

# 2023

## Annual Report to the School Community



### **Marist-Sion College**

165 Burke Street, WARRAGUL 3820

Principal: Lisa Harkin

Web: [www.mscw.vic.edu.au](http://www.mscw.vic.edu.au)

Registration: 1497, E Number: E4018

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## Principal's Attestation

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I, Lisa Harkin, attest that Marist-Sion College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

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## About this report

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Marist-Sion College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (DOSCEL) Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, we have much to be proud of. Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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## Vision and Mission

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### **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**

At Marist-Sion College, students experience an education where they are known and loved, grow as lifelong learners and live as active citizens inspired by the principles of Catholic Social Teaching.

### **Strategic Pillars – Our Commitment to Action**

#### *Catholic Identity*

We activate identity and mission through Catholic Social Teaching and affirming the dignity and inclusion of all.

#### *Learning and Teaching*

We build expert teachers, adaptive teaching teams and collaborative expertise.

#### *Leadership*

We are impactful leaders, building capacity and driving school improvement.

#### *Child Safety*

We commit to sustaining and improving our child safe practices and culture.

#### *Stewardship of Resources*

We provide a vibrant and sustainable future for generations to come.

### **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.

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## College Overview

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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.

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## Principal's Report

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“Be who God created you to be and you will set the world on fire.” These words from St Catherine of Siena express a desire to be our deepest and truest selves in response to being known and loved by a God who, as Herbert McCabe OP says beautifully, is “helplessly and hopelessly in love with us.” God’s love changes us. It ignites the flame of desire in our hearts to be God’s love in the world. It ignites a revolution, a revolution fuelled by God’s love!

Our College theme, Created and Called – A Revolution of Love and Tenderness provided opportunities to reflect on the unexpected qualities associated with revolution. When the prophet Micah was faced with the stirrings of revolution in the air because of the mistreatment of the lowly and oppression of the poor, God gave a clear message of what to do. “Do justice, love tenderness, and walk humbly with your God.” (Micah 6:8)

At times though, we might feel that we don’t really understand who God has created us to be, or it feels we are far from setting the world on fire. The learning program challenged our students to make successful connections between learning and life.

Our endeavour across learning and wellbeing built inclusive, supportive and caring relationships that fostered compassion and forgiveness. We sought to create an environment where challenge was expected, normal and safe. Our students enjoyed working shoulder to shoulder with teachers – this was particularly evident through the co-curricular program and subject selection interviews.

Our thriving House System provided the glue for our student culture. Like St Marcellin Champagnat, the older students regularly mentored the younger students in Tutor Group, providing guidance as role models emphasising personal excellence, involvement and preparedness to have a go. Champagnat was a big brother figure to his little brothers. The spirit of family that developed around a table in a small house in France still exists today in Marist schools around the globe. The addition of the House Feast Days solidified a culture of care.

In March, we had our School Review and later in August, we had our Victorian Registration and Qualifications Authority (VRQA) Review. The College received valuable feedback from the community on the status of our strategic planning to enable our students to learn and grow. It was very affirming as was the outcome of our VRQA audit which reflected sound compliance in all areas. Ensuring we have child safe communities goes to the heart of our faith and core purpose. We recommitted to upholding the values and practices that create safe learning environments for the young people in our care.

College Assemblies provided time and space to develop House Spirit and to reflect on our character strengths and virtues. Perseverance is a character strength that we can all cultivate



and develop over time. It involves having a clear goal in mind, staying focused on that goal, and being willing to put in the hard work and effort required to achieve it.

The MacKillop Centre was opened delivering six purpose-built learning spaces, three study nooks, two staff offices, a locker bay, toilets and a large central open hub. Of interest was the use of technology as a learning tool in these spaces to investigate, create, communicate and collaborate. This project complemented a series of covered walkways to connect learning spaces and locker bays.

Staff and students at Marist-Sion were invited to be part of a community of changemakers in the lead up to Heritage Day. Our community responded to a calling to contribute by learning about, volunteering with and donating to various organisations. Heritage Day thereby provided us with a welcome opportunity to reflect on the deepest calls of our Marist mission; to “go to the margins” and “be a beacon of hope in a turbulent world.”

At its core, the Marist value of family spirit emphasises the importance of belonging, unity and support within a community. Our Student Representation Council embodied these values as they engaged with their leadership this year. Their active contribution to College life encouraged student participation, developed stronger teacher/student relationships and fostered a sense of belonging. It was terrific to watch the student leaders during assemblies, at various carnivals and leading our faith in action.

