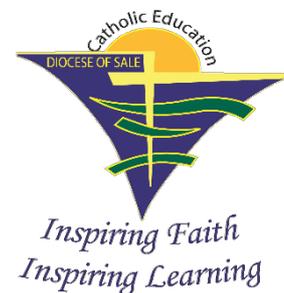


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



MARIST-SION COLLEGE, WARRAGUL



SCHOOL REGISTRATION NUMBER: 1497

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Contact Details

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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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our College Mission, Vision and Strategic Intent

Mission

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

Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

Vision

Our vision is that all students will:

- put faith into action,
- value learning for life and
- flourish as people.

Strategic Intent

- Every leader is an instructional leader.
- Every teacher is an expert teacher.
- Every student is achieving at least 12 months literacy and numeracy growth each year.

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.

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 flourish and 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 888 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 its founding 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 an 18ha campus, with beautiful views of Mount Baw Baw and the Strzelecki Ranges, the College is accessible by public transport.

Principal's Report

The tapestry of 2019 had every hue, reflecting ecstatic highs, tragic lows and everything between.

The Wellbeing Team's work was particularly vital, as we faced illness, bereavement and fires. We thank God for the strength, love, support and resilience evident in our community.

The staff's energy was devoted to enrichment of student learning. They used targeted teaching to address the diverse needs of their students, so all could succeed. Teachers also worked to develop students' literacy, particularly reading, across the curriculum. Positive Education principles were utilised to enrich students' experience at school and to help them flourish.

In our four yearly School Review, as we looked back we saw that much had been achieved. Looking forward, our Strategic Improvement Plan for 2020-23 is firmly focused on enhancement of student outcomes. We look forward to making these goals a reality.

A small selection of the year's highlights follows:

- the Opening and Blessing of the Jericho Centre on 3rd September - a day of great joy;
- Fr Peter Slater celebrated weekly Eucharist in the College Chapel;
- the Chapel's beautiful stained glass window was installed on 17 May;
- Sr Mary Babic, the Superior General of the Sisters of Our Lady of Sion, visited on 4 June;
- Tahlia Ramm and Sunday Denny, from the Class of 2018, received awards for achieving the highest VCE Religion and Society scores in the Diocese;
- Michael Beecham received a Spirit of Catholic Education Award, for Inspiring Learning;
- Peter Coghlan and RoseMarie Black received awards for Outstanding Contributions to Marist Education; and
- our Year 7 Hockey Team won the School Sports Victoria State Championship!

Robyn Rebbechi has been appointed Assistant Principal: Catholic Identity and Mission at Lavalla College, Traralgon. She is a wise and compassionate leader who skilfully wove our spiritual fabric, particularly as Director of Faith Development over the past 12 years. Marist-Sion Chapel and its stained glass window remain as inspiring physical reminders of her service at Burke St. However, Robyn's most profound legacy is carried far and wide: graduates' uplifted minds and hearts. As we farewell Robyn, we offer her our heartfelt thanks.

There is much else from this year for which I thank God, including: our dear students, who freely share joy, enthusiasm and openness; our parents, the students' first and most important educators, whose support enables our success; and our dedicated staff, whose commitment to students' learning and development is immense.

We are privileged to work in the fields of the Lord, nurturing the most precious gift of all: the human person. May our loving God continue to bless our efforts.

Catholic Identity and Religious Education

Goals & Intended Outcomes

- Increase the religious art and visual reminders of our Catholic identity in the College.
- Enhance the spiritual life of staff and students, moving them towards a Post-Critical Belief.
- To assist staff and students to understand our shared charisms and embody them in all aspects of school life.

Achievements

Increase the religious art and visual reminders of our Catholic identity in the College:

- Completion of the Marist Sion Chapel;
- Development and installation of the Chapel Window (stained glass window); and
- Presentations to staff and students on the Chapel Window

Enhance the spiritual life of staff and students, moving them towards a Post-Critical Belief:

- Guest speaker to staff – Dr Carmody Grey (God as Communion, Christianity, Humans and Other Living Beings); and
- Continued work through the development of the Religious Education program.

To assist staff and students to understand our shared charisms and embody them in all aspects of school life:

- Sisters of Sion present to staff on Sion charism. Background and context for scripture. Creating spaces of dialogue for scripture in classrooms; and
- Marist Schools Association formation day for new staff.

VALUE ADDED

- Year 8 one-day retreat (all Year 8 students).
- Year 9 Launch of Project Compassion (optional).
- Year 9 'It's Your Choice', Values based Sexuality education program (All Year 9s).
- Year 10 Youth Ministry: Confirmation and Eucharist reflection days with Primary schools.
- Year 10: Day of Dialogue, Interfaith day with Our Lady of Sion Box Hill and students from Year 10 one-day retreat.
- Day of Dialogue- Sirius College (Islamic school).
- Years 10-12 REMAR youth groups (optional).
- Opportunities for ongoing contact with our founding orders, the Marist Brothers and the Sisters of Our Lady of Sion with staff and students (optional).

