



Marist-Sion College Warragul

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

06/04/2023

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

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Our 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:
be invited to put faith into action,
value learning for life, and
flourish as people.

College Overview

Marist-Sion College has its origins in two Colleges: St Joseph's College (for boys) founded in 1951 and Our Lady of Sion College (for girls) founded in 1905. Since the amalgamation of the two Colleges in 1975, Marist-Sion has been committed to the ideals of the two founding religious orders proclaiming the Gospel and inviting a response in faith; 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 kindness.

Situated on one campus of 46 acres, with beautiful views of Mount Baw Baw and the Strzelecki Ranges, the College caters for approximately 1077 students and is accessible by public transport.

Today, Marist-Sion provides a quality education in the Catholic tradition for the young people of Warragul and the surrounding districts. A hallmark of the school is the way students, staff and parents work together to promote excellence in learning. The College works hard to enable each student to recognise their strengths, so they can value learning for life and flourish as people. All staff work to ensure everyone in our community is known, valued and safe.

As is reflected by our motto, 'Truth, Charity and Constancy,' Marist-Sion places considerable emphasis on helping its students develop qualities of character. As we prepare the young people for an ever-changing world, we seek to empower them with faith, skills, knowledge, attitudes and values which will help them become lifelong learners, to thrive as individuals and enable them to make a difference in their community.

Principal's Report

Welcome to the 2022 Annual Report to the College Community.

I moved into the Principal's office on Monday 24 January 2022, feeling incredibly excited about being part of this outstanding College. I could not have been welcomed more openly and warmly.

I extend my gratitude to the student leaders for their leadership over the course of the year. It was wonderful seeing them meet our Year 7 students for the first time. The warmth and presence of our leaders, and the sense of expectation with our Year 7 students was palpable.

Witnessing the House spirit at our House Athletics and House Cross Country carnivals was a joy. Students enthusiastically dressed in their House colours and competed with passion for their House. The cheering and encouragement as students completed various races to gain points for their Ken Taylor Inter-House Championship Shield added another dimension to the days! There is a unique spirit of belonging, connectedness and family spirit in our House system at Marist-Sion College.

Embedded in the walls of Marist-Sion College is the charism, spirit, dedication and vision of the Marist Brothers and the Sisters of Our Lady of Sion. Today, we are a College with an eye to the future as challenging as it might be. Like generations before us, and with St Marcellin Champagnat as our example, we are called to "respond to the signs of the time" and the enormity of this invitation is always with me. Marist-Sion College has always been a beacon for quality education in our local community while being firmly grounded in the Christian story and its Marist and Sionian values.

Our College theme for the academic year of 2022 was "Known and Loved – Dignity for all." This theme embodies the Marist-Sion College community's values and beliefs, promoting respect and compassion for all individuals, regardless of their background or circumstance. Throughout the year, students and staff worked together to implement initiatives that fostered a sense of belonging and inclusivity. The theme was integrated into assemblies, with discussions and activities centred on understanding the importance of human dignity and the value of each individual. The theme also highlighted our commitment to creating a child safe culture and nurturing environment where everyone is known and loved. We will continue to strive towards upholding these values in the years to come.

Our students and staff worked actively through the Season of Lent to raise money for the work of Caritas Australia by generously donating to its Project Compassion Appeal. The fund-raising events at the College demonstrated the generosity of this Marist-Sion community, raising awareness of the Christian imperative to give a hand-up to those who are battling poverty, natural or human-made disasters, offering them a new beginning. Project Compassion has become an essential element in the Catholic parish and College landscape for many years. The practical financial support, advocacy and awareness-raising have changed for the better the lives of many people worldwide. It brings to life the true meaning of our Easter story, the gift of hope and new unimaginable beginnings amid the challenges of life.

The Retreat and Reflection Day Program continued to be a vital aspect of our College's Catholic ethos, providing students and staff with the opportunity to deepen their spiritual and emotional wellbeing.

Our College continued to embrace the Whole School Approach to Positive Behaviour Support (WSAPBS). The approach aims to create a positive and inclusive school culture that encourages positive behaviour, reduces negative behaviour, and increases academic

achievement. This approach has helped to create a safer and more positive environment for our students.

Our new MacKillop Building began mid-year and is taking shape, and we look forward to opening in the middle of the 2023 school year.

The College Organisational Structure and specific duties of various roles were revised this year to improve efficiency and communication between teams. The new structure streamlines decision-making processes and promotes collaboration between teams. The changes have allowed for more efficient and effective use of resources, which has helped to improve the quality of education and support services we provide to our students.

I extend my gratitude to all Marist-Sion College parents and guardians for their support. Your support as our students have re-engaged with our learning program has been much appreciated and valued.

I'd like to congratulate all students of Marist-Sion College for their resilience, independence and optimism during a challenging year. I hope every student has experienced a sense of achievement in their learning this year. We remain committed to providing our students with the best possible education, and we look forward to continued growth and success in the years to come.

The College is entering the next phase of its history. We continue to look forward with a sense of great hope to the coming year as we learn from the past and respond to the future respecting the legacy of those who have gone before us whilst building on the many and varied gifts and talents of the current community.

Lisa Harkin

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

That students develop post-critical belief.

- Game Changers: introduced at Year 7 in 2022; activities included fortnightly get-togethers and attendance at the Regional Retreat.

Achievements

That there is a clear and consistent articulation of Catholic Identity at Marist-Sion College.

- Inaugural staff awards for contribution to the Catholic Identity of the College.
- Implementation of Fundraising Policy to support Catholic Charities with an embedded commitment to Catholic agencies.
- Executive structure redesigned to give parity to Catholic Identity with the introduction of the Deputy Principal – Catholic Identity and Mission to commence in 2023.

That teachers/students are assisted to a post critical belief stance.

- Staff Spirituality Day – all school staff participated with the theme ‘Known and Loved: Dignity for All,’ in addition to Catholic Social Teaching workshops.
- Sion Formation of Executive and Staff including participation in a weekend retreat.
- Online Faith Formators Colloquium attended by RE Team Leaders.
- Whole College Masses – Commencement Mass, Champagnat Mass, Heritage Day and Valedictory Mass celebrated communally.
- Heidelberg Bread Run – staff and student social justice participants.
- Increased teacher participation in the DOSCEL Accreditation to teach RE courses.
- Marist Youth Ministers on-line formation and training completion.

That dialogical relationships are developed in our diverse community.

- Bishop Greg visited Marist-Sion and spent a day in dialogue with the Year 8 students.
- Year 10 Day of Dialogue: interfaith day with students from the Jewish and Muslim communities; attended in-person at Our Lady of Sion College, Box Hill.
- Hosted ‘Marist Connect Youth Ministry’ evening for senior students from Marist Colleges across Victoria.
- Project Compassion (Caritas).

