



Marist-Sion College Warragul

2021

Annual Report to the School Community



Registered School Number: 1497

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Minimum Standards Attestation

I, Lisa Harkin, 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 2021 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 Schools.

31/03/2022

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

Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. 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 remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our College Vision

Vision

Our vision is that all students will:

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

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.

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.

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 our community - students, staff and parents - work in partnership together to promote excellence in learning to support our students 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 our students 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 994 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 hectares campus, with beautiful views of Mount Baw Baw and the Strzelecki Ranges, the College is accessible by public transport.

Principal's Report

To patiently love in times of difficulty is to reflect the face of God.

The COVID-19 pandemic again challenged our community in 2021. Due to high numbers of active cases, remote learning again was necessary for much of this year. The school's focus on promoting quality student learning and develop continued regardless.

Times of hardship test our character. Staff met the challenges remarkably well, effectively bridging the gulf between school and home. Digital tools were essential, but the technology was insufficient to achieve learning and genuine connection. While the extended periods of online learning took a toll on students, the learning data reflects that the majority of pupils continued to learn remarkably well despite the difficulties they encountered. The care, determination and resilience of staff and students were crucial enablers of success. While parents and carers also struggled during the long lockdowns, their support was immensely important for their children.

The teachers integrated metacognitive practices into their learning programs, to help students gain greater awareness of their thinking and develop more agency in their learning. This initiative from the Annual Improvement Plan produced some early signs of success, despite the added challenges which remote learning posed, and will be consolidated and extended in 2022.

The introduction of the Wellbeing Program helped students improve their resilience and preparedness for adult life. This was supported by a range of other initiatives through the year. Two examples are Wellbeing Week, which provided a successful series of events led by the Wellbeing Team, and 'Wear It Purple Day', an initiative of Abbey Powis, a Justice Captain, which promoted respect for all regardless of their gender identity or sexual orientation.

The advice of the Prophet Micah can help us as we move on to a new era:

What God wants is this: live justly, love mercy and walk humbly with your God. (Micah 6:8)

School Advisory Committee Report

"You give but little when you give of your possessions. It is when you give of yourself that you truly give." - Kahlil Gibran

The 2021 year was another one disrupted by lockdowns, but that did not deter the Marist-Sion College Advisory Committee from continuing to meet to pursue the purpose of providing advice to the Principal and providing a link between the parish, parents and the College leadership.

We managed to meet 7 times over the course of 2021, 3 times in person including our annual Advisory Committee dinner and 4 times via Teams in the current custom of remote gatherings. The Advisory Committee comprises school leadership members, parents, parishioners and a representative of DOSCEL. Our parent and parishioner representatives deserve special mention as they give of their own time to support the school - Cate Bearsley-Smith, Kim Caldwell, Naomi Simpson, Leonie Broeren and Sinead Hickmott.

Our final gathering of 2021 was to mark the change of leadership at Marist-Sion College and farewell Peter Houlahan. I have served on the Advisory Committee for a number of years and I can honestly say that I never left a meeting without learning something new, mostly thanks to Peter.

I'm sure 2022 will bring its own challenges, and I look forward to working with Lisa Harkin in her role as Principal of our College to further the connection between parents, the parish and our College.

Silvia Pongracic, Chair, Marist-Sion College Advisory Committee

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 formation based on the 2021 Marist Schools Australia theme "Breathe - The Spirit of Life (Rm 8:2) provided by Marist Mission and Life Formation Team (mixed presentation format).
- Catholic Social Teaching introduced and explored when fundraising for Caritas Australia's Project Compassion, St Vincent de Paul's Winter Appeal and Catholic Mission's Socktober.
- Members of Leadership team and other staff participated in regular meetings with the Sion Schools Australia group and Marist Schools Australia.
- Marist Association Marian Lecture "The Post-Covid Church - Crisis or Opportunity?" by Christopher Lamb (Rome Correspondent for The Tablet) (online).
- 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.
- Catholic Mission Annual Conference "One Heart, Many Voices".

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).
- Recontextualising Pedagogy National Conference (online).

Dialogical Relationships

- Catalyst Series in preparation for the 5th International Sion Schools' Conference.
- A number of professional learning seminars on Interfaith and Dialogue offered by the Sisters of Our Lady of Sion and Catholic Theological College (online)
- 'In the Marist Way' staff formation for new staff to Marist schools (online).
- 'Footsteps: Making Jesus Christ Known and Loved' (online)
- The Catholic Dialogue School Today seminar (online)

- Synod 2021 - 2023 Walking Together Diocesan Conversations
- 'In the Marist Way' staff formation for new staff to Marist schools (online).
- 'Footsteps: Making Jesus Christ Known and Loved' (online)
- The Catholic Dialogue School Today seminar (online)
- Synod 2021 - 2023 Walking Together Diocesan Conversations.

VALUE ADDED

In 2021 the Marist-Sion College community once again was required to adapt to an ever changing school environment and the faith life of the College was no exception to this. Many of the events that would have traditionally occurred were either cancelled, postponed or moved to an online format.

