

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2019



Catholic College Sale



SCHOOL REGISTRATION NUMBER: 0425

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Minimum Standards Attestation

I, Christopher Randell, attest that Catholic College Sale is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

26 June 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our College Vision

The Vision of Catholic College Sale



**As a member of the Catholic College Sale
Marist – Sion family:**



“I am strong of mind, gentle of heart and loved by God. Inspired by the life and message of Jesus and the example of Mary, I live with courage, simplicity and hope. I belong to a faith and learning community where I am known, cared for and valued.

I will live by welcoming and accepting the diversity in others, building relationships and making a difference in a complex and changing world. I will be open to learning opportunities that will enrich and enhance my personal journey. I will value and care for the environment, serve the marginalised and positively contribute to my community.

I will strive to be genuine, honest and will embrace the challenge of
achieving my full potential”



College Overview

Catholic College Sale is a co-educational Catholic Secondary College in the Marist Charism and Sion Tradition. The College is located on two sites: The Sion site established in 1890 as a school for girls, currently a Campus for Years 7 and 8, and the St Patrick's site, established in 1922 as a school for boys, currently a campus for Years 9 to 12. As well as these sites the College has extensive playing fields, St. Patrick's Ovals which are two blocks from the St. Patrick's Campus, and Cathedral Hall placed adjacent to St. Patrick's Campus.

The College currently has a student enrolment of 848 students and offers a comprehensive and diverse curriculum to families in the Wellington Shire.

The College is jointly governed by the Bishop of Sale Diocese and the Provincial of Marist Australia. The Catholic Education Office of Sale Diocese and, Marist Schools Australia through the Regional Director and other Marist Ministries, oversee the strategic operations of the College. An Advisory College Council assists the Principal in the stewardship of the College. The College has a Strategic Plan for a four-year period from 2016 to 2019 and reviews this plan and the College Master Plan each year, in light of changing priorities and external regulations. The College Masterplan is focused on Facilities Re-development from 2017-2020, resulting of the amalgamation of two campuses onto the one campus. The Masterplan is extended for a further development from 2021-2026.

Current Priorities for the College include:

- The continued enhancement and reinforcement of pedagogical practices throughout the College with a continued emphasis on improved student active learning and growth to improve all outcomes.
- The systematic collection of data to analyse and understand student learning and areas of need to support both students and teachers in the classroom.
- The detailed analysis of the 2016-19 School Improvement Plan to understand and acknowledge the achievement of students and staff while identifying deficiencies and gaps in achievement as well as areas of greater need and focus for the future.
- The development of the next School Improvement Plan 2020-2023 with a focus on whole school improvement through data collection and analysis and teacher collective efficacy. The areas highlighted will be Catholic Identity, Learning and Leadership. The goal will be to see growth and improvement in every student.
- The College continues its redevelopment of facilities for the amalgamation of the two campuses onto the St. Patrick's campus. Stage one has been completed and was Blessed and Opened in August 2019. Stage two commenced in December 2019 for completion in November 2020.
- The College continues to place an emphasis on students at risk and identifying ways of assisting these students in their academic growth, emotional and social needs. Increased priority is placed on working with outside resources to assist students outside of school hours and provide specialised expertise for students and families.

Principal's Report

As a wonderful year of hard work, change and dedication to the growth of young people draws to a close we look back at some of the marvellous achievements that have taken place in 2019.

Our themes for this year were 'Holy Today', our Marist theme and "Giving with Gratitude", our school theme. "Holy Today" focused on our encounter with God in our daily lives; in our friendships, class mates, colleagues and families, God is always present and shares his gifts with us. God is present in our joys and sorrows, achievements and disappointments, silence and noise. And in our own special places that we enjoy through God's creation. "Giving with Gratitude" reminds us that we are fortunate in so many ways and we should share our good fortune and gifts with others, while acknowledging all that God has done for us. Students have been encouraged to assist others and make life better for all because of their presence.



At the beginning of the year we celebrated the achievements of our 2018 VCE and VCAL students. The high number of excellent results were a credit to our hard working students and the support they received from their teachers and families. At our first assembly we congratulated all our students that joined the 90+ club and especially Ruth Postlethwaite as our 2018 DUX for the College.

Student involvement this year has again has been excellent. Involvement in Immersions, Retreats, Camps, Music, Sport, Debating and community and Diocesan projects and celebrations has been inclusive and an integral part of life at our College. Our celebrations have included the Opening College Mass and Awards evening, the Regional Catholic Schools Peace Mass, Valedictory Mass and celebrations to name but a small sample. Our student search for new learning and new opportunities is never ceasing and continues to amaze us as a College community.

The College has achieved a number of its goals this year in the area of finance, facilities and resources. In August the College opened the newly renovated St. Patrick's building which includes modern student and staff facilities, the charism entrance to the College highlighting the Marist and Sion characteristics and the newly built Notre Dame de Sion Learning Centre, including the Theodore Ratisbonne VCE Centre.



These are marvellous teaching and learning facilities. We also completed the re-development of the O'Connor library into the O'Connor Year 9 Learning Centre with a major extension and refurbishment. Before our 2019 Christmas break the re-development and extension of the John XXIII building will commence. The John XXIII Learning Centre will accommodate our Year 7 and 8 students as we move towards our amalgamation of campuses for the beginning of 2021. These major re-developments for the future of learning at Catholic College Sale are only the first stage of the College's 2016-2028 master plan. This master plan was reviewed this year and has received approval from the Governors of the College. Together

with the College master plan, a 10-year financial plan has also been developed. Catholic Education in Sale will celebrate 130 years in 2020 and the current reinvestment in resources will ensure Catholic Education in Sale for many decades and hopefully centuries to come.

Each year we sadly farewell a number of staff and acknowledge their contribution to the College through the College newsletter. 2019 is a particularly sad year as we farewell Mr Peter Centra, Deputy Principal Catholic Identity and Community. Peter has been associated with the College for over 40 years as a student, teacher, educator and faith leader. Peter's contribution to the growth of not only students but also families and staff is immeasurable.

Our thoughts and prayers are with Lillie Sedman, her family and friends as she continues to recover from a tragic accident in late October. We thank our students, families and staff that have supported Lillie and her family at this very difficult time.

On behalf of our College Governors, Bishop Patrick O'Regan and Brother Peter Carroll fms, I wish to thank the Sisters of Our Lady of Sion and Marist Schools Australia, the Catholic Education Office and the College Advisory Council for their continued support of our College Community. We thank Dean Peter Bickley and Father Edmund for their presence with our community throughout the year and Chris Morrison Chair of the College Advisory Board. Our College Captains, Elisa Mijares and Ben Kearns for their strong and personable leadership and support to the College Cabinet and House Leaders, as well as our Sion Campus Leaders Ellie MacGregor and Ethan Clohesy. I especially thank the College Leadership Team including, Peter Centra, Deputy Principal Catholic Identity and Community and Cindy Foat Assistant Principal Learning and Teaching, for their wisdom and guidance.

Thank you to our College staff who have supported the development of our students in all aspects of their lives. A special thank you to our families and most importantly, to each of our students who enrich our lives and community.



Catholic Identity and Religious Education

Goals and Intended Outcomes

Goal 1 - The Learning Catholic Community: Provide students, staff and the College community with challenging and engaging opportunities to grow in their faith and for staff and students to act as significant Christian role models.

