 24 middle level leaders and 7 senior leaders received coaching training from John Corrigan, Group 8 Consulting.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2016**

There is a blended approach to Professional Learning. Staff self-select their own Professional Learning, there is some whole school learning that occurs, and some staff are studying independently at Universities, Colleges and with the CEO. We have several staff who are participating in the accreditation to teach R.E. program.

The format 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, and specific skill based learning for non-teaching staff.

The key activity for staff in 2016 was a focus on mindfulness, and all staff had either face to face professional learning with Dr Craig Hassed or had online learning modules offered. There has been a greater emphasis on offering staff choice in school based learning activities moving away from a 'one size fits all' approach. An exciting initiative that began the year previous gained further momentum with a larger number of staff engaging in peer classroom observation. Several staff were also involved in a three day 'Rock & Water' program which is the primary year 8 Wellbeing activity. Full day activities that involved the whole staff focussed on rubric writing and student feedback.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

75

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$820

TEACHER SATISFACTION

Average responses from 5 items related to School Morale on staff Insight SRC surveys.

1 Strongly Disagree	2	3	4	5 Strongly Agree	Average Rating	% favourable
0.8%	6.8%	33.2%	44.1%	15.1%	3.7	92.5

Future Directions

The list below identifies the Areas, Goals (numbered) and Strategies (lettered) of the 2017 Annual Plan

Catholic Identity

1. Develop greater understanding of Catholic Traditions
 - a. Sequential program for student understanding of Marist and Sion traditions
 - b. Review ECSIP data to inform planning
 - c. Provide PL for staff in what it means to be Marist and Sion educators
 - d. Help all staff understand the College's distinctive Christian education environment
2. Communicate the Catholic identity of Marist-Sion College to the wider community
 - a. Build tangible reminders of our Catholic identity
3. Engender respectful dialogue with other faith Traditions
 - a. Encourage dialogue between Catholic faith tradition and other faith traditions
 - b. Promote understanding and acceptance of religious diversity
4. Promote engagement with liturgies, rituals and co-curricular works of faith in action
 - a. Encourage broad involvement of staff and students in prayer, liturgies and Masses
5. Develop understanding of Religious Education curriculum changes at all levels from 2017
 - a. Enable RE Learning Area to understand and implement the revised RE curriculum

Learning

1. Improve student outcomes
 - a. Use of data
 - b. Learning intentions and success criteria
 - c. Rubrics via SIMON
 - d. Literacy across the Curriculum
 - e. Investigate the impact of laptops
2. Develop students as independent learners
 - a. Personal learning conversations
 - b. Give students choice in their learning approach
 - c. Practices for students to reflect on learning and take ownership
 - d. Prepare for the use of flexible spaces in Ratisbonne building
3. Prioritise staff professional learning
 - a. Peer observation and coaching
 - b. Differentiated PL for individuals
 - c. Digital Technologies PL
 - d. Student behaviour management PL

Wellbeing

1. Enhance student wellbeing
 - a. Staff to consistently apply expectations of student behaviour
 - b. Introduce positive education

- c. Raise profile of Student Welfare team
- 2. Maximise student connectedness to school
 - a. Introduce Mindfulness
 - b. Greater opportunities for parent engagement
 - c. Student leaders to promote connectedness
 - d. Determine and analyse the reasons students leave
- 3. Enhance staff wellbeing
 - a. Mindfulness
 - b. Enable staff exchanges

Leadership

- 1. Improve student leadership
 - a. New year level opportunities for student leadership within houses
 - b. Student voice forums: restructure SRC and student leadership
 - c. Help male Yr 7-10 students to develop leadership abilities
- 2. Improve clarity of communication structures and processes
 - a. Succession planning for leadership roles (POLs)
 - b. Implement revised appraisal processes
- 3. Build a culture of trust and collaboration amongst all staff
 - a. Promote sharing of professional knowledge among staff
 - b. Streamlining of staff seminar / PL

