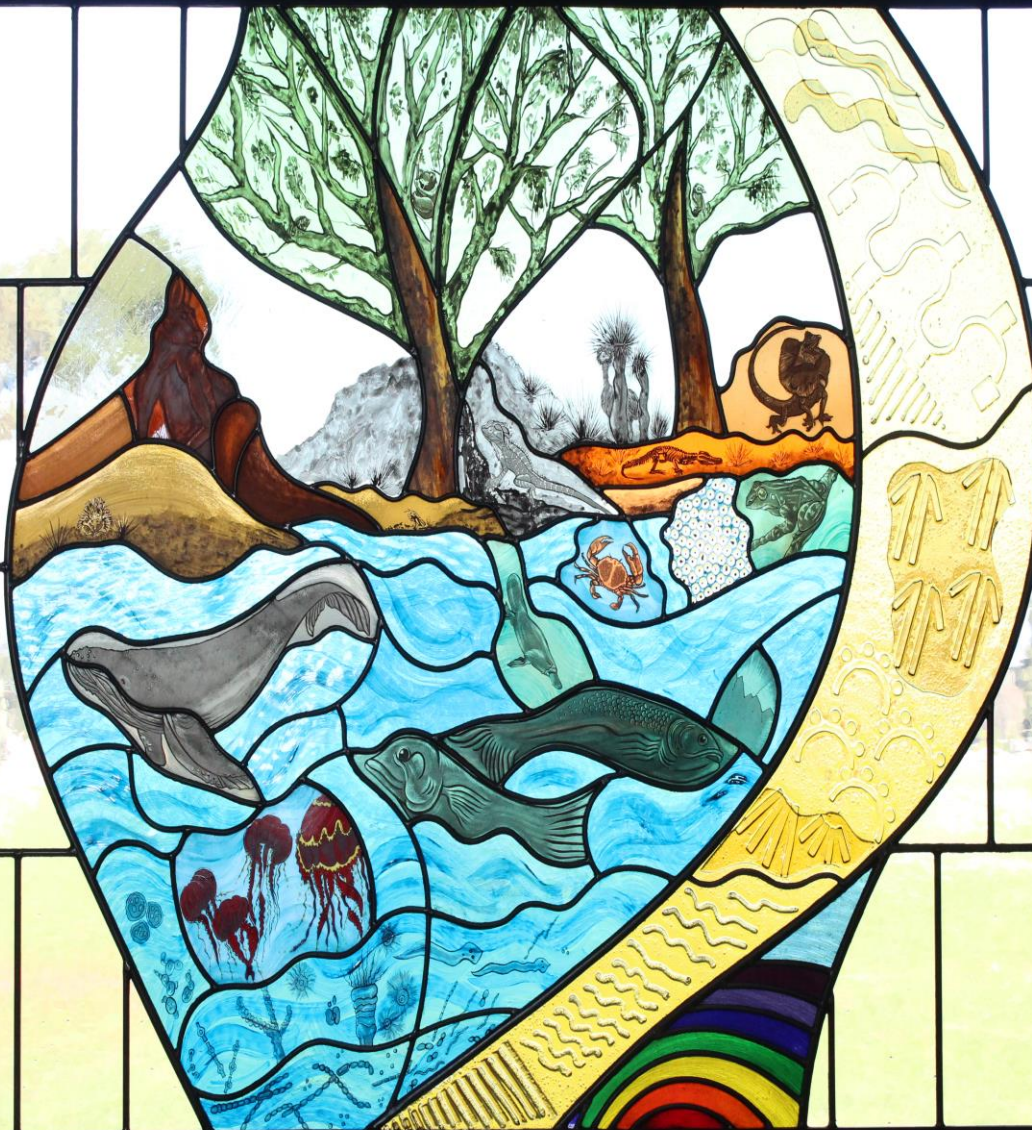




# Marist-Sion College Warragul

2020

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Our College Vision .....4

College Overview .....5

Principal’s Report .....6

Catholic Identity and Religious Education .....7

Learning and Teaching .....9

College Community and Student Wellbeing .....14

Child Safe Standards .....22

Leadership .....24

Future Directions .....28

## Contact Details

ADDRESS	165 Burke Street Warragul VIC 3820
PRINCIPAL	Peter Houlahan
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd. Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	Kelly Carabott
TELEPHONE	03 5623 5944
EMAIL	principal@mscw.vic.edu.au
WEBSITE	www.mscw.vic.edu.au
E NUMBER	E4018

## 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 2020 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.

31/05/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable 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 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 2020. 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 Vision

### 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.

## 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 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 18 hectare campus, with beautiful views of Mount Baw Baw and the Strzelecki Ranges, the College is accessible by public transport.