- Senior students: Marist Connect Youth Ministry events.
- House Masses (all students).
- College Commencement Mass (all students).
- Ash Wednesday and Easter liturgies (all students).
- St Marcellin Champagnat Feast Day College Mass (all students).
- Valedictory Mass (all students).
- 3 day Retreats for all Year 11 and Year 12 students.
- A one-day retreat for all Year 10 students.
- Year 11 Multi-faith excursion (all Year 11s).
- Mass for the Anointing of the Sick.
- Remar – a youth movement involving leadership training, social justice activities, faith formation and community building (optional).
- ANZAC Day and Remembrance Day services (all students).

▪

Learning and Teaching

Goals & Intended Outcomes

Goals

To develop high quality effective teachers and Instructional Leaders who promote a positive learning culture in the College.

Intended Outcomes

- Differentiation provides appropriate levels of challenge for all students (particularly for top end students) – know every student can learn.
- To explicitly teach metacognitive strategies, to enhance students understanding of how they learn. – help each student develop strategies to enhance learning.
- Teachers incorporate literacy skills across the curriculum – 1 years' growth for every student.

Achievements

Differentiation

- Staff PL on the philosophy of differentiation.
- Collaborative reviewing of qualitative and quantitative student data to inform differentiation decisions for learners.
- Staff PL in high impact differentiation strategies.
- Etools, such as Scootle and FUSE made accessible to staff to support differentiated resource development.
- Learning area meetings to unpack curriculum levels, achievement standards and review differentiation strategies.
- Learning area and cross faculty sharing of differentiation experiences.
- Together We Inspire Coordinator and support staff implemented to monitor the advocacy and resource development for high achieving students - 7 Eng/Hum and 8 and 9 Geography. Together We Inspire Coordinator also monitors the awarding of Merits for participation in extension programs.

Metacognitive Strategies

- Metacognition action research group formed, which trialled and documented research-based strategies.
- Focus Group professional learning ('PL') on metacognition.

- Learning area meetings unpack metacognitive strategies (specifically, learning intentions/success criteria, problem solving, study skills, self-questioning techniques, classroom discussions and use concept mapping).
- Focus Group Teachers explicitly teaching metacognitive strategies to students Semester 2.
- Goal setting completed each semester in tutor group and uploaded into SIMON.
- Focus Group teachers discussed thinking and learning with students.

Literacy Skills

- Teaching staff PL unpacking NAPLAN and PAT literacy data and item analysis.
- Curriculum audits to review literacy across the curriculum.
- All subject implement literacy vocabulary development, reading and comprehension strategies related to questions, inference and making connections.
- Literacy rubrics developed and utilised in all formative and summative assessment tasks.

STUDENT LEARNING OUTCOMES

The 2017 – 2019 NAPLAN data provides an indication of students' performance in specific domains, as well as students' progress between assessments. In 2019 students undertook the online trial of NAPLAN for the first time. Within this trial there were significant disruption experienced by students, resulting in students having to submit a written version of the NAPLAN test as comparison. Based on the variance between the forms of NAPLAN testing reviewed, the following observations can be made:

- Year 7 – 9 from 2017 – 2019 (see table below):
 - **Reading** – negative growth in percentile bands 10th, 25th 50th, 75th and 90th percentiles. However, the gap between Marist –Sion College and other state schools is decreasing in the 90th percentile.
 - **Writing** – whilst students from Years 7 – 9 are still showing negative growth when compared to the state in to 10th – 90th percentile, the gap is decreasing in all percentile bands, with significant growth in learning noted in the 75th and 90th percentile bands.
 - **Spelling** – positive growth in the 25th and 50th percentiles and a decrease in the negative growth in the 75th and 90th percentiles.
 - **Grammar and Punctuation** – positive growth in the 25th percentile, equal to the state growth in the 75th and 90th percentiles.

- **Numeracy** - negative growth in percentile bands 10th, 25th, 50th, 75th and 90th percentiles. However, the gap between Marist –Sion College and other state schools is decreasing in the 90th percentile.
- **Overall** – whilst the results are still showing Marist-Sion achieving below the state, the gap is decreasing, particularly in the 75th and 90th percentiles.

