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Our College Mission

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.

This 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. They will become young women who will always strive to:

- 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

This College has a long and proud history of 85 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. A community where each student is valued and nurtured, encouraged and supported to become the young woman God created her to be.

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 community. Our pathways include academic programs of excellence, liturgical celebrations, retreat and reflection days, sports, and many other daily activities of the College. Our 2012 enrolment was 790 girls from Years 7 to 12.

The College fosters the pursuit of excellence in all fields of human endeavour, striving to prepare young women 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. The College is easily accessible by public transport. Uniform is compulsory and students are required to wear it with pride.

Within beautiful gardens and College grounds, the College facilities are excellent. Of particular note are the Chapel, Emmanuelle Learning Centre, multipurpose building and sports centre, weights room, Library Resource Centre, basketball and netball courts, sports oval, Drama Hall, Science and Computer Laboratories, Art and Textiles rooms, Food Technology facilities, technology rich classrooms, iMac Labs, Canteen, Music rooms, Music Keyboard Lab and student support facilities.

We offer a comprehensive curriculum from Years 7 to 12. Years 7 and 8 compulsory studies include Religious Education, English, LOTE (French or Italian or Chinese), Health and Physical Education, Mathematics, Science, Humanities, Creative Arts, Drama, Instrumental Music Program and Food Technology studies. Years 9 and 10 students study a core curriculum and elective units and 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. 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. Years 11 and 12 students have the option of a VCE or VCAL program, with the majority choosing the VCE program. Senior students choose from a broad range of 34 different VCE units of studies including a number of VET programs that can integrate with both the VCE and VCAL programs. Hospitality, Community Services, Clothing and Design, Equine Studies, Music Industry Skills, Interactive Multimedia, Technology, Building Construction and Business Office Administration are usually offered as VET choices.

A wide range of sporting opportunities are available for students. The College is a member of the Secondary Catholic Sports Association (SCSA) and the Secondary College Sports Group (SCSG). A wide range of sporting activities is offered including squash, aerobics, swimming, baseball, bowling, cricket, fitness training, athletics, soccer, hockey, basketball, tennis, netball and volleyball.

Numerous extra-curricular activities are available for students: Musicals and Drama productions (in 2012, the Musical production was ‘Beauty and the Beast’); Debating; Tournament of Minds; History, Science, Mathematics and Art Competitions; cross-age tutoring; optional overseas and interstate trips; ballroom dancing and international student exchange programs. Private music tuition for a wide range of instruments is available.

Student welfare incorporates all aspects of College life. As well as their Homeroom teacher, students are supported by Year Level Coordinators, Deputy Principal - Wellbeing and a Student Counselor (who is a registered Psychologist). Students with special needs have access to extra learning support and counseling assistance. Careers and pathways guidance and work experience programs are available for all students.
Principal’s Report

Our College theme for 2012 was ‘Gifted with Courage, Grace and Wisdom’. This all embracing theme set the challenge for members of the College community to draw inspiration from the depth of their hearts. It impelled us to encounter the gifts of courage, grace and wisdom that come from within, “for wisdom will come into your heart and knowledge will be pleasant to your soul” (Proverbs 2:10). This theme was chosen to respond to our students’ needs and deepest hungers for meaning and purpose. This theme helped our students see the real beyond the virtual, and that their life is more meaningful when lived to its fullness. This theme invited our students to think deeply and it assisted them in forming their inner lives.

God has gifted each one of us with courage, grace and wisdom; therefore, if we can recognise this goodness within ourselves, we can truly make the most of the greatest of God’s gifts, life itself. St. John tells us in his First Letter: “From his fullness we have all received, grace upon grace. The law indeed was given through Moses; grace and truth came through Jesus Christ” (1 John 1: 16-17). With courage we too can follow Jesus’ example by allowing God’s Grace to shine within us and enable us to show humility and compassion.

At Our Lady of Sion College, our lives are inspired by the legacy of the Sisters of Our Lady of Sion. As Daughters of Sion, our students are challenged to have the courage to be who they are called to be; to follow Jesus’ example and work for justice, truth, reconciliation and peace. Our students are called to act with grace; to practice humility and mercy. Our students are called to seek and share wisdom; to discern and discover, and to be creative and contemplative.

Sion Day is always one of the highlights of the year and this year was no exception: it was certainly a day to remember fondly. Staff, students and Sisters of Our Lady of Sion gathered together to celebrate Sion Day and to express our gratitude for the wonderful things that life has gifted us with. On the morning of Sion Day we celebrated the Eucharist; recognising that it nourishes our commitment to being people of service, people of community and people of God. We celebrated our gifts and talents, and our ability to affect positive change in the world; we celebrated who we are and who we have the potential to be; and we celebrated the Our Lady of Sion tradition which has gifted us with so much, and challenges us to live life to the full.

As part of the Sion Day Eucharist we revealed our new House banners; evidence of our tradition’s heritage and fresh inspiration for our House activities that encourage our students to develop their gifts and talents. Each banner incorporates an element of our heritage in both the Jewish and Christian traditions and they will inspire our efforts in the present-day to honour the hard work of those who have gone before us: Daughters of Sion who have used their gifts to work for justice and peace in our world.

As Daughters of Sion, we know how important it is to continue to promote and develop understanding in our school community, our local community and our global community. With understanding we can better support those who are different to us; without it, people suffer and inflict suffering on others. We see this in modern day Bethlehem. While we recognise Bethlehem as the birthplace of Christ, we cannot ignore that the Bethlehem of today is a city divided, experiencing the suffering that results when people of different backgrounds do not understand each other and do not work together. On Sion Day we honour the legacy of the Sisters of Our Lady of Sion and we live out the mission of our school as we remember the people of Bethlehem who need our support. This year we did this by raising funds for the Bethlehem Family Centre to develop opportunities for our Palestinian brothers and sisters. This year we raised $11,600 for the Bethlehem Family Centre. Sion Day inspired us to imagine the immense positive change that we can make happen when we bring together the richness of our many and varied gifts; and by working together, we give to others the gift that keeps on giving – hope for a better future.
The Top Achievers’ Assembly back in February 2012 gave us the opportunity to celebrate the outstanding results of our Class of 2011. The hard work, clear expectations of our learning culture, constant and consistent study throughout the year and a dedication to do their best resulted in high achievement. Jenny Kuoch was the 2011 dux and at the assembly she gave an inspiring address to all students and staff about her experience, the wonderful learning opportunities she has embraced at our College, and how she managed her time throughout the year. Twenty-four students achieved an ATAR score of over 90, representing 24% of the year level in the top 10% of the state. Overall, our students once again performed well above the state average with a median study score of 34 and 15% achieving a study score of 40 or more. Our College was placed in the top 10% of all schools offering VCE in the state of Victoria. The teaching and learning section of this report provides a summary of the results of our VCE student achievement of 2012. Once again, we saw outstanding results,

The strength of our student leadership program is evident in the many student run activities and the number of students putting themselves forward as leaders. Our College Captains, Anna Ewen and Jordan Roberts, have been enthusiastic leaders all year and great role models for the student body. They have encouraged student involvement and cultivated a very welcoming and inclusive atmosphere amongst students.

This year, our students accepted the challenge to embrace their potential and share their gifts. Their many successes and achievements are truly magnificent.
College Board Report

The role of the Board of Our Lady of Sion College is to oversee the operation and direction of the College on behalf of the Sisters of Our Lady of Sion. The membership of the Board is made up of two of the Sisters of Our Lady of Sion, the Principal and people with a commitment to the College – parents, past students and people with specialist skills.