Fr Theodore, the founder of the Sisters of Our Lady of Sion promoted the importance of being an inclusive school community that valued and respected each individual. His aim was to provide opportunities for his students to learn and grow in an environment infused with God's love. I hope that the 2023 school year continued to reflect the legacy we have been gifted and that in our unique way, we have strengthened.

It is a privilege to lead and learn with this community.

*Created and Called – A Revolution of Love and Tenderness!*

Lisa Harkin  
Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

Post Critical Belief is promoted through recontextualizing and dialogical communities.

#### Intended Outcome

That students develop post critical belief.

### Achievements

That there is a clear and consistent articulation of Catholic identity in Catholic Education.

- Student Voice informed the target charities for the Heritage Day fundraising throughout Term 3 supporting Catholic Charities, lead by the Liturgy Captains and Justice Captains.
- Catholic identity and Mission staff meetings were scheduled each term to provide ongoing professional learning and in support of staff achieving the required hours to achieve and maintain their Accreditation to Teach (or Teach and Lead) in a Catholic School.
- Establishment of the Catholic identity and Mission Strategic Leadership Team.
- House Feast Day celebration liturgies calendared throughout the year, led by Deacon Mark Kelly and Heads of House.
- House Leaders participation in procession at the beginning of Whole School Masses.

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

- Student Retreat and Reflection Days linked to the RE Curriculum learning at each year level.
- Whole School Mass celebrations – Commencement and Year 7 Mass of Welcome, Champagnat Day Mass and Heritage Day Mass celebrated by our Parish Priests and the Mass of Gratitude celebrated with Bishop Greg as celebrant.
- Staff consultation completed to inform the images of Mary that are meaningful to the Marist-Sion Community in the creation of a bronze statue to be unveiled to celebrate the 50 Year Celebrations in 2025.
- West Heidelberg Bread Run – staff and student social justice participants.
- MSA programs: 'In the Marist Way' attended by new staff in 2023; Footsteps 1 in Mittagong attended by some staff.

- Staff participation in Local Marists Association – deepen spirituality of staff, also participation with broader Marist community in Traralgon and Melbourne.
- Marist Association prayer resources are often shared via the Student Bulletin daily prayer.

That dialogical relationships are developed in our diverse community.

- Staff Spirituality Day – focus for all staff included the 2023 College theme ‘Created + Called, A Revolution of Love and Tenderness’ incorporating Marist and Sion understandings of Mary with an exploration of Mary as a Jewish woman.
- Executive staff and Catholic identity leaders participated in the Australian Blanket Exercise – Sion Leaders Gathering.
- Establishment of an Aboriginal and Torres Strait Islander student group to meet regularly to build recognition and cultural identity amongst the students.
- Curriculum collaboration with Lavalla Catholic College Traralgon.
- Year 12 Leaders 2024 attendance at Marist Schools Australia Leadership Gathering at Phillip Island.

## Value Added

- New Staff Commissioning at Whole School Masses.
- Year 12 Commissioning at the Commencement and Year 7 Mass of Welcome with the Blessing of the Year 12 jackets.
- The Passionist Retreat Team successfully ran the Year 8 Reflection Days and Year 11 overnight Retreat.
- Creation of a Statement to direct the College’s work for Reconciliation, in alignment with Child Safety Standard 1: Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- Aboriginal and Torres Strait Islander students supported College events with responsibility for the presentation of the Message Stick and Acknowledgment of Country.
- Ceremonially hand over of House Candle and Flag from 2023 College and House Captains to the incoming 2024 College and House Captains at the Mass of Gratitude.
- Year 10 Youth Ministry class running sacramental workshops for our feeder primary schools, in support of the students making first sacraments.
- Interfaith Harmony Week.
- Project Compassion Launch in Traralgon.
- CIML Conference.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

Every teacher is an expert teacher.

#### Intended Outcomes

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

#### Goal

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

#### Intended Outcome

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

### Achievements

#### Build teacher expertise to improve student outcomes

- Teaching teams built capacity by implementing evidence-based teaching strategies through coaching and collaborative professional development.
- Implemented High Impact Teaching Strategies (HITS) to improve classroom practice for literacy interventions.
- Professional Learning on Tiers of intervention – focused on Universal and targeted adjustments for students and differentiated learning and recording NCCD Teacher Adjusted records.
- Developed strategies with new technologies including ChatGPT and its effective use to build teacher expertise in the modern world.

- Teachers enhanced communication of assessment outcomes through rubric development.
- Established and published clear routines: visual schedules, short-sequenced instruction and worked/modelled examples for impactful teaching.
- Embedded routines for learning throughout the College Community.
- Insight SRC Teacher Confidence; Quality Teaching, Engaging Practice, Engagement in Learning and Teacher Relationships Indicators strengthen from 60 – 70% range.

