

2025

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 2025 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 08 May 2026

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

In 2025, more than 18,214 students were educated across 44 Catholic primary and secondary schools owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL). These schools were supported by approximately 3,022 staff who are committed to nurturing students in their academic, spiritual, physical and emotional development.

Catholic education within the Diocese of Sale continues to be strengthened through the partnership of the Bishop of Sale, the DOSCEL Board, the DOSCEL Office, school leaders, staff, parish communities and families. Together, we work to ensure that every student is supported to grow in faith, learning and wellbeing within vibrant Catholic school communities.

A significant milestone during the year was the launch of the DOSCEL Strategic Plan 2025–2028, which sets the direction for Catholic education across the Diocese for the coming years. Developed through consultation with our education community, the Strategic Plan articulates a renewed strategic intent that places faith formation, educational excellence and the wellbeing of students at the centre of our work.

Strengthening the capacity of our workforce remained an important priority throughout 2025. Schools continued to engage in professional learning and leadership development opportunities that support evidence-informed teaching and learning practices and enhance student outcomes. Leadership formation programs also continued to support emerging and experienced leaders in sustaining vibrant Catholic learning communities.

In response to the ongoing national teacher shortage, the Diocese continued its partnership with Swinburne University of Technology to deliver the Accelerated Bachelor of Education (Primary) program. This initiative provides a supported pathway for Education Support Officers working in our schools to become qualified teachers while continuing to contribute to their school communities. The first cohort commenced their studies during 2025, representing an important investment in the future workforce of Catholic education within the Diocese.

Investment in school infrastructure and contemporary learning environments also continued during the year. In January 2025, the Diocese celebrated the opening of St Josephine Bakhita Catholic Primary School in Clyde North, providing a new Catholic education option for families in this rapidly growing community.

Planning and development for future schools progressed, including the commencement of construction for St Oscar Romero Catholic Primary School in Drouin and continued planning for St Carlo Acutis Catholic Primary School in Clyde, both expected to open in 2027. These developments reflect the continued growth of Catholic communities across the Diocese and the strong demand for Catholic education.

A significant announcement during the year was the redevelopment of the historic Our Lady of Sion Convent and school precinct in Sale. The project will restore the heritage-listed convent building while creating a contemporary education precinct that will support the learning and wellbeing of future students and families. This includes a new primary school facility to enable the relocation and renaming of St Thomas' Primary School as Our Lady of Sion Catholic Primary School, as well as the establishment of the Ratisbonne Leadership Centre to support teacher professional learning and leadership development across the Diocese. Construction is underway, with completion anticipated in 2027.

Across all schools, the safety and wellbeing of children and young people remain a fundamental priority. Schools continued to strengthen their child safety practices in line with the Victorian Child Safe Standards and to foster respectful and inclusive environments where every child feels safe, valued and supported.

I extend my sincere gratitude to the principals, teachers, education support staff, parish partners, parents and volunteers who contribute so generously to the life of our Catholic schools. Your dedication ensures that Catholic education within the Diocese of Sale continues to flourish as communities of faith, learning and service.

Guided by the priorities outlined in the DOSCEL Strategic Plan 2025–2028, we look forward with confidence to continuing the important work of Catholic education across the Diocese of Sale.

Paul Velten

Executive Director

Diocese of Sale Catholic education Ltd

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 1062 (August Census) students and is accessible by public transport.

Today, Marist-Sion College 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 College 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

2025 has been a year of purposeful action, celebration and growth at Marist-Sion College. Across the year, our community worked together to strengthen Catholic identity, enhance learning and teaching, build impactful leadership, ensure child safety and steward resources responsibly for a sustainable future.

The College Theme for 2025, Pilgrims of Hope – Look Beyond, invited the Marist-Sion College community to walk together with trust, courage and purpose. Inspired by our Catholic faith and Jubilee spirit, the theme challenged students and staff to look beyond immediate circumstances, beyond self-interest and beyond perceived limits, to recognise God's presence and promise in their lives and in one another. As pilgrims, we were called to journey with hope; seeking justice, deepening relationships and responding with compassion and faith to the needs of our world.

This Annual Report celebrates both significant milestones and the steady, disciplined improvement that underpins our work. It reflects our shared commitment to excellence, inclusion and faith-filled education and outlines how our strategic intent continues to shape every aspect of College life.