The Board meets each month during the school term to discuss a range of topics relating to the College, including development of long-term strategies, endorsement of policy changes and confirmation of the annual budget, including the fee structure for the coming year. This Board continues to rely on numerous sub-committees (Finance, Risk, Relationships and Strategic Directions), which are staffed by existing Directors and other members of staff or parents, to develop the plans and policies that are subsequently ratified by the Board.

The College has continued to maintain the high standards it has achieved in recent years. The academic results achieved by the students in recent years are a testament to the dedication and quality of the teaching and support staff. The leadership of Karen Jebb and her team is outstanding, and deserves the highest praise for its commitment to the College mission and continuous improvement, often through innovation. The Board is always supportive of the College's continual drive to create an environment for the students, to not only develop their academic knowledge, but also make available a wide variety of extra-curricular activities that allow the students to develop their many talents.

A key policy for review each year is the setting of school fees for the following year. In setting the new fee structure the Board looks to find the correct balance between providing the most affordable education for the families in the local parishes and at the same time provide sufficient funds to improve and maintain its infrastructure. The professional advice the Board has received is that the College is best served with a fee increase that is consistently applied each year, rather than significant fluctuations from one year to the next. Impacting on the proposed fee structure is the future model of Federal Government funding, which is still under review, and during this period the Board will maintain its communication with local political representatives to encourage a model that delivers an equitable distribution of funding to all schools.

In recent years the first stages of the College Master Plan were completed with the addition of the new Emmanuelle Learning Centre and remodelling of the administration wing, and this has enhanced the facilities of the College. This year the College infrastructure was further improved with the redevelopment of the Canteen area. As a result of the strong financial position, in part due to the consistent approach to school fees and careful financial management, the College has commenced the planning for the next stage of the Master Plan, the redevelopment of the Performing Arts Centre.

The College Board is always looking to improve its Governance, and this year the focus shifted to redefining the Strategic Directions for the College. This will be a significant and ongoing project through to next year, and it is the intention of the Board to engage with all stakeholders, particularly parents. The Board has commenced a process of research and talking to experts to better understand the challenges and opportunities for Our Lady of Sion College, and following this will commence a wide consultation process during 2013 before finalising the Strategic Directions for the next four years. To assist with the costs of this project, the College has received a grant from the Federal Government as part of its National Partnership Empowering Local Schools initiative.

Part of the success of any new Board is the sense of renewal it can maintain as Directors who have made a valuable contribution over many years make way for new Directors. I would like to recognise the contribution of three Directors who retired during this year: Lisa Hughes, Genevieve Sexton and Anthony Bush. Their contribution was greatly appreciated by all Directors and recognised at their last Board meeting. The Board was pleased to welcome Kelli Simmons and Clare Parsons, as its newest Directors.

Finally I would like to thank all Directors of the College Board for their ongoing commitment to the school and its values. The continual contribution and support of all the Board’s Directors has been outstanding and I have enjoyed their contribution and support.
The Directors of the College Board during 2012 were:

Sr. Mary Barbuto NDS
Mr Chris Gebbie - Chairperson
Ms Karen Jebb – Principal
Ms Genevieve Sexton
Sr. Mary Reaburn NDS
Mr Bernard Parker
Mr Joe McNamara
Dr Anthony Bush
Mrs Wendy Davis
Mrs Nina McCarthy
Mr Robert Gill
Ms Kelli Simmons
Ms Clare Parsons

Present at meetings were Mrs Maree Roberts (Company Secretary) and Ms Donna Boyle (Minute Secretary).
Education in Faith

Goals & Intended Outcomes

The ever-changing nature of society presents both challenges and opportunities to us as a Catholic school conducted in the Sion tradition, and we take seriously the responsibility to provide an education that is shaped by the faith tradition that we serve. At the forefront of our operations is our aim to faithfully serve the mission of Catholic education and the call of the Sionian charism. We continually aim to provide the members of our community with everyday opportunities to explore and express faith, to study the basis that Scripture provides for our lives, to develop understanding and appreciation of Biblical values, and to encourage one another to continually seek to discern the presence of God in our world. We continually embrace the call of the Catholic school to be ‘educators in faith’, and thus strive to ensure that our Religious Education program is rigorous; that the faith life of the College is continually nourished through prayer, retreats, celebrations of the Eucharist and other liturgies; that relationships reflect the practice of Biblical values; that students understand that they are valued, named and known; that the Sion charism is alive in our community and understood by the members of the community; that professional development in areas of religious formation is prioritised; that students and staff are continually involved in working for social justice; and that rich symbolism enhances our College life.

Specific Aims

• To provide opportunities for our students to make explicit connections between faith and everyday life: identify and proclaim. Priority will be given to prayer in daily Homeroom and to the celebration of liturgies to mark important occasions in the life of the College, such as the beginning and end of the school year, Lent, Advent and Sion Day.
• To develop the students’ ability to articulate their understanding of Catholic beliefs and traditions.
• To promote and explore a theme based in Scripture and the Sion charism at all whole school events, in classroom activities and publications. A symbol will be used to support this theme.
• To review the Religious Education curriculum documentation and use regular meetings of RE staff to support quality learning and teaching in RE classrooms.
• To depth the students’ understanding of how faith can inform their lives. To articulate acts of service, and specifically those that are a part of the social justice program as living out the Christian call.
• To enable staff to obtain an increased appreciation of the Catholic nature of the school. To provide a minimum of 10 hours of in-house professional development that supports Accreditation to Teach in a Catholic School.
• To increase the number of teachers accredited to teach in a Catholic school.
• To continue to employ highly trained RE teachers and to focus on increased Professional Development for RE staff internally via RE meetings and external opportunities.
• To provide students with an opportunity to experience a variety of forms of meditation.

Achievements

Faith Formation

Prayer continued to be an important element of College life: each day began with prayer in Homeroom and students began to contribute prayers for use in the College Daily Bulletin. The practice of beginning all College events and meetings with prayer has continued, and once again the number of students volunteering to prepare and present elements of the liturgical life of the College increased. The vast majority of prayers at College events involved a minimum of 12 student volunteers; the prayer at our annual Night of Excellence involved 34 students plus the College Vocal Ensemble. Symbolism was consistently used to support the prayer life of the College, and students and staff were involved in the design and creation of these symbols. Such participation provided numerous opportunities to reflect on the College’s faith tradition. The year’s theme, ‘Gifted with Courage, Grace and Wisdom’, provided many opportunities to explore Scripture, to nurture how members of our community see and value themselves, and to challenge how staff, students and extended community members alike embrace their potential and use their God-given gifts to answer the Sionian call to affect positive change in our world.
The Staff Opening Eucharist was the first Eucharistic celebration for our school community this year, followed by our Opening School Eucharist, the Year 7 Family Mass (planned and prepared in Year 7 RE classes), the Sion Day Eucharist, the Graduation Eucharist, masses during Advent for all year levels as the school year drew to a close, Eucharistic celebrations at all student retreats, and the Staff End of Year Eucharist. The faith life of the College was also nurtured by numerous liturgies, including the Ash Wednesday and Lenten Liturgies and liturgies prepared and celebrated by RE classes. Whole school liturgies and Eucharistic celebrations typically involved between 40 – 60 students in active roles, plus the members of the College Vocal Ensemble and various College Bands. A feature of all liturgies and assembly prayers this year was the involvement of individual musicians who provided reflective music on a variety of instruments to enhance the reverence of the celebration. Some of these students actually composed their own pieces to suit the occasion, and their efforts, as well as those of our bands, were fantastic. The liturgical support of the College Vocal Ensemble was outstanding: these students, under the direction of our Director of Voice, continued to learn poignant pieces that engaged our school community in contemplation and supported the discernment of God in our world, a reflective practice that Fr. Theodore’s legacy challenges us to continually practice. Students also volunteered to participate in liturgies held outside of the College, including the Ecumenical Shoah Memorial Service (for which our students prepared and presented the liturgy’s opening liturgical movement), the Catholic Education Week Mass, and the funeral service of Sr. Kathleen Keely. Participation in each of these celebrations reflects the importance placed by our student community on prayer, faith formation and shared spiritual life.