VALUE ADDED

Introduced Real Talk to the Year 9 RE curriculum as a replacement for Choicez.

Year 11, 2-night Retreat with the theme 'On the Road to Find Out'.

Year 12, 2-night retreat with the theme 'Building a Life'.

Valedictory Celebration (Year 12 students and families).

ANZAC Day and Remembrance Day services returned to be in-person.

Promoting Parish-School connections, hosting Confirmation Mass for St Joseph's Primary School and St Ita's Primary School students.

Marist Connect Week.

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

- Build teacher expertise to improve student outcomes.
- Use the VCAA Learning Progressions to target teaching to reflect student's developmental learning needs.
- Implementation of school-wide practices in literacy.

Achievements

Build teacher expertise to improve student outcomes

- Staff Professional Learning on data interpretation and evidence-based teaching interventions.
- Professional Learning on capabilities and curriculum content.
- Professional Learning workshops on the High Impact Teaching Strategies in the Years 7 – 9 and 10 – 12 meetings.
- Professional Learning for Middle Leaders in PAT, NAPLAN, VCE data and the SPA Platform to improve data interpretation to inform planning, assessment and reporting.
- Collaborative planning to develop and refine assessment tasks and rubrics.
- Re-introduction of the Learning Enrichment and Enhancement Program (LEAP) and the re-introduction of Individual Learning Plans for High Achieving Students to ensure advocacy for their learning needs are met by classroom teachers.
- Network participation in the New Metrics Program, through Melbourne University Research Centre, to access and implement contemporary evidence based strategies.

VCAA Learning Progressions

- Professional Learning led by key staff on Progression Levels.
- Teachers to revise the Year 7 and 8 curriculum and assessment documentation, so it includes explicit reference to details of progression levels when programs are designed and assessment tasks and rubrics were created.
- Implementation and communication of progression levels and growth based reporting (Yr 7 to 9).

School-wide practices in Literacy

- PL for Learning Leaders in Literacy to enable them to lead the literacy agenda in their Learning Teams.
- Teaching staff PL on targeted literacy strategies: vocabulary, questions, inference making connections and summarising.

- Data evaluation to measure student literacy learning growth.
- All subject implement school agreed summarising strategies: Cornell Note-Taking.
- Promotion of visual literacy displays and embedded literacy practices
- Provide tutoring to students in accordance with State Government guidelines.

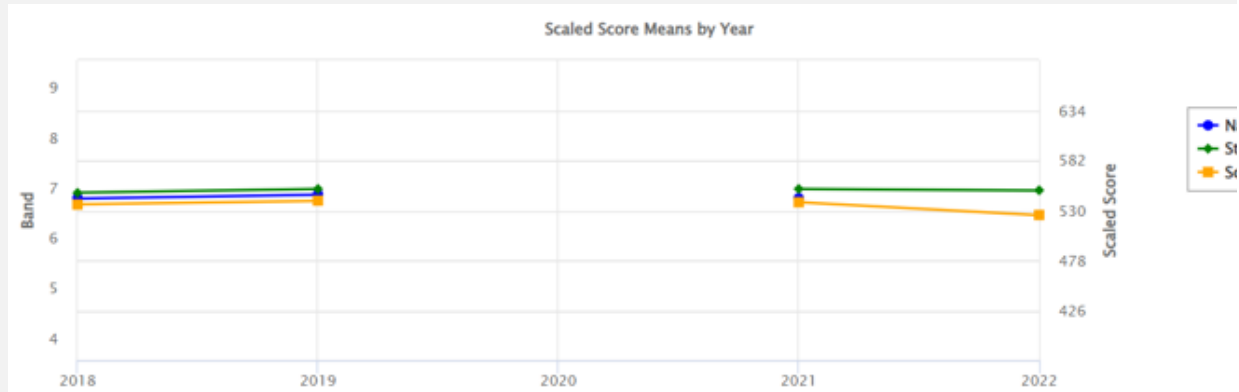
STUDENT LEARNING OUTCOMES

The 2022 NAPLAN data provides an indication of students’ performance in specific domains. There is no growth data as NAPLAN testing was not conducted in 2020, due to the COVID Pandemic. 2022 provided online access to the NAPLAN Testing platform, the following observations can be made:

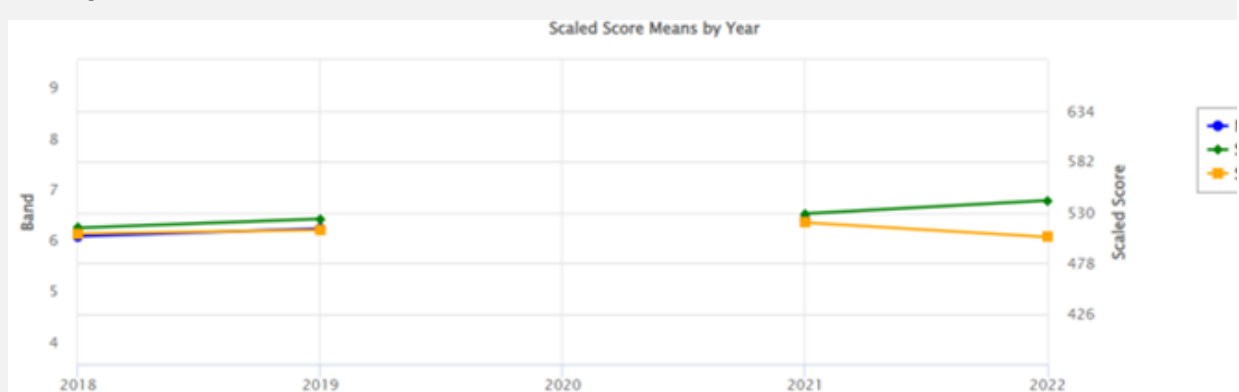
Year 7 (see table below):

- Reading, Writing, Spelling, Grammar and Punctuation and Numeracy data indicates our Year 7 students have commenced Secondary School with Post-COVID learning gaps.