- Providing a Religious Education Program that focuses on moving students from the literal to the post critical belief.
 - Implement revised ways of effectively studying scripture.
 - Appoint suitable staff, especially in RE, who have an openness and desire to develop their own spirituality and to share it with others.
 - Provide opportunities for accreditation to teach in a Catholic school and to teach RE in a Catholic school.
 - Provide a meaningful and relevant RE program in line with CEO Sale guidelines and recommendations.
- As part of the College's core philosophy of the education of the whole person, students and staff are supported in their own spiritual journey.
 - Provide faith role models and support networks to work with students and staff in the building of faith.
 - Continue to implement meaningful and relevant Catholic Identity practices and programs.
- Provide all new students and staff to the College with an understanding of the Catholic Identity of the College as well as the Marist and Sion charisms of the College.
 - Continue to evaluate and refine the induction process for staff and students in relation to Catholic Identity.
- Strengthen the understanding and ownership of both the Colleges' Sion and Marist Charisms.
 - Provide staff with regular in house and outsourced professional development.
 - Develop new and engaging forms of celebration related to the traditions and founders of the Charisms of the College.
- Assist all staff and students to appreciate their role as Christian leaders within the College.

The College continues to review its implementation of the Diocesan Religious Education program for all students. Religious Education teachers focused on sharing pedagogical ways to engage students in a deeper understanding of the Gospel stories. Teachers were provided with opportunities and assistance in developing and applying for their accreditations to teach in a Catholic school and, their accreditation to teach Religious Education in a Catholic school. The College continues to actively engage with, and support teachers with their Religious Education qualifications when these opportunities arise.

The College engages in Diocesan, Marist and Our Lady of Sion learning opportunities provided to both teachers and students. A number of opportunities are provided externally, however there is an increased emphasis on internal development activities and professional development.

Students and staff new to the College engage in an induction program which emphasizes the importance of active participation in the Catholic Identity of the College. Year 7 students experience this through their Religious Education and whole school inductions, while new students in various year levels and new staff participate in a specialised induction program.

Student Leaders also participate in induction programs and meetings that emphasise not only new roles as leaders, but also as role models in a Catholic School.

The importance of our Marist and Sion Charisms was highlighted with the opening of the new College entrance and Charism Garden. Six characteristics of the Marist Charism and six from Our Lady of Sion Charism are emphasised on pillars. These are shared with all who visit and attend the College and provide a deeper understanding of the Charisms. Mary invites us from our faith practices, through the Charisms to Jesus, her son and our savior.



Goal 2 - The Active Catholic Community: To build an active Catholic Community that supports all to participate in opportunities that realise the mission of the Church and nurture their own spiritual growth.

- Nurture and promote the formation of knowledge and skills in liturgy and prayer.
 - Evaluate the effectiveness of the opportunities for College, campus and class reflection and prayer.
 - Involve students in Liturgies and Masses through planning and participation.
 - Maintain Masses in all year levels.
 - Assist students and staff to learn more about the Catholic faith through attendance of class/school Masses and Liturgical celebrations.
 - Provide regular in house opportunities for prayer including memos, meetings and agendas
- Understand the gospels and how they are meaningful in the modern context so they can inspire action.
 - Implement revised ways for both staff and students to engage in social justice initiatives.
 - Continue to make explicit the connections between the gospel and social justice.
 - Make any necessary adjustments to the Immersion opportunities for students and staff in order to understand and be in solidarity with the marginalised and poor in the world.
 - Strengthen the Catholic Schools Youth Ministry Australia (CSYMA) as a core social justice education group.
- Improve prayer and reflection in Pastoral groups.
 - Provide adequate prayer resources and support for teachers.
 - Audit the existence of religious icons/symbols in all classrooms.
- Develop as an inclusive and supportive faith community.
 - Obtain feedback from workshops from parents in their understanding of the Catholic values, ethos and charisms of the College.
 - Continue to communicate regularly with parents about aspects that make up the College's Catholic Identity, and encourage parent participation and attendance at services, liturgies and events.
 - Continue to engage new families in understanding the Catholic ethos of the College through presentations or information evenings.
 - Provide students with the opportunity to learn more about and participate in the Catholic sacraments.

- Encourage students and staff to be actively involved in all areas of Catholic Social Justice.

The College has worked closely with the St. Mary's Cathedral Priests, Dean Peter Bickley and Father Edwin Ogbuka to assist students in appreciating and understanding the parts of the Mass. Teachings of the Mass has been concentrated on students in Years 7 and 9 with time taken to examine and discuss each part of the Mass. A whole school Mass is held once a term with students participating in many aspects of the Mass as possible. Prayer is held in each Pastoral group every morning and at all staff gatherings and meetings. Once a week there is an opportunity for staff to attend a Marist gathering for prayer and reflection before school.

Social Justice issues are continually highlighted throughout the Religious Education program and special events. A Year 7 and 8 Social Justice Group was formed and held regular meetings to raise awareness to support a range of needs in our society and overseas. Both Sion and Marist ministries are supported by student activities and fund raising. This emphasises the link between our Charisms and their Gospel origins, and the need to provide assistance for the less fortunate in the local and worldwide communities.

Goal 3 – The Wider Community: To engage with the local parish priests, local communities and parishes, Diocese, as well as broader state, national and world bodies, in order to enhance connections and assist the College in maintaining a strong Catholic Identity.

- Promote the Catholic Identity of the College in the wider community.
 - Publicise events and programs related to the Catholic Identity.
- Maintain and expand the connection with the local parishes.
 - Maintain support for the Catholic Church through participation in Parish events and services.
 - Develop initiatives to build connections to parish life for students.
- Build partnerships within the wider community that enhance our Catholic identity.
 - Develop links with other schools both Catholic and non-Catholic.

Prayers are provided each morning for Pastoral groups. A need for deeper reflection is recognised and requires development. The growing need for daily reminders of our values and

Catholic heritage is recognised and responded to by increased symbols within the College and, more detailed explanations of why symbolic reminders are important.



The College newsletter and notices provide a source for faith exploration and understanding. Parents emphasise the need for the College values. These are highlighted and recognised at presentations and information evenings. However, greater dialogical interaction is still developing.

The College is proud of its Catholic Identity and ensures that all promotion and publicity clearly identifies this Catholic Identity. Students regularly attend faith and dialogical events with students from other schools within the Diocese, the Marist, Our Lady of Sion and, schools of alternate faiths. This provides a unique opportunity for students to gain a broader understanding of how our Catholic Faith and other faiths are observed and practiced in other schools.



Blessing and Opening of Notre Dame de Sion Learning Centre and St. Patrick's refurbishment – Bishop Patrick O'Regan, Sisters from Our Lady of Sion, Brother Peter Carroll fms, Ms Maria Kirkwood, Director of Catholic Education Sale, Garry Thompson – Y2, Danny O'Brien MP with College and Campus Captains.

Achievements

- Champagnat Day (6th June). Awards were presented to selected staff and students who best characterised the qualities of Saint Marcellin Champagnat.
- The College participated in the CEO Youth Ministry program by having students and staff attend the following events;
 - The Launch of Project Compassion.
 - The Social Justice and Leadership Camp.
 - The 'Shine Celebration' showcasing Youth ministry in our secondary schools.
 - The student leaders' conversations with Bishop Patrick O'Regan.
- Personal and spiritual developmental programs were conducted throughout the year including:
 - Year 7 Reflection Day.
 - Year 8 Reflection Day.
 - Year 12 Retreat.
 - Year 12 Reflection Day with a number of guest speakers.

