



Our Lady of Sion College Box Hill

2020 Annual Report to the School Community



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Minimum Standards Attestation

I, Tina Apostolopoulos, attest that Our Lady of Sion College 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 2020 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.

24/05/2021

NOTE: The School's financial performance information has 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

Our College Vision

Our Lady of Sion College is a Catholic College where young women are encouraged to live in fidelity to the Word of God known in the Scriptures and the life of Jesus. These young women inherit the tradition of the Church and the Sisters of Our Lady of Sion, which calls them to actively seek to transform the world.

The tradition calls them to be:

- creative and contemplative,
- passionate and compassionate,
- concerned always for justice, truth, reconciliation and peace, and
- people who build bridges with others and remain open to change.

These young women will be offered opportunities that will enable them to become individuals filled with hope, who speak to the divine within themselves and beyond their imagining.

- discover the presence of God,
- discern,
- have the courage to speak the truth, and the energy to act for change, and
- bring the gifts of healing and nurturing in places of discord.

Our Lady of Sion College imbues in our young women,

- a sense of belonging to a tradition,
- a hunger for achieving what is right, and
- calls them in all things, to speak the truth in love.

Our College Vision

Sowing the seeds of hope, uncovering excellence within and inspiring a commitment to justice.



College Overview

Our College has a long and proud history of 92 years of educating young women in the Box Hill and surrounding areas. The College is conducted in the tradition of the Sisters of Our Lady of Sion: the Biblical values of compassion, justice, reconciliation, peace and love are the central guiding principles for all that we do. We aspire to be a community that seeks truth through learning, in a culture and community of caring relationships. We aim to be a community where each student is valued and nurtured, encouraged and supported to become the young woman God created her to be. In 2020, our enrolment consisted of 975 students from Years 7-12.

There are many opportunities and invitations extended to our students to walk a variety of pathways that will enable them to experience the unfamiliar, to be challenged to achieve their absolute best and to grow as individuals and as a community. Our pathways include academic programs of excellence, liturgical celebrations, retreats and reflection days, sports, and many other daily activities of the College. The College fosters the pursuit of excellence in all fields of human endeavour, striving to prepare students for the future. As well as engaging students in the pursuit of knowledge, it offers the opportunity to learn, from direct experience, the values that are essential to Christian living.



Within beautiful gardens and College grounds, the College facilities are excellent and include: a Chapel, a Performing Arts Centre with a 341 seated state-of-the-art theatre, a contemporary Emmanuelle Learning Centre for Year 7 and Year 8 students, the Notre Dame Centre for our VCE and VCAL students, a sports centre with indoor courts, weights room, oval

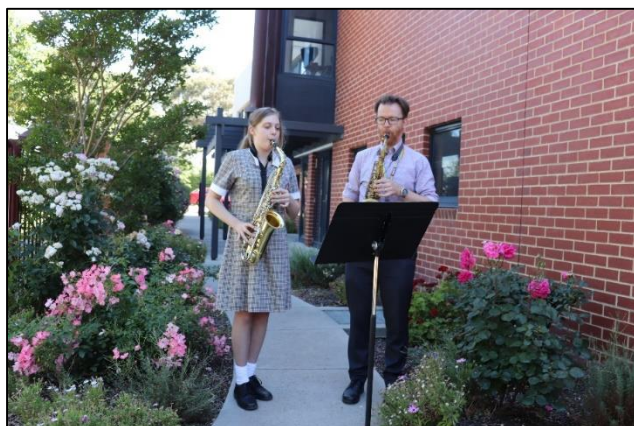
and outdoor courts. We also have a Learning Resource Centre, Café, science labs, Mac computer room, art and textiles rooms, food technology facilities, technology rich classrooms, music rooms, music keyboard lab and student support facilities.

Our comprehensive curriculum from Years 7 to 12 consists of Religious Education, English, Languages (French, Italian or Chinese), Health and Physical Education, Mathematics, Science, Humanities, Creative Arts, Drama, Instrumental Music Program, Music and Technology Studies. Year 9 and 10 students have a wide selection of elective units that are supplemented by an inter-disciplinary program that concentrates on innovative teaching and learning. The Year 9 Middle School program, Ayin, allows students to develop skills in problem-solving, cooperative learning, community service and independent research. While working towards the attainment of learning outcomes, all students in Year 9 have the opportunity to complete the Duke of Edinburgh Bronze Award. The Year 10 Middle School program, L'Chaim, builds on the Ayin program to enhance skills and prepare students for post-compulsory studies. Year 10 students with high ability can begin their VCE studies early. Year 11 and 12 students also have the option of pursuing the pathway that best suits their needs and goals. In support of this, the College offers both VCE and VCAL programs. Senior students are able to choose from a broad range of 27 different VCE units of study, as well as the option of undertaking a VET program that best suits their needs and career goals. This enables a VET course to integrate with both the VCE and VCAL programs.

A wide range of sporting opportunities is also available for students. The College is a member of Girls' Sport Victoria (GSV) and Secondary Catholic Sports Association (SCSA). Sports include cross-country, aerobics, swimming, baseball, cricket, fitness training, athletics, soccer, hockey, badminton, AFL, lacrosse, basketball, tennis, netball and volleyball.

Student wellbeing incorporates all aspects of College life. Students are supported by a Homeroom teacher, Wellbeing and Growth Leader, Deputy Principal Student Wellbeing, a Student Counsellor and two Psychologists. Students with special needs have access to additional learning support through the work of the Learning Enhancement Leader, Learning Support Officers and personalised programs developed by their teachers. We also have a wide program of enrichment and extension activities for students requiring advanced learning opportunities. Our Literacy and Numeracy Coordinators work to support the development of essential literacy and numeracy skills for all students. Careers and pathways guidance and work experience programs are available for all students.

Numerous co-curricular activities are available for students, such as: Musicals, and Drama productions, Debating, Chess, Music Ensembles, Bands, Orchestras, Choirs, Tournament of Minds, History, our unique Denise O'Hara Science Academy, Mathematics, Art Competitions, optional overseas and interstate trips, ballroom dancing and our International Student Partnership Programs. Private music tuition in a wide range of instruments is also available as is the opportunity for students in Year 6 who are enrolled in the College to join the Sion First Band before attending the College as Year 7 students in 2021.