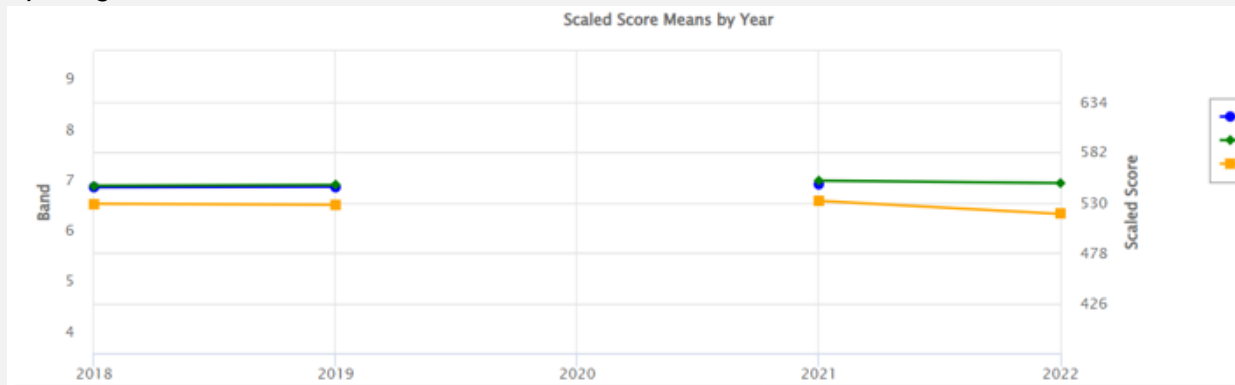
Reading:



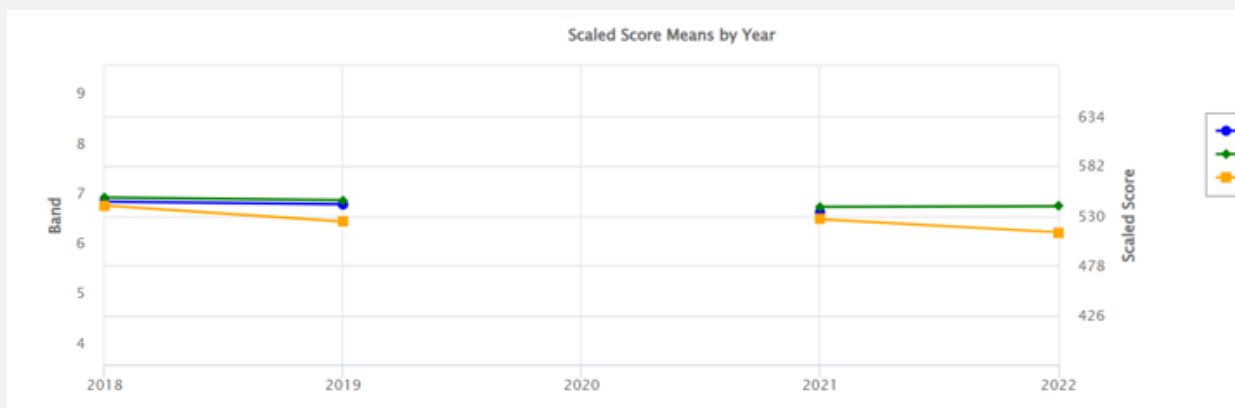
Writing:



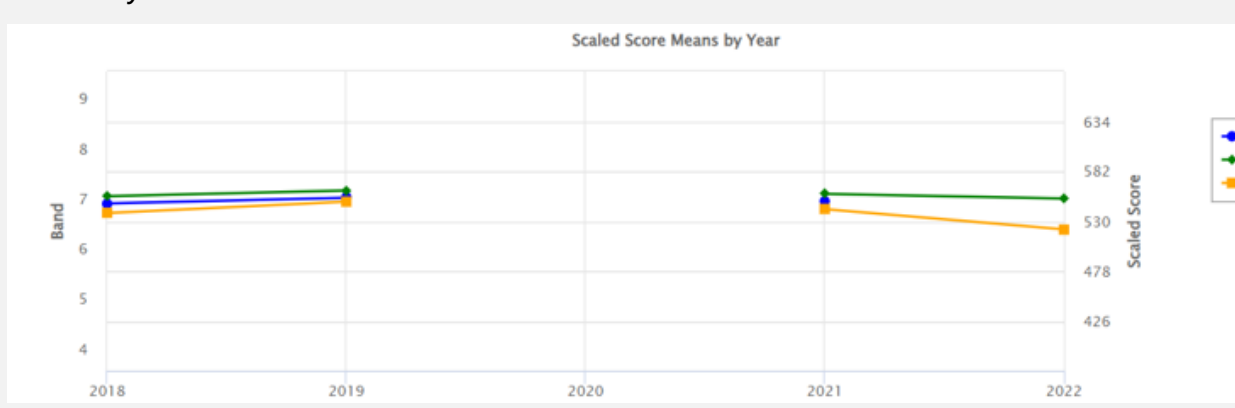
Spelling:



Grammar and Punctuation:



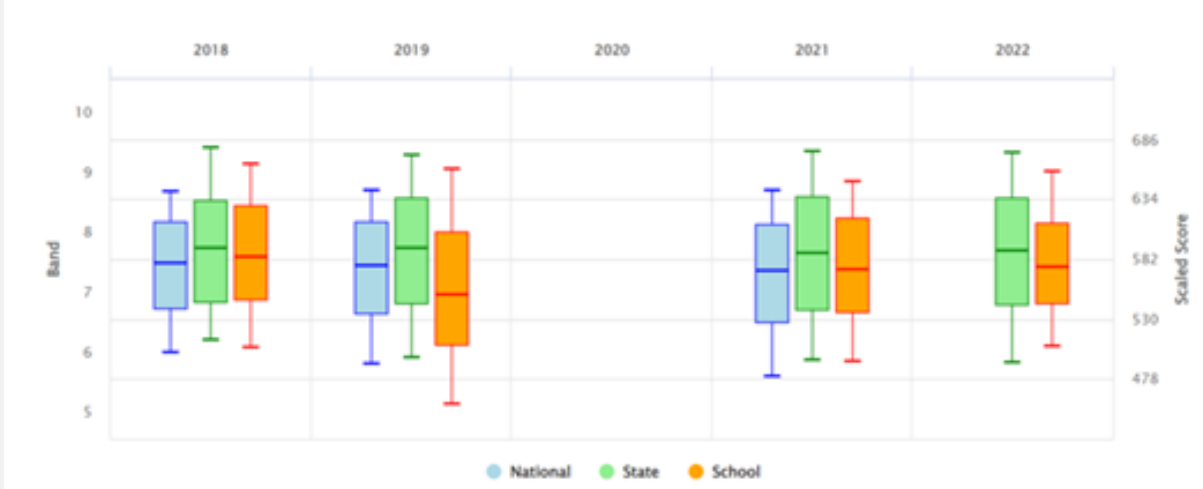
Numeracy:



