

2024

Annual Report to the School Community



Marist-Sion College

165 Burke Street, WARRAGUL 3820

Principal: Lisa Harkin

Web: www.mscw.vic.edu.au

Registration: 1497, E Number: E4018

Principal's Attestation

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 16 May 2025

About this report

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](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the 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 continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, 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.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program {VGCFP} and a loan from the Capital Development Fund {CDF}.

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

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

Vision and Mission

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

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

“God is revealed uniquely to each of us, just as the light falls on each rock in this 80-metre chasm, so too the Holy Spirit illuminates and reveals God's presence to us – in the world and in each one of us.” (Tony Clarke – Director, Mission and Life Formation)

In 2024, we launched a new Strategic Improvement Plan to guide our work over the coming four years. The Strategic Improvement Plan was developed following the School Review and Victorian Registration and Qualifications Authority (VRQA) Review and reflected community voice captured across various consultation processes. It recognises that today's 15 years olds will likely navigate 17 changes in employer across 5 different careers. They will sometimes be self-employed, at other times working with and for others. As technology reduces the need for workers to complete routine, manual tasks they will spend more time focusing on people, solving more strategic problems and thinking creatively.

Against this backdrop, a College vision was developed to set forth an aspiration for all students to experience an education where they are known and loved, grow as life-long learners and live as active citizens inspired by the principles of Catholic Social Teaching.

When people from outside our community ask me about Marist-Sion College, it is never difficult to comment about the strengths of the school. The strengths that I observe are a committed and collegial staff, the positive nature of the overwhelming majority of our students and a fine reputation within the wider community.

The College theme, First Light – Reveal the Spirit provided opportunities to reflect on the unexpected qualities associated with light, presence, visibility and invisibility. We worked to ensure all students felt visible in our community and spoke to students regularly about the potential present in every one of them: “You are the light of the world ... let your light shine” (Mt 5:14-16).

Spirit is the timeless and endless connection to the Creator which is as strong today as from its inception. At the College swimming sports we saw the students' House Spirit on show. Spirit is at the essence of who we are because as a Catholic community, we recognise that we are made with inherent dignity, in the image and likeness of God and therefore God's Spirit rests within us.

The learning program challenged our students to grow as life-long learners through a whole host of extra-curricular activities such as the College Production, School Sports Victoria (SSV) Competitions, Vic Spell Competitions, along with the Marist Basketball Carnivals, the Marist Victorian Netball Carnivals and the Marist Cricket Carnivals. Curriculum Planning Days focussed on the introduction of the Victorian Curriculum 2.0. Education is always evolving, and these updates were crucial to keep our educational standards relevant and

effective. Subject Selection Interviews and Information Evenings all included student voice and pleasingly showed an increase in overall attendance.

A cohort of Year 10 students were transformed by their journey to Ltyentye Apurte – Santa Teresa. The Immersion was different from a tourist visit and provided an opportunity to walk alongside peoples who are custodians of one of the oldest, continuous cultures on the planet. Marist-Sion College students were named the Cows Create Careers Senior Gippsland Champions. These students went on to represent the College at the Cows Create Careers Nationals. Class of 2023 students, Harry Graafsma (Outstanding Vocational Major Award) and April Simpson (Score of 50 in Religion and Society) received Premier's VCE Awards. Marist-Sion College was crowned School Sports Victoria Gippsland Secondary Regional Winners. I always noted the way students represented their College with pride on these occasions.

At the Commencement Mass, Zizi Pozzebon (College Captain) and Bailey Rainford (College Captain), and long serving staff members, Mrs Catherine Mills (Classroom Teacher) and Mrs Sharon Gardiner (Classroom Teacher) presented the Marist-Sion Heart to the College Community. The Marist-Sion Heart contains scrolls with the names of all the students and staff on them. It connects us to Saint Marcellin Champagnat who would print the names of the brothers on small pieces of paper and place them in a heart shaped box when the brothers travelled. This heart became a symbol of the unity and brotherhood within the Society, and a reminder of Champagnat's deep love for his brothers.

This year, each school event and experience felt larger and more exciting as students welcomed opportunities to authentically lead various activities and events. Their enthusiasm was palpable and their commitment, strong. College Assemblies provided time and space to develop House Spirit and to reflect on our character strengths and virtues. Staff and students at Marist-Sion were invited to be part of a community of change-makers 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. We were honoured to hear from Ms Laura Jenkinson (Class of 2014) whose journey through Marist-Sion College and beyond serves as a testament to the values; truth charity and constancy we strive to instil in our students. Laura graduated from Marist-Sion College ten years ago and pursued her passion for understanding human behaviour by studying Psychology at Monash University.