## Principal's Report

### Principal's Message

*"A happy life consists not in the absence but in the mastery of hardships." (Helen Keller)*

The challenges of COVID-19 have indelibly etched 2020 in our collective memory.

Coronavirus turned our lives upside down. To control the deadly contagion, hand sanitiser, social distance, cough hygiene, a curfew, long lockdowns and masks became part of life. Despite our students needing to be educated remotely for more than three months our community addressed the challenges with remarkable unity and strength.

In the face of this unprecedented challenge, our teachers quickly adapted, learning new technologies and developing novel approaches. The staff's rock solid support for students and their learning was extraordinary.

Our young 'digital natives' readily took to the technology. However, at times, the physical disconnection and added need for organisation, self-discipline and self-learning understandably stretched a number of students to their emotional limit. To their great credit, the vast majority of pupils stayed engaged throughout remote learning, thanks to the fine support of so many parents.

Pastoral care justifiably was given high priority, because students need a good 'headspace' to learn well. House staff made excellent use of extended morning Tutor Groups to connect with each student and provide personal support. I also commend our Wellbeing Team for their expert care of our community.

Under the leadership of Ethan Miller and Kalai Sathyaseelan, our student leaders did an excellent job of reaching out to our community, including positive messages and virtual 'care packages'. Anti-Racism Day, an initiative of Ethan and Kalai, was a particular success.

While we deeply missed 'normal' activities, Coronavirus has taught us a lot about life and ourselves. Isolation helped us value our family and friends in new and profound ways.

Our Wellbeing Team moved into their new Centre in February. We now have outstanding facilities to support the mental health of students, thanks to the work of Brett McKellar (Business Manager), Paul Gavin (Facilities Manager) and their teams.

In May, Mr Michael Hall received a Spirit of Catholic Education Award, for his faith development work. Michael has been an outstanding example of Truth, Charity and Constancy since arriving at the College in 1985.

St Paul knew, from his many trials, that we grow by facing hardships.

*"... suffering produces endurance, and endurance produces character, and character produces hope, and hope does not disappoint us, because God's love has been poured into our hearts ..." (Romans 5:3-5)*

Through this year's challenges, we learned to persevere, developed character and kept the flames of hope alive for others. As we journey forward, may we continue to foster God's way in our world - whether times are good or difficult.

## Catholic Identity and Religious Education

### Goals & Intended Outcomes

#### Goals

- 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.

### Achievements

#### Catholic Identity

- Whole staff professional learning/staff formation provided by Marist Mission and Life Formation Team.
- Catholic Social Teaching introduced when fundraising for Caritas Australia's Project Compassion.
- Members of Leadership team and other staff participated in regular meetings with the Sion Schools Australia group.
- Marist Association Marian Lecture, with Christopher Lamb (Rome Correspondent for The Tablet), was hosted online and was open to staff.
- National Marist Youth Ministry Formators' Conference (online).
- Preparation in RE classes for College masses and liturgies furthered student understanding of scripture and the different aspects of the liturgy.

#### Post Critical Belief

- Continued work through the development of the Religious Education program.
- Adaptation of prayer for an online learning environment (staff and students).
- Professional learning activities through Catholic Theological College (online).

#### Dialogical Relationships

- A number of professional learning activities for Religious Education staff through the Sisters of Our Lady of Sion, and Catholic Theological College.
- Interfaith seminar.
- 'In the Marist Way' staff formation for new staff to Marist schools (completed remotely).
- 'Footsteps: Making Jesus Christ Known and Loved' (online).



## VALUE ADDED

- Year 9 'It's Your Choice', Values based Sexuality education program (All Year 9s).
- Year 10: Day of Dialogue, Interfaith day with Our Lady of Sion Box Hill (online)
- Day of Dialogue (online)
- Years 10-12 Game Changers 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 (online).
- Valedictory Celebration (Year 12 students and families).
- Game Changers- a youth movement involving leadership training, social justice activities, faith formation and community building (optional).
- ANZAC Day and Remembrance Day services (online).

## 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

- Teachers have a shared understanding of effective learning and teaching that is evidence based and is informed by data.
- Teachers use a variety of assessment to target the learning needs of individual students.
- Every student achieves Literacy and Numeracy growth each year.

### Achievements

#### Evidence Based Learning and Teaching

- Staff participation in coaching to promote professional learning (PL) conversations about progression levels and targeted teaching interventions.
- PL on literacy: reading, with a focus on development of vocabulary, inference, making connections and asking questions.
- PL on data analysis and how to interpret data.
- Collaborative reviewing of qualitative and quantitative student data to inform goals for learners.
- PL on progressions levels — curriculum and literacy and workshops to embed these into curriculum planning for targeted teaching.
- Goal setting completed each semester in Tutor Group and uploaded into SIMON.
- Revisit of IC and virtual strategies to enhance Learning and Teaching in a remote setting.