Articles in the College newsletter regularly highlighted direct connections between the Catholic and Sionian traditions, and our faith celebrations were also shared with our extended community through these newsletters. Such articles also highlighted the importance of and activities involved in our Retreat program. All retreats were evaluated by staff and students: once again, feedback evidenced the value that is recognised in these personally reflective and spiritually nurturing days. As already mentioned, a celebration of the Eucharist was a feature of each student retreat: the masses were planned and prepared by the students in the year level involved. At each retreat, students chose an element of the mass that they would like to prepare, and their willingness and enthusiasm reflected our students’ commitment to being involved in this pivotal element of the College’s faith life. Meditation continued to be a feature of each retreat program, as students continued to be challenged to explore ways of praying.

The Staff Retreat Day was an outstanding day: Fr. Elio Capra, SDB (BTheol, MCD, MTheol, GTU Berkley, MTheol, MCD, DTheol, MCD) led all staff in an exploration of the topic, ‘Making the Scriptures Alive and Active in Our Lives and in A Catholic School’. This focus was chosen in light of the important place that Scripture holds in the Sionian tradition. Fr. Elio encouraged us to explore how Scripture can enliven us, how we explore and live Scripture in our College, and how Scripture can nourish us spiritually. Fr. Elio also enabled us to explore how we allow the wisdom of Scripture to influence our work in all aspects of College life. This Retreat Day further developed the work of the Lenten Professional Development afternoon that enabled staff to explore ways of praying and discerning God’s grace in our world.

The theme of 2012, ‘Gifted with Courage, Grace and Wisdom’, was incredibly rich and beautifully supported the College’s mission to continue to develop women of faith, strength and hope. Liturgy representatives at each year level were introduced this year, and we look forward to their support of the faith life of the College in 2013.
Religious Education

This year saw the delivery of the newly developed Religious Education (RE) electives at Years 9 and 10. These units were well received, as was evidenced by student evaluations and work. These units built on the existing, rigorous RE program, and further enhanced the students’ opportunity to study Scripture, the place of God in our world, hope, religious traditions, women of faith, Church history, the Sionian tradition (and specifically the work of the Sisters of Our Lady of Sion in the areas of interfaith relations) and Christian relationships.

Two key features of the RE program were again highlights of the academic year. The Year 10 level attended an excursion to the Jewish Museum and the Holocaust Museum as part of their study of RE, and student feedback reflected the depth of this challenging experience. All year levels were involved during RE classes in preparing liturgies, and this element of the RE program continued to support the faith life of the College.

Staff

Staff from all parts of the College were supported to attend numerous professional development opportunities that deepened their knowledge of the nature of the Catholic school. Staff who participated in such professional development shared their learning at appropriate meetings, including Domain and Staff Professional Practice sessions. Two staff were supported to participate in the scripture study program entitled ‘Rediscovering Jesus in the Land with Luke’ and held at the Sisters of Our Lady of Sion’s Centre for Biblical Formation in Jerusalem. These staff shared their learning not only in their RE classes, but at a College assembly, the Year 7 Retreat, Staff Professional Practice sessions, in RE Domain meetings, and at a meeting of leaders from the Sion associated schools. A number of staff were also awarded their Accreditation to Teach in a Catholic School. As previously described, the Lenten Professional Development session and Staff Retreat Day also nurtured the faith formation of all staff and their understanding of the nature of a Catholic school.

Social Justice

Prayer, education and fundraising were all clear components of our Social Justice program that was strongly supported by both staff and students. The Social Justice Coordinator and Social Justice Captain worked with Social Justice Representatives at each year level to further engage our school community in a challenge of our year’s theme, ‘Gifted with Courage, Grace and Wisdom’: to recognise that all people are gifted by God and deserving of being treated with respect for their human dignity.

This challenge was well and truly embraced by our community as it responded to the great work of students and staff involved in a community partnership program with Calvary Health Care Bethlehem. This partnership developed into the publication of a book written and designed by College students and staff who wanted to promote and support the reality that all life is sacred and entitled to compassion, care and respect. Numerous students, staff and members of the extended College community attended the launch of this book that drew attention to the needs, rights, and stories of palliative care patients.

The whole school community also supported Caritas’ Project Compassion during Lent, and the work of the Franciscan Family Centre in Bethlehem. This centre provides counselling to families and employs locals to build homes for families lacking opportunity and shelter and is supported by the Sisters of Our Lady of Sion located in Jerusalem. Through their involvement in Sion Day activities students and staff raised $11,600, all of which has been directly donated to the Franciscan Family Centre. Once again, the Sion community embraced the Sionian imperative to break down walls and build bridges of understanding and peace.
VALUE ADDED

Students and staff also embraced numerous other opportunities to participate in social justice education and action, including volunteering at Ozanam House and the Matthew Talbot Soup Van, participating in the Central Australian Immersion experience, preparing Christmas gifts and hygiene packs to be distributed through the Matthew Talbot Soup Van, and contributing to Christmas Hampers that are donated to St. Vincent de Paul. This year saw the second year of our now annual Alternate Gift Giving Project. This project encouraged students to consider the meaning and value of gift-giving during a time of year that is rife with consumerism – the lead up to Christmas. This project enabled students to purchase vouchers that provide supplies to farmers supported by the Sisters of Our Lady of Sion in the Philippines. Opportunities that could only support a certain number of students, such as volunteering at Ozanam House, were again over-subscribed: this reflected the commitment of our community to recognising the imperative of our faith: we must strive to build the Kingdom of God on earth.
Learning & Teaching

Goals & Intended Outcomes

The goal for the Learning and Teaching Sphere is to have a strong focus on improving and maximising student learning outcomes. In 2012 we completed the second year of a four year Action Plan focussed on achieving the following targets:

• That the proportion of students achieving at or better than one year above the expected state mean in Year 9 English and Mathematics will improve
• That outcomes at VCE and VCAL will continue to improve
• That students will be more engaged in their learning

Achievements

The College theme of ‘Gifted with Courage, Grace and Wisdom’ provided a great opportunity for teachers and curriculum leaders to be further inspired in their role of providing engaging learning opportunities for the students. Students are called to use their gifts of courage, grace and wisdom in different ways and at different times throughout the school year. It has been very exciting to see the students engaged, trying hard, developing knowledge and skills, using feedback for improvement and achieving excellent learning outcomes throughout 2012.

The College is a progressive and innovative learning community working hard to help the students achieve their very best. A number of initiatives have been a focus in the area of learning and teaching this year and the resulting achievements are described below.