Year 7 - Year 9 2017 - 2019						
Percentiles		10th	25th	50th	75th	90th
READING						
Year 7	State	465	505	550	598	643
Year 7	School	465	493	539	580	621
Year 9	State	496	544	591	635	672
Year 9	School	457	507	552	606	660
Comparison (school - state x 2)	Year 7	0	-24	-22	-36	-44
Comparison (school - state x 2)	Year 9	-78	-74	-78	-58	-24
School's average growth		-78	-50	-56	-22	20
Variability (90th-10th/20)	Year 7	7.80				
Variability (90th-10th/20)	Year 9	10.15				
WRITING						
Year 7	State	445	482	524	572	613
Year 7	School	443	474	505	555	593
Year 9	State	469	511	562	608	652
Year 9	School	445	477	532	589	631
Comparison (school - state x 2)	Year 7	-4	-16	-38	-34	-40
Comparison (school - state x 2)	Year 9	-48	-68	-60	-38	-42
School's average growth		-44	-52	-22	-4	-2
Variability (90th-10th/20)	Year 7	7.50				
Variability (90th-10th/20)	Year 9	9.30				

SPELLING						
Year 7	State	456	505	553	598	637
Year 7	School	451	493	538	583	616
Year 9	State	506	543	588	628	665
Year 9	School	494	532	579	612	642
Comparison (school - state x 2)	Year 7	-10	-24	-30	-30	-42
Comparison (school - state x 2)	Year 9	-24	-22	-18	-32	-46
School's average growth		-14	2	12	-2	-4
Variability (90th-10th/20)	Year 7	8.25				
Variability (90th-10th/20)	Year 9	7.40				
NUMERACY						
Year 7	State	473	511	557	606	655
Year 7	School	478	512	545	592	624
Year 9	State	521	555	592	640	687
Year 9	School	516	538	571	607	647
Comparison (school - state x 2)	Year 7	10	2	-24	-28	-62
Comparison (school - state x 2)	Year 9	-10	-34	-42	-66	-80
School's average growth		-20	-36	-18	-38	-18
Variability (90th-10th/20)	Year 7	7.30				
Variability (90th-10th/20)	Year 9	6.55				

To work to improve this data for the future a targeted focus on literacy, particularly reading, comprehension and spelling; and targeted teaching to reflect the progressions levels has been implemented in 2020.

College Community and Student Wellbeing

Goals & Intended Outcomes

Goal 1: Every student is known, named and respected

Positive relationships (to build morale, reduce distress)

In today's climate, the wellbeing of students is essential as they learn to navigate the complexities of adolescence. When we feel connected to a community, when we know that we belong, positive purpose influences all aspects of who we are: academically, spiritually, socially, emotionally and physically. Emphasis on this holistic approach to education presents the necessity to support our students and staff to flourish in resilience, grit and positivity.

This year, our College has provided a variety of opportunities for our students and staff within the focus of Pastoral Care. Through fostering positive relationships, whole College initiatives, the House system and Year Level Programs, all students have been exposed to an array of information and strategies to support them flourishing. Such opportunities to challenge, to grow and to connect have included:

- Continued importance and resourcing to support the College's vertical House structure. Opportunities for student leadership exist within each House with the appointment of two senior House Captains and then House Leaders to ensure student voice from each year level. Together with their Head of House, they look to innovate, seek student feedback, raise awareness for their House Charity and lead their House in House Activities, House Assemblies and College Assemblies.
- The Wellbeing Team continued to work to raise their profile and encourage students to engage in those help-seeking behaviours that are a lifelong skill. This Team goes about their work with quiet humility and professionalism, providing a safe space in which our students can access expert help as they need. Their initiatives this year have included regular Buddy Wellbeing Lunches to help our junior students to make new connections and friendships, in addition to helping to facilitate our inaugural Wellbeing Week.
- The additional resourcing of the Wellbeing services offered by the College saw, in partnership with Lookout, the appointment of a Student Support Officer – Youth Worker to our Wellbeing Team enabled for greater personalised intervention and support to raise attendance in students displaying school refusal behaviours.
- Increased participation saw very high numbers engaged in the myriad of whole school events and community building days throughout the year – Interhouse Athletics, Interhouse Swimming, Interhouse Cross Country Day, Interhouse Performing Arts, Heritage Day, Footy Colours Day, House and College Masses and Assemblies.

- House and Colour Captains prioritised the ‘talk and connect’ part of their leadership roles through every day interactions with students and teachers, in addition to the formal responsibilities of their individual roles seeking out ‘Lollipop Moments’ to positively connect.
- Participation in the National Day of Action against Bullying and Violence awareness day and the promotion of active student voice through our annual ‘Student Voice – Bullying Prevention in our College’ Survey.
- Year 7 Camp to Coonawarra and Year 9 Grampians Expeditions provided the opportunity to build relationships, teamwork and responsibility, all whilst having fun!
- The creation of our inaugural Wellbeing Week that included year level workshops delivered by Headspace, Staff v Student Dodgeball, staff comfort food morning tea, R U Ok Day awareness, whole school shared morning tea, Year 12 shared lunch and the creation of Growth Mindset classroom displays.
- The Rock and Water program facilitated for all Year 7 and 8 students.
- Four Heads of House completed the Youth Mental Health First Aid Training. All Heads of House have now completed this officially accredited course.
- Completion of the Teen Mental Health First Aid Course by all Year 8 students, thanks to the financial sponsorship from Baw Baw Big Blokes.
- Year Level Program facilitating presentations by Victoria Police, Be You, Red Frogs, the St Vincent de Paul Society and the Young Workers Centre.
- Mindfulness and gratitude practice continued to be embedded in our school day.
- Accelerated University and Apprenticeship Pathways, partnerships and Trade Training Center Taster Program continues to provide several opportunities for students seeking hands on learning.
- The College Production ‘Bye Bye Birdie’ in addition to SSV Sport and school based clubs created continued access to a variety of avenues for students to explore differing interests, passions and abilities in a peer environment, often led by our Colour Captains. Such peer interaction is where relationships and inclusiveness thrived, enhancing connectedness and morale.