Principal's Report

The Our Lady of Sion College Mission Statement goes beyond a commitment to ensuring students are provided with access to a quality education. There is no doubt that learning is the core commitment of our school, however, our focus extends beyond the essential curriculum we are required to deliver.

Our Mission Statement encompasses the aspirations of our staff, families and students and pinpoints the qualities and attributes we desire for our young people and the world to which they will contribute and ultimately transform. Qualities such as discernment, compassion, creativity, courage and a sense of justice are prominent in our statement.

When we consider the journey we undertook in 2020, it becomes even more evident why these qualities remain the goals towards which we work and which we hope our students will possess when they graduate from Our Lady of Sion College.

2020 represented a year of extraordinary change, a year when we were asked to rethink how we live our lives, sustain relationships, complete our work and engage in learning and teaching. It posed numerous wellbeing and social questions, and called for a return to the big questions of life: how do we care for those within our local, national and global communities; how do we care for our environment and how do we continue to work to build a just and sustainable future, not only for ourselves but also for our students as they take on the increasing responsibility for the future?

Our Mission Statement also acknowledges our human and spiritual identity as people of hope.

These young women will be offered opportunities that will enable them to become individuals filled with hope, who speak to the divine within themselves and beyond their imagining.

In a year of so much change and suffering, it became even more important that we should focus on supporting our students to continue to see the possibilities for their future. The statement acknowledges the Christian virtue of hope that responds to our innate needs and to our relationship with God. It also highlights the great capacity we and our young people have for transforming ourselves and our world.

Our 2020 College theme *How do I bring hope to my world?* offered a dialogical context for developing discernment and the qualities outlined in our Mission Statement. It was a question that continued to be asked by our staff and our students as we grappled with transforming the face of learning and teaching, and caring for each other in an unprecedented way.



The Catholic Education Melbourne Framework *Horizons of Hope* states:

Our students encounter a world with many great challenges. We see the pressure on the natural environment in the warming of the earth's atmosphere and the impact of human behaviour on God's creation. We see the marginalised seeking refuge from violence and oppression, and many young people grappling with challenges to their personal health and wellbeing. Within this context, the importance of a faith tradition - which sees the infinite potential of each person, and which challenges us to stand up in solidarity to make a difference in the world - is of the utmost importance. (Horizons of Hope: Vision and Context, pg 11).

We are very proud to have maintained our commitment to this vision in the context of 2020 global health needs.

Fr Theodore, the founder of the Sisters of Our Lady of Sion, saw the importance of a rich holistic education for the students who were educated within his schools; students whose families often suffered unprecedented challenges. On the cusp of the Great Depression, in 1928, the Sisters of Our Lady of Sion established our school, again at a time of significant adversity. In 2020, we continued with a profound hope, and a great history of providing excellent learning opportunities and wellbeing support for our young people despite the challenges.



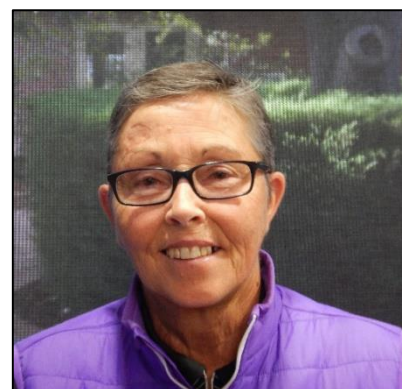
College Board Report

What a year 2020 has been, particularly in education. From the stop-start nature of home schooling, to the stress and dislocation many in our community have felt as a consequence of Melbourne's lockdown: it has been a difficult year.

The Directors of Our Lady of Sion College Limited have been very mindful of the additional burdens carried by many in our community this year, and we have been thankful for the contributions that so many have made in making 2020 a successful, albeit trying year.

I would like to thank my fellow directors and officers for their contributions to overseeing the governance and strategy of the College this year, and also the members of each of the Board's key sub-committees of finance, policy and risk management. The dedication and commitment they show the College in the performance of these important roles is very much appreciated.

During this year, Elizabeth Gleeson resigned as a Director of the Board. The Board benefited from Liz's wise counsel borne out of her many years in Catholic Education. We thank Liz for her services and wish her well for the future.



On behalf of the Board, I also extend our thanks to the Sisters of Our Lady of Sion for their deep and abiding commitment to our College and to our Chaplain Fr Mark Reynolds for all that he does for our College.

Finally, to the parents, students and teachers, and all involved in our College community, we thank you for the many and varied ways in which you have supported our school and our students. In particular, to Tina Apostolopoulos and all our wonderful staff, thank you for your efforts in adapting to changes thrust upon you, often at short notice, and for having the wellbeing of our students and each other at the heart of all that you do. No matter what 2021 brings, we know the College is in capable hands.

Education in Faith

Goals & Intended Outcomes

Our Lady of Sion College is committed to being an outstanding Catholic Girls' College that equips students with the knowledge, skills, hope and optimism to live meaningful lives, and to shape and enrich the world around them. We operate within a context grounded in the Scriptures of both the Old and New Testaments. As educators in faith, we invite students to make sense of their world and their lives within a community that is faithful to the mission of Jesus and helps them to develop their relationship with God.

In the area of Faith and Mission, the following goals and outcomes guided our work:

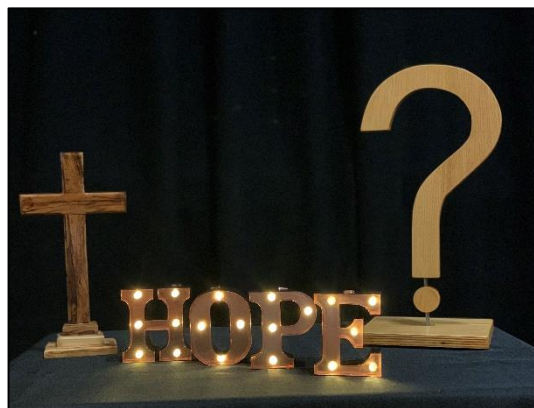
- That students know Catholic and Sionian traditions which support them to find meaning in their lives.
- That students realise that religious expressions are products of their own times that need reinterpretation all the time.