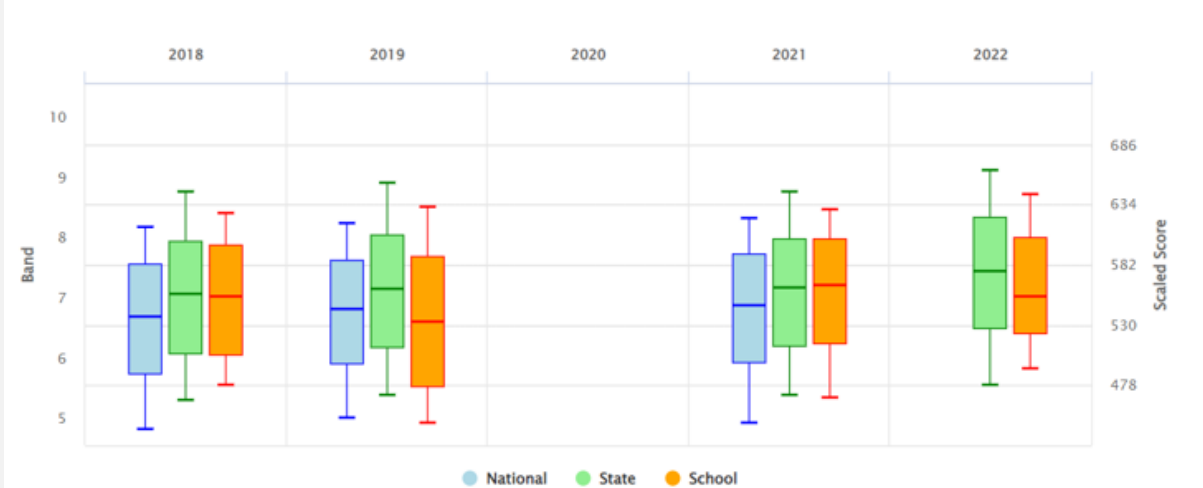
Year 9 (see table below):

- Reading - Our lower and top quartiles has lifted, and our middle quartile has lowered.
- Writing - Our lower quartile has lifted, middle quartile has maintained, and top quartiles has lowered.
- Spelling - Our lower, middle and top quartiles has lifted.
- Grammar and Punctuation - Our lower and top quartiles have lifted, and our middle quartile has lowered.
- Numeracy - Our lower quartile has lifted and the Middle and top quartiles have lowered.

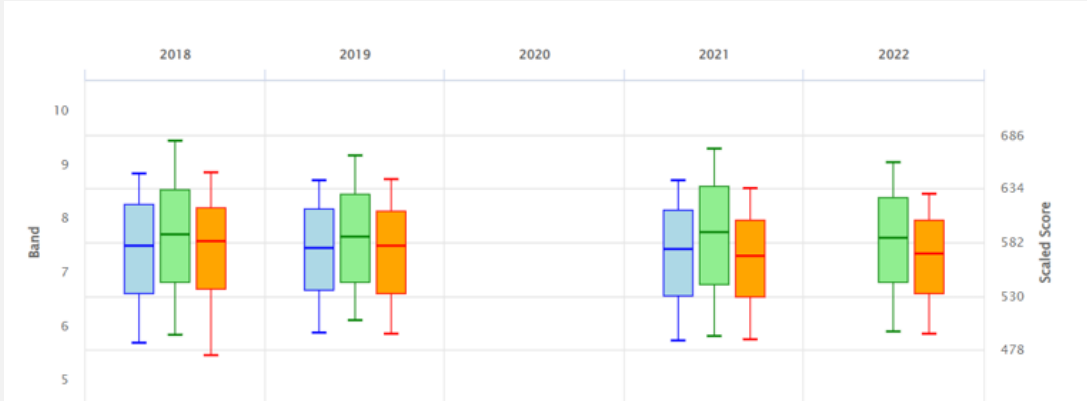
Reading:



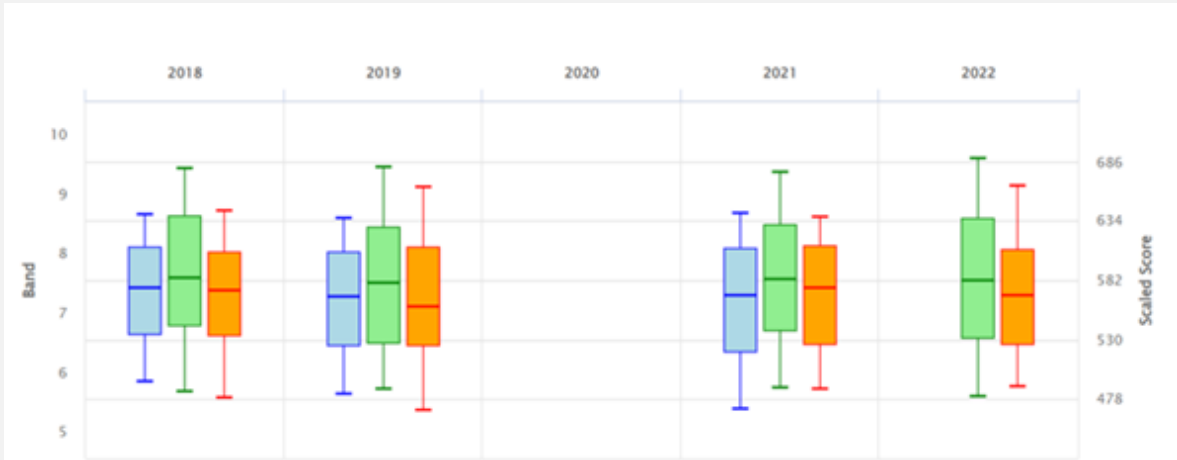
Writing:



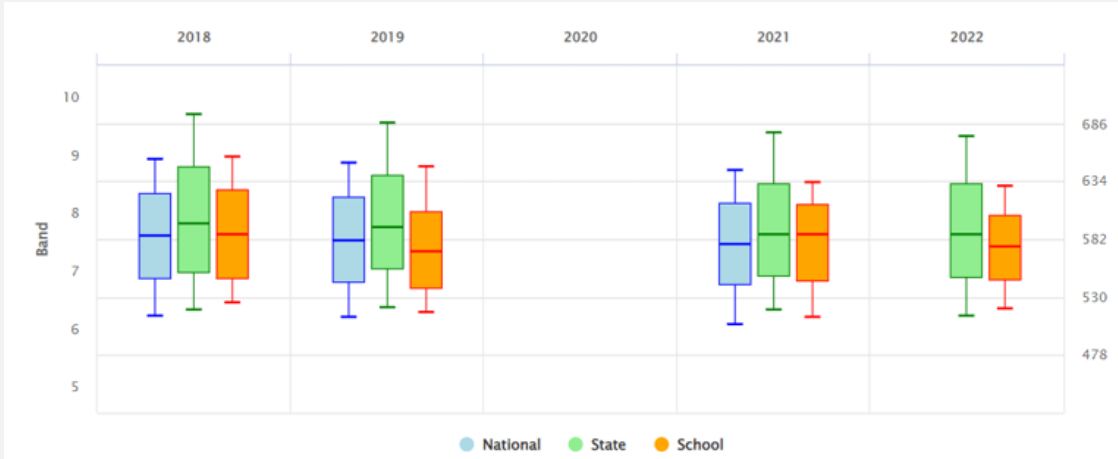
Spelling:



Grammar and Punctuation:



Numeracy:



To work to improve this data for the future a targeted focus on literacy will continue in 2023 with the embedding of vocabulary, reading, comprehension (questioning, making connections and inferencing and summarising skills). There will also be a focus on Tier 1 – Universal Strategies to support learners in the classroom.