Mrs Hannah Smith (Learning Leader – Technology) was awarded the HEIA Home Economics Teacher of the Year 2023 – 2024 for Australia, as well as the Home Economics Institute of Australia (HEIA) Home Economics Teacher of the Year 2023 – 2024 for Victoria at the national HEIA conference. Mr Joshua Pickett (Grounds and Maintenance Officer) was recognised for 25 years of dedicated service to Catholic education in Catholic Education Week. Ms Susan Hopkins (Classroom Teacher) took 12 months unpaid leave to complete her PhD at Monash University.

Williams Ross Architects worked with us to develop a College Master Plan aligned with the College vision. We completed a site analysis; documented external influences (traffic, neighbours, environmental, planning controls); completed an analysis of existing accommodation and resources; undertook a review of existing buildings. This forward planning will ensure that we provide a vibrant and sustainable future for generations to come. This is important because the College enrolments are currently waitlisted for 2025 and 2026.

At its core, the Marist value of family spirit emphasises the importance of belonging, unity and support within a community. Our Student Representative 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. Of note was the contribution of Mandy Yako (Student Representative Council Captain) who led with determination, courage and commitment.

Finally, I extend my thanks to the staff who have given their all, to support our students this year. I consistently witnessed the dedication of the staff at Marist-Sion College. The College Executive Team were superb in leading our community through another great year.

The legacy of the Sisters of Our Lady of Sion reminds us that we are a welcoming and inclusive school community that values and respects all. 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 2024 school year continued to reflect the legacy we have been gifted and that in our unique way, we have strengthened.

Education serves as a great equaliser in society. It can bridge gaps and dismantle social and economic barriers. No matter where someone starts in life, learning provides a pathway to rise above challenges and pursue their aspiration. This serves as a pedagogy of hope. It is a privilege to serve this community.

First Light – Reveal the Spirit!

Lisa Harkin

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Priority Objective: To activate identity and mission through Catholic Social Teaching. Affirming the dignity and inclusion of all.

Achievements

Create experiences of encounter to develop a culture of recontextualisation and dialogue (CIRE Domain 1).

- House Feast Day celebration liturgies calendared throughout the year, led by Deacon Mark Kelly and Heads of House.
- Student Retreat and Reflection Days linked to the RE Curriculum learning at each year level including a Year 12 Overnight Retreat.
- Santa Teresa (Ltyentye Apurte) Immersion to the Northern Territory successfully undertaken with nine Year 10 students and three staff members.
- Whole School Mass celebrations – Commencement and Year 7 Mass of Welcome, Champagnat Day Mass, Heritage Day Mass and the Mass of Gratitude celebrated with new Parish Priest, Fr. Brendan Hogan.
- Heidelberg Bread Run – staff and student social justice participants.
- Blessing and Official Opening of the Saint Mary MacKillop Centre.
- Executive Team Formation in the Sion Charism with Our Lady of Sion Box Hill and Catholic College Sale.
- Attendance at Interfaith Day of Dialogue – Our Lady of Sion Box Hill.
- Game Changers youth ministry program regularly attended.

Develop teacher expertise to deliver high quality Religious Education (CIRE Domain 2).

- Catholic identity and Mission Strategic Leadership Team meetings were scheduled fortnightly to discuss and coordinate strategies for whole school and Religious Education teacher development.
- 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.
- Marist Schools Australia programs: 'In the Marist Way' attended by new staff in 2023; Footsteps 1 in Mittagong attended by some staff
- Staff Spirituality Professional Learning and Development Day – New Testament scholar Professor. Amy-Jill Levine lecture attended as a whole staff at GPAC Traralgon with staff from Sale Catholic College and Lavalla Catholic College.

- Increase in staff members completing the Accreditation to Teach RE and Lead in a Catholic School.

Enhance student learning and Catholic identity by partnering with the local parish, parents and families and DOSCEL (CIRE Domain 3).