Achievements

College Theme

It was decided that for 2020, the College theme would be a question, the question being "How do I bring hope to my world?". As a way of making this visible throughout the year, our College used the symbol of a question mark. When we launched the College theme for this year at our Opening College assembly we could never have imagined how apt these words would be, in a year that experienced a global pandemic, COVID-19. How we would educate in faith within such a context and ensure we would be true to this College theme, became a specific aim for the year. Despite the challenges of remote learning, staff and students embraced the varied opportunities we developed to sustain the faith life of the College.



Online Chapel Prayer Sessions

In recent years, students have participated in fortnightly Chapel prayer sessions. These have been held in our College Chapel where students would gather in year levels during Homeroom and participate in prayer led by the year level Liturgy leaders. With the move to Online Home Learning this year, the Student Liturgy Team took it upon themselves to, not only continue to plan and conduct Chapel sessions, but they produced weekly prayer videos that provided messages of care, hope and nourishment for all members of the College community, despite students working from home. This was an opportunity for us to continue to connect as a faith community in a time of such isolation.

Religious Education Program

The past two years has seen the incorporation of the Pedagogy of Encounter into the Learning and Teaching program of Religious Education where students focus on concept based learning. The Online Home Learning, whilst different, saw Religious Education teachers developing creative and innovative teaching practices.

At the end of the 2020 year, a review of the Year 12 school based Religious Education program took place, which in 2021, will see students studying one concept per semester as opposed to the six units across four weeks that they had previously studied. This will allow for deeper engagement and exploration of life and faith.

Mission Team

Despite the challenges, the Mission Team continued its reflective work and by the conclusion of 2020, were able to develop a draft of the Our Lady of Sion College Charter for the Mission Team. This important document will be finalised in 2021 after broader engagement and feedback from the entire staff.

VALUE ADDED

Engagement

As COVID-19 restrictions took greater hold over daily life at the College, celebrations such as masses, feast days, retreats, and immersion were postponed and ultimately cancelled. However, we did all that we could to continue to highlight the importance of our faith life with our College Community.

Online Day of Dialogue

True to our charism and in order to continue interfaith dialogue we conducted an online Day of Dialogue with Jewish, Islamic and Catholic school students from Year 10. This was facilitated via Zoom, with students getting together in breakout rooms to discuss their religious beliefs, culture and traditions both in school and at home.



Online Chapel Prayer

Increased use of technology enabled re-contextualisation of Chapel prayer sessions. Liturgy representatives, and other students, once again came forward to assist in preparing meaningful messages and prayers which were uploaded to Google Classrooms to share with our students each week.



Social Justice

As part of our Staff Spirituality Day, staff conducted a silent auction in our continued efforts to support the San Luis Lumad Community School in the Philippines. The College also made a financial contribution to the school given that we could not proceed with our annual Sion Day celebrations where we would traditionally raise funds for this cause.

End of Year Celebrations

The increased use of technology supported us to pre-record aspects for the Graduation and Farewell Assembly. After consultation with senior students, a live stream event allowed us to conduct a beautiful ceremony to farewell our Year 12s. To conclude the year, we also set up live-streaming of the Year 7-11 Eucharist to maintain and highlight the importance of celebration of the Eucharist as a Sion Community.

Staff Spirituality Day

This year, external venues were not an option for our Staff Spirituality Day. Instead, we created spaces within the College to conduct our Staff Spirituality Day onsite. The day encompassed a variety of experiences including activities focused around social justice and faith. These included Lament and Praise in Psalms, Christian Meditation, Care for our Environment - Laudate Si, Chapel Experiences and a Depiction of Jews in Art all of which made for engaging and reflective formation opportunities for our staff.

Learning & Teaching

Goals & Intended Outcomes

The goal for the learning and teaching sphere was to foster a contemporary learning and teaching culture that engages, excites and challenges students to pursue excellence and achieve their personal best.

In the area of Learning and Teaching, the following goals and outcomes guided our work:

- That students will ultimately become agents of their own learning through developing increasing autonomy, resilience and confidence
- That student outcomes will continue to improve



Achievements

The work of the Curriculum team focussed upon:

- Providing a contemporary curriculum that was rigorous and challenging, and was compliant with the VCAA Victorian Curriculum
- Supporting staff and students in an effective movement to Online Home Learning
- Embedding the Pedagogy of Encounter within our curriculum
- Increasing the professional discourse around the pedagogical practices that deepen the learning experience for students
- Extending the cross-curricular focus upon explicit literacy strategies
- Applying the features of SEQTA to provide summative feedback and student self-reflection

Online Home Learning

To support Online Home Learning and in addition to the further implementation of SEQTA, the College invested in Google Apps for Education Resources including ensuring that all staff and students could effectively engage with Google Classroom and Google Meets. Staff developed engaging and meaningful learning tasks that included a range of strategies to encourage whole class and small group discussions, continuous formative feedback and critical and creative thinking. Summative assessment tasks were redesigned to ensure the application of skills and knowledge was best exhibited.



SEQTA

Reporting and Academic Awards were managed through SEQTA once again and small issues were resolved through the process. SEQTA Rubrics were activated and Years 7-10 curriculum commenced the process of moving rubric assessment across to this platform. The SEQTA Co-ordinator actively supported staff in the attainment of these new skills and administration support was provided to Learning Area Leaders to expedite this process.

Use of Data

Notre Dame teachers were provided with the 2019 VCAA results and supported in the analysis process. The Senior Learning Leader provided professional learning and support to teachers to assist them in drawing conclusions based upon the data and the Learning Area Leaders maintained the practice throughout the year. Unit 3 and 4 students undertook a practice GAT where immediate feedback was provided and enacted allowing the students to best perform on the official GAT.

In the absence of 2020 NAPLAN data, PAT testing continued to be used and data was provided to teachers via the SEQTA student profiles. This allowed teachers from across the College to target learning and teaching to students' zone of proximal development; supporting students with specific learning needs and providing enrichment opportunities for others.