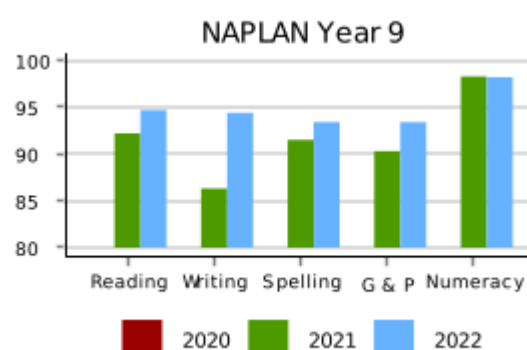
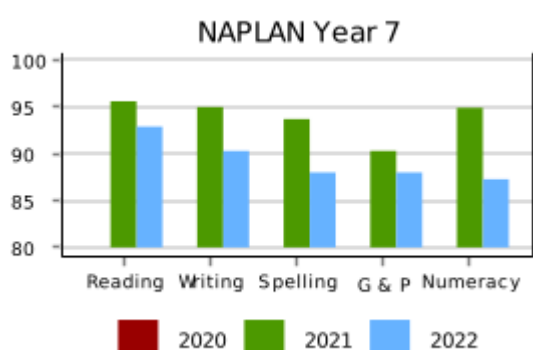
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	568.6
Year 9 Numeracy	575.1
Year 9 Reading	575.1
Year 9 Spelling	570.2
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	90.3	-	88.0	-2.3
YR 07 Numeracy	-	94.9	-	87.3	-7.6
YR 07 Reading	-	95.6	-	92.9	-2.7
YR 07 Spelling	-	93.7	-	88.0	-5.7
YR 07 Writing	-	95.0	-	90.3	-4.7
YR 09 Grammar & Punctuation	-	90.3	-	93.4	3.1
YR 09 Numeracy	-	98.3	-	98.2	-0.1
YR 09 Reading	-	92.2	-	94.7	2.5
YR 09 Spelling	-	91.5	-	93.4	1.9
YR 09 Writing	-	86.3	-	94.4	8.1

* 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.



Student Wellbeing

Goals & Intended Outcomes

Improvement Dimension 4: Child Safety

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

Strategy: 4.2 That students experience a safe and positive school environment.

Achievements

Whole School Approach to Wellbeing – Pastoral Program – Tier 1: Universal strategy

As educators in a Marist and Sion school, our Pastoral Program epitomises 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. In 2022, we have actively sought student voice to directly inform our Pastoral Program and wellbeing supports more intentionally. This has helped both our Pastoral Care and Wellbeing Teams to meet the current needs of our students who have found returning to the face-to-face social environment of school challenging after the pandemic lockdowns. Our wellbeing initiatives and fortnightly Pastoral Lessons drawing from Positive Education, have also been future focused as we aim to equip our students with skills, knowledge and strategies that will help them face life's challenges well. Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Flourishing can be seen as a combination of 'feeling good and doing good'. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote achievement and encourage a healthy lifestyle. Positive Psychology engages in the scientific exploration of human wellness and optimal functioning. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play. Positive Education seeks to prepare the child for the road, not the road for the child, equipping them for the journey ahead.

During their time at the College, our students learn the skills and knowledge involved in Positive Education during Pastoral Lessons, cross-curricular links with Religious Education and Health and Physical Education and year level focused activities including Camps and Retreats. All students have had the opportunity to learn wellbeing skills and emotional literacy within the Positive Education domains of:

- Term 1 – Positive Engagement
- Term 2 – Positive Emotions and Relationships
- Term 3 – Positive Health and Meaning
- Term 4 – Positive Accomplishment

Community Partnerships – Victoria Police – Tier 2: Targeted strategy

This year, the College has engaged with Victoria Police – Warragul Station to assist in information presentations to our students and in facilitating educative and restorative work with students related to specific incidences that have occurred during the school day or out of school hours. The College has developed a strong relationship with Leading Constable Paula Fowler –

Protective Policing Unit when devising Tier 2 Targeted behaviour interventions for cohorts of students.

The areas of focus and target audience have included:

- Year 8 – Cyber Safety, Sexting and the Law
- Year 10 – Cyber Safety, Sexting and the Law; Vaping and the Law
- Year 8 – three female students involved in

This proactive strategy is to support the intentional work we are doing with these two Year Levels around their physical health and safety addressing the curiosity with vaping and their emotional health and safety with their activity online and on social media.

Community Partnerships – Young Workers – Tier 2: Targeted strategy

This term as part of the Pastoral Program for Senior students, the College engaged with the Young Workers organisation. This was in response to several students who work casually/part-time in the local area, seeking guidance from the Deputy Principal – Pastoral Care about their work conditions and sexual harassment in the workplace. In consultation with the Director of Senior Learning and the Learning Leader – Humanities, the Young Workers organisation facilitated an information presentation to our Year 11 and 12 students. This education program was specifically designed to address the issues that young workers face when heading into the workplace for the first time, including:

- Your rights at work
- Safe at work
- Bullying, harassment and discrimination at work.

Student feedback on this presentation noted:

"Thank you so much for taking the time out of your day to talk to us students about the workplace. I greatly appreciated the knowledge and advice we received from you yesterday. I learnt a lot about workplace bullying and harassment as well as learning about what your payslip should look like and what's wrong and right when it comes down to how you should be paid. Once again I would like to thank you for the time and knowledge you left with me yesterday."

Respectful relationships through gendered lens – Melinda Tankard Reist – Tier 2: Targeted strategy

The targeted work on respectful relationships within the context of the Positive Relationships and Emotions domains of our whole College Pastoral Program. This is based off what students are presenting to Wellbeing and within our Pastoral Care system an area of concern for them, highlighting a need to explicitly teach, skill up and create everyday opportunities to connect through conversation and practice respectful, positive relationships in action. Students are help-seeking via the Wellbeing Centre and through our House system for support with relationships (peer, family, teacher). As human beings, we are hardwired for connection. Emotionally, physically, mentally and neurologically, we depend on connections with others to grow, develop and maintain mental wellness and personal wellbeing. We all desire acceptance, love and a sense of belonging. Feeling and being Known and Loved.

It is our professional responsibility and our moral responsibility as a Catholic place of learning to:

- explicitly teach what respectful relationships look like, sound like in today's context

- create everyday opportunities to connect through conversation
- practice respectful, positive relationships in action as inspired by our Marist theme 'Known and loved – Dignity for all'.