The 5th International Sion Schools' Conference was postponed to 2022 and planning began in earnest to prepare an online event that would cater for staff and students from Sion schools across the globe. This involved the development of three prelude catalyst experiences of which the staff of Marist-Sion College were able to be a part of during staff meetings in Term 4. These catalyst experiences provided an opportunity for dialogue and fostered a spirit of sharing to consider the theme of the conference: Educating for Hope.

The Marist Schools Australia annual theme "Breathe - The Spirit of Life (Rm 8:2)" provide staff and students with a focus for 2021 and culminated with the Marist-Sion College Staff Spirituality Day in December. This formation day was led by Brother Tony Leon fms and provided staff an opportunity to 'breathe' at the end of the year, to share their experiences with each other and to examine what the Marist charism means in 2021.

Student opportunities for dialogue were created in Religious Education classes as well as special events such as the Year 10 Day of Dialogue. Year 10 students gathered online with students from five other Catholic, Jewish and Islamic schools to learn about each other and share a common humanity. Marist Youth Ministry continued to offer events for senior students both online and in person (when possible) and a number of students and staff attended these events.

Liturgical celebrations occurred both online and in person. Our commencement Mass was adapted to be held over two venues, whilst House, Ash Wednesday and Easter Liturgies were held online.

Religious Education staff were involved in professional learning around recontextualisation and dialogue including Year Level Team Leaders attending the Recontextualising Pedagogy National Conference. Online professional learning expanded greatly during 2021 which allowed staff to participate without the need for travel to Melbourne. Staff were also able to participate in Catholic Mission's Annual Conference "One Heart, Many Voices" where presenters, both within Australia and internationally focused on themes of encounter on the margins, inclusion, governance and synodality and challenged participants to consider contemporary Mission in light of Pope Francis' teaching, witness and vision of liminal leadership in mission, reconciliation and inclusion.

In this time of cultural, social, environmental, political and economic changes in our world we look forward in hope to 2022.

Learning and Teaching

Goals & Intended Outcomes

Goals

To nurture and develop teacher expertise to implement high quality evidence-based teaching practices to support students to demonstrate learning growth across the curriculum.

Intended Outcomes

- Read, interpret and respond to data to inform planning and assessment, using evidenced-based interventions to improve student learning outcomes.
- Use the VCAA Learning Progressions to target teaching to reflect students' developmental learning needs.
- Use a variety of assessment to target the learning needs of individual students.
- Teachers incorporate literacy skills across the curriculum - 1 years' growth for every student.

Achievements

Data and evidence-based teaching interventions

- Staff PL on data interpretation and evidence-based teaching interventions.
- PL to build teacher expertise in metacognitive strategies and SOLO Taxonomies.
- PL for Middle Leaders in PAT, NAPLAN, VCE data and the SPA Platform to improve data interpretation to inform planning, assessment and reporting.
- Coaching strategy for teachers to clarify the links between the AITSL professional standards for teachers, data interpretation, the use of High Impact Teaching Strategies, and using this knowledge to enhance curriculum implementation to improve student learning outcomes.
- Implement moderation process, including benchmarking of student work samples to inform accurate levels of teacher judgements in the marking of assessment work.

VCAA Learning Progressions

- PL led by key staff on Progression Levels.
- Implementation of Year 7 - 9 Teacher meetings.
- Teachers to revise the Year 7 and 8 curriculum and assessment documentation so it includes explicit reference to details of progression levels when units of work and programs are designed.
- Implementation and communication of progression levels and growth based reporting (Yr 7 and 8).
- Commence development for the transition to growth based reporting for Year 9 in 2022.

Variety of assessment to meet students' learning needs

- Teacher PL regarding ways to create a variety of assessment tasks to meet learning needs, including the provision of adequate adjustments for students with additional learning needs.

- Redevelop the Academic Diligence Merits Program into Digital Badges so they link explicitly to micro-credentialing.
- PL staff on the philosophy of micro-credentialing and digital badging systems to reflect students' holistic learning.
- Participation the University of Melbourne New Metrics Program.
- Development of a whole school learning framework.

Literacy Skills

- Teaching staff PL on targeted literacy and numeracy strategies to improve curriculum planning.
- Middle Leader unpacking of what one years' growth looks like across the curriculum.
- Data interrogation to measure student literacy and numeracy learning growth.
- 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.
- Implementation of Student Success Coaches in Year 7 and 11 who develop individualised learning plans for students to reflect on student engagement, growth and literacy/numeracy learning.
- Provide tutoring to students in accordance with State Government guidelines.