Learning Areas

Students continued to engage in a broad curriculum in the Middle Years which was enhanced in Year 9 and Year 10 with elective choices leading to senior learning pathways. Year 11 and Year 12 students undertook VCE, or VCAL and VET studies with continued success.

Discipline based learning was celebrated and enhanced in a variety of ways. Despite the restrictions, creative ways were developed by Learning Areas to celebrate Humanities Week, Music Week, Health, PE and Sport Week, Creative Arts and Technologies Week, Pi Day, and many other opportunities to further support classroom learning.

The focus of Learning Areas led by the Learning Leader was to implement the Pedagogy Observation and Dialogue Framework. This program focused on the use of pedagogies aligned with the Strategic Plan and fostered rich discussion about effective pedagogical practices that enhance learning.

The whole College Literacy focus continued with teachers activating specific literacy skills and with focussed withdrawals within Wide Reading English periods. Data from PAT and previous NAPLAN data were used to determine inclusion in this program. Numeracy support continued to be offered via the after school program with a focus upon Years 7 and 8 students.

Years 7 and 8 students benefited from the two very successful *Horizons* and *Beyond the Horizons* integrated learning programs developed by the College in recent years. Both programs continue to focus on STEAM skills, critical thinking, creativity and connectivity.



STUDENT LEARNING OUTCOMES

Student learning outcomes were measured and tracked applying SEQTA Analyse for internal assessment. Years 7-9 students completed PAT Reading and Writing to allow for compilation of classroom profiles but also to benchmark students across stanines and to allow the measurement growth against themselves.

Our Lady of Sion students consistently meet and exceed minimum standards on standardised testing.

The VCAA VCE data service is used to identify student learning growth across the 6 years of learning. Individual Studies consistently equalled or exceeded state averages.

MEDIAN NAPLAN RESULTS FOR YEAR 9

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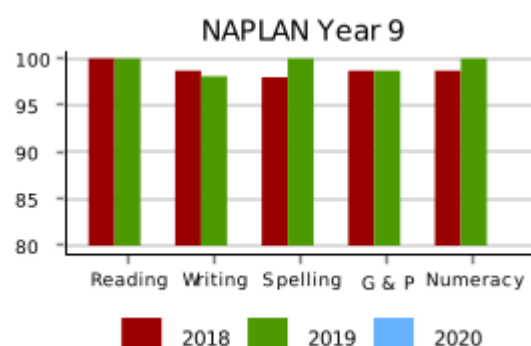
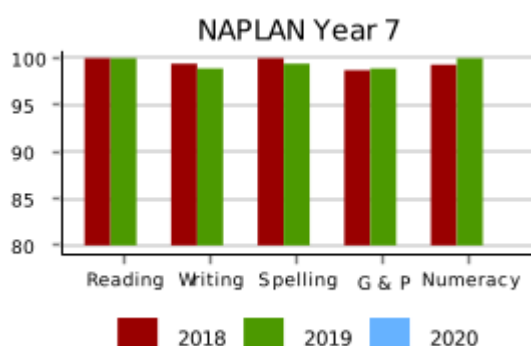
Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.7	98.9	0.2		
YR 07 Numeracy	99.3	100.0	0.7		
YR 07 Reading	100.0	100.0	0.0		
YR 07 Spelling	100.0	99.4	-0.6		
YR 07 Writing	99.4	98.9	-0.5		
YR 09 Grammar & Punctuation	98.7	98.7	0.0		
YR 09 Numeracy	98.7	100.0	1.3		
YR 09 Reading	100.0	100.0	0.0		
YR 09 Spelling	98.0	100.0	2.0		
YR 09 Writing	98.7	98.1	-0.6		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.



Student Wellbeing

Goals & Intended Outcomes

In 2020, the College Pastoral Team worked to enable our students to develop an authentic understanding of one's dignity and self-worth, and to foster purposeful relationships with others.

In the area of Student Wellbeing, the following goals and intended outcomes guided our work:

- That students would develop a hopeful and positive outlook on life and develop skills, characteristics and behaviours that would enable them to be resilient, compassionate young people with the capacity and desire to affect positive change in their world
- That students will be able to demonstrate a healthy and constructive sense of self through their engagement with others and with the broader community
- That students will exercise good decision-making and accept responsibility for the impact of their actions on themselves and others.



Achievements

Pastoral Program

In 2020, students were engaged in a range of activities through the Pastoral Program including study techniques, understanding ways to build and maintain positive relationships as part of the transition process, the importance of a growth mindset, and preparation for the City Experience program.

The Pastoral Program ensures that students of the College have access to holistic pastoral care to enhance wellbeing. The Homeroom teacher is the key facilitator of the program with the support of Wellbeing and Growth Leaders and the Counselling Team.

Online Home Learning Support

In the challenging educational setting that 2020 presented, the College rose to the occasion ensuring that student wellbeing needs were catered for and that the support for our College community was varied, responsive to feedback and easy to access. As the College moved to an Online Home Learning format, the Pastoral Team continued to meet on a regular basis to discuss student needs, and plan and implement a number of wellbeing initiatives including:

- A Wellbeing Hub via Google Classroom

- The College 'Telehealth' Counselling service via Google Meets or phone calls
- A series of fun activities to run in homeroom sessions and Year Level assemblies i.e Crazy Hair Day
- Providing on-campus supervision of vulnerable students and students of families of essential workers
- Regular Student Wellbeing Surveys that enabled students to:
 - Participate in wellbeing check ins
 - Request contact from their Wellbeing and Growth Leader or a member of the Counselling Team
 - Provide feedback e.g. length of break between lessons, learning engagement and general wellbeing
 - Suggest activities that they would like to be involved in



Professional Learning

Staff were involved in a number of Professionals Learning opportunities focusing on Student Wellbeing including:

- Information sessions to support medical needs of students including anaphylaxis and diabetes
- First Aid Training including CPR, Asthma and Anaphylaxis training
- Child safe standards
- Mandatory reporting obligations
- Meeting the learning needs of students and supporting the NCCD process

Student Engagement

Across the year, students participated in an increased range of activities both on-campus and within an online format. Regardless of the format and despite the restrictions, there were high levels of student engagement in the life of the College. These programs continued to foster the strong sense of community that Our Lady of Sion College prides itself on. They enabled students to remain connected with each other and feel supported during Online Home Learning, an aspect of great importance during this challenging year.