- Local Elder, Auntie Cheryl Drayton leading students in the design of the Indigenous Football Jumper which was continued in consultation with the Kurnai community, moving towards the 50 Years Celebrations.
- Student and staff participation in Catholic Education Week Mass.
- House Leaders participation in procession at the beginning of Whole School Masses.
- FIRE Carrier Program introduced to staff and students for full implementation in 2025.
- Bishop Greg meetings with College Captains – Term 1 and Term 4.
- Student presentations and Commissioning of Student Leaders at Parish Masses.
- Parishioners invited to attend 8.10am Friday morning Mass at Marist-Sion College during term times.
- Staff and student workshops to provide the voice of the various members of the College in preparation for the Diocesan Assembly in 2025.

Value Added

- Hosted the Diocesan Project Compassion Launch for Caritas, led by Bishop Greg Bennett.
- Hosted Dr Ernesto Valiente for professional learning - A Spirituality of Liberation and Oscar Romero: A Revolutionary Saint for Today's Suffering World.
- Attended the Catholic Identity and Mission Leaders Conference.
- Reviewed and implemented of the updated Social Justice and Fundraising Policy.
- Catholic Identity and Mission Leaders meetings each Term.
- Year 11 and Year 12 student Mission Captains for 2025.
- Marist-Sion Heart altar piece completed and installed in College Chapel.
- Procession of the Marist-Sion Heart at the Commencement and Year 7 Mass of Welcome, with names of all 2024 students and staff blessed and encased within.
- Marist-Sion College Christmas Giving Tree supported Warragul and Drouin St Vincent de Paul with hampers and gift cards.

Learning and Teaching

Goals & Intended Outcomes

Goal 1: Every teacher is an expert teacher.

Intended Outcomes:

- That teachers have a shared, evidence-based pedagogical approach across the school, promoting adaptive teaching strategies including explicit instruction.
- That teachers can articulate key learning strategies to enhance student growth.
- That teachers can demonstrate a high level of confidence in teaching and are eager to expand their subject knowledge.

Goal 2: Activate a learning culture for all students.

Intended Outcomes:

- That teachers support all students through differentiated teaching.
- That high expectations and excellence are built through highly effective visual artefacts that reinforce Routines for Learning.
- That student Assessment Tasks demonstrate reasonable adjustments, planning and collaboration to meet the needs of students with disabilities.
- That use of regular data on achievements, progress, strengths and weaknesses of individual students is used in all classrooms to cater to differences for all learners.

Achievements

Build teacher expertise to improve student outcomes

- Ongoing professional learning that built team capacity and fostered evidence-based instructional practices through Professional Culture Workshops.
- Teachers undertake Teaching Sprints each term to develop and share data-informed pedagogical practices.
- Use of data-informed instructional practices to create planned adjustments that directly support the individual student's context and needs.
- Improved teaching climate particularly Teacher Confidence, Quality Teaching and Engaging Practice.
- Developed and published structured routines for learning.
- Some teachers are undertaking significant professional learning eg. Teaching Excellence Program, Master of Evidence Based Teaching.

- Planning opportunities provided to Learning Teams for preparation for implementation of Victorian Curriculum 2.0.

Activate a learning culture for all students

- Continued implementation of High Impact Teaching Strategies (HITS) across learning areas, improving classroom engagement and instructional consistency.
- Creating a learning environment that is safe, predictable and known through the implementation of the Whole School Approach to Positive Behaviour Support (WSAPBS) framework and Routines for Learning.
- An extensive Subject Selection process is undertaken to engage students, parents, guardians and carer partnerships within the school's learning pathway process.
- A wide range of initiatives to strengthen Literacy and Numeracy are embedded throughout the curriculum programs.
- Implementation and intervention programs in the Tier 2 (targeted) and Tier 3 (intensive) supports for students.
- Explicit teaching of social-emotional skills and wellbeing literacy in the Whole School Wellbeing Program.
- Conduct 'Teams around the Learner' meetings for all teachers of individual students to collaborate.

Student Learning Outcomes

NAPLAN Data

The 2024 NAPLAN data provides an indication of student performance in specific domains.

Year 7 Reading - Whilst still below the State Mean, the School has closed the gap somewhat in 2024, based upon the 5-year trend report. Girls are overall scoring more highly than boys and scoring closer to the State Mean.

Year 7 Writing - Whilst the School Mean has marginally improved, it has not kept pace with the State and National Mean. The girls have performed better than the boys.

Year 7 Spelling - Whilst the School is below the State Median, the boys and the girls have performed similarly in the school with a Median score of 519 and 520 respectively. However, this is not reflected in the Mean where there is a 16 point difference.