Goal 2: To develop well-balanced individuals who are successful and resilient learners

Implement the Whole School Approach to Positive Behaviour Support

Implement principles of Positive Education across the school

Research demonstrates a firm relationship between student engagement, student behaviour and academic achievement (Angus et al., 2009; Hattie, 2012; Marzano & Marzano, 2003).

This year our College has continued its work with Positive Behaviour Support through:

- The reinvigoration of the Whole School Approach to Positive Behaviour Support Team, working to implement the 'Universal' tier of this support approach.
- Drawing from evidence-based practice and survey data obtained by staff, the universal of 'School Wide Expectations' and after consultation with students, staff and parents, Expectations of 'Be Respectful. Be Responsible. Be Safe' were agreed upon. These expectations are forming the basis of our behaviour language with students with further Professional Learning and conversations as a staff around consistent teacher practice.
- Gratitude, Empathy and Mindfulness (GEM) practice as positive education strategies, continued to be prioritised and strengthened within our school day. The practice of GEM by all staff in Morning Briefings and by all students in Lesson 3 each day, helps us to be present and develop our emotional intelligence which are proven approaches that support positive help-seeking behaviours.
- Professional Learning for staff continued to assist staff in increasing their toolkit to incorporate and facilitate mindfulness strategies in their general teaching practice.

Achievements

VALUE ADDED

Sporting

- Weekly sporting activities for Year 7 and 8 students.
- Interhouse Swimming Carnival.
- Interhouse Athletics Carnival.
- Interhouse Cross-Country Competition.
- SSV Summer Round Robin competitions, Boys and Girls Cricket, Boys and Girls Tennis, Year 7 and 8 Girls Softball.
- SSV Winter Round Robin competitions, Boys and Girls AFL, Girls Netball, Boys and Girls Soccer, Boys and Girls Hockey.

- SSV Athletics Carnival.
- SSV West Gippsland Championships – Swimming, Athletics, Cross Country.
- SSV Gippsland Championships – Swimming, Athletics, Cross Country.
- SSV State Championships – Swimming, Athletics, Cross Country.
- Marist Cricket Carnival.
- Marist Netball Carnival.
- Marist Basketball Carnival.
- T20 Cricket Tournaments Year 7-10.
- 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 Evening.
- Public speaking activities, including the VCAA Plain English Speaking Competition.
- Musicians performed for various eisteddfods and competitions.
- Production: 'Bye Bye Birdie'.
- Drama performances.
- Year 7-9 Interhouse Performing Arts Competition.

Social Justice

- Whole College effort in fundraising and raising awareness for Project Compassion.
- Champagnat House Charity – Fundraising for Santa Theresa including Heritage Day.
- Jericho House Charity – Fundraising for Katilosa (Marist Solidarity) including Footy Tipping competition, money tins and Heritage Day.
- Joseph House Charity - Foster Parents Indonesia fundraising including Rice Day and Heritage Day.
- Loreto House Charity – Fundraising for Bagong Barrio Education Fund including sales of Spider Drinks during the Staff v Student Basketball Game and Heritage Day.
- Lourdes House Charity – Fundraising for the St Vincent de Paul Society via the Christmas Giving Tree, 'Tinnies for Vinnies' and Heritage Day.
- MacKillop House Charity – Fundraising for Mary MacKillop Today (formally Mary MacKillop Foundation) including Heritage Day.

- Marcellin House Charity – Fundraising for Marist Solidarity Australia (St Dominic's Rural Training School) including Heritage Day.
- Sion House Charity – Fundraising for San Miguel School in Brazil including Heritage Day.
- Red Cross Blood Bank involvement for students and staff – MSCRed.
- 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.
- Shoah (Holocaust) Memorial Service.
- Earth Hour.
- National Day of Action against Bullying.
- Year 10 Justice Camp.
- Beyond Blue Fundraising.

Relationship with Other Schools

- Visit to Japanese sister school, Aoki Middle School, in Nagano prefecture.
- 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.
- Student visits to St Joseph's Catholic Primary School, Warragul, to facilitate learning activities in subject areas including Year 12 Psychology, Health and PE and VCAL.
- Student visits to St Kieran's Catholic Primary School, Moe, as part of the Year 9 REAL program.
- Year 9 Diocesan Youth Gathering.
- VCAL students provide assistance at Warragul and District Specialist School.
- Diocesan Student Leaders' Gathering.
- Student Leaders' Synergy Breakfast.
- Meeting with leaders from Sirius College and classroom observations by their staff.