Prior to restrictions being imposed, Term 1 saw students undertake the Year 9 City Experience which enabled students to engage in learning outside the classroom, help them to build skills to take on challenges and manage positive risks through problem-solving and collaboration. Due to COVID-19 restrictions, the remainder of the College's Camp Program was not able to run.



Student Leadership

2020 also saw the Student Representative Council organise and manage a range of events that allowed them to hone their leadership and to contribute to the College community including parents and guardians. They included:

- International Women's Day
- Significant Women's and Men's Hamper Competitions
- RUOK day activities
- Family Trivia Night

The 2020 Year 12 Leaders keenly took on their new roles by undertaking a Leadership Camp in Warburton in 2019 and, by Term 4, were an integral part of the selection process for 2021 student leaders in Year 7 to 11.



Family Engagement

Parent and guardian involvement included the Term 1 Parents Information Evening and the Year 7 Family Mass. Christine Kralj, Deputy Principal Student Wellbeing hosted the Hopeful & Healthier Teens Webinar featuring the College's Counselling Team covering a range of topics including:

- advice for helping teenagers to manage their physical and emotional health
- information about the adolescent brain and emotion regulation
- dealing with mental health issues and what to do next

VALUE ADDED

The following is a list of some co-curricular activities that the College offered our students in 2020:

- Girls Sport Victoria (Term 1)
- Girls Sport Victoria Breakfast (hosted at Our Lady of Sion College)
- House Swimming Carnival
- International Women's Day Breakfast (hosted by Year 11 students)
- Whitehorse International Women's Day Event (attended by Year 12 students)
- ANZAC Day Service
- House Feast Days
- School Aerobics Competition
- Significant Women's Dance Challenge
- Book Club
- Writers Club
- Online and face to face College Bands performances
- Online and face to face College Choir including the College Vocal Ensemble performances
- Denise O'Hara Science Academy
- House activities, including Swimming Carnival, Theatre Sports and online Cup Cake Competition
- Footy Fun Days
- Online Family Trivia night
- Online Music ensembles
- Year 12 Responsible Service of Alcohol Certificate
- Year 12, 2021 Student Leaders Investiture



STUDENT SATISFACTION

During 2020, the College provided students with four opportunities to provide feedback regarding their wellbeing and to offer suggestions regarding curricular and co-curricular activities. Involvement in these surveys was encouraged but voluntary.

The following responses were obtained:

- Q. I have high motivation and engagement with my learning. 89% said they Agreed or Strongly Agreed
- Q. I have maintained positive relationships with my peers. 94% said they Agreed or Strongly Agreed
- Q. What was the best thing your teacher(s) did to help you learn or support your wellbeing | during remote learning?

Responses included:

- "Setting up Meets for us and making learning program outlines available to us in the Google Classroom."
- "They were always checking how I was going."
- "To be able to jump onto the Google Meet at any point in the lesson, so you can get one on one support from the teacher."
- "They tried their hardest to help us"
- "Sending multiple emails which helped chase up work that you sometimes didn't realise you hadn't yet submitted. But also realising and being a little sympathetic for when we were struggling."

As part of our surveys students responded to the Check in question as shown below:

- Everything is ok; I'm doing fine (55%)
- I have had challenges, but I am working through them (38%)
- I am facing challenges and I would like someone from school to contact me (7%)

Overall, student satisfaction with the way the College maintained Online Home Learning was high. Across the four surveys, over 1200 responses were obtained providing a clear indication that our students wanted to be part of a feedback loop, believed their opinions mattered and would be listened to, and that they were able to ask for support when needed.



STUDENT ATTENDANCE

High retention and attendance rates continued throughout 2020. At Our Lady of Sion College school attendance is seen as a vital key to good learning and creates a protective connection for students to their peers and teachers.

During Online Home Learning, attendance was marked each morning during Homeroom. Parents were still asked to contact the College if their daughter would not be attending. Students who had internet or IT issues were asked to contact Student Reception and their Homeroom teacher as soon as they could return to their classes.

Parents, guardians and students had access to attendance records on SEQTA via a unique login and password. If the College had not received a notification of absence by 9:30am, the Student Reception staff sent an SMS message to parents.

Unexplained absences were followed up by Homeroom teachers while students whose low attendance was of concern were followed up by the Wellbeing and Growth Leader. Students at risk due to low attendance or those whose parents were essential workers were also provided with the opportunity, within the Government guidelines, to attend the College for supervision while still engaging in online classes.



POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	73.0%
TAFE / VET	1.0%
Apprenticeship / Traineeship	8.0%
Deferred	12.0%
Employment	7.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	97.0%
Y08	96.3%
Y09	96.6%
Y10	95.4%
Overall average attendance	96.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	99.0%
VCAL Completion Rate	58.0%

Child Safe Standards

Goals & Intended Outcomes

Our ultimate goal is always to create a child safe culture where expectations of staff, visitors and contractors are clear and where students have avenues of support should they require them. 2020 presented a unique environment for this to occur. During 2020, the College remained cognisant that despite the mixture of face to face learning and Online Home Learning experienced by our students, our goal was to ensure that the highest of standard for Child Safety was maintained, especially considering the challenges that is presented in an Online Home Learning environment.