Strategic Intent

Our strategic intent is clear and unwavering:

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

This intent guides our planning, our investment of resources and our daily practice as we look ahead with confidence and purpose.

Catholic Identity

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

Catholic identity remains at the heart of Marist-Sion College. In 2025, our community gathered for significant liturgical celebrations including the Commencement Mass and Year 7 Welcome, strengthening connections through shared faith and belonging. Across curriculum, leadership formation and wellbeing programs, our dual charism and Gospel values were intentionally embedded, ensuring our identity is lived rather than simply stated.

Our commitment to reconciliation was deepened through the active work of our FIRE Carrier program, a student-led initiative that promotes justice, cultural awareness and understanding. FIRE Carriers acted as ambassadors for reconciliation, educating peers about Aboriginal and Torres Strait Islander cultures, histories and contributions, while working alongside local Elders and staff to lead events and support authentic cultural learning. We are actively progressing a FIRE Carrier Covenant, a commitment similar to a Reconciliation Action Plan, which will embed reconciliation into the life of the College and ensure that all students and staff walk together on this important journey. We recognise reconciliation is a lifelong commitment to healing, learning and unity.

This commitment was further reflected through the inclusion of Acknowledgement of Country in all strategic documents and gatherings, and through learning experiences that honour Aboriginal and Torres Strait Islander perspectives. Partnerships with families continued to strengthen through community events and intentional communication, fostering a shared sense of mission, belonging and responsibility grounded in Catholic Social Teaching.

A profound expression of faith and charism this year was the commissioning of Miriam, a sculpture representing the young Jewish woman who courageously said “Hineni – Here I am” to God. Standing beside the Marist Table, Miriam embodies listening, love, service and welcome. Her presence connects our Sionian charism to the Jewish roots of Christianity, reminding us that our faith is founded on courage, humility and openness to God’s spirit. In a world captivated by status and fleeting fame, Miriam calls us to stand with the vulnerable, to value quiet faithfulness and to recognise a God who walks with dusty feet in the realities of everyday life.

Learning and Teaching

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

Throughout 2025, learning and teaching improvement remained a central focus. Teaching Sprints were implemented with a strong emphasis on literacy, numeracy and differentiation, enabling teachers to refine practice and respond to diverse learner needs. Coaching and peer observation expanded across the College, strengthening a culture of collaboration, shared expertise and professional growth.

A Coaching Model was developed to empower strategic instructional leaders, alongside an Instructional Model designed to support expert teacher practice. These frameworks nurture consistency, clarity and continuous improvement across classrooms. Data-informed decision-making became embedded through purposeful use of VCE, NAPLAN and PAT data to guide targeted intervention, extension and growth strategies.

In 2025, Marist-Sion College introduced a clearly articulated Instructional Model to strengthen consistency, clarity and impact in teaching and learning across the College. The model provides a shared language and evidence-informed expectations for classroom practice, supporting teachers to design purposeful lessons, respond to learner need and maximise

student growth. Aligned to our strategic intent of expert teacher practice, the Instructional Model emphasises high expectations, explicit teaching, formative assessment and responsive differentiation.

The introduction of accelerated learning programs and additional learning support ensured equitable access to opportunity, while the commencement of Victorian Curriculum 2.0 implementation ensured programs remain contemporary, rigorous and responsive. Through these actions, we continue to uphold our commitment that every student experiences strong growth in literacy and numeracy each year.

Leadership

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

Leadership capacity was intentionally strengthened in 2025. Growth Plans for Directors and Positions of Leadership fostered reflective practice, accountability and clarity of impact. Leaders engaged with DOSCEL leadership programs and networks, sharing expertise and strengthening collaboration across system schools.

The College invested in postgraduate study in Evidence-Based Teaching and Instructional Leadership and expanded leadership formation through Growth Coaching International and Learning Hub EC by Go1. Senior leaders participated in workshops focused on organisational health and strategic data analysis, supporting confident and informed decision-making. These initiatives ensure that leadership at Marist-Sion College remains purpose-driven, relational and focused on improving teaching and learning outcomes.

Child Safety

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

Student safety remains a non-negotiable priority. In 2025, Marist-Sion College verified compliance with Ministerial Order 1359 and all Child Safe Standards. Child safety processes were embedded within SIMON to streamline reporting and ensure clarity and transparency.