In response to the need for our young people to recognise each others' humanity beyond the social media profile picture, engaging with experts in this area, Melinda and Daniel, provided a different voice (though same message) and forum for students to explore respectful relationships in a technologically and media driven culture and a sexed up culture in which our young people are being exposed to younger and younger. This was delivered in a seminar style to all Year 10, 11 and 12 students before breaking into workshops. Key topics covered:

- Relationships with each other
- Pornography and consent culture
- Value of the individual
- Human dignity of all.

The impact of this strategy was immediately evident during the seminar with students talking about what was discussed, what they learned and what challenged them in different forums including Student Leaders Meetings, Pastoral Lesson, with their teachers and via a student feedback survey. Some of their responses are included below:

"We shouldn't be pressured; guys need to behave better in class how young girls are brought into a toxic world."

"We need to report any issues in the hopes things will change - we need to speak up and stand together."

"Not to put up with inappropriate behaviour and not to normalise it so that nothing is done about it. If someone continues with this behaviour, stand up and say something or get help from others so that it can be stopped."

Whole School Approach to Positive Behaviour Support: All Tiers

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

- The Deputy Principal – Pastoral Care and Director of Pastoral Care continued to lead the embedding of the three School Wide Expectations (SWEs) to Be Respectful, Be Responsible and Be Safe into staff practice and student language. The reinforcement of the three SWEs was evident in Assemblies, Tutor Group, Pastoral Lessons and visually with students' and staff members' login screens.
- Commencement of the review of consequences and action taken as part of next phase.
- The explicit teaching of the SWEs through the Health and PE curriculum and Pastoral Care Program including student-led.
- Restorative Practice workshops for new staff as part of their induction and for all staff continued as part of the Professional Learning offerings as part of the Whole School Approach to Positive Behaviour Support.
- Gratitude and Mindfulness practice continued to be prioritised in the structure of our daily timetable with the time being included in daily Tutor Group in Semester 2.

- The College's vertical House structure reinforced family spirit and community and opportunities for student voice. Opportunities for student leadership exist within each House with two senior House Captains mentored by their Head of House and House representatives on the College's Student Representative Council.
- Our annual Child Safety and Wellbeing Week reinforced our vision for flourishing and wellbeing. Activities and resources each day were informed by Positive Education pillars of PERMAH and elevated awareness of the national R U OK? Day campaign 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 and in response to the introduction of the new Child Safety Standards in July 2022. This student led work saw the creation of four new posters with simplified language and graphics reflecting our diverse and inclusive student community, addressing the areas of:
 - Child Safety and Wellbeing Policy – Supporting Students to Feel Safe
 - Child Safety and Wellbeing Policy – Marist-Sion College's Statement of Commitment
 - Child Safety – Help is always available
 - Student Voice – How to have your say
- 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 students.
- All Heads of House are accredited in the Youth Mental Health First Aid Training
- 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
- Year 8 student voice. Surveying Year 8 students regarding their learning and yard experiences at school and comparing these with their desired experience. This led to a targeted response in lifting expectations within this group. Sessions took place during the Pastoral Program.

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
- School Sport Victoria (SSV) including Football, Netball, Cricket, Tennis, Table Tennis, Swimming, Athletics, Cross Country, Clay Shooting, Equestrian, Soccer
- Victoria All Schools Netball Competition
- Hosts of the Marist Schools Australia Cricket competition.

Co-Curricular

- Instrumental Music, Band and Choir
- College Production
- Year 9 Project Based Learning – including the Melbourne Experience
- Student Leadership
- Social Justice Initiatives
- Year 7 and 8 Camps
- Year 11 and 12 Retreats
- Curriculum Excursions
- Year 10 Careers Day
- Attendance at The Age Careers Expo
- Trade Training Programs
- eLearning and Digital Technology
- Wellbeing Program
- Morrisby Testing as part of the Careers and Pathways support for students.

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 and inclusive environment where all people are respected and accepted.
- Whole College effort in fundraising and raising awareness for Project Compassion for Caritas.
- Lourdes and Marcellin Houses – led fundraising for the St Vincent de Paul Society via the Christmas Giving Tree, and Winter Sleepout.

- Reconciliation Week including Sorry Day.
- Australia's Biggest Morning Tea.
- 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.
- Bi-annual Child Safety Briefing delivered to all students via House Assemblies.
- Promotion of 'Putting Children First' Child Protection.

Relationship with Other Schools

- Talk and Tours introduced where the College Principal and Year 10 Student Ambassadors meet with prospective students and families to present information about the College faith in action, learning and wellbeing.
- A two-day Year 7 Orientation program 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.
- Community partner of the Baw Baw Live4Life suicide prevention initiative with the nine secondary schools in Baw Baw.

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 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.

- 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 Insight SRC student data reflected students felt less connected to school and this impacted on their morale. Whilst the effects of the long periods of lockdown and the quick transitions in and out of remote learning continue to be prevalent in our day to day lives, it was somewhat offset by the student data indicating they feel safe at school. Data related to Teacher Relationship highlighted a decrease in how students view their personal development and purposeful teaching. A decrease in student levels of motivation, learning confidence and eagerness to highlights work for the College in relation to the teaching and learning programs and lessons. Student safety and classroom behaviour remained consistent with the previous year's data. Insight SRC data is aligned with attendance data and other student surveys and student reflections, completed by the College and the observational and anecdotal evidence that we see.

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, House Activities, fundraising, wellbeing education and awareness, and Camps and Retreats.

Students have a variety of forums that invite their student voice. The Principal regularly meets with the Student Representative Council and College Captains for their feedback and feedforward on a variety of issues related to the student cohort, learning programs and College facilities and resources. All students are invited to engage in the annual Student Voice for Bullying Prevention Survey as part of the National Day of Action against Bullying and violence, the Assessing Wellbeing in Education (AWE) Survey as well as a sample of students participating in the annual Insight SRC survey. This dialogue and data feedforward into our strategic planning with student learning outcomes at the forefront.

The College aims to move its Student Wellbeing target from 54.2 in 2022 to 56.8 in 2023.

STUDENT ATTENDANCE

Student Attendance

School principals are required by the Victorian Education and Training Reform Act 2006 to ensure that students are at school unless good reasons exist. More recently, schools have been strongly encouraged to work for maximum school attendance by the State Government through the Every Day Counts initiative. Under Victorian Law, students are expected to

attend the school in which they are enrolled, during normal school hours every day of each term, unless there is an approved exemption from school attendance for the student. Illness and some family situations e.g. bereavement are important enough to justify absence from school. Holidays during Term are strongly discouraged unless there are extraordinary circumstances. VCE students are subject to regulations set by the VCAA regarding attendance for satisfactory completion of Units of Study. Families must take these requirements into account before considering a holiday during Term.