Achievements

During 2020 the College maintained ongoing improvement in the area of Child Safety:

- Ensuring all staff had undertaken the Mandatory Reporting eModule
- Reminding staff to complete the College's *Staff disclosure of personal relationship with student* Google Form as required
- Professional Learning and documentation about online Child Safe practices e.g. Student must be out of bed and dressed to join an online class
- Development of the Student Wellbeing Hub by the College's Counselling Team
- Promoting out of school support and protective resources such as Kids Helpline
- Child safety remained an agenda item on all Board, Staff and Pastoral Care meetings
- Student Surveys that enabled students to be part of the feedback loop thereby fostering student empowerment
- Student surveys that enabled students to request contact from their Wellbeing and Growth Leader or member of the Counselling team
- Prompt contact with parents and guardians if concerns were raised by staff
- 'Student at Risk' meetings that monitored attendance, participation and completion of work as early indicators that a student was not coping or at risk
- Reviewing the College's Child Safe Policy and Code of Conduct to reflect Reportable Reporting Expectations
- Offering an on campus option for students who were not coping at home or who were deemed vulnerable or at risk
- Staff Professional Learning on students with a Learning Disability to promote inclusion
- Regular reminders to staff by the Principal and Deputy Principal Student Wellbeing to monitor and report any concerns with child safety during Online Home Learning

Leadership & Management

Goals & Intended Outcomes

The College aims to maintain a high standard of leadership and management that fosters the professional relationships existing within the College. Through dialogue, collaboration and engagement, the College supports a strong collegial culture and provides resources and opportunities that encourage the pursuit of excellence for all staff and students.

To cultivate an open and inclusive decision-making process, all staff are encouraged to express their views within an environment that is supportive and respectful.

Teachers are provided with relevant feedback that informs their teaching practice and highlights areas for development and growth.

All staff are encouraged to undertake professional learning that aligns with the school's priorities, their learning needs and career advancement.

In the area of Leadership and Management, the following intended outcomes guided our work:

- That all staff are empowered and supported through opportunities for engagement, collaboration, feedback and professional growth
- That effective processes are implemented and communicated to all staff in a timely manner and work towards the attainment of the College's improvement agenda
- That facilities and resources support the learning and wellbeing priorities of the students and staff



Achievements

Despite the disruption due to COVID-19, the College remained committed to the ongoing development of school facilities and resources that enable all students to excel. To this end the College continued working with the architects to finalise the 10-year Masterplan, with the expectation that the design phase of stage one of the plan will begin in 2021.

Work on the Business Continuity Plan (BCP) continued in 2020 with a focus on the development of the College's ICT Disaster Recovery Plan. The BCP will provide strategies to equip the College to deal with a major disruption and enable it to maintain the business functions of the College, including ICT and financial management. It is expected that the BCP will be reviewed and accepted by the College Board in readiness for adoption by the College in 2021.

In 2020, the College's 2019 Financial Data was reviewed by an external organisation. The subsequent report indicated that our financial results compared favourably with other 'like' schools and that the College is in a sound financial position. The external report underscored the opinion of the auditors that the College is well managed and financially strong.

In 2020, the College's Position of Leadership teachers completed a midterm appraisal process facilitated by an external education consultant. The process included the completion of a self reflection, staff surveys and meetings with the consultant to set goals. The Principal and the relevant Deputy Principal also met with the Position of Leadership teachers to offer support and to affirm the work already undertaken. The Education Consultant noted the commitment of the middle leaders to the work of the College and to the academic success and wellbeing of the College's students.

In 2020, the College engaged an education consultant to review the Leadership Team role descriptions in order to provide greater role clarity and a stronger sense of purpose for each member. The process will be completed in 2021 and will provide each member of the Leadership Team with formative and professional learning opportunities.

During the year, the Leadership Team continued to review the College Risk Register to ensure compliance with the College's legal and reporting obligations in all areas of the school's operations. Mitigation strategies were reviewed to ensure best practice.

Staff undertook professional development in child safety practices, mandatory reporting, OH&S and Privacy legislation.

The impact of the COVID-19 pandemic led to the cancellation of external professional development opportunities during most of 2020. However, teachers willingly undertook online learning opportunities related to their area of teaching and to student wellbeing.

The 2020 lock-down of the school during the first and second waves of COVID-19 led to the implementation of Online Home Learning. Teachers engaged in professional learning related to Google Classrooms and other online learning resources to successfully deliver the curriculum to students learning from home. Student surveys indicated that most students found the Online Home Learning and teaching process to be a positive experience. At regular intervals, staff and students were invited to provide feedback related to their experience of teaching and working from home. Feedback was responded to by the Leadership Team and strategies implemented to support staff and students where necessary.

During 2020, the College followed, and continues to follow, all guidelines issued by the Commonwealth and State Governments in terms of additional cleaning required and safe practices to be adopted due to the outbreak of COVID-19.

Property

Work related to the Business Continuity Plan highlighted infrastructure upgrades needed at the College. In 2020, a new electrical distribution board was installed.

Other infrastructure upgrades related to the BCP included:



- thermal smoke detectors installed in the Food Technology classroom
- installation of a server at an offsite location
- heat detection warnings within the school's onsite server

During 2020, regular checks of the property and classrooms ensured that the school complied with building codes and legislation related to OH&S. Classroom refurbishments were undertaken to guarantee that students and staff continue to enjoy an attractive, and safe teaching and learning environment.

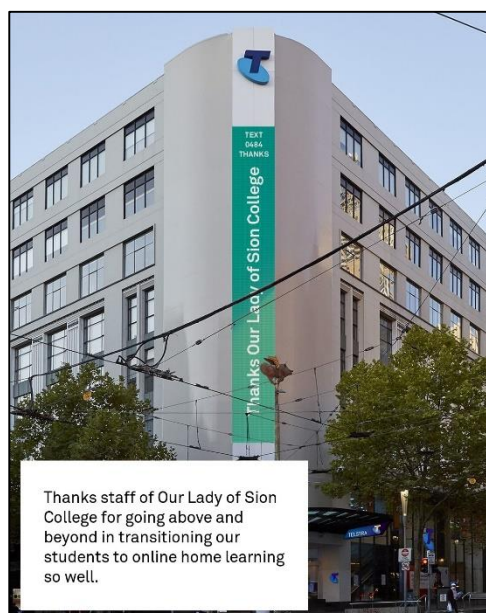
The architects completed the plans for the extension of the Louise Humann Centre. Builders have been engaged and the extension will be completed by July 2021. The building project will provide additional storage, a new stage and audio-visual infrastructure for the Centre.