Annual audits, risk assessments and policy reviews were conducted, alongside mandatory staff training in child safety and reporting obligations. Emergency management planning continued through dedicated leadership teams, ensuring readiness and responsiveness. Our ongoing commitment is to provide an environment where every student feels safe, known and valued.

Stewardship of Resources

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

Responsible stewardship guided planning and decision-making across 2025. A mid-year review of the Master Plan informed phased upgrades to learning spaces, aligned with teaching and wellbeing priorities. Quarterly budget planning processes, supported by consistent templates, strengthened transparency and accountability.

A major milestone was the completion of Stage 1 of the Master Plan, including the Campus Heart and planning for the development of double undercover courts. These spaces will serve as inclusive hubs for learning, gathering and play, reflecting the College's commitment to community and connection. Sustainability principles informed campus development, while strengthened digital infrastructure supported innovative learning and efficient administration.

Community, Culture and Celebration

2025 marked a significant milestone as Marist-Sion College celebrated its Golden Jubilee. The Opening Mass launched a year of celebration, reflection and gratitude. Significant Women's, Men's and Careers Breakfasts brought together alumni, staff and families to share stories of learning, faith and belonging.

The 50 Years Performance Evening showcased the strength of our Arts community, uniting past and present students and staff in a celebration of creativity and shared memory. Heritage Week culminated in a vibrant Heritage Day Carnival, while the Community Open Day welcomed families through student-led tours, interactive displays and alumni engagement.

An Indigenous Football Jumper was commissioned in collaboration with students and local Elders, symbolising deepened connection to community and Country. Jubilee pins, blessed and now worn with pride, stand as a visible reminder of five decades of faith, learning and service.

We also proudly introduced the Endeavour and Excellence Awards, shaped through consultation with students, staff and families. These awards recognise effort, engagement, achievement and leadership across Learning, Co-curricular pursuits and Spirit and Service, celebrating growth as well as excellence.

Engagement and Enrolment

Interest in Marist-Sion College remained strong throughout the year, reflecting community confidence in the College's direction. Student-led Talk and Tours offered prospective families an authentic insight into College life, while the Catholic Feeder Primary School Sports Day strengthened connections with future students and families, despite challenging weather conditions.

Looking Forward to 2026

In 2026 we will deepen student engagement through innovative learning pathways, strengthen leadership succession planning, expand wellbeing initiatives and leverage advanced analytics for predictive insights. Our commitment remains steadfast: to provide a faith-filled inclusive and future-focused education for every student.

Thank You

We thank our students, families, staff, alumni and community partners for their trust, dedication and collaboration. Together, we continue to build a vibrant learning community grounded in faith, learning and excellence.

Lisa Harkin
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

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

- Create experiences of encounter to develop a culture of recontextualisation and dialogue (CIRE Domain 1).
- Develop teacher expertise to deliver high quality Religious Education (CIRE Domain 2).
- Enhance student learning and Catholic identity by partnering with the local parish, parents and families and DOSCEL (CIRE Domain 3).

Achievements

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

- Blessing of Miriam statue in front of the Chapel.
- Australian Catholic Youth Festival in Melbourne – attended by two staff and four students.
- Blessing of the Campus Heart, featuring key phrases from the Marist Characteristics and the Foundational Beliefs of the Sisters of Our Lady of Sion.
- Establishing the FIRE Carrier program at MSCW – a Reconciliation program in Catholic schools. Establishing our Covenant and initiating 29 FIRE Carriers (19 students, 10 staff).
- House Celebration Day 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 and a two-night Year 11 Retreat.
- Santa Teresa (Ltyentye Apurte) Immersion to the Northern Territory successfully undertaken with eight Year 10 students and three staff members.
- Whole School Mass celebrations – Commencement and Year 7 Mass of Welcome, including blessing of the Miriam statue, 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.
- Game Changers youth ministry program regularly attended.

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

- Deputy Principal Catholic Identity and Mission attended 6th International Sion Conference in Quebec.
- Director of Mission attended Marist Pilgrimage in Europe.
- Staff Spirituality Day theme 'Pilgrims of Hope'.
- Marist Life Formation Liturgical Music Masterclass attended by Music Ministry Coordinator.
- Marist Middle Leaders Program attended by selected staff.
- MLF "Ecology of the Heart" Retreat (Cairns) attended by staff member.
- MLF National Assembly (Brisbane) attended by Director of Mission.
- 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 2025.
- Footsteps 1 in Mittagong attended by some staff.
- 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).