Student Leadership

- Student Leadership Team – chaired by College Captains.
- Student Representative Council – chaired by student SRC Captains.
- All Captains attended a day of leadership formation conducted by external consultant.
- Four Captains attended Marist Schools Australia - Student Leaders Gathering soon after their appointment.
- All Captains were appointed a staff member who acted as their mentor.
- Participation in ANZAC Day and Remembrance Day ceremonies at Warragul and Drouin.
- 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.
- House Captains, College Captains and SRC Captains each chaired a College Assembly.

Academic Extension Activities

- Acceleration into VCE studies for Year 10 and Year 11 students.
- Excellence and Encouragement Merits.
- Academic Enrichment Experience in 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 Commerce.
- Green Team working on sustainability issues.
- VCE Success Strategies Seminar to Year 10, Year 11 and Year 12 students and families.
- Learning Area Focus Weeks: Visual Arts, PE / Health.

Participation in the following Academic Competitions

- Business Studies Competition.
- Rio Tinto Big Science Competition.
- Australian Geography Competition.
- Australian Mathematics Competition.
- German Senior Poetry Competition.
- Psychology Brain Bee Challenge (Year 10 Psychology in Action).
- Science Olympiad competition.

Other

- Relationship with various training related organisations, including Baw Baw VET Cluster, Central Gippsland Careers Advisors Committee, West Gippsland Trade Training Alliance and Baw Baw Latrobe LLEN.
- Baw Baw Trade Training Centre Alliance.
- 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 Community Action Program work placements.
- Welcome Evening for all Year 7 families and other new families.
- Year 10 Work Experience.
- Year 11 and Year 8 Village Space activity.
- Heritage Day.
- National Day of Action against Bullying and Violence.
- Safer Internet Day.
- 'Cybersafety Solutions' combined Catholic Schools Parent Seminar presented by Susan McLean.
- Inaugural Wellbeing Week and R U OK Day:
 - Year 7 and 8 'Bullying, social skills and online safety' workshop by Johnny Shannon.
 - Year 7 and 8 'Let's Talk About It: *Mental Health Literacy*' presented by Headspace.
 - Year 9 Mental Health First Aid Training provided by the Baw Big Blokes group.
 - Year 9 'Standing Strong: Bullying and Mental Health' presented by Headspace.
 - Year 10 and 11 'Looking Out For Your Friends: Notice, Ask, Connect' presented by Headspace.
- Year Level Programs:
 - Year 9: Internet Safety.
 - Year 10: Reconciliation Week, Keys Please; Sonia Karras 'Safe Partying'.
 - Year 11: Sonia Karras 'Safe Partying'; 'Start Smart' presented by CommBank.
 - Year 11: Br Greg McDonald and 'Stepping up'; Invitation to Lead; Vic Roads, Gambling Education.
 - Year 12: Marist Immersion Program: Post Year 12; Red Frogs presentation on Schoolies and staying safe; Police Road Safety 'Hypotheticals' presentation.

STUDENT SATISFACTION

The summary of responses to the prompt: "I feel good about being a student at this school." in the students' Insight SRC surveys in 2019 is below:

Strongly Disagree 1	2	3	4	Strongly Agree 5	Average Rating	Percentage Favourable (sum of 3, 4 & 5 ratings)
4.6%	9.2%	26.1%	41.8%	18.3%	3.6	86.2%

The average rating of 3.6 is unchanged from the 2018 student survey results. The Percentage Favourable rose from 82.2%, an increase of 4%. This reflects a slight positive shift in student sentiment.

STUDENT ATTENDANCE

The College's Camp and Absences Officer, as part of the Administration Team, facilitates the management of absences on a daily basis. In cases of student absence:

- Attendance is recorded on SIMON by the Tutor in morning Tutor Group.
- An SMS message is sent to parents of students who are absent without known reason on the morning of the absence. This SMS prompts parents to provide a reason for the absence which is then recorded as a 'Parent Notified' Explained Absence.
- Following the SMS, the Camp and Absences Officer monitors the attendance of students and contacts parents of students who continue to be absent without a reason. Tutors or Heads of House also speak with students and parents upon request from the Camps and Absences Officer or the Deputy Principal - Pastoral Care.
- In cases when absences are frequent enough or when reasons raise concerns, the matter is referred to the Deputy Principal - Pastoral Care who follows up with families.
- All attendance and absences are included in the Student's Report.

When serious attendance issues arise, the matter is referred to the Principal who contacts parents, often in writing and arranging a meeting. If interventions do not adequately address attendance concerns, the matter is referred to DOSCEL who may write to the student's parents and inform the South-East Regional Office of the concern.