STUDENT LEARNING OUTCOMES

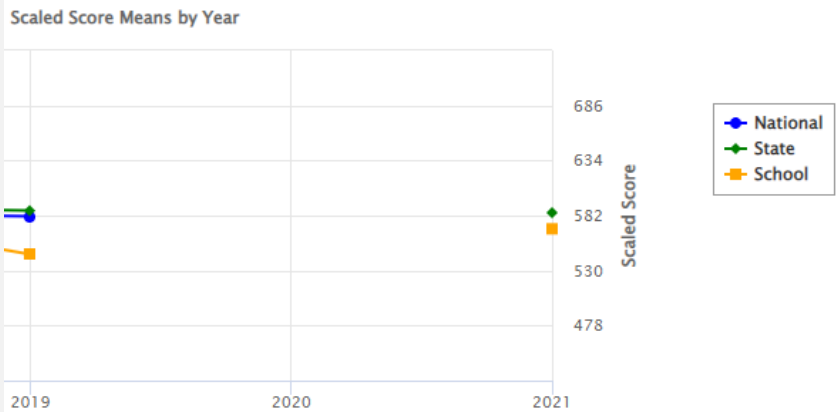
The 2019 - 2021 NAPLAN data provides an indication of students' performance in specific domains, as well as students' progress between assessments. In 2019 students undertook the online trial of NAPLAN for the first time. 2021 saw the continuation on using the online NAPLAN Testing platform, the following observations can be made:

- Year 7 - 9 from 2019- 2021(see table below):
- Reading - When compared to the state, Marist -Sion College demonstrated higher growth than the state in the 10th, 25th and 90th percentiles.
- Writing - When compared to the state, Marist -Sion College demonstrated higher growth than the state in the 25th, 50th, 75th and 90th percentiles.
- Spelling - When compared to the state, Marist -Sion College demonstrated higher growth than the state in the 10th, 25th and 50th, percentiles.
- Grammar and Punctuation - When compared to the state, Marist -Sion College demonstrated higher growth than the state in the 10th and 50thpercentiles.
- Numeracy - When compared to the state, Marist -Sion College demonstrated higher growth than the state in the 50th and 75th percentiles. percentiles.
- Overall - these growth patterns indicate positive improvement in literacy most predominantly for students in the 10th, 25th percentiles in all areas of literacy and a strong increase in Reading and Writing for in the 90th percentile, a focus area for targeted improvement in

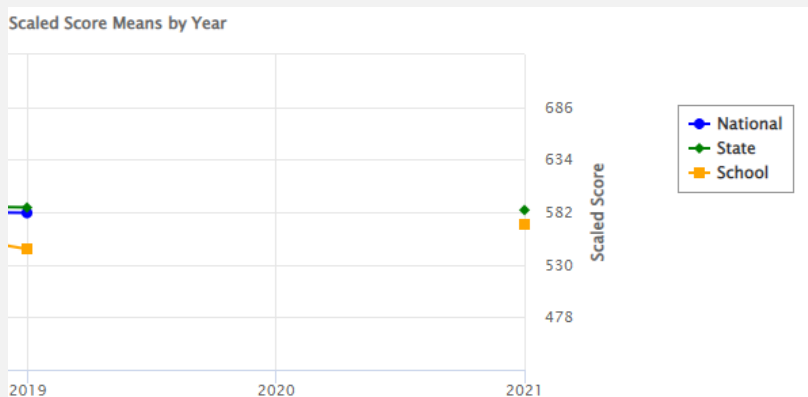
2021. Numeracy trends are indicating the most growth improvement is occurring for students in the 50th to 75th percentiles. Subject means have also improved in reading, Writing, Grammar and Punctuation, and Numeracy in the Year 9 when comparing 2019 and 2021 cohort.

STATE: Year 7 2019- Year 9 2021						SCHOOL: 2019 - Year 9 2021							
Percentiles		10th	25th	50th	75th	90th	Percentiles		10th	25th	50th	75th	90th
READING						READING							
2021 Year 7		466	509	553	598	642	2021 Year 7		468	500	530	580	625
2019 Year 7	State	470	506	551	596	641	2019 Year 7	School	464	499	539	583	605
2021 Year 9	State	494	538	588	636	676	2021 Year 9	School	494	536	573	617	649
	Growth	24	32	37	40	35		Growth	30	37	34	34	44
WRITING						WRITING							
2021 Year 7		451	486	529	575	612	2021 Year 7		452	479	521	564	596
2019 Year 7	State	448	481	522	568	606	2019 Year 7	School	449	472	507	549	584
2021 Year 9	State	469	512	562	604	644	2021 Year 9	School	467	514	565	605	630
	Growth	21	31	40	36	38		Growth	18	42	58	56	46
SPELLING						SPELLING							
2021 Year 7		462	505	552	601	639	2021 Year 7		448	498	535	575	604
2019 Year 7	State	464	503	553	592	637	2019 Year 7	School	454	483	528	565	611
2021 Year 9	State	491	541	592	636	672	2021 Year 9	School	488	529	569	603	634
	Growth	27	38	39	44	35		Growth	34	46	41	38	23
GRAMMAR & PUNCTUATION						GRAMMAR & PUNCTUATION							
2021 Year 7		438	483	544	592	637	2021 Year 7		433	489	527	568	620
2019 Year 7	State	448	493	554	596	639	2019 Year 7	School	443	493	540	587	631
2021 Year 9	State	487	538	583	630	676	2021 Year 9	School	486	525	576	612	638
	Growth	39	45	29	34	37		Growth	43	32	36	25	7
NUMERACY						NUMERACY							
2021 Year 7		462	506	555	608	656	2021 Year 7		447	503	542	587	630
2019 Year 7	State	471	511	559	607	659	2019 Year 7	School	478	516	553	581	616
2021 Year 9	State	518	549	586	632	678	2021 Year 9	School	512	544	586	613	633
	Growth	47	38	27	25	19		Growth	34	28	33	32	17