- Day of Dialogue – Year 11 students participated in this annual gathering of Christian, Jewish and Muslim Schools. This provided an opportunity for students of different faiths to enter into interfaith dialogue for students to meet and talk informally in small groups and to deepen the student understanding and respect for others of different faiths.

VALUE ADDED

- Wellington Shire Catholic Schools Staff Mass to celebrate the commencement of the new school year
- The Marist Mission and Life Formation Team conducted a half day program for all staff, ‘Holy Today’ with the focus being on Marist Solidarity.
- All new staff were involved in the College’s Induction Program highlighting on what it means to be a staff member in a Catholic School. This included an overview of the Sion and Marist history and ethos.
- All new staff to the College also participated in the Marist Induction Program – In the Marist Way.
- Regular meetings of Principals from the Wellington Shire Catholic Schools were conducted throughout 2019, focusing on building connections and a sense of P-12 Catholic Education. A number of combined programs during the year included;
 - Opening of the School Year combined staff Mass and morning tea.
 - Peace Mass.
 - Combined media promotion program.
- Year 11 students who attended the three immersions reported back on their experiences at College assemblies. Their enthusiasm about their learnings and experiences was evident and appreciated by staff and students.
- Celebration of the Feast Day of St. Marcellin Champagnat.
- Senior Students participated in Marist Connect evenings at both a regional and state level during 2019. These sessions provided opportunities for enhancing an understanding of the Marist charism, leadership and networking/socialising of students from Marist schools.
- There was support and assistance from the Catholic Education Office through the valuable involvement of Religious Education leaders in course development and interschool activities including the annual Justice Camp.
- The College participated in the Diocesan launch of Project Compassion.
- The College participated in the annual meeting and dialogue between Year 12 leaders from the Secondary Colleges of the Diocese and Bishop Patrick O’Regan.
- Local clergy were engaged in classroom activities during the year – Dean Peter Bickley spoke to Year 9 classes about the Catholic Church’s approach to death and dying. Father Solomon and Father Edwin, from St. Mary’s Cathedral, also visited the school on a number of occasions

in a less formal manner. Father Solomon, over a term, led Masses at the Sion Campus for each Year 7 and 8 class as an introduction to the more formal College Mass.

- The Staff Spirituality Day was conducted with Dr Carmody Grey as the guest speaker. Doctor Grey's presentation focussed on "*God's Dream: The Gospel of Mercy, Focussing Success*". After each presentation staff broke off into small group discussion groups. Staff from Catholic College Sale joined with staff from Lavalla Catholic College, Traralgon and Nagle College, Bairnsdale.
- Students from the school attended the; Bishop's dialogue day, Caritas' Project Compassion Launch, the Diocesan Year 9 Spirituality Day hosted by Catholic College Sale, and a number of other smaller activities locally organised by the St. Vincent de Paul Society.
- During the year seven College staff participated in Marist Professional Development programs including;
 - Footsteps One.
 - Footsteps Two.
 - Marist Solidarity Retreat.
 - Marist Leaders - Next Gen.
- Students from Years 10 and 11 who participated in the Religious Education Service in Action (RESA) group became involved in the organising various social awareness activities, both within the school and the local community, including the St. Vincent de Paul Christmas Toy Drive and assisting with the Years 7 and 8 Reflection Days.
- The opening of the Charism Garden. Staff and students use this as a quiet reflection area and the Sisters of Our Lady and Marist Brothers use as a teaching tool to all students.
- The College theme and focus throughout the year was '**Giving with Gratitude**'. The theme and attention to it at assemblies drew attention to the Colleges values with the focus on how we could make a positive difference in the lives of people around us.



Bishop Patrick O'Regan with Dean Peter Bickley with Sisters from Our Lady of Sion and Students from the Senior College Cabinet.

Learning and Teaching

Goals and Intended Outcomes

At Catholic College Sale we foster an environment that encourages all learners in our community to strive for excellence and extend their potential. Continual reflection and improvement cultivates learning opportunities that are personalised to the individual journey. Our belief is that effective learning is built on engagement, growth and excellence whilst nurturing the whole person. Students who are challenged, cared for and nurtured are more resilient learners and active citizens.

Mission Goal 1 – Engagement: Build intrinsic motivation to learn through strengthening student voice and establish contemporary teaching practice.

Mission Goal 2 – Growth: Celebrate the learning journey and achievement of all students.

Mission Goal 3 – Excellence: Strive to build the capability/potential of all learners.

Achievements

Mission Goal 1 – Engagement: Build intrinsic motivation to learn through strengthening student voice and establish contemporary teaching practice.

- Create flexible learning environments.

The opening of the refurbishment and extension of the St. Patrick's building occurred mid-way through 2019 as stage one of the amalgamation of both campuses onto one site. The St. Patrick's development established six new contemporary learning studios with break out spaces and furniture to enhance and encourage teacher/student collaboration. The redevelopment also included a large senior student study space, known as the Ratisbonne Centre. This Centre included a careers counselling and pathways resources section as well as access to the VCE Coordinator and Administrator. A new, modern library was opened to meet the needs of both current and future students and was the first step in introducing modern, technologically current, borrowing techniques. Particular attention has been given to the design to allow students to choose the best suited environment for them in which to learn.



We continued with the practice of extending the hours of the library as well as offering homework help and VCE evening study times for Maths and English.

We redeveloped the O'Connor Learning Centre into a new Year 9 Centre. This opened late in 2019 and featured six learning studios with the ability to open interconnecting sliding doors for team teaching larger groups. Three studios were interconnected with a large break out space for bigger student gatherings.

Mission Goal 2 - Growth: Celebrate the learning journey and achievement of all students

- Build a metacognitive approach to student learning.
- Promote reflection throughout the learning process.
- Build a culture of feedback where learners seek and act on feedback.

Catholic College Sale staff started to explore and unpack the use of developmental rubrics to improve learning growth. This allows students to monitor their own learning and visualise the next step for improvement.

The College conducted professional learning for teachers to support using high impact teaching strategies to explore how metacognitive strategies can empower students to take control of their own learning and be more independent learners.

Our Pastoral SEED program also continued to encourage students to identify their own learning goals, as well as plan, monitor and evaluate their own learning with support from home.

After implementing the Parent Access Module several years ago, we have built on our experience so that teachers are now more frequently using formative class tasks to inform and give feedback to both students and parents/guardians. This is in conjunction with the more formalised approach of summative assessment tasks.

There was an emphasis on the greater use of google docs and Hapara within the classroom. This gave flexibility to both teachers and students and allowed for immediate real time questions or feedback. Hapara is a digital learning platform where teachers can easily view all work from one central hub as well as organize learners into differentiated groups, as well as quickly share documents and resources.

The College again accessed Edrolo as a learning tool. Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams.

We offered increased professional learning on Clickview, where digital content is available for teachers that is aligned with our curriculum. This saw increased usage of this resource in the classroom. Teachers began to use more features and create more resources within the Clickview suite.

The Learning Framework, developed in 2016, allowed us to progress by 2019, to adopting high impact teaching strategies that assisted us to become closer to enabling a secure and unthreatening culture in which teachers can seek support in professional learning environment. At the conclusion of 2019 teachers were utilising the strategies in the framework of peer classroom observations, giving feedback to colleagues around teaching practice.