Year 7 Numeracy - Whilst there is no significant change year-on-year for the School, it remains below the State and National Mean. The Median boys score is slightly higher than the Median girls score whereas the boys Mean score is lower than the girls. This could suggest that there is a group of boys in the cohort who are under-performing, balanced by a group of well-performing boys.

Year 7 Grammar and Punctuation - The school Mean has increased, particularly in comparison with the State and National Mean, closing the gap. The girls' scores remain on par with National performance, being fractionally below. The boys' Mean score is 34 below the State Mean score.

Year 9 Reading - The School Mean has fallen relative to the National and State Mean, remaining below. Boys remain somewhat lower than the girls.

Year 9 Writing - The State and National Mean scores have increased by 6 and 7 points, whereas the School Mean has decreased by 18 points, widening the gap between School and State/Nation. Girls outperform boys.

Year 9 Spelling - The School's results are trending down, decreased by 10 points versus a stable State and National Mean score. The boys and girls have both performed similarly.

Year 9 Numeracy - The School Mean score is trending downwards, faster than the State and National Mean score. The boys have outperformed the girls in 2024.

Year 9 Grammar and Punctuation - The School Mean score is trending downwards, faster than the State and National Mean score. The girls have outperformed the boys in 2024. There appears to be some boys who require substantial support.

In response to this data, students in both Year 7 and Year 9 who fell within the Needs Additional Support range across all domains were individually identified and their support provisions were reviewed. Many were already recorded in the Nationally Consistent Collection of Data (NCCD), some students were attending the Mathematics and English Enhancement Program (MEEP) and others were referred to the Tutoring Learning Initiative (TLI). Students identified as exceeding expectations had the option to join the Learning Enrichment and Advancement Program (LEAP) program.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	520	58%
	Year 9	517	41%
Numeracy	Year 7	512	59%
	Year 9	531	50%
Reading	Year 7	518	60%
	Year 9	539	57%
Spelling	Year 7	518	63%
	Year 9	544	63%
Writing	Year 7	520	54%
	Year 9	536	52%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	95%
VCE VM Completion Rate	86%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goal 1: To foster growth and engagement through a shared pedagogical approach

Intended Outcome:

2.4 Activate a learning culture, built around high expectations and excellence.

Strategy:

Create a learning environment that is safe, predictable and known through the implementation of the Whole School Approach to Positive Behaviour Support framework.

Goal 2: The Assessing Wellbeing in Education (AWE) data and Insight SRC Student Social Emotional Climate (student distress, student perception of learning confidence, students feeling safe in the classroom) is completed and evidences improvement each year.

Intended Outcome:

Increase sense of belonging and connection to learning and community as recorded via the college Insight SRC and AWE Survey.

Strategy:

Explicit teaching of social-emotional skills and wellbeing literacy in the Whole School Wellbeing Program.

Implementation and deepening of student engagement programs and interventions to support students.

Achievements

Inspired by the Marist order's belief that "to bring up children properly, we must love them and love them equally," we strive to create a community that respects and values everyone. To be an effective Christian learning community, we must prioritize the wellbeing of our students in all our practices in every lesson, every day. While the Marist Sion College Warragul Wellbeing for Learning model is rooted in being genuinely present for young people, it also has a targeted intention of teaching the skills of wellbeing. These skills, reflecting the principles of Positive Education, support students to become flourishing and thriving members of our community. The skills taught and learnt in 2024 were:

- Connection to community.
- Respectful Relationships
- Goal Setting
- Cyberbullying

- Character Strengths
- Violence is not ok
- School Wide Expectations
- Growth Mindset and Grit
- AWE Wellbeing Measure
- Mental Health Month
- Resilience

Wellbeing Promotion – 21 Day Benefit Mindset Challenge

In Term 1, the College engaged with the 21 Day Benefit Mindset Challenge. The core concept revolved around the definition of a "Benefit Mindset" as a conscious decision to engage in actions that yield positive outcomes for others within the Marist-Sion College community. The challenge stipulated a 21-day engagement period, with the specific and engaging constraint that each daily action undertaken by participants must be distinct from previous days.

The invitation to participate in the 21 Day Benefit Mindset Challenge was extended to all members of the Marist-Sion College community, encompassing:

- Students across all year levels.
- Teaching and non-teaching staff.
- Parents and guardians of enrolled students.

This inclusive approach aimed to foster a collective culture of positive contribution and interconnectedness.