- In partnership with Local Elder, Auntie Cheryl Drayton, established "Reconciliation Week" football match with St Francis Xavier College, featuring jumper designs from 2024 student collaboration.
- In partnership with Local Elder, Auntie Cheryl Drayton, and local artists, designed and coordinated the installation of the Kurnai Creation Sculpture
- Student and staff participation in Catholic Education Week Mass.
- House Leaders participation in procession at the beginning of Whole School Masses.
- 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

- Team members attended conference hosted by leaders of the ECSI Project (Enhancing Catholic School Identity), Professor Didier Pollefeyt and Prof Dr Jan Bouwens.
- Hosted Aboriginal and Torres Strait Islander “Elders Afternoon” including students and staff.
- FIRE Carrier Covenant established.
- Reconciliation Round established as annual fixture.

Learning and Teaching

Goals & Intended Outcomes

In 2025 the College focused on strengthening the quality and consistency of teaching practice to improve student learning growth across all year levels. Key goals aligned with the School Improvement Plan and Annual Action Plan included the development of a coherent whole school Learning and Teaching architecture, the establishment of shared instructional practices and the increased use of data to inform teaching and intervention. A further priority was to ensure that all students were known as learners through consistent approaches to differentiation, learning adjustment and extension.

Achievements

Significant progress was made in establishing a coherent approach to learning and teaching. A five-year Learning and Teaching Roadmap was developed to align curriculum, pedagogy, assessment and reporting and to provide clarity and continuity across the College. An Instructional Model Working Party was formed and engaged staff in collaborative professional learning, resulting in a draft whole-school lesson structure, designed to support consistent high quality learning experiences.

Teaching practice was strengthened through Teaching Sprints, Professional Culture Workshops, modelling of effective pedagogy and targeted coaching. These structures supported teachers to reflect on their practice, trial evidence-based strategies and develop a shared language around effective instruction. Teachers were supported to better identify student growth through the use of NAPLAN scaled scores, PAT data and internal assessment data, supported by the introduction of the Performance Review of a Current Assessment Task (PROCAT) assessment review tool.

Structural reforms strengthened student support and differentiation. Learning Enrichment and Advancement Program (LEAP) and Tutor Learning Initiative (TLI) were consolidated under the Director of Learning Adjustment, improving coherence, accountability and tracking of student growth. Review documentation for Individual Support Program (ISP), LEAP and TLI increased clarity around student participation and outcomes. The Year 8 Active Listening Program contributed to improved engagement and classroom consistency for that cohort.

High ability learners were supported through data informed placement decisions including the establishment of Year 8 Mathematics extension groupings for 2026. Teachers were supported through professional learning focused on differentiation, data use and collaborative planning.

Overall performance across 2025 indicates growing consistency in teaching practice, stronger alignment between data and decision making and improved structures to support both students at risk and high ability students.

Student Learning Outcomes

NAPLAN data for the year indicates that the College continues to serve a diverse learner intake with varied starting points, while achieving growth outcomes that are broadly comparable to state growth in several domains. Year 7 and Year 9 Numeracy demonstrated growth at or near state levels, while literacy growth was more variable across reading, writing and spelling.

Spelling remains an area of need, with a widening gap relative to state performance, particularly in the middle bands of achievement. Writing data indicates relative strength in audience, ideas and character and setting, while sentence structure, punctuation and paragraphing require further targeted instruction. Boys' writing performance and high-end growth in several literacy and numeracy domains remain ongoing priorities.

Growth data highlights that the College has a higher proportion of students demonstrating low relative growth compared to the state in several domains, particularly in Reading and Writing. This has informed a continued focus on explicit teaching, curriculum coherence and targeted intervention. Support strategies such as TLI, ISP and LEAP have contributed to improved engagement, confidence and learning habits for identified students, while whole school instructional work is designed to lift growth for all learners.