Using Microsoft Power BI, a data visualisation program, the College was able to more effectively identify the level of feedback being given on our learning management system (SIMON) to students and offer support where necessary. We also developed a number of other ways to utilise

our SIMON data to identify gaps in teaching and learning and reflect on this immediately to improve student outcomes.

Mission Goal 3 - Excellence: Strive to build the capability/potential of all learners

- Build strong learning partnerships between all students.
- Encourage students to communicate when and how they have achieved excellence in their learning.
- Identify teaching practices that promote effective learning.
- Focus on both the what and how students learn.
- Encourage staff to identify the impact their teaching has on student learning.

We continued to celebrate student achievement as a key vision of the College. In 2019 we further refined and promote the website and newsletter to our College Community. These forums then allowed us to celebrate a variety of student achievement across the College and emphasise our vision of learning and teaching and the promotion of the whole child.

We reformed our transition information for students coming in to Year 7 by creating a more comprehensive enrolment process that allows for greater sharing of information from parents and primary schools. This extra information gave us more flexibility to create more personalised learning goals and programs for each individual student.

The Maths Pathways Program which was piloted in Semester Two to Year 7 in 2017 and rolled out across Year 7 and 8 in 2018, allowed us to offer students who had completed the core 7 – 10 Victorian Curriculum modules a place in Year 10 Advanced Maths. This allowed us to have a vertical group of Year 9 and 10 Maths students into advanced maths with the intent of these Year 9 students completing Unit 3/4 Further Maths in Year 11 with other VCE Maths options. Maths Pathways is based around the mastery of each topic, before progression. Teachers were again given professional learning opportunities specific to Maths Pathways.

We again created a student database of VET and VCE subject requests for those students wanting to complete an accelerated course of study in Year 10 or 11. This database drew information from our academic review meetings and consultation with Year Level Leaders to make recommendations on student selection. This approach was refined further by involving a greater number of relevant staff, who offered more quantitative feedback, giving even greater chance for student success.



To allow for greater connection to our community and greater opportunity for post-secondary employment all students in our VCAL pathway were required to participate in Structured Workplace Learning. This allowed students to showcase the skills and talents they had established in the VCAL and VET courses. The development of these industry relationships has seen a greater success rate in the number of apprenticeships and employment offered to these students.

A working party was developed to evaluate our public acknowledgement of achievement, endeavour and talent of our students at our end of year awards evening. This working party came up with recommendations that focussed more on celebrating the highest achievers and a process for identifying Year Level Duxes was developed. The structure of the evening was revitalised by

trying to engage all stakeholders as well as maximising the exposure of our creative student's talents.

We continued to use Progressive Achievement Testing (PAT) for reading and maths for all students in Years 7 to 10 to measure growth of knowledge and understanding. This data, along with NAPLAN data and previous student reports is available on our Student Management System for relevant teachers to assist with planning and meeting individual student needs.



VCAL SHOP



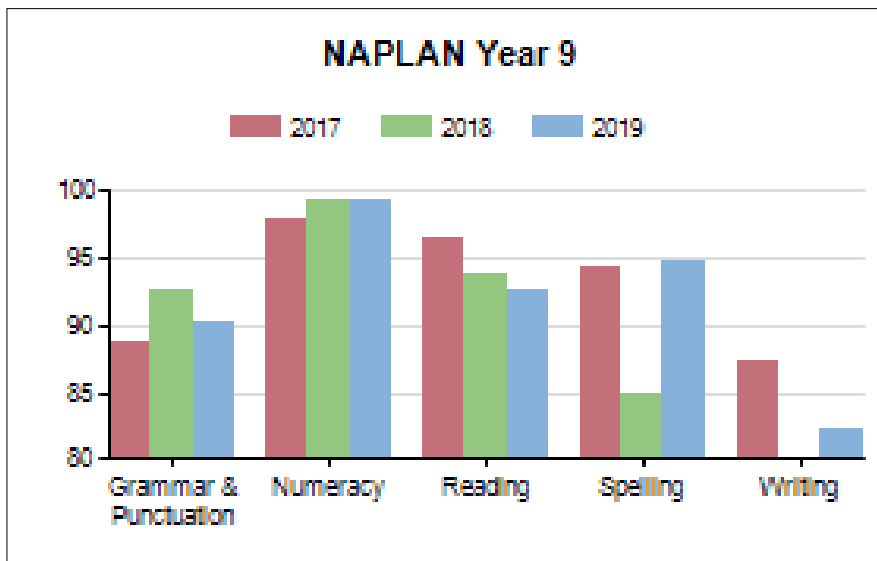
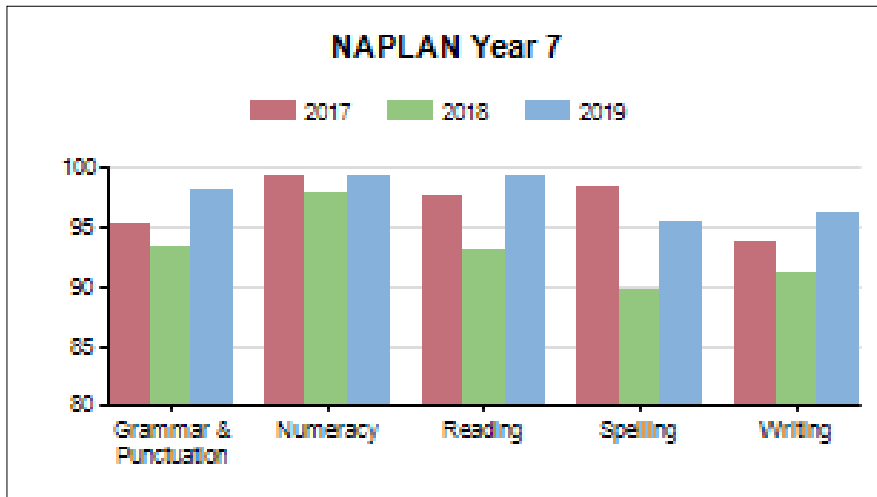
STUDENT LEARNING OUTCOMES

Analysis of our incoming cohort data over the past three years indicates that at most percentiles for all areas of testing the weakest Year 7 results occurred in 2018. The 2017 and 2019 testing results were quite similar to each other at most percentiles although Numeracy was strongest in 2019 in all but the 10th percentile.

Analysis of the Year 9 data over the past three years shows little variation between the cohorts at all percentiles. Writing is slightly stronger in the three upper percentiles in 2019 and Numeracy has significantly higher results in the three upper percentiles in both 2018 and 2019 when compared to 2017.