ICT and System Development

The Online Home Learning program was supported by the quality of the College's ICT systems and ICT staff. During lock-down, staff and students were able to access Google Classrooms and the school's Learning Management System to ensure uninterrupted learning, teaching and working from home.

In 2020, the College's wireless network was upgraded and security software installed to further safeguard the school's ICT systems and data.

Software programs were installed to enhance communication between the College and families, including the implementation of a Community Portal that enables parents to update their personal details via the portal. Other new software installation included an improved College newsletter and an online enrolment application process.



College Board

A committed and skilled College Board meets 8 times during the year and is involved in all aspects of College life. At Board meetings the Principal and Business Manager report on matters related to curriculum, financial management, policies and risk management.

In 2020, the following policies were reviewed and developed by the College Policy Committee:

- Whistleblower Policy
- Drug Issues in Schools Policy
- Curriculum Policy
- Counselling Policy
- Guest Presenters Policy
- NDIS and External Providers Policy

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The whole College focus for 2020 was to better understand and apply the Pedagogy of Encounter to our curriculum planning, pedagogical practice and to our internal professional learning and observation program, *Pedagogy, Observation and Dialogue* (POD). This program was introduced, discussions were held throughout Learning Area Meetings, however direct and focussed observations were not held because of restrictions imposed on face to face learning and teaching.

Responding to the changing conditions, an immediate focus of professional learning became the Google Applications for Education including Google Classroom, Meets, Forms/Quizzes and other online tools and pedagogies. Whole staff and small group professional learning sessions were held at different times throughout the day, including breakfast meetings. Staff created and shared instruction documents, video tutorials and attended external online Professional Learning.

On the 30 July all teachers attended an afternoon online professional learning session with Kim Edwards to learn about effective feedback and rubrics and what strategies our Learning Management System - SEQTA can provide in regard to this.

In keeping with the Pedagogy of Encounter, towards the end of the year all staff attended an online professional learning session provided by our Wellbeing and Growth Leaders focussed upon Restorative Practices and how this can be applied in all aspects of learning and teaching. This focus will continue into 2021 when onsite learning is expected to be more consistent.

Throughout the year, staff attended many external online and, when available, face to face learning opportunities including subject specific sessions, subject association conferences, VCAA sessions, supporting students with special needs, leadership development as well as the compliance elements of first aid, mandatory reporting, anaphylaxis and asthma training.

Number of teachers who participated in PL in 2020	77
Average expenditure per teacher for PL	\$605

TEACHER SATISFACTION

In the absence of CEMSIS data, Our Lady of Sion College became innovative in the nature and opportunities to gather and respond to staff feedback.

In the initial stages of COVID-19 restrictions, we reduced our whole staff briefing meetings to online for the whole staff on Monday mornings and small groups each Thursday morning led by a member of the Leadership Team. The intention of direct feedback to the Leadership Team was to monitor staff wellbeing and to seek weekly feedback so that areas of need and staff and student wellbeing needs could be met in a timely and responsive manner. Staff feedback on the Thursday morning small group meetings indicated high satisfaction and a suggestion that the meetings continue in 2021.

Throughout 2020 our Online Home Learning surveys were conducted with all three stakeholder groups - staff, students, and parents and guardians and changes were made accordingly including altering the College period times, reducing assessment tasks and providing staff and student wellbeing time and initiatives. Staff valued the opportunity for regular professional learning based on Online Home Learning and the ongoing sharing of practice as the year evolved.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	27.8%
Graduate	48.6%
Graduate Certificate	6.9%
Bachelor Degree	97.2%
Advanced Diploma	9.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	84.0
Teaching Staff (FTE)	74.5
Non-Teaching Staff (Headcount)	46.0
Non-Teaching Staff (FTE)	42.4
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Central to Our Lady of Sion College is the importance of sustaining and building a strong community environment where each student, staff member, family and visitor is respected, welcomed and encouraged to contribute to our College in a positive and life-enhancing manner.

In 2020, the College sought to continue to create a school culture that fostered appropriate and supportive partnerships with parents, past students and the wider community.

In the area of College Community, the following intended outcomes guided our work:

- That partnerships continue to enhance student faith, learning and wellbeing outcomes
- That Our Lady of Sion College remains a school of first choice



Achievements

Local Catholic schools

In 2020, the College continued to support and grow our involvement with local Catholic primary schools. Many visits and connections have been fostered as part of the process for transition from Primary to Secondary level education. As much as was possible before restrictions were imposed, the Principal, Registrar and students continued to visit each of our Catholic Primary feeder schools to meet the leaders and prospective students. The Sion First Band music program for Year 6 students who will attend Our Lady of Sion in 2021 continues to be a stepping stone between our primary schools and the College. While this was mainly run online in 2020 the benefits continued to be strong and student and family satisfaction grew significantly especially under the trying circumstances.

Past students

The part our past students play in providing mentorship opportunities, career guidance and inspiration to our current students is immeasurable. Dr Christolyn Rajakulenthiran (Class of 1996) was invited to address the student body at our Top Achievers Assembly in February. Despite COVID-19 restrictions preventing us from running our career-related events in the usual way, with a little bit of adaptive thinking, we were still able to continue the important work of connecting our Notre Dame and L'Chaim students with past students willing to share their career journey. During 2020 most of these 'meetings' were in the form of Zoom interviews. Past students also continued to work with our students in a coaching capacity for the GSV program when it was able to be held.



The Past Students' Association again supported the Daughter of Sion award which was presented at our Afternoon of Excellence at the end of the year. Reunions for those who graduated on an 'O' year were planned but due to the pandemic will be rescheduled in 2021. The Past Students' magazine, Sionians, was distributed twice during 2020 ensuring that the past students remained connected with their cohort and the College.

Parents' Association

The support of the Parents' Association continues to be valued. Their physical presence and support at events during Term 1 included:

- Year 7 First Day Welcome Parent/Guardian Morning Tea
- Year 7 Parent/Guardian Social Evening
- Year 7 Family Eucharist and Supper

Throughout the year parent feedback on various elements of the College life was sought and valued. Parents/guardians were surveyed a number of times during lock down to gain feedback and inform decision-making.