#### Targeted Assessment

- Focused PL on progressions levels, assessment and rubric development to ensure formative and summative tasks are targeted to reflect students learning needs.
- Implementation of Year 7 Growth Based Reporting.
- Implementation of after school Study Skills workshops for VCE students.
- Readjusted assessment asks to accommodate remote learning requirements.

#### Literacy and Numeracy Growth

- Teaching staff PL unpacking NAPLAN and PAT literacy data and item analysis.
- Formation of a Numeracy Focus Group.
- All subject implement literacy vocabulary development, reading and comprehension strategies related to questions, inference and making connections.
- Teaching and Learning Team analysis of what 12 months growth is, how it is observed and how it can be measured.

- Focus on improving literacy during remote schooling, including incorporating explicit reading and vocabulary tasks into remote lessons.

**STUDENT LEARNING OUTCOMES**

The 2020 Data Analysis is based on the Progressive Achievement Test (PAT) data analysis as NAPLAN Testing was not conducted in 2021.

Analysis of PAT Growth data, graphed and plotted through the SPA Platform data analysis tool, from 2019 to 2020 indicated:

**READING**

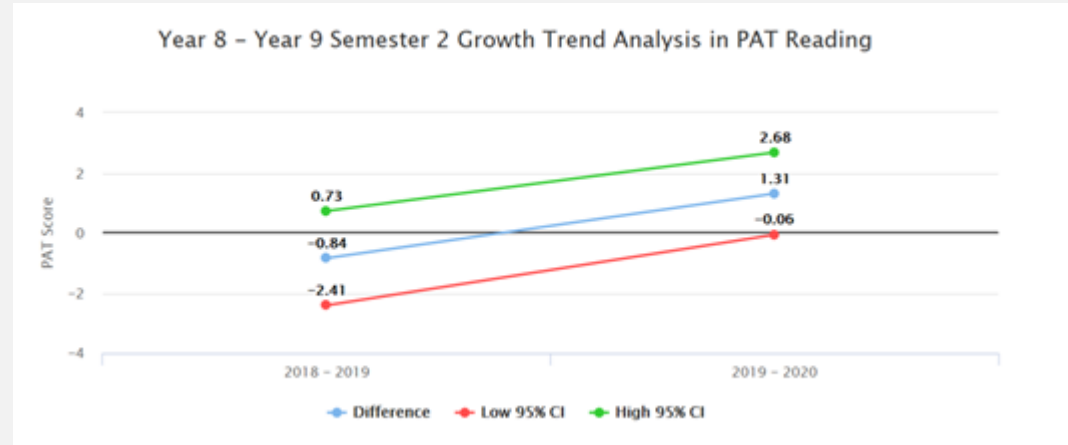
**Year 7:** 40.46% of students demonstrated as working one year above level, 16.18% of students At Expected Level and 43.35% below expected level.

**Year 8:** 32.60% of students demonstrated as working one year above level, 28.18% of students At Expected Level and 39.23% below expected level. Overall Students demonstrated a +1.92 PAT Score difference, which is -0.39 lower than Expected growth at the Year 7 - 8 Level. Whilst growth is heading in a positive direction, to work toward surpassing expected levels, focus needs to remain on building vocabulary, reading and comprehension.

**Year 9:** 20.00% of students demonstrated as working one year above level, 41.94% of students At Expected Level and 38.06% below expected level. Overall Students demonstrated a +4.73 PAT Score difference, which is +1.31 higher than Expected growth at the Year 8 - 9 Level.

Year 8 - Year 9 Between Year Growth Analysis during 2019 Semester 2 - 2020 Semester 2 in PAT Reading

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	131.62	136.35	4.73
Expected Growth	134.4	137.82	3.42
Difference			1.31
Students	151	155	142
Percentage of matched students			91.61