### **Every student is achieving at least 12 months' growth each year.**

- Data trends demonstrated growth evidenced in NAPLAN, PAT and Teacher Judgements, indicated by increases in medium (>60%) and high growth (>30%) and reduction in low growth (<20%) in Literacy (Reading, Writing, Spelling and Grammar and Punctuation).
- Held structured meetings, professional learning workshops for collaboration, implementation and evaluation of literacy in curriculum and assessment.
- Focused on common misconceptions/ summarising/Question Answer relationships (3Hs – here, hidden and in my head)/Glossaries across the curriculum; including integration into Curriculum Documentation enhancing growth opportunities for students.
- Professional Development undertaken by teaching staff and Learning Support Staff embedding our Moral Imperative – Knowing our Learners.
- Teaching Teams built on development and understanding of student profiles enhancing student growth and areas of improvement.
- Opportunities provided for teaching teams to review data and collaborate, plan, develop and target teach in response to students' current needs.
- Ongoing professional learning and collegial engagement which helped skill teachers in the use of data, evidence-based strategies and evaluation.
- Improved student/teacher and teacher/parent relationships indicated in Insight SRC parent data: parent partnership increase from 60% to <70%.
- Teachers mentored high ability students to enhance their learning experiences and to improve student outcomes.

## **Student Learning Outcomes**

### **NAPLAN Data**

The 2023 NAPLAN data provides an indication of students' performance in specific domains. There is no growth data available, as a new achievement scale was introduced in 2023. Growth data will be available from 2025 onwards.

2023 provided online access to the NAPLAN Testing platform, the following observations can be made:

**Year 7 Reading** indicates the median reading score for the Year 7 cohort is below the state mean, with boys (median scaled score of 509) performing significantly lower than the girls (median scaled score of 538).

**Year 7 Writing** indicates the same trend as reading with the median writing score for the Year 7 cohort below the state mean, with boys (median scaled score of 507) performing significantly lower than the girls (median scaled score of 541). There are fewer boys however, needing additional support in writing (11.3%) compared to reading (18.6%).

**Year 7 Spelling** continues the same trend with the median spelling score for the Year 7 cohort below the state mean, with boys (median scaled score of 497) performing significantly lower than the girls (median scaled score of 527). 18.8% of boys are identified as NAS (needing additional support).

**Year 7 Numeracy** continues the same trend with the median numeracy score for the Year 7 cohort below the state mean, with boys (median scaled score of 506) performing slightly lower than the girls (median scaled score of 512). This domain shows the least difference in performance between girls and boys scores. 4.6% of students are in the exceeding category, compared to the state mean of 13.6%.

**Year 7 Grammar and Punctuation** continues the same trend with the median score for the Year 7 cohort below the state mean, with boys (median scaled score of 494) performing significantly lower than the girls (median scaled score of 525). 5.6% of students are in the exceeding category, compared to the state mean of 13.7%.

**Year 9 Reading** indicates the median reading score for the Year 9 cohort is below the state mean, with boys (median scaled score of 526) performing significantly lower than the girls (median scaled score of 560).

**Year 9 Writing** indicates the same trend as reading with the median writing score for the Year 9 cohort below the state mean, with boys (median scaled score of 545) performing lower than the girls (median scaled score of 573). There are fewer boys however, needing additional support in writing (14.1%) compared to reading (16.7%).

**Year 9 Spelling** indicates a different trend with the median spelling scores being close to the state median, with few girls needing additional support in spelling (7%). The mean scaled score for the state was 570, with the girls mean score at 565. The boy's median was lower (541) and more boys were identified as needing additional support (14.6%).

**Year 9 Numeracy** indicates a different trend again, as the boys median scaled score (547) was higher than the girls median scaled score (542). Both were below the state median score of 574. We have fewer students (2.8%) exceeding in numeracy compared the state (10.6%). In fact, this is a trend across all domain areas.

**Year 9 Grammar and Punctuation** indicates a similar trend to reading and writing, in that the girls median score was higher than the boys, however, the number of boys in the developing or needing additional support category was very high, at a combined total of 61%.