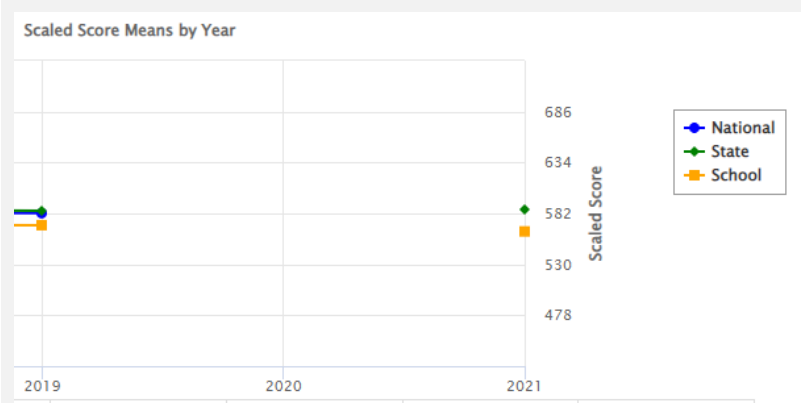
Year 9 Reading Means 2021 (2019 - 545/2021-569):



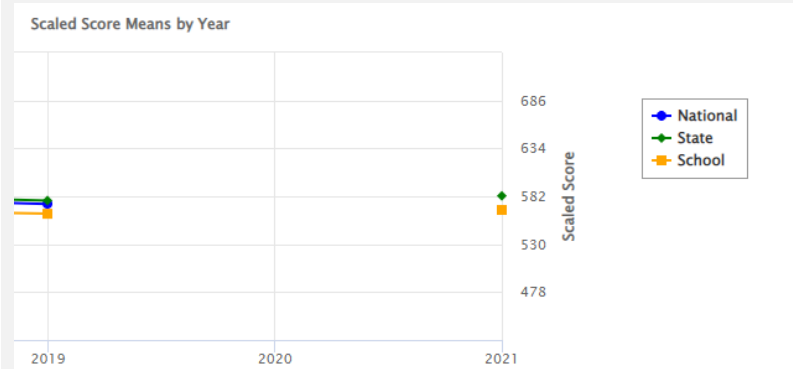
Year 9 Writing Means 2021 (2019- 529/2021- 554):



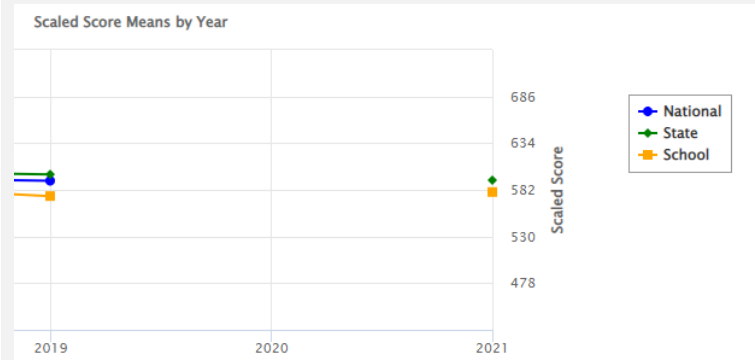
Year 9 Spelling Means 2021



Year 9 Grammar and Punctuation Means 2021 (2019- 563/2021- 567):



Year 9 Numeracy Means 2021 (2019- 575/2021- 580):



To work to improve this data for the future a targeted focus on literacy will continue in 2022 with the embedding of vocabulary, reading and comprehension skills, whilst summarizing will be a new initiative implemented. A numeracy collective will also be introduced in 2022 to review the numeracy skills addressed in mathematics and whole school curriculum.

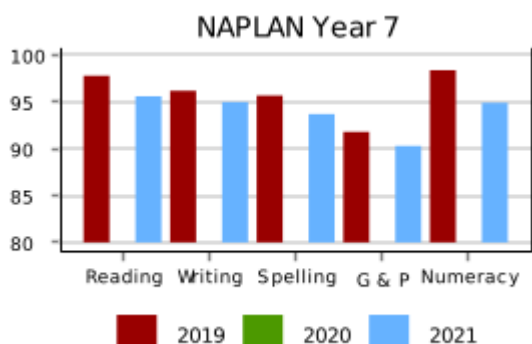
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	575.7
Year 9 Numeracy	585.9
Year 9 Reading	573.2
Year 9 Spelling	568.6
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	91.8	-	-	90.3	-
YR 07 Numeracy	98.4	-	-	94.9	-
YR 07 Reading	97.8	-	-	95.6	-
YR 07 Spelling	95.7	-	-	93.7	-
YR 07 Writing	96.2	-	-	95.0	-
YR 09 Grammar & Punctuation	89.2	-	-	90.3	-
YR 09 Numeracy	98.7	-	-	98.3	-
YR 09 Reading	83.3	-	-	92.2	-
YR 09 Spelling	93.2	-	-	91.5	-
YR 09 Writing	74.0	-	-	86.3	-

* 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 member of staff contributes to the provision of a safe and suitable environment.