VCE and VCAL Learning Outcomes

Our senior students are continuing to achieve excellent results in Year 12. Teachers have continued to use statistical tools to investigate ways to continue to enhance the learning programs for senior students.

The Class of 2012 are to be congratulated for their exceptional results:

• 17% of students attained an ATAR score greater than 95, placing them in the top 5% of the state
• 23% of students attained an ATAR score greater than 90, placing them in the top 10% of the state
• 53% of students attained an ATAR score greater than 80, placing them in the top 20% of the state
• 16.6% of students achieved study scores over 40
• 2 students achieved perfect study scores of 50
• The Median Study Score in 2012 was 33 (and very close to 34)

Literacy and Numeracy

A significant review of NAPLAN data was again conducted. We are pleased with the growth our students are showing between Year 7 and Year 9 and we are continuing to use the data to help inform further improvements.

iPad Program

Year 9 and Year 10 students have participated in the iPad program this year. The use of this contemporary learning tool has helped to enhance the learning environment and equip students with mobile technology to access information, synthesise ideas, present views and communicate with others within and outside of the College. The program has been very successful and we are greatly excited about the opportunities that this program will continue to offer when it is expanded in 2013.
Professional Learning Coaches
The College is developing a new focus for professional learning through the use of coaches. Middle leaders have this year participated in training in how to coach colleagues in developing goals that enhance student learning outcomes. The coaching is designed to help colleagues develop strategies to achieve these learning outcome goals, as well as how to use data tools to evaluate the improvement made. A ‘Learning and Teaching Charter’ has been developed to complement the coaching program. We look forward to the benefits that this program is going to provide the College in the coming years.

Year 9 & 10 Curriculum
The new Years 9 and 10 curriculum has been implemented this year. Students have been very engaged in the new subjects that have been offered.

AusVELS
English, History, Mathematics and Science were taught at Year 9 and 10 this year in line with the Australian Curriculum. We have also planned the implementation of curriculum in these subject areas in Year 7 and Year 8 for 2013.

Night of Excellence
The College continues to believe strongly in the value of affirmation. This year there was again an increase in the number of students achieving College Colours. A new venue provided the opportunity for more community members to attend the evening. This new venue also allowed for a greater celebration with the support of the College Band and College Vocal Ensemble.

Professional Learning
The College Professional Learning Day this year focussed on differentiating learning programs to meet the needs of all learners. We had a particular focus on developing programs for gifted and talented students. A range of experts joined the staff to lead presentations and workshops. This day has further opened up dialogue around strategies for differentiation and will provide a platform for further enhancement of our learning program.

Numeracy Program
The College introduced a numeracy program to provide additional support to students who find mathematics difficult. This program proved to help develop student’s confidence in maths and to increase their results.

Student Profiles
The College enhanced its use of data and ability to personalise learning this year by using our new student profile system developed on Edumate. This system has helped to coordinate key information regarding students so that subject teachers are even more knowledgeable about the learning needs of students within their classes.
Proportion of Students Meeting National Minimum Standard

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<tr>
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<th>Year 9</th>
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<tr>
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</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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Change in Proportion of Students Meeting National Minimum Standard

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<th>Year 9</th>
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<tr>
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<td>Spelling</td>
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<td>0.7%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>0%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-1.5%</td>
<td>1.5%</td>
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Median Standardised Results (Estimated VELS Equivalent Score) - Year 9

<table>
<thead>
<tr>
<th></th>
<th>Average Standardised Results</th>
<th>Change in Average Standardised results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>Reading</td>
<td>5.63</td>
<td>5.62</td>
</tr>
<tr>
<td>Writing</td>
<td>4.89</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.05</td>
<td>5.71</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.92</td>
<td>4.99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.93</td>
<td>5.09</td>
</tr>
</tbody>
</table>

MEDIAN NAPLAN RESULTS FOR YEAR 9

| YEAR 9 READING | 5.5 Score |
| YEAR 9 WRITING | N/A Score |
| YEAR 9 SPELLING | 5.05 Score |
| YEAR 9 GRAMMAR & PUNCTUATION | 4.86 Score |
| YEAR 9 NUMERACY | 4.66 Score |
Analysis of NAPLAN Data for 2010, 2011 and 2012

NAPLAN results have shown that in the past three years of the literacy and numeracy testing at Years 7 and 9, our students have performed better than the state average and almost all students meet the minimum national standard. Generally consistent and positive results have continued over the past three years, therefore, any changes have been minimal. It is noted that there was a small percentage decrease with our Year 9 cohort in 2012. Given the small percentage of change and knowing that the year level has some students with significant learning needs, we have a number of programs in place to ensure the College adds value to their learning program and continues to focus on improving literacy and numeracy levels for all students. This overall consistency indicates a constant positive learning culture at the College where all students can succeed no matter what year they are in.

### SENIOR SECONDARY OUTCOMES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VCE MEDIAN SCORE</strong></td>
<td>33 Score</td>
</tr>
<tr>
<td><strong>VCE COMPLETION RATE</strong></td>
<td>100 %</td>
</tr>
<tr>
<td><strong>VCAL COMPLETION RATE</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS

The official On-Track report produced by VTAC is not published until June 2013. Included in this report is the VTAC offer summaries and the types of courses our students have been offered.

<table>
<thead>
<tr>
<th>Destination</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>90%</td>
</tr>
<tr>
<td>TAFE</td>
<td>4%</td>
</tr>
<tr>
<td>NO OFFER</td>
<td>1%</td>
</tr>
<tr>
<td>OTHER</td>
<td>5%</td>
</tr>
</tbody>
</table>

List of Institutions that students have chosen for their place of study in 2013:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus</th>
<th>No. of Students</th>
<th>Institution</th>
<th>Campus</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deakin University</td>
<td>Melbourne</td>
<td>16</td>
<td>Deakin University</td>
<td>Geelong</td>
<td>1</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>Bundoora</td>
<td>15</td>
<td>Holmesglen</td>
<td>Waverley</td>
<td>1</td>
</tr>
<tr>
<td>Monash University</td>
<td>Clayton</td>
<td>14</td>
<td>La Trobe University</td>
<td>Albury-Wodonga</td>
<td>1</td>
</tr>
<tr>
<td>RMIT University</td>
<td>City</td>
<td>8</td>
<td>Melbourne Institute of Business &amp; Technology</td>
<td>Burwood</td>
<td>1</td>
</tr>
<tr>
<td>Monash University</td>
<td>Caulfield</td>
<td>7</td>
<td>Monash College</td>
<td>Caulfield</td>
<td>1</td>
</tr>
<tr>
<td>University Of Melbourne (The)</td>
<td>Parkville</td>
<td>7</td>
<td>Monash University</td>
<td>Gippsland</td>
<td>1</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>Melbourne</td>
<td>4</td>
<td>Monash University</td>
<td>Berwick</td>
<td>1</td>
</tr>
<tr>
<td>Swinburne Uni. of Tech</td>
<td>Hawthorn</td>
<td>3</td>
<td>RMIT University</td>
<td>Bundoora</td>
<td>1</td>
</tr>
<tr>
<td>Monash University</td>
<td>Peninsula</td>
<td>2</td>
<td>SAE Institute</td>
<td>Melbourne</td>
<td>1</td>
</tr>
<tr>
<td>Monash University</td>
<td>Parkville</td>
<td>2</td>
<td>Swinburne Uni of Tech</td>
<td>Prahran</td>
<td>1</td>
</tr>
<tr>
<td>RMIT University TAFE</td>
<td>City-TAFE</td>
<td>2</td>
<td>University Of Ballarat</td>
<td>Mount Helen</td>
<td>1</td>
</tr>
<tr>
<td>Australian Academy of Design</td>
<td>Docklands</td>
<td>1</td>
<td>Victoria University</td>
<td>St Albans</td>
<td>1</td>
</tr>
<tr>
<td>Box Hill Institute of TAFE</td>
<td>Whitehorse</td>
<td>1</td>
<td>Victoria University</td>
<td>Footscray Park</td>
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</tr>
</tbody>
</table>
List of courses students have chosen to undertake in 2013:

<table>
<thead>
<tr>
<th>Course name</th>
<th>No. of Students</th>
<th>Course name</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>7</td>
<td>Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>Event Management</td>
<td>1</td>
</tr>
<tr>
<td>Arts/Science</td>
<td>3</td>
<td>Games Design</td>
<td>1</td>
</tr>
<tr>
<td>Biomedicine</td>
<td>3</td>
<td>Graphic Design</td>
<td>1</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>3</td>
<td>Health Science/Business</td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3</td>
<td>Health Sciences/Dietetic Practice</td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences/Speech Pathology</td>
<td>3</td>
<td>Health Sciences/International Development</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>Health Sciences/Physiotherapy Practice</td>
<td>1</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
<td>Human Services/Social Work</td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences/Occupational Therapy</td>
<td>2</td>
<td>Industrial Design</td>
<td>1</td>
</tr>
<tr>
<td>Management/Marketing</td>
<td>2</td>
<td>Information Systems/ Technology</td>
<td>1</td>
</tr>
<tr>
<td>Paramedic</td>
<td>2</td>
<td>International Development</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>International Relations</td>
<td>1</td>
</tr>
<tr>
<td>Public Relations</td>
<td>2</td>
<td>International Studies/Commerce</td>
<td>1</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>Laws/Global Studies</td>
<td>1</td>
</tr>
<tr>
<td>Animal and Veterinary Biosciences</td>
<td>1</td>
<td>Massage/Myotherapy</td>
<td>1</td>
</tr>
<tr>
<td>Art and Design Studies</td>
<td>1</td>
<td>Media</td>
<td>1</td>
</tr>
<tr>
<td>Arts/Economics</td>
<td>1</td>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Arts/Education (Secondary)</td>
<td>1</td>
<td>Music Business</td>
<td>1</td>
</tr>
<tr>
<td>Arts/Law</td>
<td>1</td>
<td>Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Audio Production</td>
<td>1</td>
<td>Paramedicine</td>
<td>1</td>
</tr>
<tr>
<td>Biomedical Science</td>
<td>1</td>
<td>Pharmaceutical Science</td>
<td>1</td>
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<tr>
<td>Business/Sport and Outdoor Recreation</td>
<td>1</td>
<td>Pharmacy Scholars program</td>
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<tr>
<td>Chiropractic/Health Science</td>
<td>1</td>
<td>Professional Communication</td>
<td>1</td>
</tr>
<tr>
<td>Commerce/Business Administration</td>
<td>1</td>
<td>Psychology and Forensic Science-Arts</td>
<td>1</td>
</tr>
<tr>
<td>Commerce/Law</td>
<td>1</td>
<td>Psychology &amp; Forensic/Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>1</td>
<td>Sport Management</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>1</td>
<td>Teaching-Science/Science</td>
<td>1</td>
</tr>
<tr>
<td>Design-Interior Design</td>
<td>1</td>
<td>Teaching-Secondary/Arts</td>
<td>1</td>
</tr>
<tr>
<td>Diploma of Tertiary Studies</td>
<td>1</td>
<td>Veterinary Bioscience</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>Visual Communication Design</td>
<td>1</td>
</tr>
<tr>
<td>Engineering-Civil and Structural Design</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## VALUE ADDED

The following is a list of some of the co-curricular activities that the College offers that add value to the achievement and wellbeing of our students:

- Aerobics
- Art & Craft Club
- Camps
- Chess
- College Bands
- College Choir
- College Vocal Ensemble
- Debating
- Denise O'Hara Science Academy
- Duke of Edinburgh Award
- Gifted and Talented Program
- House activities
- Interschool sport
- Language Exchange Programs
- Language Study Tours
- Liturgy Representatives
- Music Ensembles
- Social Justice Group
- Subject based competitions
- Various Student Leadership Roles

The College is proud of the high level of satisfaction with the College in terms of learning and teaching. Satisfaction levels are reflected by:

- Student confidence as learners
- Full endorsement from students for the continuation of the Numeracy Support Program
- Parent, student and teacher support for the expansion of the iPad program due to the benefits for student learning outcomes
- Support from parents for the College reporting system
- Very high levels of teacher support for the Professional Learning Day focussed on differentiation
- A record level of attendance at Student/Parent/Teacher Interviews
- Increase in attendance at the Night of Excellence
Student Wellbeing

Goals & Intended Outcomes
Central to an understanding of student wellbeing at Our Lady of Sion College is our commitment to the growth of the whole person – the spiritual, physical, social-emotional and intellectual development of all members of the community. We endeavour to form strong partnerships with the home and community, to ensure that the messages and lessons taught are reinforced and that each student’s individual circumstances are considered when establishing their needs and a strategy for increased wellbeing. Furthermore, we have continued to strive to help nurture the young girls that come to us in Year 7 into fine young women who leave us connected with their community and with the capacity to be agents of change where they identify the need for it.

The two broad goals for Student Wellbeing in 2012, as set out in our School Improvement Plan, have been:
• Increased student voice in decision making
• Increased connectedness to the College community

To assist in the pursuit of these goals, the following strategies, actions and processes were set for 2012:
• Deepen a whole school shared vision and understanding of contemporary and purposeful pedagogy, student wellbeing, faith development and commitment to improved classroom practice
• Revisit restorative practices with members of the College community
• Improve teacher access to student information on the College Intranet, Edumate
• Improve handover of student information from one Year Level Coordinator to the next
• Improve communication regarding student information between Year Level Coordinators and the Homeroom teacher
• Incorporate Student Learning Support in information handover meetings
• Develop a more detailed information gathering process during the transition process to ensure all students are named and known
• Continue to ensure the physical, social, spiritual, mental and emotional health and wellbeing of all students and staff, recognising and celebrating diversity
• Provide more structures and avenues for students to be involved in leadership and decision making so that they have a voice. E.g.: enhance Student Representative Council (SRC), student membership on committees, etc.
• Establish a process for the SRC to meet regularly to discuss student issues
• Establish a roster to ensure SRC feedback at year level assemblies
• Establish a process to allow frequent Class Leader meetings with Year Level Coordinators
• Where possible, involve Student Leaders in committees to gain a student insight on matters relating to students

Achievements
We are encouraged by the fact that all strategies have either been implemented this year or are continuing to be developed as a part of our ongoing renewal. Possibly, the most relevant data to assess this is that of retention rates and student absenteeism.