In response to this data, students in both Year 7 and Year 9 in the NAS range for all domains, were individually identified and supports for these students were checked. Many were already identified in NCCD data, some in MEEP and some were referred to the Literacy and Numeracy Tutoring Program. Further work can be done with students identified as exceeding.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	510	52%
	Year 9	533	48%
Numeracy	Year 7	509	58%
	Year 9	544	54%
Reading	Year 7	513	63%
	Year 9	544	54%
Spelling	Year 7	508	57%
	Year 9	554	70%
Writing	Year 7	518	51%
	Year 9	554	55%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	27
VCE Completion Rate (includes VCE VM completions)	94.60%
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	51%
TAFE / VET	7%
Apprenticeship / Traineeship	18%
Deferred	0%
Employment	24%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Improvement Dimension 2: Expert Teacher Practice and Improved Student Outcomes

##### **Goal**

That every teacher is an expert teacher.

##### **Intended Outcome**

2.4 That students experience a safe and positive school environment.

##### **Strategy**

Implement the Whole School Approach to Positive Behaviour Support (WSAPBS) and Restorative Practice following suitable Professional Learning for staff.

#### Improvement Dimension 4 - Leadership for Learning

##### **Goal**

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

##### **Intended Outcome**

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

##### **Strategy**

Develop and implement a Pastoral and Wellbeing Curriculum guided by the Positive Education (PERMA - Positive Emotion, Engagement, Relationship, Meaning, Achievement) theory of wellbeing.

In 2023 our College community has been spiritually influenced by the Marist Schools Australia's annual theme of 'Created and Called: a revolution of love and tenderness.' This theme stirs within us all a desire to be our true and deepest selves and look to be connected within our community. As a Catholic place of learning in the Marist and Sion charisms, we have Mary whom St Marcellin Champagnat called, 'Our Good Mother', to be our model of love and tenderness. This theme to be created and called has been an underpinning

constant when designing our wellbeing program and building community through positive interactions with every student, every day.

## **Achievements**

### **Wellbeing for Learning**

As educators in a Marist and Sion school, our Wellbeing Program draws on the pillars of family spirit and presence as we value dialogue in action. We connect to each other as members of a family who celebrate and challenge each other. Our targeted wellbeing initiatives and Wellbeing Lessons draw on the principles of Positive Education as we aim to equip our students with the knowledge and skills to work through life's challenges. All students have had the opportunity to learn wellbeing skills and to develop their character strengths each term:

- Term 1 – Service, Leadership, Teamwork, Benefit Mindset Challenge.
- Term 2 – Appreciation, Awareness, Values.
- Term 3 – Confidence, Awareness, Communication, Confidence, Growth Mindset Challenge.
- Term 4 – Mental Health, Gratitude.

### **Wellbeing Promotion – 21 Day Benefit Mindset Challenge**

In Term 1, the College introduced to the 21 Day Benefit Mindset Challenge as a Tier 1 Universal strategy as part of the Whole School Approach to Positive Behaviour Support. A Benefit Mindset means you choose to do things that will benefit others in your community every day for 21 days. The challenging part is that each day it needs to be something different. Students, staff, parents and guardians of Marist-Sion College were invited to practice small acts of wellbeing leadership towards others in their community (such as expressing gratitude, actioning a small act of kindness or willingly assisting someone without being asked). The only catch with the challenge is that every day, the action chosen must be something new. The cumulative effect of doing small actions every day creates an upward wellbeing spiral. The Challenge was promoted during Wellbeing Lessons and at a College Assembly. Participants were encouraged to record their acts of kindness in their College Planner or on a calendar. The Warragul Community were also informed and invited to participate via an article published in the Gazette.

### **Wellbeing Promotion – Growth Mindset Challenge**

During Term 3, the College introduced the Growth Mindset Challenge as a Tier 1 Universal strategy as part of the Whole School Approach to Positive Behaviour Support. The MSCW Growth Mindset Challenge invited every staff member and student to set a goal for one new skill they would like to learn or a new habit they wished to form. Staff and students were asked to be creative and were invited to tackle this challenge personally, as a Tutor Group or

as a House Team. The goal could be academic, social or the development of a new skill. Participants were asked to record evidence of their progress and share their results at the end of the challenge.

### **Wellbeing Promotion - Wellbeing and Child Safety Week**

Wellbeing and Child Safety Week aims to encourage us all to think about our mental and physical health, to build our wellbeing toolkit and take practical steps to look after ourselves and each other. This year's theme was 'Growing connections... where we start matters.' Our work focuses on mental wellness where we intentionally promote strategies for resilience, positive relationships, help-seeking behaviours and dialogue through conversation circles in Tutor Group. The themes for the week draw from the Positive Psychology and Positive Education pillars of PERMAH, National Child Protection Week and the national day of awareness, R U OK Day. This year, our awareness work included:

- Introduction of a free Breakfast Club.
- Conversation Circles in Tutor Group.
- Recess Seminar Series with a focus on social justice.
- Year 12 Reflection Day.
- Positive Health and Positive Purpose - presentation to Yr 8-11 by Sonya Karras on the risks of vaping.
- Silly Socks for Serious Change.
- Silly Ties for Serious Talks.
- RU OK Day Assembly, 'We're here to hear' Panel.
- Wellbeing Services Expo including external services.
- Footy Colours Day.
- Live4Life Whole College Colour Run.