Intended Outcome

That students experience a safe and positive school environment.

That leaders and teachers work to build mutually respectful relationships across the school community.

Achievements

This year, our strong Pastoral Care was reinforced by our renewed commitment to building mutually respectful relationships across our College community, creating opportunities for our students to flourish and celebrating each other to enhance our sense of belonging through these meaningful connections. As educators in a Marist school, our Pastoral Program epitomizes Family Spirit and Presence in action. We relate to each other and to young people as members of a loving family continuing to build community with a warmth of welcoming and inclusivity.

Our College continues to invest in our strong culture and commitment to the pastoral care of our students and our staff through enrichment opportunities. We aim to:

- enhance student wellbeing as it relates to improving student morale, wellbeing and mental health.
- create opportunities to address specific mental health and wellbeing.
- maximise student connectedness to school.

This year our College introduced our new Pastoral Program available to all students. In the formation of our Pastoral Program we are utilising the Positive Education Enhanced Curriculum (PEEC) created by the Institute of Positive Education and continue with 'Rock & Water' in both Year 7 and Year 8. The Pastoral Program draws on the domains of PERMAH (Positive Emotions and Engagement, Positive Relationships, Meaning, Accomplishment and Health) and utilises each individuals' character strengths as we work towards the whole school approach to flourishing and thriving wellbeing. The newly designed Pastoral Care Logo depicts the different aspects of the program. This Pastoral Program reinforces through a targeted and whole school approach, the passionate work of our Heads of House, Tutors, Learning Support Staff, Wellbeing Team and School Support Staff as we work to build mutually respectful relationships across our College community so that all our students and staff experience a safe and positive school environment.

The focus of our Pastoral Care this year has been on positive relationships and character development as we look to grow a connected community. Character Development is about using and developing our character strengths, which are the positive human qualities that help us live a good life. They are qualities that are valued across cultures and throughout history.

One of the most widely known lists of character strengths was developed by The VIA Institute. Their 24 strengths are: Appreciation of Beauty & Excellence; Bravery; Creativity; Curiosity; Fairness; Forgiveness; Gratitude; Honesty; Hope; Humour & Playfulness; Kindness; Leadership; Love; Love of Learning; Modesty; Open-Mindedness; Persistence; Perspective; Prudence; Self-Control; Social Intelligence; Spirituality; Teamwork; and Zest.

This year our College has also continued its work to provide a safe and positive school environment through the below strategies and initiatives:

- In 2021, 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 (SWEs) to Be Respectful, Be Responsible and Be Safe into our shared language. The reinforcement of the three SWEs was evident in Assemblies, Tutor Group, peer-to-peer Pastoral Lessons and visually via each student and staff members' login screens.
- The explicit teaching of the SWEs through the Health and PE curriculum and Pastoral Care Program with fortnightly lessons.
- Restorative Practice as a Universal and Targeted behaviour support intervention, all staff, teaching and support staff, engaged in two Professional Learning Days facilitated by an external presenter from Restorative Journeys.
- Gratitude and Mindfulness practice continued to be prioritised in the structure of our daily timetable both during onsite and Remote Learning. This practice by all staff in Morning Briefings and by all students in Lesson 3, continues to provide us all with protected time dedicated to the development of positive emotions and Emotional Intelligence.
- The College's vertical House structure reinforced a sense of community and opportunities for student voice. Opportunities for student leadership exist within each House with two senior House Captains and House representatives on the College's Student Representative Council. Working under the guidance of their Head of House, 2021 challenged our student leaders to be innovative in their leadership both in person onsite and when learning remotely.
- The Wellbeing Team provided a safe, supported environment in which our students can access expert help within the school and access links to external support services. Their initiatives included regular Buddy Wellbeing Lunches to help our junior students to make new connections, provided resources and presentations as part of Wellbeing Week and when remote, via the Daily Wellbeing Tasks and Wellbeing week.
- Our second annual Wellbeing Week. The theme of this week was inspired by our College's vision 'For Flourishing and Thriving Wellbeing'. The overall theme for the week and the focus of each day, drew from the Positive Psychology and Positive Education pillars of PERMAH and coincides with the national day of awareness, R U OK? Day and National Child Protection Week.
- The Student Representative Council's annual review and updating of the Child Safety Policy in student friendly language as part for National Child Protection Week.
- Participation in the National Day of Action against Bullying and Violence awareness day and the promotion of student voice in the 'Student Voice - Bullying Prevention in our College' Survey.
- The Rock and Water program facilitated for all Year 7 and 8 students.
- All Heads of House have 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 and Year 10 students as part of our commitment to the Baw Baw Live4Life Community Partnership.