Trends indicate that where teaching practice has been more consistent and explicit, particularly in Numeracy, student growth outcomes are stronger. This reinforces the strategic focus on implementing the Instructional Model with fidelity to improve learning outcomes over time.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	518	55%	519	57%
	Year 9	531	43%	524	42%
Numeracy	Year 7	534	64%	523	62%
	Year 9	548	59%	540	55%
Reading	Year 7	521	60%	520	60%
	Year 9	548	59%	544	58%
Spelling	Year 7	524	67%	521	65%
	Year 9	541	58%	543	61%
Writing	Year 7	531	59%	526	57%
	Year 9	554	55%	545	54%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	97.80%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	65%
TAFE / VET	6%
Apprenticeship / Traineeship	7%
Deferred	*
Employment	19%
Other - The category of Other includes both students Looking for Work and those classed as Other	3%

Student Wellbeing

Goals & Intended Outcomes

Improvement Dimension:

Expert Teacher Practice and Improved Student Outcomes

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

Intended Outcome: Activate a learning culture built around high expectations and excellence.

Strategy: Create learning environments that are safe, predictable and known through the implementation of the Whole School Approach to Positive Behaviour Support framework.

Goal: Assessing Wellbeing in Education (AWE) and Insight SRC Student Social Emotional Climate data are completed and demonstrate improvement over time.

Intended Outcome: Increase students' sense of belonging and connection to learning and community, as evidenced through Insight SRC and AWE survey data.

Strategy: Explicit teaching of social-emotional skills and wellbeing literacy through the Whole School Wellbeing Program, alongside targeted engagement programs and interventions.

Achievements

In 2025, student wellbeing at Marist.Sion College Warragul was embedded as a shared responsibility across classrooms, tutor groups and co-curricular experiences. Through intentional relationships, clear expectations and a strong community culture, the College continued to strengthen learning environments where students feel safe, supported and motivated to learn.

The MSCW Wellbeing for Learning model focused on developing students' capacity to understand and manage their wellbeing through explicit skill development. Informed by Positive Education, the program strengthened emotional awareness, relationships and self-regulation, while reinforcing the connection between wellbeing, engagement and academic growth across all year levels.

Wellbeing skills taught in 2025 included:

Term 1: PERMAH, Science of Happiness, Benefit Mindset

Term 2: Emotional Literacy, Personal and Cultural Strengths, Positive Coping

Term 3: Respectful Relationships, Emotional Literacy, Personal and Cultural Strengths

Term 4: Mental Health Month, Positive Coping Skills, Teen Mental Health First Aid, Help-Seeking

Value Added

21 Day Benefit Mindset Challenge

In Term 1, the College community participated in the 21 Day Benefit Mindset Challenge, encouraging students, staff and families to strengthen wellbeing through purposeful actions that benefit others. The initiative promoted kindness, generosity and service, highlighting the cumulative impact of everyday, values-driven choices.

Students reflected on how their actions influenced personal wellbeing, empathy and connection, while contributing positively to the school culture. The challenge reinforced student agency, self-awareness and emotional literacy, aligning with the College's Catholic identity and commitment to dignity, compassion and service.

Respectful Relationships

The Respectful Relationships Program remained central to promoting a safe, inclusive and respectful learning environment. Embedded within the whole-school wellbeing approach, the program supported students to develop skills and understandings required to build healthy relationships and contribute positively to their community.

Through age-appropriate learning experiences, students explored respect, equality, empathy, responsibility and positive communication. These themes were reinforced consistently across wellbeing lessons, tutor groups and school culture. Staff professional learning and shared language supported consistent modelling and clear responses to concerns, strengthening a culture of trust and care.

Delivered in partnership with families and external agencies, the program aligned with the College's Catholic identity, affirming the dignity of every person and the shared responsibility to create a safe and respectful community.

PERMAH and the Science of Happiness

The Wellbeing for Learning model continued to draw on the PERMAH framework and the science of happiness to support engagement, learning readiness and wellbeing. Wellbeing skills were positioned as essential learning capabilities that support focus, motivation, relationships and achievement.

Students used the PERMAH framework as a shared language to reflect on Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Health. The Science of Happiness component explored the research behind gratitude, positive emotions and resilience, with practical strategies that helped students understand the connection between

thoughts, emotions and behaviour.

Wellbeing and Child Safety Week

Wellbeing and Child Safety Week was marked through coordinated learning and awareness activities focused on mental health, help-seeking and shared responsibility for student safety. Tutor Group conversation circles provided safe spaces for dialogue around wellbeing, relationships and support networks, aligned with the PERMAH framework, National Child Protection Week and R U OK? Day.