### **Child Safety - Student Leadership amplifies Student Voice on Child Safety**

This year, our Student Representative Council Captains launched an initiative that the SRC had diligently worked in the latter part of 2022. This work was in support of the introduction of the new Child Safe Standards. The SRC worked to create student voice posters and simplify the new Child Safety and Wellbeing Policy with a focus on promoting understanding and accessibility. A suite of four posters were created and placed in each classroom and key locations around the College the headings 'Student Voice' or 'Child Safety'. The ideas in these posters came from your Student Representative Council to present and promote the idea that students have a say. There are four final posters featuring:

- Student voice, including how you can put forward your ideas for positive change.
- The expectations around child safety and where you can find support at school.
- Two posters summarising the new Child Safety and Wellbeing Policy to a student friendly and more accessible level.

### **Wellbeing Promotion - SchoolTV**

Parenting our children is a complex, challenging and rewarding experience. However, the demands to remain current with technology, drug and alcohol advice and safe practices in a virtual and social media world, as well as dealing with anxiety and wellbeing, add to our busy and diverse family lives.

SchoolTV is an ongoing resource that is available to all Marist-Sion College parents, guardians and carers and is promoted via the College Emmaus, the College Website and Student Support and Student Engagement Plans. Each online edition will address a major topic with expert interviews, fact sheets, a parent quiz, recommended apps, books and more. SchoolTV combines information from a host of reliable resources, including BeyondBlue and ReachOut. It provides a single stream of independent factual information that saves parents time and the confusion of searching across multiple online sites for information.

### **Student Leadership – Increasing Student Agency with introduction of House Year Level Leaders**

The Student Leadership positions of the Year Level Leader was a new initiative introduced to our College this year. This role created further opportunities to activate student voice, promote action and student agency as well as develop students through formal leadership training and skill development. The Year Level Leader is responsible for the encouragement of leadership, initiative, love of learning, positive wellbeing and safety. They will draw on the character strengths of leadership and teamwork representing their Year Level and working collaboratively with their House Captains and Heads of House to promote House spirit and foster active participation, in a range of activities, by all students.

Drawing on the values in our College motto of Truth, Charity and Constancy, the Year Level Leader is an excellent role model for their peers. Following nominations by their peers and endorsement by their Head of House, the students were officially commissioned and presented with their badges during our College Mass celebrated yesterday for the Feast Day of St Marcellin Champagnat.

### **Student Leadership – Marist Student Leaders Seminar**

#### *Leading with a Marist Heart - Created and Called*

As part of Marist Connect Week, our senior student leaders had the opportunity to engage in the two days of formation as leaders facilitated by Br Tony Leon FMS. This day saw our students again join the student leaders of Lavalla Catholic College but this time, with each school hosting one day.

The Student Leaders Seminar was designed create invitation to develop further an understanding of Catholic Identity and Mission, and learning to lead with a Marist Heart. The workshops focused on the art of mentoring, active listening based on restorative practices

and communication skills. The below are excerpts of students' perspectives from this formation experience.

*"We, the student leaders, had the pleasure of participating in the recent Marist Student Leaders Day with Lavalla Catholic College. Br Tony conducted many engaging but also challenging activities that allowed us to better understand the many concepts involved with leading others, such as bettering our communication, active listening and conflict resolution skills. Through these activities, we were also able to talk with the student leaders from Lavalla which allowed us to gain new perspectives and strategies that they use at their school and which we could also implement."*

*"Through more fun activities, we were able to further our knowledge, learning about the importance of integrity and treating all equitably, as well as the difficulties we may face in being a leader, and how to overcome these. The activities we undertook were a great way for us to understand these ideas in a more tangible way, so that we can put them into action in our roles. Their student leaders then took us on a tour of their campus, an interesting experience as we were able to see learning spaces and classrooms that differed from our own, as well as gain an insight into the different practices they use. Through these two days, we were able to reflect on our leadership abilities, and then build on them in order to better accommodate to and lead our student body here at Marist-Sion College."*

## **Value Added**

### **Sporting**

- 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.
- Victorian All Schools Mountain Bike Series Gippsland Event.
- Marist Schools Australia Cricket Carnival.

