



MARIST-SION COLLEGE – ANNUAL IMPLEMENTATION PLAN – 2026



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.

Mission Our mission is to provide a high-quality Catholic education where young people are supported to thrive in the world, acting with love, compassion and justice. At our school students will come to know the love of God and see themselves as created in God's image. Students will be supported to engage with their broader social context and develop a contemporary knowledge and understanding of faith and the Catholic tradition.

Values Our values will be co-constructed through a series of staff and student workshops in Term 1.

SIP Objective and Priority	Teachers and Staff <i>What is our work?</i>	Teachers and Staff <i>How will we know we are successful?</i>	Leaders <i>What is our work?</i>	Leaders <i>How will we know we are successful?</i>
Expert teachers drive improved student outcomes Expert Teacher Practices Instructional Model	Expert Teacher Practice through the Instructional Model. In 2026, all teachers will: <ul style="list-style-type: none"> consistently implement the Instructional Model in every classroom, establishing clear routines, delivering explicit instruction, using formative assessment to inform teaching, and providing targeted feedback to improve student learning. plan for and enact differentiation through documented extension, support and learning adjustments, with evidence clearly recorded in curriculum plans and semester reports. actively participate in scheduled collaborative meetings focused on knowing students, curriculum, practice and impact, contributing evidence, analysis and agreed actions. regularly analyse student data, assessment tasks and moderation outcomes to adjust teaching and monitor student growth. engage in Teaching Sprints, Professional Learning Culture workshops and coaching cycles to refine practice. model readiness to learn and support student organisation through effective use of planners and digital tools. 	Instructional Model evident in every classroom. In 2026, this will be evident when: <ul style="list-style-type: none"> the Instructional Model is visible in classroom practice, demonstrated through lesson observations, planning documentation and documented differentiation in reports. collaborative meetings demonstrate purposeful teacher collaboration, evidenced by attendance records, documented analysis, and shared action plans with identified actions and timelines. data analysis and moderation outcomes inform teaching adjustments, evidenced in curriculum plans, student progress tracking and moderation summaries. Teaching Sprints, professional learning and coaching consistently support student organisation, evidenced through participation records, coaching feedback and classroom use of planners and digital tools. 	Strategically resource the Instructional Model. In 2026, all Leaders will: <ul style="list-style-type: none"> lead and support expert teaching teams through purposeful, data-driven collaboration using VCE, NAPLAN, PAT, moderation and analytics to set priorities and monitor progress. ensure consistent implementation of the Instructional Model in every classroom and monitor improvement through Learning Walks (Stage 1) and evidence reviews. operate and monitor professional learning programs and further study opportunities, while coaching and mentoring staff using the GROWTH model and individual Growth Plans. foster a shared understanding of, and alignment to, the College's strategic intent across all staff. 	Teachers know the Instructional Model. In 2026, this will be evident when: <ul style="list-style-type: none"> expert teaching teams meet at least twice per term for structured, data-driven collaboration, with priorities documented and progress tracked through analytics dashboards. Learning Walks (Stage 1) show the Instructional Model evident in at least 90 percent of observed classrooms and teacher surveys report 80% or higher confidence in applying the model. all staff participate in professional learning and coaching cycles, with at least 80% positive feedback on relevance and impact, and Growth Plans reviewed at least once per semester. staff surveys indicate 85% or higher agreement that they understand and enact the College's strategic intent, supported by evidence in planning documentation and meeting artefacts.
Expert teachers drive improved student outcomes Literacy, Numeracy and	Pedagogy in literacy and numeracy caters for all. In 2026, all teachers will: <ul style="list-style-type: none"> deliver explicit, data-informed literacy and numeracy instruction aligned to the College Instructional Model, using formative assessment and targeted feedback to respond to identified student learning needs. collaboratively analyse student learning data in "Know Your Learner" and "Know Your Impact" meetings to identify priorities, share effective teaching strategies and monitor the impact of instructional practices over time. 	Accelerated student growth in literacy and numeracy. In 2026, this will be evident when: <ul style="list-style-type: none"> all students, including those with additional learning needs, demonstrate accelerated annual growth, as shown by improved NAPLAN and PAT results across year-level cohorts. literacy and numeracy are explicitly embedded in curriculum documentation and classroom practice, with formative assessment, targeted feedback and documented adjustments clearly reflected in student reports and NCCD evidence. 	Build data-informed, evidence based practice. In 2026, all Leaders will: <ul style="list-style-type: none"> use data dashboards and formative assessment evidence to set improvement priorities, monitor student growth and guide timely interventions in literacy, numeracy and inclusive practice. implement, monitor and evaluate the College Instructional Model, with a consistent focus on explicit teaching and differentiated practice to support the learning needs of all students. 	Teachers use student data to differentiate and target teaching. In 2026, this will be evident when: <ul style="list-style-type: none"> student achievement data demonstrates consistent improvement, including a minimum of 5% annual growth in literacy and numeracy outcomes and documented progress for all students with additional learning needs. Learning Walks (Stage 1) records and collaborative meeting artefacts confirm explicit teaching, differentiation and inclusive strategies are observed in at least 90% of classrooms.