Participants were encouraged to engage in "small acts of kindness" towards others. Examples provided included:

- Verbal or written expressions of gratitude.
- Performing small, thoughtful acts of kindness.
- Proactively offering assistance to individuals without being explicitly requested.

A key element of the challenge was the daily novelty requirement: each day's chosen action was mandated to be different from those performed on preceding days. This element aimed to encourage creativity, increase awareness of opportunities for positive contribution, and prevent routine or passive engagement.

Wellbeing Promotion – Growth Mindset Challenge

Aligned with the Whole School Approach to Positive Behaviour Support, this initiative aimed to foster a culture of continuous learning, skill development, and positive habit formation amongst all staff and students of MSCW.

The MSCW Growth Mindset Challenge was designed to actively engage the entire College community in embracing the principles of a growth mindset. Participants were invited to identify and pursue a personal goal centered around acquiring a new skill or establishing a new, beneficial habit. This challenge encouraged proactive engagement with personal development and the understanding that abilities and intelligence can be developed through dedication and hard work.

To foster a sense of collective engagement and provide varied avenues for participation, the Growth Mindset Challenge offered flexibility in how individuals and groups could engage:

- *Individual Pursuit:* Staff and students could undertake the challenge as a personal endeavor.
- *Tutor Group Collaboration:* Tutor Groups were encouraged to identify and work towards a shared goal.
- *House Team Engagement:* House Teams were invited to collaboratively tackle a skill or habit development challenge.

This multi-faceted approach aimed to cater to different learning styles and promote both individual accountability and collective support.

Value Added

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 'every conversation 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:

- A free Breakfast Club.
- Conversation Circles in Tutor Group.
- RUOK activities in Tutor group:
 - A touch of yellow for RUOK day.
 - Staff versus students basketball match.
- Year 12 Reflection Day.
- Positive Health and Positive Purpose - presentation to Year 11 and 12 by Sonya Karras on safe partying.
- RU OK Day BBQ hosted by the Counselling and Wellbeing Team.
- Wellbeing Services Expo including external services.
- Presentation from SOCIT to Year 7 and 8 students.

Wellbeing Promotion – Student Leadership

The Student Leadership positions underwent a restructure with the intention for implementation in 2025. This will include an addition of the role of College Vice Captains. These changes were reflected due to the depth of quality candidates who applied for the College Captains position at the end of 2024. The proposed senior student leadership group will be renamed the Student Leadership Executive team. It will include the following roles.

- College Captains
- College Vice Captains
- Academic Captains
- Mission Captains
- Performing Arts Captains
- Sports Captains
- Visual Art Captains
- Vocational Learning Captains
- Mission Captains (Year 11)
- Performing Arts Captains (Year 11)
- SRC Captains (Year 11)

These roles create further opportunities to activate student voice, promote action and student agency as well as develop students through formal leadership training and skill development.

Wellbeing Promotion – Connection and Belonging

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.
- Marist Schools Australia Cricket Carnival.

Co-Curricular

Student Leadership:

- Social Justice Initiatives.
- Year 7 and 9 Camps.
- Year 11 Retreat.
- Year 12 Reflection Days.
 - New Student Executive Team established.

- 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 chaired a College Assembly.
- Inspiring Young Women Dinner.

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. The wellbeing survey Assessing Wellbeing in Education (AWE) was first conducted in 2023, was administered again in 2024 and has provided significant insights into student satisfaction. Amongst other things, the survey includes an “awesome score” as an indicator of overall student satisfaction.

In 2023 students at Marist Sion College scored a 6.4 on the awesome rating which rates as slightly below average for like schools.

In 2024 students at Marist Sion College scored a 6.9 on the awesome rating which rates as average for like schools, indicating an improvement in this area.

Improvements were also seen in Wellbeing enablement, a rating of how satisfied students are that Marist Sion supports and enables student wellbeing. Student perception of bullying was also down 21% on the survey.

AWE Wellbeing survey ratings

Awesome Rating

2023: 6.4

2024: 6.9

Wellbeing Enablement

2023: 7.0

2024: 7.5

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.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	78.38

Average Student Attendance Rate by Year Level	
Y07	87.4
Y08	84.7
Y09	82.9
Y10	84.2
Overall average attendance	84.8

Leadership

Goals & Intended Outcomes

Goal: To enhance a leadership culture that promotes learning and growth by:

- Activating a culture of leadership
- Lead impactful school improvement.
- Provide access to targeted professional learning.