- Our Pastoral Program facilitating presentations by Victoria Police, The Pat Cronin Foundation (remotely), Headspace (remotely), Project Ready (remotely), VicRoads and for parents, Susan McLean's 'Cyber Safety' Parent Webinar.
- Accelerated University and Apprenticeship Pathways, partnerships and Trade Training Centre Taster Program continued to provide diverse opportunities for students in the applied learning space.
- 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.

VALUE ADDED

Sporting

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

Social Justice

- Solidarity and awareness day led by our Social Justice Captains for 'Wear it Purple Day' to raise awareness of the damaging impact of bullying of students by peers, particularly bullying related to gender/sexuality, to help make Marist-Sion College a welcoming environment where all people are respected and accepted, regardless of their gender identity and to encourage students to support fellow students who are subjected to bullying which relates to their gender/sexual identity (or other differences/issues).
- Solidarity and awareness day led by our Social Justice Captains and the work of the Australian Childhood Foundation.
- Whole College effort in fundraising and raising awareness for Project Compassion.
- Reconciliation Week including Sorry Day.
- Australia's Biggest Morning Tea.
- The Green Team.
- National Day of Action against Bullying and Violence.
- Beyond Blue and Movember Fundraising to support men's mental health awareness.
- Wellbeing Week and R U OK Day.
- Let's Talk Mental Health Monday initiative in Tutor Group.
- SRC Toilet Design Project completion in the Champagnat Female Toilets and Loreto Unisex toilets.
- Staff Wellbeing Care Packages posted to all Staff when offsite.
- Workout Wednesdays (physical workout facilitated via Online House Assemblies).

- Bi-annual Child Safety Briefing delivered to all students via House Assemblies.
- Promotion of 'Putting Children First' Child Protection.
- There's more to say after R U Ok?
- College Captains' Digital Care Package for students during remote learning.

Relationships with Other Schools

- Year 7 Orientation tours to support the transition of Grade 6 students and their families to our College.
- 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 Leadership

- Student Leadership Team — chaired by College Captains.
- All Captains were appointed a staff member who acted as their mentor.
- Student Representative Council — chaired by student SRC Captains.
- Student Leaders connected online for the the Marist Connect Leadership opportunity with all senior student leaders from Marist Schools across Australia.
- House Captains, College Captains and SRC Captains remotely chaired a College Assembly.
- Acceleration into VCE studies for Year 10 and Year 11 students.
- Excellence and Encouragement Merits.
- Green Team working on sustainability matters.
- 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.
- Year 11 and Year 12 Commencement Evenings with VCE and VCAL 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.

STUDENT SATISFACTION

The summary of responses to the prompt: "I feel good about being a student at this school" in the students' Insight SRC survey in 2021 is below:

The average rating of 3.4 is a slight decrease from 3.7 in 2020. The percentage favourable decreased from 88.6 in 2020 to 81.9 in 2021. The two decreases reflect the challenges of COVID-19 across the two years with students spending more time at home in Remote Learning then onsite. College Camps and Retreats, excursions and incursions were cancelled, postponed or heavily adapted for the most part during following return to onsite learning in line with the health directions from the Department of Health and our governing body. These experiences bring colour and connectedness in our community, building the sense of belonging. As a Catholic community, we continue to be committed in our approach to create and foster opportunities for social interaction, learning and fun with the Marist pillar of family spirit. As guided by our Sion characteristics, our College continues its commitment to creating and engaging opportunities for dialogue between students and staff to ensure authentic student voice on matters that concern their learning, child safety and experiences at school.

Strongly Disagree 1	2	3	4	Strongly Agree 5	Averaging Rating	Percentage Favourable (sum of 3, 4 & 5 ratings)
4.3	13.8	33.3	34.8	13.8	3.4	81.9

Students are introduced to the College through our pastoral care structures of Tutor Groups within one of our eight Houses. Fostering a culture of connection and the Marist pillar of family spirit allows for students to interact with peers from all six year levels through House assemblies, Pastoral Lessons, Intra and Inter House Activities, fundraising, wellbeing awareness initiatives and Camps and Retreats.

Students have a variety of forums that invite their student voice. Out Principal regularly meets with the Student Representative Council for their insight and feedback on a variety of issues related to the student body and includes their annual review of the Child Safety Policy for Students as part of National Child Protection Week. All students are invited to engage in the annual Student Voice for Bullying Prevention Survey in our school as part of the National Day of Action against Bullying and violence as well as a sample of students participating in the annual Insight SRC survey which we use to inform our strategic planning and resourcing. All of these opportunities are welcomed as an opportunity to dialogue and improve together.

The College aims to move its Student Wellbeing target from 59.6 in 2020 to 61.7 in 2021.

STUDENT ATTENDANCE

Due to COVID-19, student attendance requirements were modified for remote learning. 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 for all absences during onsite and remote learning.