### **Co-Curricular**

- Instrumental Music, Band, Ensemble and Choir.
- Inaugural Performing Arts Gala 'The Show Must Go On'.
- Year 9 Enrichment Mathematics- ASX Sharemarket Game.
- Showcase Evening - LEAP Passion Projects and Performing Arts.

### **Student Leadership**

- Social Justice Initiatives.
- Year 7 and 9 Camps.

- Year 11 Retreat.
- Year 12 Reflection Days.

### **Curriculum Excursions**

- Year 10 Careers Day.
- Career Explorer – Current and Future Trends Excursion.
- Careers in Sport Expo.
- BBLLLEN New Energy Technologies (NET) Program.
- Girls in Blue - Visit to Moe Police Station & BBLLLEN.
- Inspiring Careers in Health - Industry Tour.
- Attendance at The Age Careers Expo.
- Trade Training Programs.
- Special Trade Training Programs.
- Morrisby Testing as part of the Careers and Pathways support for students.
- Year 10 Applied Learning Aboriginal Spirituality Experience - THE LUME Melbourne.
- Environmental Science Moonlight Sanctuary.
- VCE Units 1-4 Outdoor Education Camps.
- VCAA Top Screen: Screening and Meet the Filmmakers.
- Road to Zero Program.
- 'Light it Up' Australian Synchrotron Physics Excursion.
- Youth Homelessness Year 10 Geography Excursion.
- VCE Legal Studies Latrobe Valley Law Courts.
- Year 12 Senior VCAL - Mt Worth State Park Project.
- Baw Baw Food Relief Visit - Year 12 Senior VCAL.
- Melbourne Zoo Excursion - Connecting the Community with Conversation.

### **Social Justice**

- Marrung Aboriginal Education Plan - Self Determination through Technology.
- 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.
- ANZAC Day Services led by student leaders at the College.
- Attendance at community ANZAC Day Services by student leaders.
- Reconciliation Week including Sorry Day.
- Youth Ministry – Marist West Heidelberg Bread Run.
- Australia's Biggest Morning Tea.
- Year 10 Youth Ministry Reconciliation Workshop.
- Baw Baw Shire Project - Conservation Project.
- National Day of Action against Bullying and Violence.

- Beyond Blue Fundraising to support men's mental health awareness.
- Child Safety and Wellbeing Week including R U OK Day.
- Child Safety Briefings delivered to all students via House Assemblies each term.
- Promotion of 'Putting Children First' Child Protection.

### **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.
- Marist Student Leaders Seminar shared with Lavalla Catholic College.
- House Captains chaired a College Assembly.
- Acceleration into VCE studies for Year 10 and Year 11 students.
- Inspiring Young Women Dinner.
- Excellence and Encouragement Merits.
- Learning Area Focus Weeks: Visual Arts, Performing Arts, English, Mathematics, Health and Physical Education, Languages Other Than English (LOTE), 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 Students Year 8-12 Orientation Days.
- Welcome Evening for all Year 7 families and other new families.

### **Student Satisfaction**

Students are introduced to the College through our wellbeing 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, Wellbeing Lessons, House and Inter House Activities, fundraising, wellbeing education and awareness seminars, 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. Senior Student Leaders meet once every three weeks to represent their peers and share the initiatives they are working on supported by their Staff Mentor. A new Wellbeing survey Assessing Wellbeing in Education (AWE) was conducted in 2023 beginning a new phase to provide data in real-time as it relates to personal feelings of happiness,

resilience and experiences of bullying as well as develop a longitudinal study of the wellbeing of our students over their time at the College. The survey was conducted in Term 3 during an extended Tutor Group, and it is to be conducted each year at a similar time moving forward. This dialogue and data feedforward into our strategic planning with student learning outcomes at the forefront.

The Insight SRC student data reflected students felt somewhat connected to school at a similar level to what they did in 2022. Feelings of connectedness to peers significantly increased from 65 in 2022 to 74 in 2023 and reflects the intentional work of the Wellbeing Program and integral Wellbeing House Structure that the College prioritises. Students' feeling physically and psychologically safe at school was reflected in an increase to 79, however, classroom behaviour continues to be a focus as students continue to be explicitly taught and practice the social skills they need to be in community together in the classrooms. The introduction of explicit College Routines for Learning for the commencement and conclusion of lessons has seen a positive shift in creating more predictable and safe learning environments for students and staff across all five lessons of the day.

Data related to Teacher Relationship and Engagement to Learning remained consistent how students view their personal development and purposeful teaching. A slight increase in student levels of motivation reflect intentional work with Teaching Sprints led by the Deputy Principal – Student Learning Culture and Growth and Directors of Learning. 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.