VALUE ADDED

As a community, we have had the opportunity to extend a welcome to many community members through the following events:

- Year 7 Family Eucharist
- Significant Men's and Women's celebrations (virtual)
- Parent/guardian involvement with the Significant People program (Year 9 Ayin)
- Talk and Tours (both onsite and online)
- College assemblies (both onsite and online)
- College Swimming Carnival
- Academic Awards Ceremonies
- Afternoon of Excellence
- Year 12 Graduation (held online)

- College Virtual Trivia Evening
- Subject Selection and Careers Seminars and Evenings (online)
- Students Subject Interviews (online)
- Student Progress Meetings (online)
- Music soirees (both onsite and virtual)
- Our Lady of Sion College Parent and Guardian webinar: *Hopeful, Healthier Teens*

As a College we have also engaged with the wider community including

- Faith communities (Day of Dialogue and Shoah tour, both online)
- Blue Cross Aged Care (prior to restrictions)
- Social Justice Organisations (support of Ozanam House, St Vincent de Paul, Asylum Seeker Resource Centre prior to restrictions)

Sisters of Our Lady of Sion

Central to all that we do within our community is the valued involvement of the Sisters of Our Lady of Sion who continue to be active role models. While opportunity for presence at the College was limited due to the restrictions, they continued to be supportive at our:

- Opening School Eucharist
- Assemblies
- Day of Dialogue
- Staff Spirituality Day

The involvement of the Sisters of Our Lady of Sion as members of the College Board and Mission Team is also valued.



PARENT SATISFACTION

During 2020, parent and guardian satisfaction remained high. The College sought feedback from parents and guardians via the Melbourne Archdiocese of Catholic Schools' (MACS) Rapid Capture Response Survey. The survey provided the College with 97 responses from which the College gained qualitative data regarding Parent Satisfaction during this extraordinary year.

There was overwhelming affirmation and gratitude for the positive learning opportunities their daughters experienced.

Parents noted that:

- Teachers were supportive and hardworking
- Effective learning was happening
- The ability for social connections and fun activities should be maintained

Parents in the survey also shared their concerns including:

- Length of lessons
- Increased workload for younger girls, however, a few said there is sufficient work
- Pace and structure of class: some felt their daughter needed more time to complete classwork
- Some parents felt their daughters needed more feedback
- Students' feelings of isolation from friends and peers were also noted

Parents were ready to offer words of thanks and appreciation including the following comments:

"We are so incredibly grateful to all staff and teachers at Sion for the effort they have put in to ensuring home schooling was such a positive experience for my girls. The teachers were so open to communication and so helpful. THANK YOU"

"Very seamless and efficient transition to online learning and then back to face to face learning. All communication has been transparent between school and parents and the school has really shined through in these complicated times and highlighted the reasons why we chose this school for our children. We felt that no student fell through the cracks during this time. We were all supported and looked after, both students and parents."

"How well the school kept up to date with communication with students and families through the pandemic both academically and pastorally. They provided messages of support, encouragement, hope and faith during challenging times. "



Future Directions

The strategic intent of our College works towards the full flourishing of our students by building their capacity and enhancing engagement, learning and agency.

The College will continue to work towards the vision of Horizons of Hope that states:

'In partnership with parents and the broader Church, Catholic schools contribute to a life-foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love. At the very heart of each Catholic school is the desire for the full flourishing of each student across religious, physical, cognitive, emotional and social domain.' (Horizons of Hope, Melbourne Archdiocese of Catholic Schools).

In 2021, Our Lady of Sion College will continue to provide programs and learning experiences that enable our students to develop an authentic sense of self, purpose and belonging. We believe that students will demonstrate this sense of 'self' through their engagement with their learning, with each other, the broader community and as a reflection of their relationship with God. Following the disruptive events of 2020, we will continue to encourage and support students to be hopeful in their outlook on life, and develop understandings, characteristics and behaviours that enable them to be resilient, compassionate young people with the capacity and desire to affect positive change in their world. We hope to consolidate our learnings from last year to support and further enhance our learning, teaching and wellbeing programs.

Key actions for 2021:

- Launch the Our Lady of Sion College Charter for the Mission Team and develop a framework and plan that will support staff formation
- Undertake the College's third opportunity to participate in the Enhancing Catholic School Identity program and subsequently use the data to explore ways to further strengthen opportunities for recontextualization, encounter, dialogue and authentic learning, teaching and wellbeing programs
- Ensure social justice opportunities for all students and staff are grounded Catholic Social Teaching
- Facilitate the 3rd round of our Staff Spirituality Day program
- Facilitate and provide staff accreditation opportunities in accordance with reviewed Melbourne Archdiocese of Catholic Schools guidelines
- Continue to use data to inform learning and teaching practices designed to closely meet the learning needs of all students



- Consolidate our Pedagogy, Observation and Dialogue Framework to ensure professional learning needs of staff are supported and student learning outcomes are enhanced
- Further support the implementation of a Pedagogy of Encounter across curriculum and wellbeing areas
- Extend and deepen our Discovery Learning Programs by further integrating the design thinking model into curriculum areas
- Create enrichment opportunities in the area of STEAM including establishing a STEAM Club and Makerspace
- Further embed formative and summative feedback practices, including the use of SEQTA to support student learning growth
- Further develop our Pastoral Care Program to ensure appropriate scope and sequence of activities, and well defined and sequenced lessons that reflect best practice and our Catholic and Sionian identity are in place
- Undertake the Respectful Relationships program to enhance understanding and inform our Pastoral Program
- Revisit Restorative Practices to strengthen relationships and create stronger links with the charism of the Sisters of Our Lady of Sion
- Further enhance and differentiate our Child Safety practices inclusive of all student needs
- Continue to seek student feedback via surveys
- Further strengthen communication and learning opportunities via the next stage of the implementation of our Learning Management System, SEQTA
- Strengthen ties with the broader community including Past Students, local community groups and tertiary institutions
- Undertake the extension of our Louise Humann Centre and finalise our due diligence process in preparation for the next stage of our Masterplan.