In cases of student absence:

- Attendance is recorded on SIMON Learning Management Software 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 Academic Report.

When serious attendance issues arise, the matter is referred to the Deputy Principal - Pastoral Care and/or 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	93.6%
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.4%
Y08	89.6%
Y09	88.2%
Y10	87.6%
Y11	88.6%
Y12	90.1%
Overall average attendance	88.9%

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	75.9%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.1%
Y08	90.8%
Y09	88.4%
Y10	89.4%
Overall average attendance	89.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	98.0%
VCAL Completion Rate	91.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	46.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	20.0%
Deferred	2.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	7.0%

PARENT SATISFACTION

The following table records the average rating of the Insight SRC survey relating to overall, parent satisfaction with the education my their child is receiving from the College:

Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7	Averaging Rating	Percentage Favourable (sum of 5, 6 & 7 ratings)
0	0	0	3	30.3	36.4	30.3	5.9	97

The average rating of Parent Satisfaction remained unchanged, at 5.9 in 2020 and 2021, while the percentage favourable increased, from 87.9% to 97%.

Parental engagement is more likely to assist in positive self-regard, adolescents feel more positive toward learning and the school and students are more likely to maintain high aspirations and build a career. With this in mind Marist-Sion College is actively seeking new and innovative ways to ensure parents are engaged and able to support their children and their education.

Many planned activities were unable to be completed due to COVID-19 Restrictions. Promoting the home-school partnership continues to be a priority. The following are opportunities for parent engagement:

- Parent Teacher Interviews (online)
- Subject Selection Information evenings (online)
- Presentation Night (online)
- Maths Information Evenings (online)
- Prospective Student Parent Information Evening (online)
- Differentiation Information evenings (online)
- Parent Advisory Group (online)

Child Safe Standards

Goals & Intended Outcomes

Every member of staff contributes to the provision of a safe and suitable environment.

Intended Outcomes:

- That students experience a safe and positive school environment.
- That professional development, employment and induction practices promote a culture of child safety.
- That leaders and teachers work to build mutually respectful relationships across the school community.

Achievements

- Policies related to child safety were embedded into everyday practice through discussion and development of helpful practices at staff meetings and other forums.
- Professional learning was provided for teachers, non-teaching staff and volunteers in regard to child safety which enabled greater consolidation of the College's culture of child safety.
- The 'PROTECT: Identifying and Responding to all Forms of Abuse in Victorian Schools' document was used to guide staff actions when there were suspicions that students may have suffered abuse.
- Consultation occurred via the Student Representative Council and Student Leaders' Meetings about how the participation and empowerment might be further enhanced, and strategies which arose were implemented.
- Every student's laptop had the Child Safety Policy in child-friendly language on their desktop, which provided a constant and visible reminder that they have a right to be and feel safe at school and advice about what they can do to keep themselves and others safe, including whom they can approach to obtain help.
- Posters and other visual material were provided around the school to reinforce the College's child safety message, including print versions of the College's child-friendly Child Safety Policy.
- Strategies were implemented to address the principle of inclusion through various forums including Tutor Group, the Pastoral Program for Year 7-12s, Wellbeing Week, Wear It Purple Day.
- The College Leadership Team, Wellbeing Team, Heads of House, Occupational Health and Safety Committee, Advisory Committee, Staff Meetings and House groups all addressed child safety matters throughout the year.
- Email, Emmaus (College newsletter) and information events were used to convey and promote the College's child safety message to parents and other community members.
- Consultation about child safety matters occurred with parents at the College Advisory Committee.
- The College's Human Resources practices, including recruitment, supervision and performance review, prioritised child safety considerations.

- The College's Risk Management practices prioritised child safety considerations.

Leadership

Goals & Intended Outcomes

Goal

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

Intended Outcomes

- That leaders 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.
- That school leaders create the conditions in which evidence-based teaching practice is developed to build teacher expertise.

Achievements

- The leaders in the Teaching and Learning Team participated in professional learning on data interpretation and targeted teaching, which they then applied in their various Learning Areas and other teams.
- The leaders in the Teaching and Learning Team had professional learning on the use of the Student Performance Analyser software (SPA) which enabled them and Learning Area staff to more effectively interpret and analyse data, evaluate trends and identify areas where added student learning growth was desirable.
- Learning teams developed and enhanced processes to moderate student work with reference to data, to enable more accurate "level judgements", made with reference to VCAA identified outcomes.
- The Teaching and Learning Team developed clear criteria for determining reporting levels based on rubrics.
- A revised strategy was developed for teacher coaching and peer observation which focused on improvement of student outcomes.
- Staff meetings and Learning Area meetings had an explicit focus on improved student outcomes.
- Leaders received professional learning in the SOLO taxonomy, metacognition and effective goal setting and as a consequence were equipped to support teachers to implement these in their classes - in part, through discussions and workshops undertaken at Learning Area meetings.
- School leaders continued to strengthen the Teaching and Learning Team's understanding of targeted teaching through professional learning activities, which enabled them to then support teachers in the various Learning Areas.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional learning is an ongoing process supported by planned learning activities and programs designed to enhance professional knowledge, practice, and engagement. In 2021, the format of professional learning included online seminars and conferences, webinars and digital resources, virtual staff meetings, further education and professional reading and conversations.