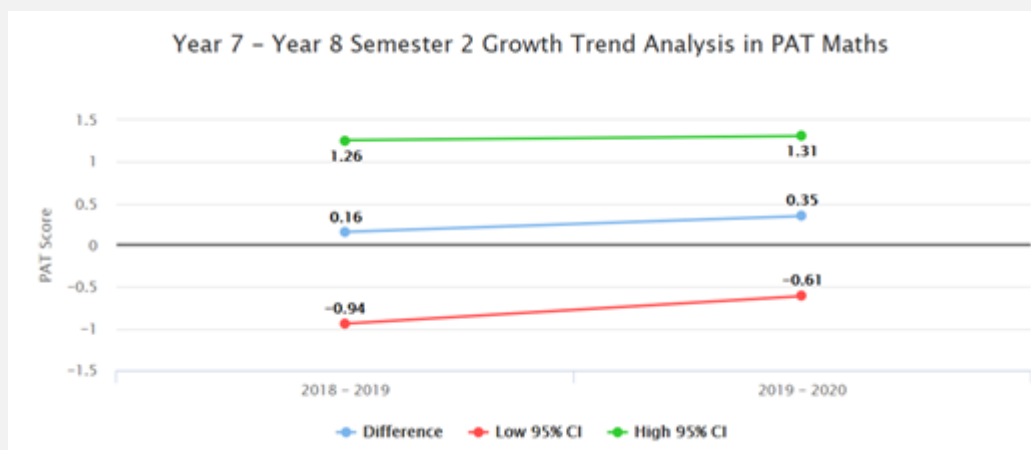


**Year 10:** 10.22% of students demonstrated as working one year above level, 44.53% of students At Expected Level and 45.26% below expected level. Overall Students demonstrated a +1.83 PAT Score difference, which is -4.19 lower than Expected growth at the Year 9 - 10 Level. Whilst growth is heading in a positive direction, to work toward surpassing expected levels, focus needs to remain on building vocabulary, reading and comprehension.

### NUMERACY

**Year 7:** 23.30% of students demonstrated as working one year above level, 7.30% of students At Expected Level and 69.31% below expected level.

**Year 8:** 20.44% of students demonstrated as working one year above level, 12.71% of students At Expected Level and 66.85% below expected level. Overall Students demonstrated a +1.35 PAT Score difference, which is +0.35 higher than expected growth at the Year 7 - 8 Level.

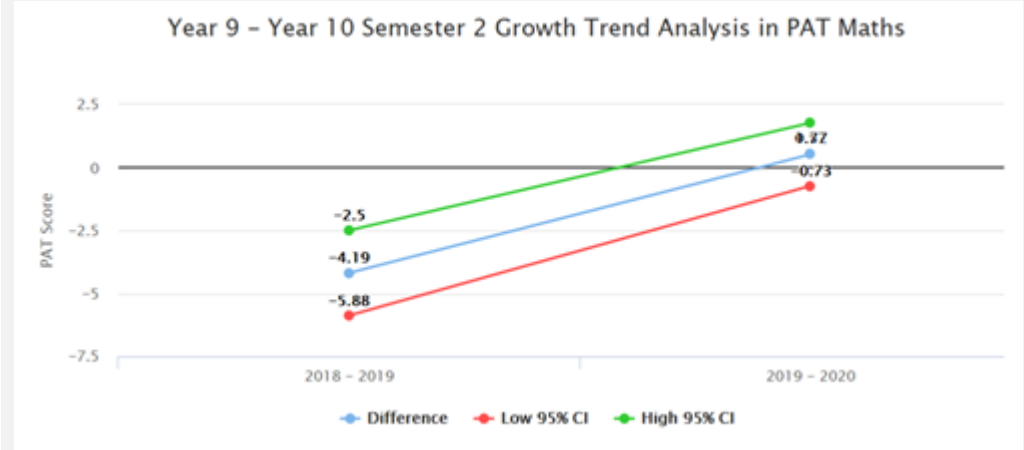


**Year 9:** 7.09% of students demonstrated as working one year above level, 20.47% of students At Expected Level and 72.44% below expected level. Overall Students demonstrated a -0.85 PAT Score difference, which is -2.65 lower than Expected growth at the Year 8 - 9 Level. 2021 students will require targeted teaching of numeracy skills in number, algebra, measurement, geometry, statistics and probability to ensure they are able to demonstrate positive growth in the coming year.

**Year 10:** 7.69% of students demonstrated as working one year above level, 32.87% of students At Expected Level and 59.44% below expected level. Overall Students demonstrated a +4.52 PAT Score difference, which is +0.52 higher than Expected growth at the Year 9 - 10 Level.

Year 9 - Year 10 Between Year Growth Analysis during 2019 Semester 2 - 2020 Semester 2 in PAT Maths

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	132.07	136.59	4.52
Expected Growth	137.8	141.8	4
Difference			0.52
Students	124	143	114
Percentage of matched students			79.72



To work to improve this data for the future a targeted focus on literacy, particularly reading, comprehension and vocabulary and focused targeted and developmental Mathematics Program will be focused on in 2021. Metacognition will also be introduced to help student understand how they learn, so they can be better equipped to become autonomous learners.