The Student Wellbeing Indicator is based on all indicators of Emotional Wellbeing, Teacher Relationships, and Engagement in Learning from the Insight SRC School Improvement Student Survey. The College aimed to move its Student Wellbeing target from 54.2 in 2022 to 56.8 in 2023 and successfully achieved progress with 56.7 achieved in 2023. As committed to in the Strategic Plan, the College aims to continue increasing the Student Wellbeing Indicator target by two points per year to 58.4 in 2024.

## **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 the school 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 the term.

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 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. This below process was followed for all absences during onsite 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. If a parent/guardian/carer fails to contact the College, the College will make every attempt to contact a parent or guardian on the day of the absence via telephone and email to verify the status of the student.
- Tutors or Heads of House also speak with students and parents/guardians/carers upon request from the Student Attendance Officer and/or the Deputy Principal – Wellbeing Partnerships and Safety.
- In cases when absences are frequent or when reasons raise concerns, the matter is referred to the Deputy Principal – Wellbeing Partnerships and Safety who coordinates follow-up with the family drawing on the Head of House and Director of Student Wellbeing as needed.
- Any anomalies in attendance records are reconciled via an automated notification from SIMON to teachers identifying students who for example are absent in Lesson 1 but who were present in Tutor Group and those who were absent in Tutor Group but present in Session. 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 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 –

Wellbeing Partnerships and Safety and/or the Principal who contacts parents/guardians/carers often in writing to schedule a meeting. If interventions do not adequately address attendance concerns, the matter is referred to the College's governing body DOSCEL who may write to the student's parents/guardians/carers 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, Anglicare 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.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	67.7%

<b>Average Student Attendance Rate by Year Level</b>	
Y07	87.0%
Y08	83.4%
Y09	81.7%
Y10	85.3%
Overall average attendance	84.3%

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## Leadership

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### Goals & Intended Outcomes

#### Goal

To enhance a culture that promotes learning and growth.

#### Intended Outcomes

- Providing targeted professional learning.
- Continuing to increase the culture of collaboration, learning and growth.
- Increasing appraisal and professional growth opportunities for staff.
- Reviewing the Student Leadership structure to provide more opportunities for students to participate in college life.

### Achievements

In 2023, the Leadership domain has achieved the following:

- Marist-Sion College Professional Learning Implementation Plan which maps out the whole college professional learning program for the year in alignment with our intended outcomes.
- Establishing an Appraisal and Recognition process that enables staff to reflect on their professional practice through 2023 and be praised and recognised for their success through Professional practice reflection meetings facilitated by colleagues.
- Provided an opportunity through Professional Learning Culture Workshops to share skills and pedagogical practices with colleagues through 30-minute workshops.
- Provided role clarity for staff with the document - Marist-Sion College Leader Role Clarity Pillar.
- Established and facilitated opportunities for learning areas to collaborate on curriculum design and assessment.
- Implemented the Thrive At Work framework on supporting staff wellbeing in the workplace.
- Established Team-Based Culture that provides opportunities for leaders to activate their teams.
- Piloted the MSCW Learning Hub online Professional Learning Platform that provides all staff with access to over 80,000 courses curated for Marist-Sion College.

## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

The Professional Learning that staff participated in for 2023 include:

- College staff Professional Learning days facilitated by members of the Executive Team on the topics of:
  - i. Whole School Approach to Positive Behaviour Support;
  - ii. Teaching and Learning; and
  - iii. Catholic Identity.
- Accreditation to teach and lead in a Catholic School.
- Accreditation to teach RE in a Catholic School.
- Curriculum Conferences.
- DOSCEL Graduate Program.
- VCE Conferences.
- Behavioural Management Strategies.
- Youth Mental Health First Aid.
- First Aid and CPR training.
- Bronze Medallion.
- Energy by Design – Open Education School of Wellbeing.
- External Assessor marking.
- Marist Formation.
- Footsteps.
- Local network meetings.
- Subject specific conferences.
- Compliance Training.

Number of teachers who participated in PL in 2023	71
Average expenditure per teacher for PL	\$648.00

### Teacher Satisfaction

The 2023 Insight SRC Data shows the following:

- Teaching Climate indicator is 58.6 – slightly higher than 2022.
- Role Clarity and Empowerment decreased by 4 and 7 respectively.
- Organisational climate indicators all decreased from 2022 data.
- Teacher confidence only dropped by 1, however engaging practice increased.

Overall teachers at Marist-Sion College work more confidently and are more satisfied when working in teams rather than trying to accomplish tasks alone.