Teen Mental Health First Aid

In 2025, the College introduced Teen Mental Health First Aid for Year 8 students in partnership with Live4Life Baw Baw Shire. Delivered through structured Wellbeing lessons by accredited instructors, the program developed students' understanding of mental health, early warning signs and appropriate responses when a peer may be experiencing distress.

The program strengthened wellbeing literacy, peer support and help-seeking behaviours, reflecting the College's preventative and strengths-based approach to student wellbeing.

Connection and Belonging

Connection and belonging remained a strong focus, particularly during key transition points. Year 7 students were supported through structured routines, relationship-building activities and Connection Week experiences, fostering trust, confidence and a sense of belonging.

The House and Tutor system continued to provide consistent structures for connection, identity and peer support. House assemblies, tutor activities and shared wellbeing practices reinforced belonging across year levels.

Whole-school events such as Swimming and Athletics Carnivals, Heritage Day and the College Community Open Day strengthened community connection, pride and inclusion. Student participation in School Sport Victoria competitions and Marist sporting events further enhanced teamwork, identity and belonging within both the Marist-Sion College and broader Marist communities.

Student Leadership

The senior leadership structure was renamed and expanded to form the Student Leadership Executive Team. This shift reflected a more collaborative leadership approach, bringing together students from a range of portfolios to work collectively in representing student voice, supporting school initiatives and contributing to College life.

The restructured model increased breadth and inclusivity, ensuring leadership was not limited to a small number of traditional roles. By recognising academic, vocational, cultural, sporting and mission-focused leadership, the College provided more students with meaningful opportunities to lead according to their strengths and interests

In 2025, senior student leaders also participated in formal leadership formation experiences, including the Marist Student Executive Leaders Program – “Leading with a Marist Heart”, delivered in partnership with other Marist schools. This experience supported students to develop leadership grounded in service, faith and responsibility to others.

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

- Social Justice Initiatives
- Year 7 Connection Week
- 9 Camps
- Year 11 Retreat
- Year 12 Reflection Days
- Marist Connect Leadership Program

Student Satisfaction

The wellbeing survey Assessing Wellbeing in Education (AWE) was first conducted in 2023, was administered again in 2025 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 College 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 Students, 6.4 Staff

2024: 6.6 Students, 6.9 Staff
2025: 6.8 Students, 7.1 Staff

Wellbeing Enablement Rating

2023: 6.5 Students, 7.0 Staff
2024: 6.5 Students, 7.5 Staff
2025: 6.8 Students, 7.6 Staff

Student Attendance

Victorian law requires students to attend school every day unless there is a valid reason, such as illness or significant family circumstances. Term-time holidays are strongly discouraged, and VCE students must also meet VCAA attendance requirements to satisfactorily complete their studies. At the College, attendance is recorded every lesson and in Tutor Group each day, with absences checked and followed up promptly. Families are notified by SMS when a student is absent without explanation, and further contact is made if no reason is provided. Attendance data is reviewed regularly by the Student Attendance Officer, Heads of House and the Executive Team to identify patterns or concerns. Where absences become frequent or raise wellbeing concerns, the College works directly with families and, if needed, involves internal wellbeing supports or external agencies to help students re-engage with school.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	74.58

Average Student Attendance Rate by Year Level	
Y07	87.37
Y08	84.73
Y09	82.94
Y10	84.17
Overall average attendance	84.80

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 2025, the Leadership domain has achieved the following:

Activation of a culture of leadership

- The Marist.Sion College Leadership Statement was embedded as a shared framework for leadership language and practice for all leaders in the college.
- Leadership role clarity was strengthened through the refinement of Position of Leadership responsibilities, structured leader induction processes, targeted professional learning for leaders and Growth Plans for Executive and Director level of leadership.
- Team-based leadership structures were enacted and reinforced through professional learning forums and collaborative practices, such as Senior Leaders.

Leadership for school improvement

- Leaders engaged in structured feedback, coaching and reflective practice, supporting consistent and informed decision-making using the framework of Growth Coaching International.
- Senior and Middle leaders participated in Diocesan leadership programs and DOSCEL professional networks, strengthening system alignment.
- Pedagogical coaches were introduced and supported to work alongside teachers, building instructional expertise and coaching capability using the work of Jim Knight as the framework for pedagogical coaching.