In terms of growth (comparing the Year 9 data to the equivalent results for the same group from Year 7 two years prior), Numeracy continues to perform consistently across all three years with the lowest percentile growth of 31 points and the highest of 54. Reading ranges from 14 to 52 points across all percentiles. The other three testing areas range from negative results in some percentiles to 51 points.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	95.3	93.2	-2.1	98.1	4.9
YR 07 Numeracy	99.2	97.9	-1.3	99.4	1.5
YR 07 Reading	97.7	93.1	-4.6	99.4	6.3
YR 07 Spelling	98.4	89.8	-8.6	95.5	5.7
YR 07 Writing	93.8	91.2	-2.6	96.2	5.0
YR 09 Grammar & Punctuation	88.7	92.5	3.8	90.1	-2.4
YR 09 Numeracy	97.9	99.2	1.3	99.2	0.0
YR 09 Reading	96.4	93.9	-2.5	92.6	-1.3
YR 09 Spelling	94.3	85.0	-9.3	94.7	9.7
YR 09 Writing	87.2	79.7	-7.5	82.2	2.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.6
Year 9 Numeracy	583.9
Year 9 Reading	582.1
Year 9 Spelling	574.6
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	99%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	32.0%
TAFE / VET	14.0%
Apprenticeship / Traineeship	9.0%
Deferred	32.0%
Employment	11.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.0%



College Community and Student Wellbeing

At Catholic College Sale, we strive to cultivate a supportive, caring and challenging environment that enables rich learning to occur within the context of the overall health and wellbeing of our students and staff, both within their school environment and for their life beyond. As a health promoting school, we believe that a happy and fulfilling life is built on the ability to nurture faith, explore connections with others, build relationships with those we interact with and develop the resilience to cope with adversity.

Goals and Intended Outcomes

Goal 1: Connections: Develop the understanding and the skills necessary for making positive connections with those around us.

- Building effective conversations between stakeholders based on honesty, feedback and evaluation.
 - Regular opportunities for teachers to engage in coaching conversations.
- To develop and enhance the 7 - 12 Pastoral structure of the College
 - Continue to gather student reflections, evaluate and refine and implement the findings.
- Interweave a peer to peer support structure throughout the College.
 - Implement action plan developed in 2018.
- Develop a culture of feedback and support to improve collegiality.
 - Focus on using sources of feedback for teaching planning and professional learning.
- Provide more opportunities for positive College community interaction.
 - Continues and develop positive parent evening with relevant speakers.
 - Provide learning opportunities for parents to become more informed about current educational demagoguery and wellbeing issues.

The College continued to develop its Pastoral Care program based on the established S.E.E.D initiative developed by the College. The program has been created to engage and nurture students in the four areas of: Self, Empowerment, Engagement and Drive.

The SEED program was again linked closely to the College theme of "Giving with Gratitude".

Early in the year the College provided an opportunity for students, parents and staff to come together in appropriate forums facilitated by 'Headspace'. The forums provided an avenue of open and frank discussion related to depression, self-harming and how to build resilience and support through connectedness and conversation. The focus was directed at engaging young people in realistic expectations when life pressures begin to build. The forums were very well attended and acknowledged by all who attended as an important initiative.

Goal 2: Relationships - Provide the opportunities and support that will enable the development of caring and supportive relationships for all.

- Ensure a learning framework is interwoven into all aspects of school life.
 - Professional Learning Reams to develop learning and wellbeing priorities.
 - To build a culture of co learning between teachers and students.
 - Develop and enhance reflection strategies.

- A culture of professional learning opportunities that promote the importance of forming solid relationships to maintain the mental health wellbeing of students and staff.
- Building a culture based on respect, responsibility and the valuing of our relationships.
- Continue to develop and reinforce a whole school approach to the importance of our interactions and behaviours towards each other.
- Continue to develop and reinforce a whole school approach to the importance of our interactions and behaviours towards each other.
- Continue to ensure all processes and protocols are based on respect, responsibility and valuing our relationships - a restorative approach.

Professional development for staff presented opportunities to enhance student/staff relationships and a number of staff were given opportunities to attend Wellbeing seminars and professional development in-services. Mental health and wellbeing priorities were highlighted in the SEED program; - Term I, empathy and understanding. Term II, mindset and social media.



Term III, handling stressful situations and 'step up and say no'. Term IV, motivation and continuing to develop strategies to handle stress.

Students participating in 'Fare Share', organising and preparing meals for those within our society in need.

Restorative justice practices continue to be a cornerstone of resolving student disputes/difficulties. The program has a very high success rate.

Goal 3: Resilience - Build through a culture of high expectations for the social-emotional skills and competencies necessary for leading a productive and fulfilling life as lifelong learners.

- Build a culture of student and teacher reflection and articulate how learners achieve excellence.
 - Continue to build a culture of professional conversations
- Identify what makes student management effective and what needs improvement.
 - Continue to reflect and evaluate findings for ongoing implementation.
- Further development of College processes to reflect life skill expectations necessary for being a contributing member of the Community.
 - Implement refined processes from data analysis, with continual reflections and review.

The College continues to explore avenues to build high expectations and resilience in student and staff. Significant success is being achieved through the VCAL program where many students

are quiet achievers and sometime lack the confidence to put themselves forward. With encouragement and mentoring, they are establishing strong relationships with community groups resulting in high goal achievement and employment.

A number of reviews and program implementations have been slowed as the College implements its new leadership structure and student voice programs.

2019 College Captains and Our Lady of Sion Campus Captains



Achievements

VALUE ADDED

In addition to a host of annual extra-curricular activities, Catholic College Sale has hosted several successful community events during 2019.

- Structured Pastoral program involving the expansion of the College SEED Program focussing on student engagement, development and achievement of goals.
- Participation in a wide variety of sporting events and sporting carnivals through the Marist and School Sports Victoria networks, both local, district, State and interstate.
Marist Carnivals include: Netball, Basketball and Cricket Carnivals.
SSV Sports include: Swimming, Athletics, Tennis, Football, Netball, Soccer, Equestrian, Clay Target Shooting to name but a few.
- Involvement with Community groups including; Red Cross Society, St. Vincent de Paul the Cancer Council, Meals on Wheels and visiting local aged care centres.
- Student Cabinet led performances, events and activities around the College throughout the year, enriching College life.
- Excellent representation in community events such as Public Speaking, Art Shows and Dramatic Productions.
- Successful Performing Arts Festival, encouraging all student participation and highlighting the talents of many current students.
- College and Campus assemblies that celebrate achievements and talents of current students in a variety of areas, encouraging a high standard and emphasising the importance of stepping out of one's comfort zone.

- A variety of camps and excursions both curricular and extra-curricular
- Immersion opportunities to Timor Leste, Santa Teresa in the Northern Territory and Dareton.
- Year 10 Excursion to Tasmania.
- Involvement with social justice classes, events and activities.
- Student facilitated fundraising – raising awareness of local, and international issues providing assistance to those in need.
- Participation in the “Day of Dialogue” program with other students from schools including Jewish, Islamic and Catholic faith.
- Senior School Production – Mac and Cheese
- Junior School Production – Santa’s Zombie Apocalypse
- Local and State Eisteddfods.
- College Music Concerts for families, staff and students.
- Victoria Police presentation to Year 12 graduating students on safety during ‘Schoolies’ and end of year activities and Year 11 ‘Party Safe’.
- Year 11 Presentation Ball



Year 11 Student Immersions to East Timor (above) and Santa Teresa (right)

STUDENT SATISFACTION

The safe environment within the school and classroom is emphasised by students. They feel they are well supported by the teachers and the College Counsellors. Regular audits identify a low number wellbeing concerns and they are addressed immediately.

Students identify high levels of engagement in learning especially, numeracy with an increase in literacy and collaborative practices.

Student engagement in both internal and external extra-curricular activities and sports is very high. The College focusses on developing a diverse range of options for all student participation.