There is a gap in how teachers perceive their work and how students perceive their teachers.

<b>Teacher Qualifications</b>	
Doctorate	1.3%
Masters	19.5%
Graduate	18.8%
Graduate Certificate	4.0%
Bachelor Degree	47.0%
Advanced Diploma	4.0%
No Qualifications Listed	0.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	101
Teaching Staff (FTE)	91.3
Non-Teaching Staff (Headcount)	75
Non-Teaching Staff (FTE)	65.3
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

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

### Achievements

#### **Catholic Feeder Primary Schools**

In 2023, the College continued to support and grow our involvement with local Catholic Feeder Primary Schools. Many Primary Connection Visits have been fostered as part of the process for transition from Primary to Secondary level education. The Principal, College Registrar and past students of the primary schools continued to visit each of our Catholic Feeder Primary Schools to meet the leaders and prospective students.

Principals in these Catholic Feeder Primary Schools are keenly interested in their former students' progress and well-being as they transition from Grade 6 to Year 7. Strong and open lines of communication between the primary and secondary environment exist.

#### **Sisters of Our Lady of Sion and Marist Brothers**

Central to all that we do within our community is the valued involvement of the Sisters of Our Lady of Sion and the Marist Brothers who continue to be active role models. It was wonderful to welcome them back onsite to share in many of our College Masses and events.

Highlights included:

- Talk and Tours
- Marist-Sion College Gala Evening
- International Women's Day Celebration
- Year 7 Welcome Evening
- Top Achievers' Assembly
- Academic Awards Ceremonies including the Presentation Evening – Night of Excellence
- Benefit Mindset Challenge
- Character Strengths Challenge
- Growth Mindset Challenge
- College Assemblies
- Valedictory Evening
- Year 12 Graduation
- Heritage Day

- Soiree Evenings
- House Sports Day
- House Swimming and Athletics Carnivals
- Art, Design and Technology Exhibition
- Subject Selection and Careers Seminars and Evenings
- Student Subject Selection Interviews
- Student Progress Meeting
- Art Club
- Primary Connection Visits
- Catholic Feeder Primary Schools Summer Sports Day
- Day of Dialogue with various faith communities
- Year 12 Retreat
- St Vincent de Paul Winter Sleepout
- Youth Ministry and Mini-Vinnies
- Soup Van
- Fundraising (Caritas Australia, St Vincent de Paul Society etc.)
- Student Leadership Program
- House Program (Sports and House Time)
- Camps Program – Year 7 and Year 9
- ANZAC Day Service.

### **Wellbeing Promotion and Community Partnerships – Baw Baw Live4Life**

As a targeted Tier 2 strategy for the Year 8, 9 and 10 cohorts as part of the Whole School Approach to Positive Behaviour Support the College continued its strong commitment as a member of the Baw Baw Live4Life Community Partnership. The Live4Life Youth Coordinator presented to all Year 9 students in Term 1 to promote applications for 'The Crew'. The Crew is an integral part in the mental health promotion aspect of the Live4Life Model bring a youth perspective to this issues, planned and lead the 'Launch' event to launch Teen Mental Health First Aid Training (TMHFA) for all Year 8 and Year 10 students in Baw Baw and to plan and lead ongoing mental health promotion within the College through the year.

This year, Marist-Sion College had six Year 9 students and two Year 11 students who nominated and participated in a training day and a planning day with other Crew Members from the other eight secondary schools. Year 8 and 10 students completed the Teen Mental Health First Aid Training at various times throughout the remainder of the school year. The Crew also planned and led the positive mental health awareness event Colour Run for the College as part of Wellbeing and Child Safety Week.

### **Relationship with Other Schools**

- Scope - Disability Balloon Football - Year 11 Personal Development Students.

- 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.
- Primary School Connection visits to Parish Primary Schools.
- Discovery Evening.
- Day of Dialogue with Catholic, Muslim and Jewish students from Sirius College, Mt. Scopus College, Marist-Sion College Warragul, Catholic College Sale, Ilim College and Our Lady of Sion 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.

## Parent Satisfaction

### Parental Engagement

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. Marist-Sion College is seeking new and innovative ways to ensure parents are engaged and able to support their children and their education.

Subject Selection Meetings provided opportunities for parent engagement. Student subject selection is completed only after parental consideration has been reached. The student's academic development remains a key focus, ensuring student career goals are linked closely to their performance at school.

Marist-Sion College was once again abuzz with activity and community connection throughout 2023 with a dynamic array of events, excursions, co-curricular activities and celebrations.



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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mscw.vic.edu.au](http://www.mscw.vic.edu.au)