Student retention: Years 7-9 improved from 82.4 % in 2011 to 86.6% in 2012
Student retention: Years 10-12 improved from 96.5% in 2011 to 98% in 2012
Student absenteeism for 2012 was 94.94%

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.23</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.12</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.04</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.37</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.94</td>
</tr>
</tbody>
</table>


**STUDENT ABSENCE FOLLOW-UP PROCEDURES**

Student absence is followed up on a daily basis using the following procedures: An online roll is marked for every lesson. On-line attendance records are immediately available to all members of the College who can log into the College Intranet, Edumate. Members of the administration department and teachers have access to all student attendance records. Parent and students have access to their own attendance records via their unique login and password. Parents are asked to contact the College by 9.30am if their daughter is not coming to school that day. They are also asked to provide a written note explaining the absence of their daughter to the Homeroom teacher upon their daughter’s return to school. If we have received no notification of absence by 9.30am, the administration staff located in Student Reception will make a phone call to parents. Unexplained absences are subsequently followed-up by Homeroom teachers and Year Level Coordinators contacting parents and, where necessary, arranging formal meetings with parents and their daughters. Students attendance at school is seen as vital to maximizing their learning outcomes, therefore, all student absences are followed up rigorously.

**Value Added**

Attempts to achieve greater connectedness in the student body and increased student voice, and, moreover, the overall development of the social capital of students, are evidenced in a myriad of aspects of student wellbeing at Our Lady of Sion College.

**Adding Value through Pastoral Care**

This year the Deputy Principal – Wellbeing has worked with Year Level Coordinators, the College Chaplain – Women’s Health and College Counselor to review the effectiveness of the Pastoral Care program to develop social emotional learning that is pitched at the various year levels and that might be construed as assisting in ensuring greater connections between students and the College community.

This year’s program continued to grow with Homeroom teachers delivering age specific programs of a holistic health and wellbeing nature, including but not limited to:

- Body Image and Healthy Eating
- Cybersafety
- Fit to Drive
- Study Habits
- Keys Please – Driver’s Education course run by Victoria Police
- Drug and Alcohol education
- Tolerance versus Acceptance
- Relationships and Conflict Resolution
- Stress Management
- Responding with Wonderment and Awe
- Reaching Out - Families
- Resilience

Furthermore, emanating from the review, significant systematic changes have been put in place for the Pastoral Care Program of 2013 whereby more regular opportunities for pastoral care have been embedded into the calendar while course documentation has been updated and further staff development organised for the beginning of 2013.
Adding Value through the House System

The House system continues to be an integral avenue through which students gain a connection to their community. In 2012, under the guidance of the House Coordinator and Senior Student House Leaders, the program has continued to grow with increased student entries in the House Cupcake Competition, increased student participation in Athletics, Cross Country and Swimming Carnivals and the continuation of strong participation and increased audiences for House public speaking and Theatre Sport activities. Furthermore, the nature of House activities is such that there has been increased opportunity for student voice and involvement in the planning and implementation of initiatives designed to engage a broad range of students.

Adding Value through Student Leadership

All students are encouraged to be agents of positive change and challenged to act when they see a need, striving to make a difference in the world. We believe that empowering young women with opportunities to lead is an integral part of their social-emotional development. While all students are encouraged to be leaders, this year there has been a concerted effort to increase the number of student leadership positions and to develop the role that these leaders play in the College. This year the Senior Student Leadership Team organised, planned and ran Our Lady of Sion College's inaugural ‘RUOK Day’, in strategically subtle and genuine ways, raising awareness of the power in each of us to positively affect the experiences of others. Furthermore, the Student Representative Council organised and chaired the student gathering to discuss and plan the Sion Day activities and they have started to be consulted regarding menu changes in the Canteen to coincide with the College’s Healthy Eating Policy. Most recently, the Senior Student Leadership Team instigated several changes to the promotion and election of student representatives for Years 7-11. This included the first ever Leadership Week and their own consultative process of meetings to sift through student applications and then collectively arriving at a Junior Leadership Team that was endorsed by the Principal and announced in the final week of term.

Opportunities for Formal Leadership at Our Lady of Sion College

• Two College Captains
• Two House Captains for each of the four Houses
• Eight Year 12 Portfolio Leadership roles in Liturgy, Social Justice, Environment, Music, Drama, Visual Arts, Sport & Debating
• Two Portfolio Representative roles for Years 7-11 in each of the eight portfolios
• Two House Representative roles for Years 7-11
• Two Class Leaders roles for each Homeroom (appointed for a single semester term)
• Two Student Representative Council members Years 7-11

Adding Value through a Culture of Challenge and Support

It is a commonly held belief that engagement and a sense of achievement, self worth and ultimately connectedness, is linked to people setting and working towards high level expectations. Guided by the motto ‘Veritas in Caritate’ and supported by the College’s commitment to calm and restorative processes of student management, students this year have continued to be encouraged by staff to challenge themselves to constantly strive for excellence. Clear parameters for what is acceptable presentation and behaviour help to guide students through their adolescent years and engender in them a sense of pride. While in the classroom, students are expected to do their best and be their best, which serves to build in them a sense of achievement. The College has also continued to provide structured opportunities for students to be challenged such as camps, enrichment programs, learning support resources and the ever-increasing range and number of co-curricular activities that students have embraced overwhelmingly. The continued growth of the College Colours program this year had ensured that the commitment to excellence in studies and devotion to the community is acknowledged and celebrated formally.

Our understanding of Student Wellbeing at Our Lady of Sion College continues to be guided by Scriptural values, underpinned by our Sionian charism and articulated most aptly in our 2012 College theme - ‘Gifted with Courage, Grace and Wisdom’.

Our Lady of Sion College, Box Hill, VIC
STUDENT SATISFACTION

- Pride in school community as demonstrated by exceptional manners, correct wearing of the College uniform and enthusiastic responses to calls for student representatives at special functions and events
- High participation rates in extra-curricular and optional activities, evidenced by increased number of students receiving College Colours in 2012
- Many applications for positions of student leadership at all year levels
- School Improvement Framework surveys highlight learning confidence, student motivation, peer connectedness, school safety and classroom behaviour as very high
- Confidence to lead initiatives for fundraising and community service
- Enthusiasm, commitment and enjoyment of the House system is evident in all House competitions, evidenced by increased involvement
- Volunteer involvement in student led assemblies is high
- Enthusiasm and commitment to all sporting teams
- Positive perceptions from students as indicated in the School Improvement Framework surveys indicate that students feel a high level of connectedness with their peers (96%), are highly motivated (91%) and feel safe within the College community (92%).
Leadership & Management

Goals & Intended Outcomes
We aim to maintain a high standard of leadership and management that is accountable for fulfilling its obligations from governing educational bodies. We aim to encourage open dialogue and active listening by all parties in order to consider all relevant information, to make informed and effective decisions and to facilitate change in a supportive and inclusive environment. The College will explore structures with an aim to enhance staff welfare, such as the reviewing of policies and procedures that will allow for professional dialogue and clear communication.