Key members of the Religious Education learning team engaged in targeted PL on the progression of learning in the curriculum and the development of strategies to create spaces of dialogue in the classroom. Events included subject team leaders attending the Recontextualising Pedagogy 2021 National Conference to develop teachers' understanding of recontextualised prayer, liturgy, and scripture to encourage our students to engage in symbolic thinking.

Teachers attended a range of professional learning opportunities including online events to work towards their accreditation to Teach in a Catholic School and to Teach Religious Education and/or Lead in a Catholic School. New staff attended PL to become familiar with our Marist and Sion spirituality. Teachers also participated in a Spirituality Day which explored the 2021 Marist Schools Australia theme of 'Breathe - the spirit of life (Rm 8:2)', which encouraged our staff to grow in awareness of our responsibility towards creation and to all its members, especially humanity, and the poor.

Coaching, mentoring, and collaboration continued to be a PL focus in 2021 with the implementation 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 teacher efficacy while working towards achieving aspects of our school strategic plan including data-informed practices and key evidence-based teaching strategies (including SOLO taxonomy, metacognition, and goal setting) to enhance student learning.

In 2021, we were invited to take part in the University of Melbourne - New Metrics for Success. This is a collaborative research venture between the University of Melbourne and selected schools. It provides us with an opportunity to network with academic experts to reimagine and influence schooling in Australia. We continued our membership of the Diocesan Literacy and Learning Adjustment Collectives which provided evidence-based strategies to improve student outcomes and assisted teachers to include targeted strategies in curriculum planning to accommodate student needs. Teaching staff continued their involvement in various online inclusion training opportunities in areas including disability and understanding and supporting behaviour.

Teachers engaged in workshops regarding the revised Victorian Teaching Profession's Code of Conduct to promote child safety. 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. Several teachers also participated in the Diocese of Sale Leadership Program to enhance their leadership skills.

In May and August, all staff participated in a PL with a focus on our Whole School Approach to Positive Behaviour Support through restorative practices training. This PL assisted staff to

understand the theoretical components of restorative practices and developing reliable, practical strategies to engage and build strong, healthy relationships with our students and families. Staff also attended a presentation by Maggie Dent on 'Helping All Boys Shine in Our Schools', which provided strategies to boost engagement, improve listening and enhance the processing of information in the classroom. Many teachers and education support staff also undertook workshops in Youth Mental Health First Aid and the Resilient Educator Program. 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 2021	88
Average expenditure per teacher for PL	\$978

TEACHER SATISFACTION

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	Averaging Rating	Percentage Favourable (sum of 3, 4 & 5 ratings)
10.5	6.1	16.6	19.1	15.1	3.3	79.4

The Average Rating decreased from 3.7 to 3.3. The Percentage Favourable dropped from 92.5% to 79.4% a decrease of 13.1%. These overall measures indicate that staff morale was lower due to COVID.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.4%
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TEACHER QUALIFICATIONS	
Doctorate	3.6%
Masters	32.1%
Graduate	38.1%
Graduate Certificate	8.3%
Bachelor Degree	84.5%
Advanced Diploma	6.0%
No Qualifications Listed	3.6%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	94.0
Teaching Staff (FTE)	85.3
Non-Teaching Staff (Headcount)	61.0
Non-Teaching Staff (FTE)	49.0
Indigenous Teaching Staff (Headcount)	1.0

Future Directions

Catholic Identity and Religious Education

Goal 1: That students develop post-critical belief .

- 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.

Expert Teacher Practice and Improved Student Outcomes

Goal 2: Every student is achieving at least 12 months' growth each year, through expert teaching.

- Build teacher expertise to improve student outcomes. Including a focus on improving outcomes for boys and high achieving students.
- That teachers use the VCAA Learning Progressions effectively to plan, provide appropriate adjustments and make assessment decisions regarding learning in Years 7 to 9.
- Implement consistent schoolwide practices in literacy and numeracy.
- Embed career development across the whole school.
- Teachers work to create trauma informed, strengths based classrooms drawing from positive education.

Leadership for Learning

Goal 3: Every leader (informal and formal) understands and practices Instructional Leadership.

- Leaders use data to inform planning and evaluate effectiveness of learning and teaching.
- Implement a coaching team focus on Learner Agency (metacognition), capabilities and assessment practices.

Child Safety

Goal 4: Every member of staff contributes to the provision of a safe and suitable environment.

- That professional development, employment and induction practices promote a culture of child safety in a Catholic school.
- That students experience a safe and positive school environment.
- That leaders and teachers work to build mutually respectful relationships across the school community.

Leadership: Resources

Goal 5: School resources are prioritised to promote student outcomes and child safety.

- That student needs and outcomes drive the allocation of school resources.