PARENT SATISFACTION

The summary of responses to the prompt: “Overall, I am satisfied with the education my child receives from their school.” in the parents’ Insight SRC surveys in 2019 is below:

Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7	Average Rating	Percentage Favourable (sum of 4, 5, 6 & 7 ratings)
1.7%	0.0%	1.7%	8.6%	15.5%	34.5%	37.9%	5.9	96.5%

The average rating rose from 5.4 to 5.9, which reflects an increase in half a rating point compared to the 2018 parent survey results. The Percentage Favourable rose from 92.0% to 96.5%, an increase of 4.5%. Both overall figures reflect a significant improvement in the parents’ satisfaction level.

Child Safe Standards

Goals

- Embedding a culture of Child Safety.
- Enabling the student voice.
- Thorough review of Child Safety policies and practices.

Achievements

- As part of the College's four yearly cycle, an extensive audit of Child Safe policies and practices was undertaken, to ensure that they were fully compliant with State and Federal requirements and were up-to-date. The data from this audit were examined by two external reviewers, who commented favourably on our practices.
- Student participation and empowerment were encouraged through posters, the activity of the Student Representative Council, presentations to various year levels, Safety matters were also addressed by the Student Leadership Team. The student voice was fostered actively through the Principal's direct engagement with this group and the SRC Captains. The SRC sought student views through the student bulletin, school assemblies, House assemblies, Tutor Group discussions and surveys and responded to these.
- The 'student friendly Child Safety Policy' and fostering of student voice for the protection of students was promoted through posters, messages on the student daily bulletin and two House-run presentations on Child Safety.
- A bullying survey was conducted with all students on 11 March, linked with the National Day of Action against Bullying and Violence on 15 March. This was used to evaluate students' perceptions of safety at school. This was particularly helpful for identifying ways to address student-to-student safety concerns. Any specific issues which students identified were followed up by Heads of House and the Deputy Principal: Pastoral Care.
- Visiting speakers, such as the police addressed child safety matters including sexting, cyber-bullying and online safety, were addressed at assemblies.
- Child safety knowledge, attitudes and skills continue to be taught through classes, particularly in Health. The 'Rock and Water' program was used to teach assertiveness and conflict resolution skills to Year 7 and 8 students.
- A parent information evening was hosted with Susan McLean, who is recognised across Australia related to cyber safety. Parents were also informed of information periodically through Emmaus, the school's fortnightly newsletter.
- Child safety policies were reviewed and 'signed off' electronically by staff. Child safety matters were discussed at various meetings, including Leadership Team and Staff

Meetings. For example, responsibilities arising from Ministerial Order 870, the Reportable Conduct Scheme, Mandatory Reporting and Reporting the Sexual Abuse of Children were discussed at staff meetings.

- All staff completed online training and assessment in Mandatory Reporting and other safety matters. Induction of teachers, non-teaching staff and volunteers included child safety. Staff were reminded of their responsibilities to attend yard duty, to ensure safety.
- 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', was disseminated to staff and used as a reference. 'PROTECT: Four Critical Actions' posters were displayed for staff reference.
- Strategies were adopted to encourage inclusion of students from diverse backgrounds, including the importance of Aboriginal reconciliation and respect for the diversity in our community. For example, Cultural Diversity Week was commemorated.
- RUOK Day, National Day of Action against Bullying, White Ribbon Day and National Child Protection Week were used to raise student awareness of the importance of safety, and of the need for advocacy for those who suffer abuse and bullying.
- The Leadership Team continued to retain overall responsibility for child safety.
- Referee checks were conducted for potential appointees to positions, to minimise the risk of employing candidates who might be unsuitable for work with students.
- The Occupational Health and Safety Committee monitored practices in the school, in support of the normal risk management practices implemented by the school.
- Under the governance of the Diocese of Sale Catholic Education (Limited), approaches to risk management were carefully managed, particularly in regard to camps, excursions and other activities, with the aim of ensuring the safety of our students.
- The Learning Support department closely monitored and supported students with particular learning, physical and social needs to insure that they were appropriately catered for and included in activities and within our community, according to the principle of inclusion.

Leadership

Goals

Leadership for Learning

- To use an evidence-based approach to improve teaching and learning.
- To improve student morale and reduce student distress in the school.

Resources

- Provide facilities that enable high quality learning.
- Keep students protected from the weather.
- Provide students with additional active and passive space.

Intended Outcomes

Leadership for Learning

- Self-nominated staff undertake the Professional Certificate in Instructional Leadership or Master of Clinical Teaching.
- Positive change to school culture and improved student outcomes.
- Improved morale and reduced distress in the school community.
- Emphasis on instructional leadership.

Resources

- Classroom spaces used innovatively to promote learning.
- Complete the Health/PE Building.
- Complete outdoor spaces.
- Complete covered walkway from Lilleys Rd drop-off to main Locker Bay.
- Construct additional active space for students.
- Additional Locker Bays.

Achievements

Self-nominated staff undertake the Professional Certificate of Instructional Leadership/Masters of Clinical teaching.

- Three staff completed the Professional Certificate of Instructional Leadership. They all reported that this was very helpful in their leadership roles.
- Positive change to school culture and improved student outcomes.
- Emphasis on instructional leadership.