Due to continuing cases of COVID-19, student attendance requirements were modified for students learning remotely. The College's Student Attendance Officer, as part of the Administration Team, facilitates the management of absences on a daily basis. Lesson attendance is recorded by all teachers for all five lessons and Tutor Group each day. Attendance is also recorded for Incursions and Excursions and correlated with parent permissions received via the Parent Access Module (PAM). The Student Attendance Officer provides weekly data summaries to the Heads of House Team and to the Executive Team tracking individual students and providing insight on trends in year level and whole school data including Covid-19 related absences. This below process was followed for all absences during onsite and remote learning.

In cases of student absence:

- Attendance is recorded on SIMON by the Lesson 1, 2 and Tutor teachers in morning Tutor Group.
- An SMS message is sent to parents/guardians/carers 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 Student Attendance Officer monitors the attendance of students and contacts parents/guardians/carers of students who continue to be absent without a reason. Tutors or Heads of House also speak with students and parents/guardians/carers upon request from the Student Attendance Officer or the Deputy Principal — Pastoral Care.
- In cases when absences are frequent or when reasons raise concerns, the matter is referred to the Deputy Principal — Pastoral Care who follows up with families.
- Any anomalies in attendance records are reconciled via a daily email sent to teachers identifying students who for example are absent in period 1 but who were present in Tutor Group and those who were absent in Tutor Group but present in period 1. This helps to identify students who either have not been accurately marked on the roll at the beginning of the day or who have arrived late to school without signing in.
- Parents/Guardians have access to the 'Application for Approved Absence During Term' form and the College's Attendance Policy via the College website and information in the College Student Planner.
- 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 our governing body DOSCEL who may write to the student's parents and inform the South-East Regional Office of the concern.

Issues of school refusal behaviours are addressed through a variety of strategies including parent meeting, referral to counselling within the College as well as referral to external services (e.g. Headspace, Catholic Care, Quantum, Orange Door), alternative educational settings (e.g. Navigator Program or Virtual School Victoria), notification to DOSCEL, notification to Department of Education and notification to DFFH if appropriate.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	85.6%
Y08	82.6%
Y09	84.8%
Y10	83.0%
Overall average attendance	84.0%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	96.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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%

Child Safe Standards

Goals & Intended Outcomes

Improvement Dimension 4: Child Safety

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

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

Achievements

In 2022, the College committed to preparing for the implementation of Ministerial Order 1359 and the new National Child Safe Standards. This work is reflected in the following areas.

Policy

- Creation and introduction of the Child Safety and Wellbeing Policy and shared with staff and community internally via Staff Meetings and intranet, and on the College website.
- Update of the College's Child Safety Code of Conduct.
- Contextualised the College's Complaint Handling Procedure.
- Update of the College's Digital Learning Policy (Internet, Social Media and Digital Devices).
- Establishment of a Child Safety and Wellbeing Team. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing and monitors the Child Safety Risk Register. The Student Representative Council provides an opportunity for students to provide input into College child safety strategies.

Promote Child Safety Culture

- Installation of additional flag poles to enable the flying of the Aboriginal and Torres Strait Islander flags.
- Promotion of child safety and wellbeing (e.g. at staff meetings, Emmaus Newsletter, College and House assemblies, Bi-annual Child Safety Briefings, SRC Promotion of message, Counselling and Wellbeing Services Team, Child Safety and Wellbeing Week, Pastoral Program, Health and Physical Education Curriculum).
- Promotion of the annual National Child Protection Week (September) through the College's Child Safety and Wellbeing Week drawing on the PERMAH pillars of Positive Education.
- College's child safety policies and procedures are current and publically accessible via the College website, SIMON Learning Management system, visual posters in classrooms, Reception, Medical, Counselling and Wellbeing Centre, change rooms and toilet facilities.

- Promoting a culture of listening to students and families and acting on their child safety concerns (i.e. fortnightly SRC Meetings and Student Leaders, Child Safety and Wellbeing Team with student representatives once per term).

Provide Support and Guidance

- Introduction of the Child Safe Champions available to answer any questions that you may have with respect to our Child Protection and Safety Policy and the Child Protection Program and to be a point of contact for child safety concerns for staff, volunteers and students. Child Safety Champions are selected based on a number of considerations, namely:
 1. their personal attitudes, experiences and beliefs, for example, a person who is non-judgmental, calm, resilient and demonstrates a high degree of integrity and respect for confidentiality;
 2. their role within the College, for example, a person who has seniority and experience working with complex student and family issues at the College and someone who is readily accessible and available to all members of the College community; and
 3. their personal profile within the College, for example, a person who is approachable, who students and staff trust and who is willing and able to respond to issues personally and sensitively.

Train and Educate

- Instructional Staff Sessions in Staff Briefing focusing on Wellbeing and Child Safety presented by members of the Counselling and Wellbeing Services Team and Pastoral Care Team.
- Policies related to child safety were embedded into everyday practice through discussion and development of helpful practices at staff meetings, professional learning days and workshops 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.
- Provided child safety training for College staff, volunteers and Parent Advisory Committee as appropriate
- Mandatory Reporting certification was completed by all mandated staff including teaching staff and Counselling and Wellbeing staff.
- Staff completed Asthma and Anaphylaxis Training as part of the College's Commencement Program and Staff Meetings.

Monitor, Review and Report

- 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.
- Record child safety complaints and concerns, reporting to DOSCEL and to DFFH and Victoria Police as mandated and appropriate.
- Analyse trends in wellbeing data as part of the College's quarterly Wellbeing Services Report.

- Maintenance and regular reviews of the Child Safety Risk Register are completed by the Child Safety and Wellbeing Team, and the College's Executive Team.
- Significant safety incidents are reviewed via a 'cold' and 'hot' debrief process with recommend improvements made to the College's Executive Team.
- 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 available via their SIMON Learning Management System homepage. This provided ease of access on information that they have a right to be and feel safe at school, and guidance about what they can do and who they can go to for 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 and posters promoting the National Child Protection Week, RU OK, BeyondBlue and Headspace for schools resources.
- Strategies were implemented to address inclusion through various forums including Tutor Group, the Pastoral Program, Reconciliation and National Sorry Day, Child Safety and Wellbeing Week, and 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 as part of their day-to-day work.
- Email, Emmaus (Newsletter) and information events including the Year 7 Welcome Evening and the 2023 Year 7 Information Evening, 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 Risk Management practices for incursions and offsite activities including camps, retreats and excursions prioritised child safety considerations.
- The College's Counselling and Wellbeing Services Team continued to establish practices and processes for supporting vulnerable students when at school.