Sustainability

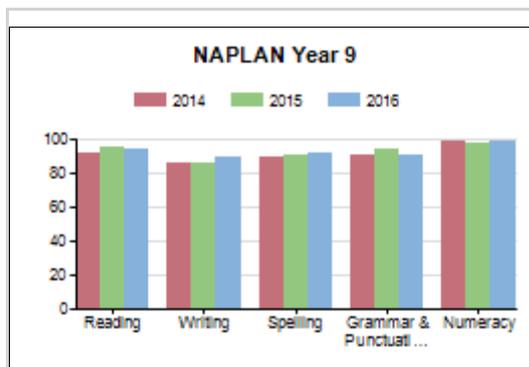
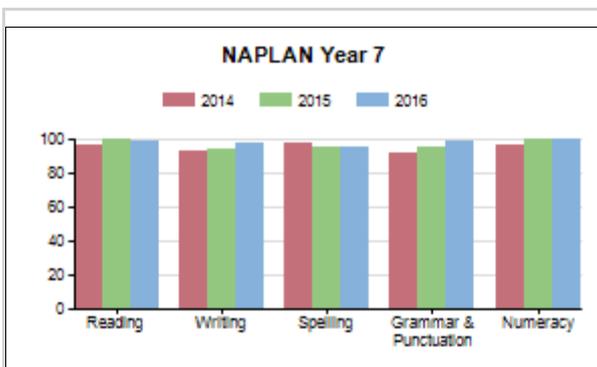
- 1. Provide access to a Catholic education with quality opportunities
 - a. Limit fee increases, maintaining enrolments and minimise class sizes
 - b. Provide diverse and quality student programs to enhance student opportunities
 - c. Review Laptop/ICT outcomes and viability (learning link)
- 2. Make our facilities fit for purpose
 - a. Make Warragul campus fit for purpose (before establishing a second campus)
 - b. Construct New Learning Centre (and Chapel)
 - c. Site planning
 - d. Flexibility in classrooms
 - e. Improve the connection of the College with local community
- 3. Minimise our ecological footprint
 - a. Improve efficiency
 - b. Build wetlands
- 4. Promote the Catholic identity of Marist-Sion College and its values
 - a. Construct a new Chapel
 - b. Develop further the reputation of the College in the community

VRQA Compliance Data

E4018
Marist-Sion College, Warragul

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	97.2	100.0	2.8	98.7	-1.3
YR 07 Writing	93.7	93.9	0.2	98.1	4.2
YR 07 Spelling	97.9	95.4	-2.5	95.5	0.1
YR 07 Grammar & Punctuation	92.3	95.4	3.1	99.4	4.0
YR 07 Numeracy	96.5	100.0	3.5	100.0	0.0
YR 09 Reading	92.4	95.5	3.1	94.4	-1.1
YR 09 Writing	85.6	86.4	0.8	89.8	3.4
YR 09 Spelling	89.4	90.9	1.5	92.5	1.6
YR 09 Grammar & Punctuation	90.2	94.8	4.6	90.5	-4.3
YR 09 Numeracy	98.5	98.1	-0.4	98.6	0.5



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	71.26%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.05
Y08	91.11
Y09	91.02
Y10	89.90
Overall average attendance	90.77

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	77.67%

STAFF RETENTION RATE	
Staff Retention Rate	92.65%

TEACHER QUALIFICATIONS	
Doctorate	1.47%
Masters	13.24%
Graduate	52.94%
Certificate Graduate	5.88%
Degree Bachelor	91.18%
Diploma Advanced	11.76%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	68
FTE Teaching Staff	60.375
Non-Teaching Staff (Head Count)	30
FTE Non-Teaching Staff	25.375
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	576.40
Year 9 Writing	560.20
Year 9 Spelling	566.60
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	580.05

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	97%
VCAL Completion Rate	85%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	44.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	11.0%
Deferred	28.0%
Employment	13.0%