Specific Aims
- In the area of efficient structures and management our aim is to ensure that we have accurate, efficient and effective systems operating by using technology to support these structures
- We aim to further develop documentation and communication of these procedures for all members of the community, ensuring transparency
- We are committed to providing professional learning opportunities for staff to maximise their use of information services and develop computer skills
- We aim to ensure roles and accountability of staff are clear and that our administrative systems provide support for teachers in their core job of teaching and facilitating learning
- In the area of leadership we aim to provide opportunities for formal leadership roles for staff
- We also aim to provide other leadership opportunities and continue to identify and cultivate current and potential school leaders
- In the area of Human Resources we aim to monitor staff satisfaction and enjoyment of their jobs, ensuring staff are appropriately challenged in their job and are provided with opportunities for further learning
- We aim to care for staff so they feel valued, supported and aware that their contribution is recognised and worthwhile
- We aim to further develop the induction programme for new staff to ensure it is supportive and comprehensive and investigate further mentoring programs for ongoing support
- In the area of College infrastructure and building needs, we aim to ensure the excellent learning environment is clean, up-to-date, safe, secure and aesthetically pleasing

Achievements
The College has continued to review and improve the efficient use of the intranet, Edumate, in relation to student management, reporting and provision of information. Teaching staff can access Edumate via their Macbook and iPad. Student files have been expanded to provide a more comprehensive learning profile.

Staff at the College have undertaken the following professional learning programs to develop leadership and management capacity:
- Whole Staff Professional Development Day with facilitator to establish key focus areas
- Enrolment of two teachers in the Teacher Feedback Program
- Professional Development Programs that focused on Leadership
- Middle Leaders Coaching Professional Development – Glen Pearsall
- Involvement in the Performance Development Culture Program
- Professional development for Edumate, Excel, Mail Merge and Maze for support staff
- Professional development in the area of Risk Management

The Policy Committee has reviewed, written and updated a number of College policies for ratification by the College Board. The Policy Committee consults with staff, students and parents where appropriate to foster understanding and ownership of College policies. Throughout the year the College and its members have reviewed and updated the following policies: College Communication Policy, VCE / VCAL Policy, Gifted and Talented Policy, Homework Policy, Professional Learning Policy, Counselling Policy, Guest Presenters Policy, Privacy Policy, Healthy Eating Policy, Social Justice Policy, First Aid Policy and the Interstate and International Trips Policy.
Through consultation the following Role Descriptions have been updated:

- ICT Manager
- Assistant Business Manager
- Front Reception
- Property Manager
- Learning Resource Centre Staff roles
- Audio Visual Technicians
- Administration Staff
- College Chaplain – Women’s Health

College and community members have also had the opportunity to feedback on many topics throughout the year via surveys, meetings, annual reviews and the POL application process. Through these opportunities the College has allowed for greater clarity and transparency with many decisions that have been made throughout the year.

Peer leadership and ongoing consultation has been a focus to enable members of the College community to be involved in decision making in a range of areas. The use of both small and large groups allows a greater sense of ownership and leadership within the College. Such groups have been included in:

- ICT meetings and weekly report presented
- e-Learning Committee – strategic planning of ICT needs
- Property meetings involving key stakeholders
- College Organisation meetings to improve communication and daily planning issues
- Dedicated meetings for administration staff on a needs basis
- Continued focus of staff meetings for professional learning
- Contemporary learning feedback at each Curriculum Team meeting
- Peer leadership through presentations during Notre Dame Meetings
- Professional Learning Teams
- Learning Resource Centre (LRC) Direction Committee
- iPad and MacBook planning and implementation team
- Peer led iPad and MacBook professional development

The College has continued to investigate, plan and implement the College Professional Coaching Program through professional development of middle leaders. This program will be continued in 2013 with a two-phase implementation to occur; initially with voluntary involvement of teachers and then progression upon review.

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching staff (head count)</td>
<td>67</td>
</tr>
<tr>
<td>FTE Teaching staff</td>
<td>58.46</td>
</tr>
<tr>
<td>Non-Teaching staff (head count)</td>
<td>37</td>
</tr>
<tr>
<td>FTE Non-Teaching staff</td>
<td>27.48</td>
</tr>
</tbody>
</table>

### Staff Attendance

- Average attendance rate per staff member
- Teaching Staff: 89.52%
- Non-teaching staff: 96.07%
- All staff: 92%

### Staff Retention

- The proportion of teaching staff retained in a program year from the previous year: 81.54%

The staff retention rates needs to take into account teaching staff on extended leave, such as maternity leave (total of six teachers), long service leave, leave without pay and study leave. Casual Relief Teachers (CRT), many of whom are regularly employed at the College, are employed during periods of staff absence to ensure continuity of student learning outcomes. Only six teachers resigned from the College at the end of 2012. One of them to begin Doctoral studies at Melbourne University, one to travel to Cambodia as a volunteer teacher, one to take on part-time employment and another moving to rural Victoria for family reasons.
Teacher Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree – Doctorate</td>
<td>0%</td>
<td>0.86%</td>
</tr>
<tr>
<td>Degree – Masters</td>
<td>18.03%</td>
<td>15.12%</td>
</tr>
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<td>Diploma – Graduate</td>
<td>62.3%</td>
<td>43.96%</td>
</tr>
<tr>
<td>Certificate – Graduate</td>
<td>13.11%</td>
<td>5.87%</td>
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<tr>
<td>Degree – Bachelor</td>
<td>91.8%</td>
<td>80.04%</td>
</tr>
<tr>
<td>Diploma – Advanced</td>
<td>18.03%</td>
<td>22.97%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.64%</td>
<td>10.13%</td>
</tr>
</tbody>
</table>

(School Performance Report – Community – CEVN, 2012)

Expenditure and Teacher Participation in Professional Learning

In 2012 there has been a strategic, yet vibrant growth in professional learning. Staff continued their development, responding to the ever-changing landscape of education in our community and in the educational sector. Built into the strategic nature of the program is the flexibility to provide both professional and personal growth for our staff at a whole school level and on an individual basis. The College’s Annual Action Plan provides the framework and impetus for us to strategically plan the foci for the year and utilise our resources to the best or our ability. Teachers at the College are all seen as educational leaders and one of our primary responsibilities is to provide opportunities to stay at the forefront of educational theory and research. We firmly believe that our staff are extremely well equipped and experts in their respective subject areas as well as having access to up-to-date knowledge on areas such as girls education, the National Curriculum and directions in pastoral care and the implementation of mobile technologies in the classroom.

Our Professional Learning Program is informed by our SIF goals. Below is a list of the goals that have informed most of our professional learning:

- Deepen a whole school shared vision and understanding of contemporary and purposeful pedagogy, student wellbeing, faith development and commitment to improved classroom practice
- Continue to ensure the physical, social, spiritual, mental and emotional health and wellbeing of all students and staff, recognising and celebrating diversity
- Revisit restorative practices with all members of the College community
- That the proportion of students achieving at or better than one year above the expected state mean in Year 9 English and Mathematics will improve
- That students will be more engaged in their learning
- That staff experience more effective and relevant feedback as to their teaching and learning performance
- Increase the number of teachers accredited to teach in a Catholic school
- Deepen staff understanding of the nature of leadership, ensuring role clarity and an understanding of professional responsibilities so that staff feel empowered and confident to make a positive impact on the life of the school
- Targeted professional development for those in POL roles
- Deepen a whole school shared vision and understanding of contemporary and purposeful pedagogy, student wellbeing, faith development and commitment to improved classroom practice

The staff have been involved in professional learning experiences covering Learning and Teaching; Leadership; Religious Education, Faith and Spirituality; Accreditation to Teach in a Catholic School; National Curriculum initiatives; Contemporary Learning with a strong focus on the use of the iPad; and Pastoral Care, as well as First Aid and whole staff Anaphylaxis training to receive a three year accreditation. We have extended our focus on staff leadership in Occupational Health and Safety with a relevant staff member undertaking specific training. These activities have taken place both internally and externally.