Targeted leadership formation

- Leaders accessed targeted formation through DOSCEL programs, Growth Coaching International and DOSCEL networks.

- Sponsored study and external leadership programs supported the development of instructional leadership and evidence-based practice, including Teaching Excellence Program (TEP) through the Victorian Academy of Teaching and Leadership.
- Induction and ongoing formation supported both new and experienced leaders, promoting consistency and sustainability in leadership practice.

Overall, progress across the Leadership domain in 2025 reflects a strong commitment to clarity of purpose, collaborative and systems focused leadership, and evidence-informed improvement. While some initiatives remain in progress, particularly in embedding coaching practices consistently across all levels, the foundations for a coherent and sustainable leadership culture are firmly established.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

The Professional Learning that staff participated in for 2025 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
 - iii. Catholic Identity
 - iv. Staff Wellbeing –Professional Culture, Staff Engagement and Wellbeing
- Accreditation to teach and lead in a Catholic School
- Accreditation to teach in a Catholic School
- Professional Learning Culture Workshops (fortnightly, targeted to staff needs)
- 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
- Marist Footsteps Program
- Local DOSCEL Network Meetings
- Subject Specific Conferences
- Compliance Training
- FIRE Carrier Training
- Teaching Sprints with a focus on Numeracy and Differentiation
- Analysing VCE Data with Carmel Richardson
- Small group VCE Data - Discussion Meetings
- Victorian Curriculum 2.0 Planning Days
- Berry Street Educational Model
- MacqLit Literacy Intervention Training
- Mathematics professional learning through DOSCEL, including work with external experts
- Fundamentals of Coaching for Middle Leaders with Growth Coaching International
- Voice Care Workshop

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Victorian Academy of Teaching and Leadership – Teaching Excellence Program • Victorian Academy of Teaching and Leadership – Facilitator Training • Communities of practice and network meetings through DOSCEL • Trauma.informed practice and behaviour management • Youth Mental Health First Aid • Engagement with the College Learning Hub (EC by Go1), providing ongoing access to online professional learning. <p>Average expenditure per teacher for PL was \$2394.89 (which also includes teacher sponsored study, whole college professional learning presenters and Learning Hub subscription).</p>	
Number of teachers who participated in PL in 2025	96
Average expenditure per teacher for PL	\$1200.00

Teacher Satisfaction

The 2025 Insight SRC Data shows the following:

Insight SRC Staff Survey data from 2025 indicates an increasingly positive picture of teacher satisfaction at Marist.Sion College. The College recorded an Organisational Climate aggregate score of 63.5, an improvement from 60.2 in 2024, placing the school within the same effectiveness range as many Australian schools.

Key drivers of staff wellbeing and motivation strengthened, including Supportive Leadership (Empathy) at 65, Role Clarity at 65, and Teamwork at 70, reflecting clearer expectations, improved collaboration, and stronger leadership support.

Staff wellbeing indicators also showed positive movement. Individual Morale increased to 67 and School Morale to 65, while Individual Distress (56) and School Distress (54) improved, indicating a more positive emotional tone within the workplace. Work Demands (54) suggest that perceptions of workload were more manageable for staff during 2025. While opportunities remain to strengthen Professional Growth (41) and Appraisal and Recognition (47).

Overall findings affirm the positive impact of our team.based practice and culture, leadership clarity and a sustained focus on professional culture and wellbeing.

Teacher Qualifications	
Doctorate	1
Masters	37
Graduate	29
Graduate Certificate	7
Bachelor Degree	91
Advanced Diploma	1
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	115
Teaching Staff (FTE)	103.22
Non-Teaching Staff (Headcount)	93
Non-Teaching Staff (FTE)	73.21
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

Catholic Feeder Primary Schools

In 2025, 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, Deputy Principal - Wellbeing Partnerships and Safety, 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 2025 with a dynamic array of events celebrating our 50 Year Anniversary, along with 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
- Significant Women's Breakfast
- Significant Men's Breakfast
- College Community Open Day - 50th Celebrations
- 50th Anniversary Gala Performance
- 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

Parent feedback indicates a general satisfaction with the College's focus on student wellbeing, learning, and faith development, with many acknowledging the commitment of staff and the supportive environment.

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