STUDENT ATTENDANCE

Non-attendance without notification is followed up with an SMS home every day this occurs. When there is no response this is followed up by a phone call, firstly to the main contact and secondly to an emergency contact if there is no response.

A pattern on non-attendance may be case managed by the counsellor in consultation with the Pastoral Teacher/Learner Advisor, House Leader/Year Level Leader, and the Assistant Principal – Learning and Teaching. This can escalate to consultation with the CEO and external agencies, facilitated by the Assistant Principal of Learning and Teaching.

Attendance is closely monitored by our regular compilation of Student Mapping Data. This data highlights attendance below 85% which will then require feedback and follow up from Pastoral Teacher/Learner Advisor, House Leader/Year Level Leader and Counsellors where appropriate. The 'At Risk' register is working to identify students as soon as possible through a criteria of attendance work requirements and social needs. This allows for a more proactive process in identifying student needs.

PARENT SATISFACTION

Parents are confident that the College offers a safe and engaging learning environment for their children to develop and grow.

The proactive transition program for students from the 24 (average) associate primary schools is appreciated and there is engagement in this by students and parents. Special recognition is given by parents of children with particular learning or social needs.

Events such as Year 7 information evening and the welcome evening for Years 7 and 8 families are well supported and appreciated by all.

The College extra-curricular activities including camps, musicals evenings, Junior School Production, Senior School Production, Presentation Ball, Pathways evening and sporting events are always well supported and receives high attendance by parents where appropriate.

Parent support for Parent Student Teacher interviews, especially in Year 7 is high and overwhelmingly positive. Parent attendance has decreased with the introduction of the Progressive Reporting program which supports timely interaction to facilitate student needs.

Parents frequently comment in the approachability of staff and the timely resolution of concerns.

Continued development of opportunities for positive interaction with families.

- ❖ Family Night for all Sion parents.
- ❖ VCAL and VCE information evening.
- ❖ Pathway Evening and Expo.
- ❖ Year 8 into 9 information evening.
- ❖ Year 6 into 7 information evening.
- ❖ Year 7 Orientation day.
- ❖ Grade 5 Taster Day.
- ❖ PST/Learning Advisor Student Parent Interviews.
- ❖ Senior Art & Technology evening.
- ❖ Individual interview with all prospective students and parents.
- ❖ Senior School Production.
- ❖ Junior School Production.
- ❖ Invitation to parents to assist with SSV Sports.
- ❖ Invitation to parents to assist with Marist Sports.
- ❖ Invitation to parents to assist with the Year 7 camp and Year 10 excursion to Tasmania.
- ❖ Invitation to parents to join in celebrative Masses including, Open College Mass and Community Peace Mass.
- ❖ Graduating Dinner and presentation of awards for VCAL Students and families.
- ❖ Year 12 Graduating Mass and Dinner where each student is recognised.
- ❖ Awards Presentation Evening for Years 7 – 12.

Farmers Relief Fundraising in conjunction with associate Catholic Primary Schools



- **Average Student Attendance Rate by Year Level**

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.4
Y08	89.7
Y09	89.5
Y10	87.6
Overall average attendance	89.5
YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	69.1%



Child Safe Standards

Goals and Intended Outcomes

- To ensure all students are safe at all times. This is achieved by ensuring all legislative, DOSCEL and Marist requirements for Child Safe Schools are known, implemented and achieved.
- To ensure that Child Safe Standards are a continual focus through all aspects of the College. By updating the Child Safety Policy, the Child Protection Code of Conduct Policy and Staff and Student Professional Boundaries Policy. To notify staff of any changes to these policies.

Achievements

- **Monitoring Compliance and Child Safety:**

The College has a Compliance officer that assists Leadership ensuring the College is compliant in all areas around the College with a large focus on Child Safety. The College appointed an additional part time staff member to assist in Compliance due to the continued improvements and growth in this area, and to keep abreast with the ongoing reforms in both Federal and State Legislation.

- **Student Participation and empowerment strategies:**

The Child Safe Protection Committee, formed in 2018, continued to develop a forum for student voice. This student committee meets on a number of occasions and has developed an interim plan, including; policy, posters and a presentation. This presentation was given to all students at age appropriate assemblies. These presentations were well received by students. At the end of 2019 the committee concluded its current brief and a new committee will be developed in 2020 to review the policy and present again to students with their 'student voice'.

- **The embedding of policies and commitments to every day practice:**

Child safety is continually an agenda item on every committee agenda and discussed at every meeting. Child safety continues to be in integral part of the curriculum over all year levels and has become a big part of the College's Student SEED program. The College also continues to carry out surveys, in the area of Compliance, with staff and students.

- **Training of teachers, non-teaching staff, contractors and volunteers:**

Child safety continue to be a big focus of the College's induction process. Polices are accessible on the College website, Simon and the Parent Access Module (PAM). The College continues to ensure everyone completes on-line training through the Staff Learning Portal in CompliSpace.

- **Continue to embed 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools':**

The College continues to promote the PROTECT program. It is a part of all College assemblies and within the Pastoral program. The College Counsellors have all the current information available for students. All information is available on the website and on PAM and SIMON.

- **Strategies addressing the principle of inclusion:**

The College Student Cabinet, that represent all students, continue to work with the College Leadership Committee to ensure consistent strategies are emphasised through the curriculum, meetings and assemblies to remind students of their right to raise issues and concerns.

- **Child Safety Team/Committee:**

The College Child Safety Committee continue to meet and respond to any child safety concerns. In addition to this committee the College has developed a Child Friendly Child Safety Committee that has created a Child Friendly Policy that is regularly presented to all students and updated annually.

- **Engagement of Families and Communities in promoting Child Safety:**

The College continues to promote Child Safety through its newsletters, Website, PAM and SIMON and holds regular information evenings with external consultants that include Victorian Police and Headspace. Articles and links are also promoted and available to students, families and staff.

- **Human Resources practices:**

In 2019 the College developed a new staff Recruitment Process. Child Safety is a large part of all stages of employment at the College. A Child Safety statement is included in the advertising of all positions, internally and externally. It is also a large part of induction and continues through Professional Development throughout staff employment.

- **Child Safety – Risk Management Practices:**

The College continues to be compliant with all the Diocese of Sale requirements for all camps, excursions, sporting activities and events. All risks are identified and assessed therefore reducing risks in these areas. The College also has a Risk Management Module in CompliSpace that identifies risks in all areas relating to the education of our students within and outside the College. These are continually assessed by the College Leadership Committee with the assistance of the Compliance Officer.



Leadership

Goals and Intended Outcomes

Goal 1: Culture: Celebrate the wisdom of the past with a passion to provide for the present and build for the future.

- The history of the College is acknowledged and celebrated as a part of our heritage and growth while continuing education in the Marist and Sion traditions.
 - Embed Immersion and Professional Development approaches.
- Provide leadership that is inclusive and strategic at all levels
 - Identify key staff to role model ongoing focused leadership conversations.
- Development of best practice in educational provision and learning.
 - Establish a new leadership model going forward into 2020.
 - Continue to document current best practice within the College.
 - Embedding best educational practice as part of day to day operations.
 - Evaluate the College Vision and Mission and ensure that it is alive and enacted throughout the College life.
- Communication procedures that are informative, clear and promote inclusiveness.
 - Adopt multiple proven models of communication within the College
- Build professional practice that supports individual learning and goals of students and staff.
 - Apply professional practice based on VIT/AITSL standards.
 - Ongoing evaluation, refinement and implementation of the College's model of professional learning.