Human Resource practices supporting Child Safety

- Working with Children Check and VIT registration are recorded and audited for all staff.
- All prospective teachers and employees of the College must provide evidence of their WWCC and VIT (where applicable) upon application and at interview.
- Reference checks of all adults employed for Emergency Teaching, replacement positions, or full-time employment are completed by a member of the Executive Team or the Human Resource Manager following the DOSCEL Reference Check proforma and the CECV employment guidelines.
- All prospective teachers and employees of the College are required to answer mandated questions relating to child safety and criminal records.

- All volunteers and visitors must sign in at College Reception where they are presented with the Child Safety Code of Conduct and Child Safety and Wellbeing Services Report upon signing in at College Reception to always wear a visitor's lanyard whilst on the College grounds and are accompanied by College Staff. Visitors and volunteers must officially sign out when leaving the College.

Leadership

Goals & Intended Outcomes

This year, the College welcomed a new Principal into the Leadership Team due. This prompted a renewed focus on building relationships within the Marist-Sion College Community.

Achievements

The Leadership Team spent time participating in team-based formation activities to align their work as a cohesive, supportive and responsive Leadership Team. The Leadership Team aimed to facilitate and promote a culture of personal and collective excellence, where students are at the centre of decision-making. The Literacy Collective worked with external consultants to extend our literacy focus. The College prepared for School Review, scheduled to take place in Term 1, 2023.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning is an ongoing process supported by planned learning activities and programs designed to enhance professional knowledge, practice, and engagement. In 2022, the format of Professional Learning included seminars and conferences, webinars and digital resources, staff meetings, further and tertiary education and professional reading and conversations. 2022 also saw the introduction of our optional Professional Learning workshops to encourage teachers to collaborate and share their knowledge, skills, and resources with colleagues throughout the year.

Key members of the Religious Education learning team engaged in targeted Professional Learning on the progression of learning in the curriculum, To Live in Christ Jesus, and the development of strategies to create spaces of dialogue in the classroom. Throughout regular meetings, our Religious Educators developed their understanding of re-contextualised prayer, liturgy, and scripture to encourage symbolic thinking in students. 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.

In May, new staff attended Professional Learning to become familiar with our Marist and Sion spirituality. Teachers also participated in a Spirituality Day which explored the Marist Schools Australia theme of 'Known and Loved. Dignity for All' and explored our Sionian theme of 'Hearts Bigger than the Whole World' contributing to a world of justice, peace and love. Key members of our Wellbeing Team participated in targeted PL for Marist Middle Leaders to explore and deepen their leadership capabilities within the Catholic schooling context.

In July, our staff participated in a Professional Learning day with a focus on literacy improvement, facilitated by Kate Ginnivan and members of the Literacy Collective Team. The intention for the day was to upskill teachers in best-practice literacy teaching and learning and to embrace a whole-school, evidence-based approach to literacy that is practical, relevant, and accessible. In addition to this, the Learning Leaders also participated in targeted Professional Learning for embedding and explicitly teaching transferable skills across the

curriculum. In 2022, we continued our involvement 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 re-imagine and influence schooling in Australia and to ensure that evidence-based research is available to the College.

In August, our staff participated in a Professional Learning day with a focus on Whole School Approach to Positive Behaviour Support (Tier 1 Universal and Tier 2 Targeted supports and strategies). The intention for the day was to explore the application of the Continuum of Intervention and how it translates across learning and wellbeing. In addition to this, staff were able to participate in a wide range of workshops to expand their toolbox of Tier 1 and Tier 2 strategies and explore child safety standards and their application at our College.

We continued our membership of the Diocesan Literacy and Learning Adjustment Collectives which provided evidence-based strategies to improve student outcomes. This 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. Graduates and their Mentors attended the Secondary Graduate Induction and Teacher Mentor Program and several teachers also participated in the Diocese of Sale Leadership Program to enhance their leadership skills.

Many teachers and education support staff also undertook workshops in Youth Mental Health First Aid and the Resilient Educators Program. Other external Professional Learning opportunities included curriculum-specific PL (key knowledge and key skills), behaviour management, assessment and feedback, inclusion and disability, mental health, and wellbeing. Targeted professional learning was also planned for our Technology Learning Area through the completion of the Safe Use of Machinery for Technology Teaching course and the delivery of the Upskill to Food Technology Workshop.

Number of teachers who participated in PL in 2022	92
Average expenditure per teacher for PL	\$946

TEACHER SATISFACTION

Marist-Sion College participated in the DOSCEL School Improvement Surveys in 2022. The College recorded high teacher satisfaction in the following areas:

- Professional Growth – Staff perception of the way they are encouraged to improve their skills, knowledge and performance.
- Professional Growth – Staff perception of the opportunities at Marist-Sion for developing new skills.
- Teacher Confidence – Staff perception that they believe they can make a difference to students’ learning.
- Curriculum Processes – Staff perception of the documented curriculum processes at Marist-Sion College.

- Pastoral Care – Staff perception that they have the skills they need to effectively carry out their pastoral care responsibilities.
- School Improvement Focus – Staff in this school always try to improve the way they do their job.
- School Improvement Focus – Staff perception that they always try to improve the quality of their teaching.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.8%
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TEACHER QUALIFICATIONS

Doctorate	2.0%
Masters	34.0%
Graduate	32.0%
Graduate Certificate	8.0%
Bachelor Degree	80.0%
Advanced Diploma	5.0%
No Qualifications Listed	8.0%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	94.0
Teaching Staff (FTE)	86.6
Non-Teaching Staff (Headcount)	66.0
Non-Teaching Staff (FTE)	60.4
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To establish engagement and partnerships with local schools, our parish and the wider community.

Achievements

- Year 7 Information Event
- Regular Advisory Committee Meetings
- Participation in the Warragul and Drouin ANZAC Day Services
- Supporting the Parish Deb Ball
- Parish Pastoral Council Meetings
- West Heidelberg Bread Run
- St Vincent de Paul Winter Sleep Out
- Year 11 and 12
- Feeder Primary School Sports Day
- Marist Schools Australia
- Baw Baw Trade Training Centre Alliance

VALUE ADDED

- Live4Life - community partnerships with other schools within Baw Baw to enact the 'Live4Life' model
- Cows Create Careers
- Mount Worth Initiative

PARENT SATISFACTION

Marist-Sion College participated in the DOSCEL School Improvement Surveys in 2022. The College recorded high teacher satisfaction in the following areas:

- Professional Growth – Staff perception of the way they are encouraged to improve their skills, knowledge and performance.
- Professional Growth – Staff perception of the opportunities at Marist-Sion for developing new skills.

- Teacher Confidence – Staff perception that they believe they can make a difference to students' learning.
- Curriculum Processes – Staff perception of the documented curriculum processes at Marist-Sion College.
- Pastoral Care – Staff perception that they have the skills they need to effectively carry out their pastoral care responsibilities.
- School Improvement Focus – Staff in this school always try to improve the way they do their job.
- School Improvement Focus – Staff perception that they always try to improve the quality of their teaching.