MEDIAN NAPLAN RESULTS FOR YEAR 9	*
Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

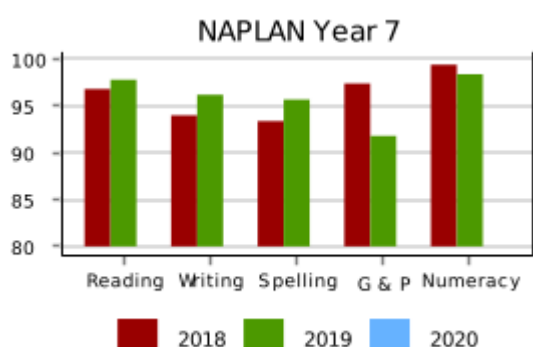
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.4	91.8	-5.6		
YR 07 Numeracy	99.4	98.4	-1.0		
YR 07 Reading	96.8	97.8	1.0		
YR 07 Spelling	93.4	95.7	2.3		
YR 07 Writing	94.0	96.2	2.2		
YR 09 Grammar & Punctuation	91.3	89.2	-2.1		
YR 09 Numeracy	100.0	98.7	-1.3		
YR 09 Reading	96.2	83.3	-12.9		
YR 09 Spelling	89.4	93.2	3.8		
YR 09 Writing	87.0	74.0	-13.0		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## College Community and Student Wellbeing

### Goals & Intended Outcomes

#### Goals

- Every teacher is an expert teacher.

#### Intended Outcome

- That students experience a safe and positive school environment.

### Achievements

Our commitment to provide a safe and positive school environment for all our students is reflected in the adoption of the Whole School Approach to Positive Behaviour Support (WSAPBS). The WSAPBS is a framework that supports the development of a positive, safe and supportive College environment in which students can learn and develop. As a Catholic place of learning, the WSAPBS has been developed in the context of the teachings and beliefs of Catholic Social Teaching. By drawing on evidence based practices, this presentation and instruction approach includes different levels of support to promote learning and wellbeing for all students. These levels are Universal, Targeted and Intensive. In 2020, the WSAPBS Support Team worked to continue reviewing, developing and implementing practices to support consistent approach through the embedding of the three School Wide Expectations to *Be Respectful*, *Be Responsible* and *Be Safe* into our shared language.

This year our College has continued its work to provide a safe and positive school environment by:

- The establishment of the three School Wide Expectations (SWEs).
- The visual presentation of the SWEs for all students via their Laptop Log-In Screens.
- The explicit introduction of the SWEs through Simon Daily Messages, House Assemblies and Tutor Group.
- The explicit teaching of the SWEs through the Health and PE curriculum and Year Level Programs for Years 10, 11 and 12.
- To support the shift towards a more intentional use of Restorative Practice as the tool to support students in learning from their behaviour and recognising their impact on others, our Head of House and Wellbeing Teams engaged in an onsite Professional Learning Workshop facilitated by an external presenter. This investment in this Professional Learning supports the Universal and Targeted levels of behaviour support as we change our language and prioritise positive relationships with our students and collegially. Our commitment to training all staff in Restorative Practice was a goal identified for this year, but due to Remote Learning and the interactive nature of the workshop, has been prioritised for 2021.
- All Learning Support Officers and Wellbeing Team members were trained in De-escalation Techniques to build their toolkit as they work with students with diverse physical, emotional and learning needs.
- Gratitude and Mindfulness practice as positive psychology and education strategies, continued to be prioritised as evident in the structure of our daily timetable both during onsite and Remote Learning. The practice of by all staff in Morning Briefings and by all students in

Lesson 3 each day, continues to provide us all with protected time dedicated to the development of our Emotional Intelligence. Positive emotions and Emotional Intelligence are evidence based strategies proven to support positive help-seeking behaviours.

- The College's vertical House structure reinforces our strong community and provides opportunities for student voice. 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 across year levels. Together with their Head of House, 2020 challenged them to lead both in person and remotely. This resulted in innovation and creativity unseen before as our student leaders worked to create opportunities for connection and a boost of morale in their Intra and Inter House Activities and House 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 provides a safe space in which our students can access expert help as they need and this year, did so in a renovated and expanded Wellbeing Centre. Their initiatives this year have included regular Buddy Wellbeing Lunches to help our junior students to make new connections and friendships, provided resources and presentations via our Year Level Program, Daily Wellbeing Tasks and Wellbeing week. During Remote Learning they continued this work focusing on the issues that students indicated they needed additional support with. This included anxiety, stress, disconnection, family relationships and overall mental health. The Wellbeing Team were also instrumental in their curation of activities and resources for Wellbeing Week.
- 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.
- 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, Headspace and VicRoads.
- Accelerated University and Apprenticeship Pathways, partnerships and Trade Training Centre Taster Program continued to provide diverse opportunities for students in the applied learning space.