The College continues to embed cultural immersions for students with immersions to Santa Teresa in the Northern Territory, Dareton in New South Wales and East Timor. These immersions not only provide opportunities for students but also provide valuable and unique professional opportunities for the staff of the College.

The Marist and Sion Charisms and heritage become visibly central to our College formation with the opening of the Charism Garden in the entrance to the College. The garden, with the characteristics of the Charisms has provided a massive discussion and teaching opportunity for students, parents and staff. All staff have received valuable instruction in the Sion and Marist characteristics and will be further developed throughout 2020. The garden will become a key instruction of classroom lessons, that can engage and depth the further educational growth of each student.

A Marist and Sion Heritage wall has been established, highlighting the arrival of both the Sisters of Our Lady of Sion, 1890 and the Marist Brothers, 1922 to Sale and their establishment as key educational orders in the Diocese of Sale. The story of the Orders is very visual and articulated for all members of the College Community and visitors to the College.



The Vision and Mission of the College was reviewed by the whole staff and College Advisory Board. It was deemed to be a continuing, relevant and active Vision and Mission for the College. A Vision and Mission glass wall is a significant feature of the new staff complex and is a constant reminder to all staff, every day, of our professional and ministry calling to work with young people.

The College reviewed the College Website and communication forms with the College Community to ensure timely and relevant communication on all issues. The review included better messaging that could be accessed by families on multiple types of devices including computers, laptops and phones. The College newsletter is now produced twice a term to ensure quality of information to families.

Goal 2: Leadership Development: Encourage and foster a strong desire to develop leadership skills in all areas of the College community.

- Provide procedures and processes that build capacity within all members of the College community.
 - Review and reflect on 2018 priorities.
 - Review criteria for capacity building into all roles.
 - Evaluation of leadership structure and roles.
- Develop greater opportunities for student leadership initiatives that contribute to the College Community.
 - Embed and refine Student Leadership Action Plan.
 - Explore Leadership opportunities at a variety of levels.
- Continue to develop policies and processes that reflect community expectations and provide an enhanced working and learning environment.
 - Complete full policy audit.
 - Ensure implementation and compliance of policies.
- Collective and individual responsibility for the continued organisation and growth of the learning community.
 - Evaluate and make changes to Annual Review Meeting protocols.

The College reviewed its 2016-2019 School Improvement Plan by reflection on the goals and priorities of the plan and evaluating the needs of the future priorities of the College. A new Strategic Improvement Plan was developed for 2020-2023 in consultation with staff and guidance and approval of the Diocese of Sale and Marist Schools Australia. The key priorities of the new Strategic Improvement Plan, in particular the 2020 Implementation Plan are outlined in the future directions of this school report.

The Strategic Plan highlights a number of strategies that will be used to build teacher capacity, especially in student assessment, teacher efficacy and expert teacher practice.

The appointment of a new position to the College of Deputy Principal, Learning and Wellbeing for 2020 led to the decision to hold over a full review, action plan and implementation of the student leadership structure to 2020.

All College policies have been audited as part of the Strategic Improvement Plan review and development of the new Strategic Improvement Plan. As part of the process, the College also renewed its VRQA registration which required a detailed examination of policies and their understanding by College staff, facilitating an embedded understanding and application.

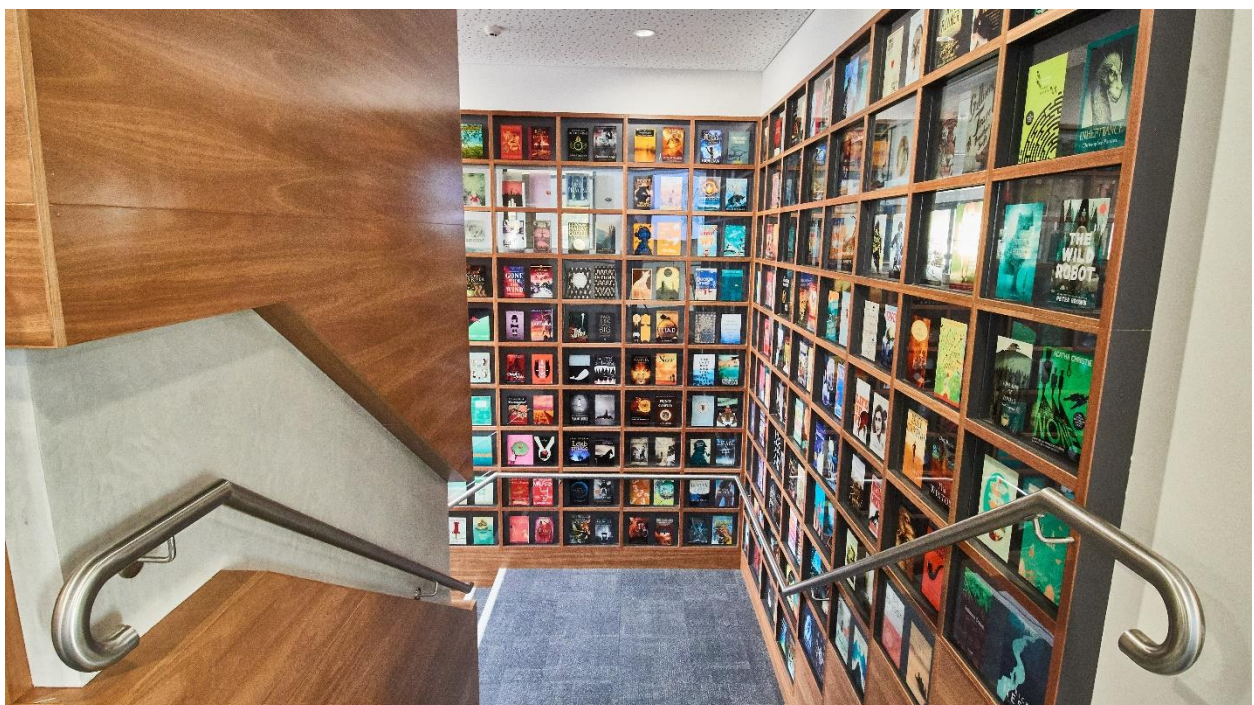
The Annual Review processes are continuing to be re-examined to provide the best outcomes and timing for staff.

Goal 3: Responsible Decision Making: Build capacity and practice throughout the College community for involvement in decision making that is consultative, respectful for the needs of all and responsible.

- Build the capacity of individual community members to contribute to a distributive leadership model that acknowledges appropriate responsibility.
 - Refine the distributive leadership model throughout the College
- Student learning and faith development are the central focus of all decision making within the College.
 - Embed the process for continual reflection on how decision making impacts on student learning.
- The strategic plan is referenced when making decisions about future development of the College while acknowledging the wisdom of the College Governors and embedding sustainable financial practice.
 - Redevelop the 2020 and beyond the Strategic Plan based on feedback from relevant stakeholders.

The distributive model of Leadership was evaluated as part of the Principals Formative Review and found to be working well in senior leadership but would benefit from more capacity building with middle leadership. The refinement of the model and appropriate distribution of leadership and decision making will be further enhanced by a full Position of Leadership (POL) review and restructure to be held early in 2020 in preparation for the College amalgamation of the two campuses in 2021.