- Some data reflected an improvement in school culture and student outcomes, presumably as a result of the increased emphasis on instructional leadership:

Category	2018	2019	Change
Insight SRC: Teamwork (staff)	67	72	+5
Insight SRC: Empowerment (staff)	54	60	+6
Insight SRC: Ownership (staff)	61	66	+5
Insight SRC: Professional Growth (staff)	61	66	+5
Insight SRC: Student Motivation (students)	79	76	-3
VCE: Median Study Score	29	30	+1
VCE: Percentage of Study Scores 40+	2.2%	3.9%	+1.7%

Improved morale and reduced distress in the school community

- Staff results improved significantly, while student results dropped slightly. We expect that changes implemented in 2019, including the rollout of Positive Education principles, which helped staff in 2019, will improve students' experience of school in 2020.

Category	2018	2019	Change
Insight SRC: Staff Individual Morale	68	72	+4
Insight SRC: Staff School Morale	62	68	+6
Insight SRC: Student Morale	56	54	-2
Insight SRC: Student Distress	60	59	-1

Classroom spaces used innovatively to promote learning

- The flexibility provided by the two most recently constructed learning areas, the Ratisbonne Building and the Jericho Building, has been used by the Religious Education, Mathematics and Health/PE faculties which are based in these rooms.

Complete the Health/PE Building

- The Jericho Centre was completed for the beginning of Term 3, and has been a great success.

Complete outdoor spaces

- The SRC led consultation about the use of the recreational space to be built on the Terrace, following the demolition of a building. This has not been completed.

- The Orchard space, between the Louise Humann Learning Centre and the Ratisbonne Building, was completed.
- Founders Square was commissioned.

Complete covered walkway from Lilleys Rd drop-off to main Locker Bay

- Carried over to 2020.

Construct additional active space for students

- The Jericho Centre (completed in June) now provides 2 sheltered basketball/netball courts which can be used in any weather.

Additional Locker Bays

- Two additional Locker Bays were built - for Lourdes and Joseph Houses. As a result, every student in the school now has a 90cm high locker, and greater space. This significant improvement helps students organise themselves, provides greater security for possessions and reduces crowding in locker bays. Every student now has space to lock their bag in their locker.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional learning is an ongoing process supported by planned learning activities and programs designed to enhance professional knowledge, practice and engagement. In 2019, the format of professional learning included seminars and conferences, webinars and online resources, staff meetings, further education and professional reading and conversations. Several teachers successfully made the transition from provisional to full VIT registration through an inquiry into their practice by demonstrating sufficient evidence of the Australian Professional Standards for Teachers.

Coaching and mentoring remained a key focus in 2019 with the continuation of our peer observation and coaching professional learning teams. This method of professional learning is about teachers observing each other's practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of your teaching. Our peer observation model focuses on teachers' individual needs and provides an opportunity to learn from, and give feedback to peers. Our professional learning teams assisted to build collective efficacy while working towards achieving aspects of our school strategic plan. In 2019, our focus was on the high impact teaching strategy of differentiation. We also had a small focus group who explored the impact of metacognitive strategies as a foundational step in preparation for 2020. During this process, every teacher at our College is observed and coached at least three times and also observes and coaches at least three times.

In 2019 staff attended a range of professional learning opportunities. These opportunities included events to achieve accreditation to Teach in a Catholic School and to Teach Religious Education in a Catholic School. Graduates attended the Secondary Graduate Induction Program and new staff attended PL to become familiar with our Marist and Sion spirituality. Senior and Middle Leadership participated in performance development and coaching PL using the SMARTER coaching framework. All staff participated in a Resilient Educators Program and our Staff Spirituality Day explored the theme of God as Communion. In 2019, we also became a member of the University Of Melbourne Network Of Schools and the Diocese Literacy and Learning Adjustment Collectives which provided evidence-based strategies to improve student outcomes in literacy. Other external PL opportunities included curriculum specific PL (key knowledge and key skills), behaviour management, assessment and feedback, inclusion and disability, mental health and wellbeing.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	76
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,157

TEACHER SATISFACTION

Overall Teacher **Morale:**[OF1]

The following table records the average rating of the five Insight SRC survey items related to Teacher Morale:

- There is a good team spirit in this school.
- There is a lot of energy in this school.
- The morale in this school is high.
- Staff go about their work with enthusiasm.
- Staff take pride in this school.

Strongly Disagree 1	2	3	4	Strongly Agree 5	Average Rating	Percentage Favourable (total of 3, 4 & 5 ratings)
3.0%	6.7%	24.1%	49.0%	17.2%	3.7	90.3%

The Average Rating improved from 3.5 to 3.7, an increase of 0.2. The Percentage Favourable lifted from 83.7% to 90.3%, a positive shift of 6.6%. Both these overall measures indicate that staff morale improved between 2018 and 2019.