2020 has been a challenging year for everyone. These circumstances have made it even more important for us all to stay connected and, for those who are able, be willing to support those around us. This year, our College has again shown that we are a remarkable learning community when onsite and when Remote Learning with our unwavering commitment to pastoral care and wellbeing as part of our College Vision that all students will flourish as people. Flourishing is the experience of life going well - when we are feeling good and functioning effectively; 'feeling good and doing good.' Our Pastoral Care is a practical expression and manifestation of our Catholicity as a community with our House System, Religious Education and Wellbeing Team.

The holistic pastoral care of our young people guided by the example of Christ is essential as they learn to navigate the complexities and changing social landscape of adolescence in the digital age. When we feel and are authentically connected to a welcoming community, when we



belong and know that we are cared for, purpose and meaning permeate all aspects of ourselves including who we are spiritually, academically, emotionally and physically. Our work in pastoral care this year has seen a shift from a predominately reactive, supportive approach to one moving into the preventive, help-seeking and skills building approach.

Such an approach was this year reflected in our additional resourcing of our Wellbeing Team. We welcomed Psychologist Ryan Peace to the team and were in a position to increase the time allowance for David Hobbs and his work as a Youth Work helping to reengage our students. Our incredibly experienced and passionate Wellbeing Team worked with students to promote help-seeking behaviours and strategies for self-care. They worked with students with warmth, care and professionalism, helping them to navigate the complexities of adolescence, peer and family relationships and mental and physical wellness. 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 second annual Wellbeing Week. Team Leader Joanne John undertook professional learning in the Women's Middle Leadership Program provided by the National Excellence in School Leadership Institute (NESLI) as an investment in her as a middle leader leading a team. Mel Bradley undertook further study with the University of Melbourne to complete the Professional Certificate in Education (Positive Education). David Hobbs and Joanne John were also trained as facilitators of Mental Health First Aid Training which will see all our Year 8 and Year 10 students, select staff and an opportunity for interested parents to complete this accredited First Aid Course in 2021. I sincerely thank the Wellbeing Team. The work we do often is confidential yet is the heart and hands work that is so necessary to help our young people and our staff to feel connected, safe and happy when at school.

This year, our College has provided numerous opportunities for our students and staff as part of our pastoral care commitment. The focus of our Pastoral Care has been on positive relationships as we look to develop as a connected community (in person and online). Through whole school initiatives, the House system, Tutor Groups, Year Level Programs and Wellbeing Team, all students have been exposed to an array of information and strategies to support them flourishing. Such opportunities to challenge, thrive and connect have included:

- Increased participation saw very high numbers engaged in the myriad of whole school events and community building days throughout the year — Inter House Athletics, Inter House Swimming, and the Ken Taylor Inter House Championship
- Participation in the National Day of Action against Bullying and Violence and student voice through our annual Bullying Prevention Survey
- The Rock and Water program facilitated to all Year 7 and 8 students
- Our second annual Wellbeing Week. This initiative saw the focus on mental wellness and Child Safety through conversation, promoting strategies for resilience, information sharing and collective expertise, help-seeking behaviours, updated Child Safety Policy for students as reviewed by our SRC.
- Mindfulness and gratitude practice continued to be embedded in our school day both onsite and during Remote Learning.
- The reinvigoration of the Ken Taylor Inter-House Championship named after one of our former principals, is to provide opportunities for students and staff to positively engage with their House, build positive relationships and actively demonstrate House Spirit through participation. You can read more about the leadership and creativity of our House Captains, Heads of House, Colour Captains and Learning Areas later in this edition of Seasons.

- Development of targeted Pastoral & Wellbeing Curriculum guided by Positive Education for implementation from 2021.
- Designing and implementation of teacher PL in 2020 to implement the Pastoral and Wellbeing Curriculum in 2021.

## VALUE ADDED

### Sporting

- Weekly sporting activities for Year 7 and 8 students.
- Inter House Swimming Carnival.
- Inter House Athletics Carnival.

### 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.
- Reconciliation Week including Sorry Day.
- Australia's Biggest Morning Tea.
- The Green Team.
- REMAR for senior students.
- National Day of Action against Bullying and Violence.
- Beyond Blue and Movember Fundraising to support men's mental health awareness.

### Relationship with Other Schools

- Transition visits by staff and Year 7 students to Grade 6 students in local primary schools in an online setting.
- 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 Leaders' Synergy Breakfast.
- Meeting with leaders from Sirius College.
- 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.
- 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.
- Green Team working on sustainability issues.
- Learning Area Focus Weeks: Visual Arts, PE / Health, Science, Careers.

### 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.
- Live4Life Community Partnership for prevention of youth suicide in Baw Baw Shire.
- New student inductions.
- Welcome Evening for all Year 7 families and other new families.
- National Day of Action against Bullying and Violence.
- Safer Internet Day.