The College is achieving great success in ensuring decisions are reviewed in light of student learning. All camps, excursions and interruptions are planned to minimise student and teacher disruption to the learning process and growth.



The College has decided to emphasise this priority by adapting the theme 'Every Student Every Day' for the 2020 College theme, including badges for all students and staff and posters.

The College Strategic Improvement Plan has been revised and will be implemented in 2020-2023.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Swinburne's Career Practitioners' Seminar
 Using a CLIL Approach in the Languages Classroom
 2019 Graduate Teacher Conference
 2019 STAV Physics Conference
 ACER Literacy Test
 ACHPER Victorian PE Conference
 ACU Careers Advisory Conference
 AIM training: workshops and conferences
 Anaphylaxis Supervisor Course
 Assessors Training Day - Legal Studies
 ATIP Forum
 Australian Teachers of Italian Congress
 Bike Ed Training with Community Project
 Bronze Medallion
 Building capacity for open inquiry in STEM
 Camp and Excursion Risk Assessment Workshop
 Careers Practitioner Seminar
 Catholic Graduate Conference

 Catholic Identity and Religious Education conference

 Catholic Secondary Schools Support Network Conference
 CECV Pathways and Transition Annual Seminar
 Cert IV in Training and Assessment
 Certificate IV in Training and Assessment initial workshop
 Chemistry Exam Assessment
 Completing DOSCEL forms
 Completion of Marking
 Comview Annual Conference
 Comview Conference and Expo 19
 CS in-Schools Teacher Training Workshop
 Digital Technologies Teacher Training Workshop
 English as an additional language

Enlivening the Curriculum Through Sion Charism
 Extended Investigation Professional Learning
 First Aid
 First Aid Level 2
 Footsteps 1
 Footsteps 2 - Marist PD
 Gippsland Food and Technology Network meeting
 Gippsland Lab Tech's Group - tour of the Gippsland Water factory and Vortex Centre
 Health Teachers Network, HHD Unit 3
 History Teachers Association Conference
 Home Economics Victoria Annual Conference
 HTAV
 In The Marist Way
 In the Marist Way New Staff Formation
 Inspiring learners, building minds - global and digital
 Introduction to Leadership Coaching
 Investigating Laboratory Learning Activities
 Know Your Agreement
 LABCON 2019
 Laboratory Technicians Association of Victoria – Gippsland Group
 Gippsland Water Factory and Vortex Centre
 Learning and Teaching Network Term 3
 Literacy Learning Collective
 Marist Leaders Next Gen
 MAV- Making Connections Conference
 Meet the Assessor English
 Meet the Assessors - Year 12
 Meet the Examiners
 Melbourne Reconnaissance
 Monash Medical Nursing and Health Careers Practitioners Forum
 Multilingual Language Learning Community (MLLC) Eastern Cluster Network Meeting
 NCCD Full Day Briefing
 Nutrition presentation run by Wellington Shire
 Path 19-Maths Pathway Annual Conference
 Path19 National Conference
 Physics for teachers years 7- 10
 Positive Psychology and Emotional Intelligence
 Positive schools 2019
 Professional Boundaries Workshop
 Psychology Assessing
 RMIT Careers Advisers' Seminar
 RMIT Programming Course Follow-up

Safe use of Machinery
 Safe use of Machinery woodwork
 Secondary Learning and Teaching Network
 SIMON 19
 SIMON discussion with Lavalla
 SIMON network meeting
 Sion PD
 TAC Road to Zero
 Teaching VCE History in 2020
 The Marist Way
 The Work Related Skills Master Class
 Theta Healing Basic
 Timetabling PD
 Understanding Autism Spectrum Disorders
 V905 VCE VET in Sport and Recreation Exam Preparation
 VACC Automotive VETis Forum
 VASS PD (Annual Conference)
 VATE Regional Roadshow
 VCAA Assessment training
 VCAA Assessor Training -Health & Human Development
 VCAA Extended Investigation Assessing
 VCAA Extended Investigation Oral Assessment
 VCAA VCE School Leaders Briefing
 VCE Careers Expo
 VCE Food Studies Chief Assessors Report
 VCE Mini Conference day
 Verifying the Correct Use of Adrenaline Auto-injector Devices
 VET Moderation PD
 VIT Effective Mentoring Program
 VTAC Briefing
 Woman in leadership dinner and positive psychology and emotional intelligence PD
 Women in Leadership Dinner and conference
 Workshop Certificate
 Workshop: Sex Ed by Porn: Pornography, young people and sexuality. Presented by Maree Crabbe, author, film director
 Year 7 RE in-service - Sale Diocese
 Youth Ministry Teachers' Gathering
 Yr 8 Religious Ed Curriculum Planning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

67

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$850.00

TEACHER SATISFACTION

Teachers have again identified a number of areas that are working well within the College and areas still developing.

There are continued high standards in student behaviour within the school and the classroom. Individual moral and student motivation also are achieving identifiable improvements.

Significant improvements have also been identified in the application of the new NCCS requirements resulting in increased assistance for teachers in assisting students.

The opening of new teacher and student facilities in August raised hopes and expectations significantly, notably an improved collaborative working environment for teachers to engage students.

College staff continue to be engaged in the future development of the College through participation in working parties to assist the development of the School Improvement Plan and the College Master Plan for facilities improvement.

Teachers have engaged in Professional Development to enhance their understanding of student progression points and growth. This has provided incentive for teacher discussion and collaborative teams.

The continual high achievement in VCE and VCAL results have provided a sense of achievement for all teachers with 8.1% of students achieving a study score of 40 and above. 12% achieving an ATAR score of 90 and above and 29 students gaining apprenticeships.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.9%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	88.0%
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TEACHER QUALIFICATIONS	
Doctorate	1.4%
Masters	11.6%
Graduate	39.1%
Graduate Certificate	8.7%
Bachelor Degree	82.6%
Advanced Diploma	17.4%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	80
Teaching Staff (FTE)	72.8
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	48.2
Indigenous Teaching Staff (Headcount)	1

Future Directions

The College will focus on the vision of the School Improvement Plan 2020-2023. The plan will be presented and discussed ensuring all groups within the College have a clear vision for the goals and implantation of the plan.

In 2020 the College will implement:

- A consistent articulation and application of Catholic Identity supported by the Our Lady of Sion and Marist Charisms, and expressed dialogically within an increasing diverse community.
- A study of post critical beliefs promoted and enhanced through the recontextualised Religious Education curriculum. 'To live in Christ Jesus' and the lived experience of the school.
- A shared understanding of effective learning and teaching practices through collective teacher efficacy including targeted assessment to meet the needs of students. A deeper knowledge of the VCAA learning progressions and that the wellbeing needs of students are promoted and enhanced through the explicit teachings of the Victorian Curriculum Capabilities.
- That all leaders and teachers have the capacity to read, interpret and action data and evidence for school and student performance. Learning adjustments are identified and implemented effectively.
- Leadership development is supported by an appropriate and resourced meeting schedule.
- The College's instructional vision and strategic intent assures a successful transition to one campus in 2021.
- Leadership structures to support the growth and performance of evidence based teacher practices.
- Student identified outcomes to drive the allocation of resources by providing purposeful, effective and contemporary learning spaces.
- Expert teacher practices in a Catholic school is reflected in employment induction and professional development practices of the College.
- Mandatory compliance benchmarks are known and met.