Inclusive Practices Pedagogy, Curriculum, Assessment and Reporting	<ul style="list-style-type: none"> implement planned adjustments, differentiation and extension to support diverse learners, actively contribute to whole-school inclusion initiatives, and maintain safe, respectful and inclusive classroom environments. 	<ul style="list-style-type: none"> Learning Walks (Stage 1), meeting records and professional learning agendas consistently focus on literacy, numeracy and inclusion and student survey data indicates a strong sense of belonging and appropriate learning support. 	<ul style="list-style-type: none"> activate and embed whole-school literacy, numeracy and inclusive strategies through the Literacy Collective, targeted numeracy initiatives and clear, consistent communication of expectations. facilitate structured collaborative meetings and targeted professional learning that builds teacher capability in evidence-based literacy, numeracy and inclusive education practices. 	<ul style="list-style-type: none"> targeted professional learning and coaching demonstrate measurable impact, evidenced by at least 80% of participant feedback indicating increased confidence and capability in literacy, numeracy and inclusive practice. data dashboards are systematically reviewed a minimum of twice per term to guide interventions and resource allocation, with clear documentation of actions and instructional adjustments based on analysis.
Catholic Mission, Identity & Religious Education are central to the school Vocational Nature of Catholic Education Staff Formation and Coaching	Know the mission and identity of the Catholic school. In 2026, all teachers will: <ul style="list-style-type: none"> actively support and promote student and staff participation in Catholic Identity, Mission, Youth Ministry and Social Justice activities by integrating these opportunities into classroom practice and College programs. develop their understanding of the <i>To Live in Christ Jesus</i> Curriculum and VCAA Religion and Society Study Designs, ensuring learning units and assessment tasks align with curriculum expectations and reflect authentic Religious Education pedagogy. participate in and support targeted formation opportunities, including Reflection Days, Teaching Masses, and professional learning, to build shared understanding of the College Charisms and Liturgy, particularly for Year 7 students, new students and new staff. 	Students understand Catholic and other faith perspectives. In 2026, this will be evident when: <ul style="list-style-type: none"> staff and student participation in Catholic Identity, Mission, Youth Ministry and Social Justice activities is consistently recorded through attendance data and reflected in positive trends in student and staff survey results. Religious Education curriculum documentation, assessment tasks and reports demonstrate the consistent use of formative assessment, targeted feedback and differentiated learning experiences. SIF Survey, ECSI and CMARE data indicate that staff and students can identify and explain key aspects of the Marist and Sion Charisms, understand the structure and meaning of the Mass and articulate the connection between these traditions and College life. 	Model and help others to encounter our Catholic faith. In 2026, all Leaders will: <ul style="list-style-type: none"> actively promote and enable staff and student participation in Catholic Identity, Mission, Youth Ministry and Social Justice encounters by embedding these opportunities into year-level programs, events and learning experiences. lead and support expert teaching teams through structured, data-informed collaboration to set learning priorities and ensure curriculum units and assessment tasks align with the DOSCEL Religious Education Curriculum and VCAA Study Design requirements. coordinate and participate in systematic staff formation through Catholic Identity workshops and meetings, strengthen partnerships with the Parish and DOSCEL, and implement targeted induction and ongoing formation programs for leaders that clearly articulate purpose, theology and practice, supported by the DOSCEL, Marist and Sion Formation Teams. 	Catholic identity is visible in school culture and decision-making. In 2026, this will be evident when: <ul style="list-style-type: none"> Catholic Culture measures show sustained improvement across SIF, CMARE, ECSI and related surveys, and there is increased student participation in Mission activities, Youth Ministry, Social Justice programs, Retreats and Masses. Religious Education curriculum documentation fully aligns with DOSCEL Curriculum and VCAA Study Design, and lessons are engaging, inclusive, and reflect authentic student voice. all staff complete Catholic Identity workshops and induction programs, with 80% or higher positive feedback demonstrating understanding of the “why” behind Catholic Identity and Mission; leaders receive ongoing formation, supported by regular feedback indicating greater confidence and active engagement.
All staff drive a culture of child safety & wellbeing Student Agency Student Voice	Foster student agency and voice. In 2026, all teachers will: <ul style="list-style-type: none"> actively encourage and support students to participate in decisions about their learning, wellbeing, and school environment and use student feedback to adapt classroom practices and enhance the learning environment. provide structured opportunities for students to take on leadership roles and embed student voice in classroom routines and curriculum planning, ensuring students influence learning goals and activities. implement child safety and wellbeing programs, including Respectful Relationships, with explicit reference to the DOSCEL Sexuality Education in Catholic Schools document during planning and delivery. 	Students influence the life of the school. In 2026, this will be evident when: <ul style="list-style-type: none"> Learning Walks consistently show students actively engaged in learning and demonstrating ownership of their progress, through goal setting, self-assessment, and collaboration. student feedback informs curriculum and learning activity refinement, evidenced by documented changes in planning and classroom practice. student and staff wellbeing surveys report 85% or higher positive responses for respectful and positive relationships and compliance checks verify full implementation of child safety and wellbeing programs, including Respectful Relationships and eSafety. 	Lead a culture of child safety. In 2026, all Leaders will: <ul style="list-style-type: none"> embed student voice, agency and wellbeing in all policies and practices and use wellbeing and engagement data to drive school improvement decisions and allocate resources effectively. facilitate regular meetings of the Child Safety and Wellbeing Strategic Leadership Team, ensuring actions are documented and implemented and oversee inclusive student leadership structures such as the SRC to ensure they are active and impactful. monitor and review the implementation of child safety and wellbeing programs and provide targeted professional learning for staff. 	All teachers and staff are student focussed. In 2026, this will be evident when: <ul style="list-style-type: none"> student voice, agency and wellbeing are embedded in policies and everyday practices, and wellbeing and engagement data is systematically reviewed to inform school improvement priorities and resource allocation. all Strategic Leadership Teams operate effectively to enhance the student experience. child safety and wellbeing programs are fully implemented and monitored and staff report greater confidence in promoting student agency and maintaining a safe, supportive environment, demonstrated through participation in targeted professional learning.