- Wellbeing Week and R U OK Day:
- Let's Talk Mental Health Monday
- SRC Toilet Design Project Launch
- Staff Wellbeing Care Packages posted to all Staff when offsite
- Workout Wednesdays (physical workout facilitated via Online House Assemblies)
- Bi-annual Child Safety Briefing
- Expression of Interest to parents for the College to run Mental Health First Aid Training Course for them
- Promotion of 'Putting Children First' Child Protection
- There's more to say after R U OK?
- Careers and Pathways for Senior Students in the Wellbeing and Wellness space
- College Captains' Digital Care Package for Students

**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 2020 is below:

Strongly Disagree 1	2	3	4	Strongly Agree 5	Average Rating	Percentage Favourable (sum of 3, 4 & 5 ratings)
4.7	6.7	27.3	37.3	24.0	3.7	88.6

The average rating of 3.7 is an increase of 0.1 from the 2019 student survey results. The Percentage Favourable rose from 86.2%, an increase of 2.4%. These two increases reflect a positive shift in student sentiment, despite the challenges of COVID-19 in 2020.

**STUDENT ATTENDANCE**

Due to COVID-19, student attendance requirements were modified for students learning remotely. Please comment how this was managed during that time as well as how it is normally managed. The College's Camp and Absences Officer, as part of the Administration Team, facilitates the management of absences on a daily basis. This same process was followed during Remote Learning. 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.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	80.9%
--------------------------------------	-------

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y07	94.5%
Y08	92.3%
Y09	93.7%
Y10	91.4%

Overall average attendance	93.0%
----------------------------	-------

### SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

### POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	50.0%
TAFE / VET	19.0%
Apprenticeship / Traineeship	6.0%
Deferred	13.0%
Employment	6.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

### 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 2020 is below:

Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7	Average Rating	Percentage Favourable (sum of 4, 5, 6 & 7 ratings)
0.0	0.0	3.0	9.1	12.1	45.5	30.3	5.9	97.0

The average rating of 5.9 is the same as the 2018 parent survey result. The Percentage Favourable rose from 96.5% to 97.0%, an increase of 0.5%. Both overall figures reflect that the College maintained a strong level of parent satisfaction despite the challenges of COVID-19 in 2020.

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals

- Embedding a culture of Child Safety.
- Enabling the student voice.

#### Achievements

- 2020 was a most unusual year in the support of student safety, considering the months spent in Remote Learning. The school provided proactive support to prevent cyberbullying and other online issues through its guidelines for Remote Schooling, videos to the school community, and communication to students and parents.
- During Remote Learning, every morning, every student completed a short wellbeing survey in which they responded to some questions related to how they were managing. This enabled Tutors and Tutor Assistants to speak with every student who was signaled a need for immediate support during Tutor Group. Tutor Group was extended substantially to enable Tutors and Tutor Assistants to maintain personal contact with every student on through Microsoft Teams video conferencing. This helped these staff to promptly identify and address child safety issues. Video conferencing assisted with maintaining connection.
- The College Captains helped to organise an Anti-Racism Day, held on 18 June. This sought to develop greater respect among students for those of various backgrounds who may face racism. The video by prepared by students was particularly powerful.
- Student participation and empowerment were encouraged through posters, the activity of the Student Representative Council (SRC) and presentations to various year levels. 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 and House assemblies. Safety matters were also addressed by the Student Leadership Team, with the support and guidance of the two Deputy Principals.
- The 'student friendly Child Safety Policy' and fostering of student voice for the protection of students was reviewed by the SRC as part of the annual review process this was promoted through posters, messages on the student daily bulletin and House-run presentations on Child Safety. This document is available on every student's computer desktop in addition to their Student Planner and in classrooms and traffic ways in the College.
- A bullying survey was conducted with all students on 19 March, linked with the National Day of Action against Bullying and Violence. This was used to evaluate student's 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, including the Police, addressed child safety matters including sexting, cyber-bullying and online safety at assemblies and as part of a targeted approach to specific behaviour incidences.

- 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.
- Parents were provided with child safety 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, Child Protection Policy; How to have conversations with students to build the culture of Child Safety within the school; Professional Boundaries; and Restraint and Seclusion Policy, were addressed at staff meetings and professional learning days.
- 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: Four Critical Actions' posters were displayed for staff reference.
- Wellbeing Week, 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.
- Promotion of help-seeking behaviours through messages from our Wellbeing Team.
- Safety Planning and increased work with external services.



## Leadership

### Goals & Intended Outcomes

#### LEADERSHIP

##### Goal

- Every leader (informal and formal) understand and practices Instructional Leadership.

##### Intended Outcome

- 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.

#### RESOURCES

##### Goal

- School resources are prioritised to promote student outcomes and child safety.

##### Intended Outcomes

- That student needs and 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.