The priority objective is leaders within DOSCEL and its schools are supported to thrive, through professional learning, development and practices that support wellbeing.

Achievements

In 2024, the Leadership domain has achieved the following:

- A review of Positions of Leadership structure with consultation, a clear purpose and timeline and the appointment of leaders for the new POL cycle.
- The completion of a Leadership Role Clarity document to support staff in understanding the different leadership roles.
- The development of a Marist-Sion College Leadership Statement.
- Co-creation of Growth Plans for the College Executive Team.
- Structured one on one conversations with leaders to provide ongoing, formative feedback.
- Provision of targeted Professional Learning through DOSCEL – Middle Leaders Program, Teaching and Learning Network Meetings and Deputy Principal Network Meetings.
- Ongoing monitoring of the School Improvement Framework (SIF) data which demonstrates impact on student outcomes.
- Maintenance of the Marist-Sion College Professional Learning Implementation Plan (PLIP).
- Targeted leadership formation for the College Executive Team and the Senior Leaders Team with Table Group, DOSCEL and via the Marist-Sion College Learning Hub.
- Provision of colleague led professional learning via fortnightly Professional Learning Culture Workshops.
- Supporting staff to undertake Sponsored Study (Master of Evidence Based Teaching) through financial sponsorship and time to support their assessments.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>The Professional Learning that staff participated in for 2024 include:</p> <ul style="list-style-type: none"> • College staff Professional Learning days facilitated by members of the Executive Team on the topics of: <ul style="list-style-type: none"> i. Whole School Approach to Positive Behaviour Support ii. Teaching and Learning iii. Catholic Identity iv. Staff Wellbeing – Thrive At Work • Accreditation to teach and lead in a Catholic School • Accreditation to teach in a Catholic School • Curriculum-based Conferences • DOSCEL Graduate Program • VCE Conferences • Behavioural Management Strategies • Youth Mental Health First Aid • First Aid and CPR training • Bronze Medallion • External VCAA Assessor marking. • In the Marist Way - Marist Formation Programs • Footsteps Program • Local network meetings • Subject specific conferences • Compliance Training • FIRE Carrier training • Teaching Sprints • Analysing VCE Data with Carmel Richardson • Small group VCE Data discussion meetings • Victorian Curriculum 2.0 Planning Days • Berry Street Educational Model • Introduction to Leadership Coaching with Growth Coaching International • Thrive By Desing – Staff Wellbeing • Development of the College Master Plan • Implementation of Martian Logic – HRIS • Implementation of EMS 360 • Voice Care Workshop

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Middle Leaders Program – Handling challenging conversations. 	
Number of teachers who participated in PL in 2024	94
Average expenditure per teacher for PL	\$1300.00

Teacher Satisfaction

The 2024 Insight SRC Data shows the following:

- Teaching Climate indicator is 55.4 – a decrease from 2023.
- Clarity, Learning and Empathy all saw an increase for 2024, whilst Engagement dropped by 0.8.
- Role Clarity and Empowerment decreased by 4 and 7 respectively.
- Organisational climate indicator is 5401 – an increase of 0.5 from 2023.
- Empowerment and Professional Growth had an increase in 2024 however ownership and school morale saw a decrease.
- Teacher confidence had a decrease of 3.
- Individual and School Distress have both improved.
- Work demands lifted by 4 which means staff are feeling less under pressure.

Overall teachers at Marist-Sion College work more confidently and have a feeling of empowerment and are more satisfied when working in teams rather than trying to accomplish tasks alone. Individual and School Distress have both improved which is based on our Team Based Practice and Collaborative Teacher Planning Time.

Teacher Qualifications	
Doctorate	1
Masters	34
Graduate	33
Graduate Certificate	8
Bachelor Degree	90
Advanced Diploma	2
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	112
Teaching Staff (FTE)	102.28
Non-Teaching Staff (Headcount)	94
Non-Teaching Staff (FTE)	72.8
Indigenous Teaching Staff (Headcount)	4

Community Engagement

Goals & Intended Outcomes

Catholic Feeder Primary Schools

In 2024, 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 at 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.

Achievements

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 2024 with a dynamic array of events, excursions, co-curricular activities and celebrations.

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 Meetings
- 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.

Parent Satisfaction

Parents Satisfaction is no longer assessed as part of the Insight SRC Data.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.mscw.vic.edu.au