Future Directions

Improvement Dimension 1 - Catholic Identity and Religious Education

GOAL 1: That students develop post-critical belief.

Intended Outcomes

- That there is a clear and consistent articulation of Catholic Identity at Marist-Sion College.
- That teachers/students are assisted to a post critical belief stance.
- That dialogical relationships are developed in our diverse community.

Improvement Dimension 2 - Expert Teacher Practice

GOAL 2: Every teacher is an expert teacher.

Intended Outcomes

- That we have a shared understanding of effective learning and teaching that is evidence based and informed by data.
- That teachers have a deep knowledge of the VCAA Learning Progressions.
- That teachers use a variety of assessment to target the learning needs of individual students.
- That students experience a safe and positive school environment.

Improvement Dimension 3 - Improved Student Outcomes

GOAL 3: Every student is achieving at least 12 months' growth each year.

Intended Outcomes

- That every student achieves at least 12 months' Literacy and Numeracy growth each year.
- That teachers help students to monitor and manage their own learning and set goals for future learning.
- That leaders and teachers have the capacity to read, interpret and respond to data for school and student performance, using research-based interventions and collate evidence to quantify improvements.

Improvement Dimension 4 - Leadership for Learning

GOAL 4: Every leader (informal and formal) understands and practices Instructional Leadership.

Intended Outcomes

- That school leaders create the conditions in which evidence-based teaching practice including High Impact Teaching Strategies (HITS) is developed to build teacher expertise.
- That leaders and teachers work to build mutually respectful relationships across the school community.

Improvement Dimension 5 – Management of Resources

GOAL 5: Leaders prioritise school resources to promote student outcomes and child safety.

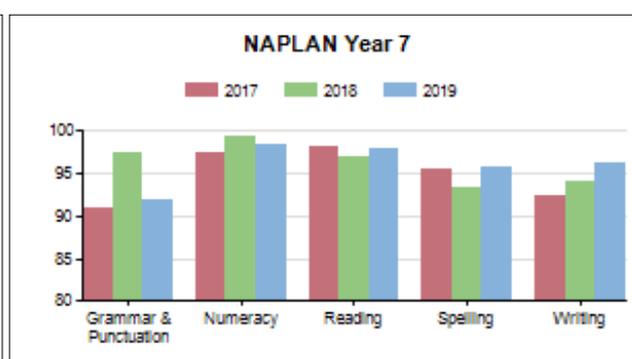
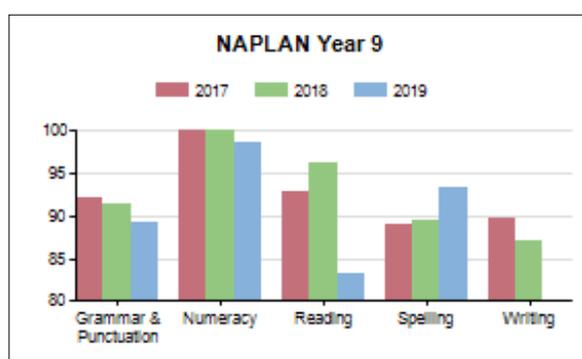
Intended Outcomes

- That student outcomes drive the allocation of school resources.
- That employment, induction and professional development practices reflect a focus on the expert teacher in a Catholic school.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	90.9	97.4	6.5	91.8	-5.6
YR 07 Numeracy	97.4	99.4	1.9	98.4	-0.9
YR 07 Reading	98.1	96.8	-1.3	97.8	1.0
YR 07 Spelling	95.5	93.4	-2.1	95.7	2.3
YR 07 Writing	92.3	94.0	1.7	96.2	2.2
YR 09 Grammar & Punctuation	92.2	91.3	-1.0	89.2	-2.1
YR 09 Numeracy	100.0	100.0	0.0	98.7	-1.3
YR 09 Reading	92.9	96.2	3.3	83.3	-12.9
YR 09 Spelling	89.1	89.4	0.3	93.2	3.8
YR 09 Writing	89.8	87.0	-2.8	74.0	-13.0



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	558.8
Year 9 Numeracy	571.3
Year 9 Reading	552.2
Year 9 Spelling	578.9
Year 9 Writing	534.9

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	99%
VCAL Completion Rate	98%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	36.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	21.0%
Deferred	13.0%
Employment	15.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.0%

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	68.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.6
Y08	90.7
Y09	88.6
Y10	91.1
Overall average attendance	90.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.7%

ALL STAFF RETENTION RATE	
Staff Retention Rate	90.8%

TEACHER QUALIFICATIONS	
Doctorate	2.6%
Masters	25.6%
Graduate	46.2%
Graduate Certificate	6.4%
Bachelor Degree	94.9%
Advanced Diploma	7.7%
No Qualifications Listed	1.3%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	82
Teaching Staff (FTE)	72.6
Non-Teaching Staff (Headcount)	48
Non-Teaching Staff (FTE)	43.8
Indigenous Teaching Staff (Headcount)	1