### Achievements

- Staff meetings included professional learning related to High Impact Teaching Strategies (HITS) including setting goals, collaborative learning, and differentiated teaching
- Staff meetings and professional learning days included professional learning about evidence-based strategies to enhance literacy across the curriculum, based partly on resources from the school's involvement in a literacy project within the University of Melbourne Network of Schools
- The leaders who undertook Professional Certificate of Instructional Leadership program shared key learnings from this evidence-based practice through various forums, including staff meetings, learning area meetings and subject team meetings
- During remote schooling, the Leadership Team's decision to substantially extend Tutor Group reflected the priority for the safety and pastoral care of students during this time of online risk and personal distress. The college succeeded in not just maintaining but also building respectful and positive relationships despite the challenges and rigour of lockdown. The vertical nature of Tutor Groups (Year 7-12) enabled the fostering of respectful relationships in every direction across the school community: between staff and students, between students within year levels and between students who span various year levels.
- A range of staff pastoral care activities also enabled strong peer support despite the isolation. This was evident in the work of the Staff Wellbeing Committee with Care Packages mailed to all staff, the Virtual Staffroom for lunch via Microsoft Teams and Fun Friday initiatives. The Leadership Team also committed to checking in weekly with all staff with each member allocated as part of a 'phone tree'.

- The importance of ongoing development of respectful relationships was emphasised at staff briefings and meetings.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

Professional learning is an ongoing process supported by planned learning activities and programs designed to enhance professional knowledge, practice and engagement. In 2020, the format of professional learning included online seminars and conferences, webinars and digital resources, virtual staff meetings, further education and professional reading and conversations.

Graduates and their Mentors attended the Secondary Graduate Induction and Teacher Mentor Program conducted online and 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.

In preparation for an extended experience of remote learning, staff participated in a variety of professional learning workshops to develop their ICT knowledge and practice to ensure learning opportunities continued when the classroom shifted online. Our eLearning Coordinator and other 'home-grown' experts were willing to share their areas of expertise with colleagues through multiple workshops focusing on our Simon Learning Management System, Microsoft Teams and OneNote, Screencasting Platforms, Google Classroom and Click View. These workshops were valuable PL opportunities to ensure our students had engaging learning experiences during the extended periods of remote schooling.

In 2020 staff attended a range of professional learning opportunities including online events to achieve accreditation to Teach in a Catholic School and to Teach Religious Education in a Catholic School. New staff attended PL to become familiar with our Marist and Sion spirituality. All staff participated in a Spirituality Day which explored the 2020 Marist theme of 'One Wild and Precious Life'. This was followed by an informative and interactive workshop exploring Diocesan expectations regards Sexuality Education in the Catholic School. A group of staff also completed additional training in the area of Reconciliation and Cultural Awareness with resources shared with several learning areas for curriculum development.

Coaching, mentoring and collaboration was a PL focus early in 2020 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. Our professional learning teams assisted to build collective efficacy while working towards achieving aspects of our school strategic plan. In 2020, our focus was on the progression of knowledge where every student is achieving at least 12 months of literacy growth each year.

In 2020, we continued our membership of the University of Melbourne Network Of Schools (UOMNOS) and the Diocesan Literacy and Learning Adjustment Collectives which provided evidence-based strategies to improve student outcomes in literacy. Many teachers and education support staff undertook workshops in Youth Mental Health First Aid and De-escalation & Positive Behaviour Support training. Middle and Senior Leaders also participated in an eight-week training program on Discovering Positive Education in preparation for our Pastoral Program launch in 2021. Several new teachers also participated in Resilient Educator Training offered as online modules.

Staff were also involved in various online inclusion training opportunities in areas including disability and understanding and supporting behaviour. Staff also completed NCCD online modules in the area of Disability Standards for Education for senior secondary. 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 2020	83
Average expenditure per teacher for PL	\$763

## TEACHER SATISFACTION

### Overall Teacher Morale

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)
3.7	3.8	22.2	50.9	19.4	3.8	92.5

The Average Rating improved from 3.5 to 3.8, an increase of 0.3. The Percentage Favourable lifted from 83.7% to 92.5%, a significant positive shift of 7.8%. Both these overall measures indicate that staff morale improved between 2019 and 2020, despite the negative impact of COVID-19.

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.5%
--------------------------------	-------

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	89.4%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	2.4%
Masters	27.1%
Graduate	42.4%
Graduate Certificate	7.1%
Bachelor Degree	90.6%
Advanced Diploma	7.1%
No Qualifications Listed	3.5%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	86.0
Teaching Staff (FTE)	77.4
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	42.7
Indigenous Teaching Staff (Headcount)	1.0

## 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 practices including High Impact Teaching Strategies (HITS) are 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 needs and 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.