The College is supportive of providing time for staff to attend appropriate professional learning programs. We have a strong culture of utilising the Catholic Education Office and have participated in several leadership programs including Performance and Development Culture in schools, and the Victorian Institute of Teaching’s ‘Assessment of High Performance Teaching’ pilot project.
We have also been involved in the Professional Development Validation Trial – Phase Two. Our Middle Leaders have also been involved in a Coaching Program with Glen Pearsall. This forms our focus for 2013 as we have appointed six Professional Learning Coaches to lead our College Coaching Program. As a community of learners, we have consistently utilised our own expertise in our Professional Learning Teams. As well as specific Domain goals, we have used time to develop strategies to improve student learning outcomes using iPads in the classroom. The feedback session with all teachers was one of the highlights of professional learning for the year.

Our full Professional Learning Days focused on differentiation in the classroom utilising outside experts. In 2012 we also supported two leaders to undertake the study of the Gospel of Luke facilitated by the Sisters of Our Lady of Sion in Jerusalem. Two leaders also attended the International Sion Schools Conference in Jerusalem during May 2012.

### Expenditure and Teacher Participation in Professional Learning

| Number of Teachers who participated in Professional Learning in 2012 | 71 |
| Average expenditure per teacher for Professional Learning in 2012 | $1,120 |

Total expenditure for 2012 was $69,471. This equates to approximately $1,120 per teacher.

Professional Learning is a shared resource where reporting back to the relevant Domain or Pastoral team is an embedded common practice. The average cost for one day of professional learning has risen from an average of $287 to $350 per day. Annual subject conferences have been well supported where possible.

Below is a pie graph that shows the areas of focus for 2012:

![Summary of Professional Learning 2012](image)

The College utilises the offerings of the CEOM in the first instance as they offer a wide range of programs that support our mission. We also utilise other organisations that offer quality programs to our staff. Some of these organisations are:

- Alliance of Girls’ Schools
- Australian Council for Health, PE And Recreation (VIC)
- Art Education Victoria
- Asthma Foundation
• Australian Catholic University
• Australian Teachers of Media
• Critical Agendas
• Catholic Education Office (Melbourne)
• Careers Education Victoria
• Centre for Biblical Formation (Jerusalem)
• Drama Teaching Australia
• History & Geography Teachers Association of Victoria
• Mathematical Association of Victoria
• Modern Language Teachers’ Association of VIC
• Science Teachers Association of Victoria
• Swinburne TAFE
• University of Melbourne
• Victorian Association of Teachers of English
• Victorian Commercial Teachers Association
• Victorian Catholic Secondary Schools Deputy Principals Association
• Victorian Information Technology Teachers Association
• Victorian Home Economics and Textile Teachers Association
• Victorian Association for Teachers of Italian
• Victorian Health and Physical Education Teachers Association
• Yarra Theological Union

Programs offered by the CEOM
• CEO Leadership Conference – Coaching in the Classroom
• Glen Pearsall Introduction to Classroom Coaching program
• Hawker Brownlow Educational Conference
• Leadership for Leaders
• Health and Physical Education Conference Support
• Curriculum Leaders Forum
• Graduate Teacher Forum
• Twilight Leadership Forums
• Religious accreditation and spirituality workshops
• Understanding Wellbeing
• School Partnerships and Community
• Middle Leaders Program
• Leading the Introduction of the National Curriculum
• ESL support
• School Community
• Performance Development Culture
• Student Support (Student Services)

Religious Education, Faith and Spirituality
• Christian Spirituality seminars
• iGod Workshop
• The Pearl Recht: Teaching the Holocaust: The Whys and Hows
• Jesus and his Jewish Background
• Full staff Professional Learning Day
• Texts and Traditions Seminars
• Victorian Association of Teachers of Texts and Traditions Conference
• Leadership Symposium: Religious Education Leaders
• Teaching the Holocaust in an Age of Genocide
• Staff Lenten Professional Learning
• Studying the Gospel in the Land with Luke

Sponsorship
• Support for Graduate Diploma of Religious Education
Learning and Teaching
- National Curriculum Leadership
- Secondary Teaching and Learning Conference
- Middle Leaders Leadership Conferences
- VCE based conferences, annual conferences, VCE subject based examination preparation
- Student VCE lectures
- VET and VCAL programs
- Domain specific programs on all subject areas
- Teaching Girls with Asperger’s
- AusVels
- Hawker Brownlow Educational Conference
- iPad – teaching and learning with mobile devices

Sponsorship
- Support for Masters of Educational Leadership

Pastoral Care
- Anorexia – How Families Cope
- Cyber Relationships
- Best Evidence Techniques for Treating Anxiety
- Leadership Skills for Co-ordinators
- Children with Special Needs
- Understanding and Managing Epilepsy
- School Partnerships for Learning
- Social, Emotional Learning – Engaging the School Community
- Mental Health and Wellbeing for Young People
- Youth Mental Health and First Aid Course
- What’s Happening to our Girls

Other
- Anaphylaxis and First Aid
- Occupational Health and Safety

Internal Professional Learning Programs
Staff use time to meet in Professional Learning Teams in both Domain areas and teaching that runs across Domains. Some samples of such professional learning include:
- iPad implementation – Staff implementation – whole school planning
- Student Wellbeing
- Introduction to Coaching in the Classroom
- Australian Curriculum implementation – Science, Mathematics, English & Humanities
- Domain specific
- Success at VCE
- Cross Marking
- Mobile technologies in the classroom
- Sharing of Contemporary Learning and innovative classroom practice
‘National Partnerships – Empowering Local School’ Project

The progress on the ‘National Partnerships – Empowering local schools’ project has been positive. The project has two distinct parts to it. Below is a summary of the progress made in 2012:

Part A: Establishing the College Board Strategic Directions

The aim is to involve all College stakeholders in establishing a framework that will give guidance for the future of the College. This initiative is the continuation of a program of improved governance that the College commenced some years ago.

In 2012, the Strategic Directions Sub-committee established the process, the framework, timelines and created working parties. Ten themes were identified and investigated by each of the working parties:

A. Demographics
B. Trends in education
C. Faith & Mission
D. School infrastructure and environment
E. Challenges for young people into the future
F. Tertiary education and workplace trends
G. Sustainability
H. Partnerships
I. School funding
J. Governance, Leadership and Accountability

Presentations have been made by four of the groups with the balance of the six other presentations to be made during the first term in the 2013 school year.

The consultation process with all stakeholders, to obtain the widest possible input on our future strategic directions, will begin in 2013. The College community will be consulted in a number of ways: completing a survey, attending discussion forums and providing feedback online.

Part B: Staff Performance - Implementing a Teacher Development Program

This program aims to support teaching staff to develop their pedagogy in order to improve student outcomes. The first step of this program has been to skill middle leaders so that they become leaders who initiate and facilitate professional dialogue that empowers staff to suggest areas for development, and who challenge staff to identify and work on areas that will develop their capacity to be the most effective teachers that they can be. Our middle leaders will act as coaches to support their team members through a process of evidence-based reflective practice. In 2012, we have established a team of coaches who have undergone a professional development program to learn the skills of effective coaching for teachers. In 2013, the coaching team will work with teachers to begin coaching.

<table>
<thead>
<tr>
<th>TEACHER SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff School Climate Index for 2012</td>
</tr>
<tr>
<td>Staff School Climate Target for 2013</td>
</tr>
</tbody>
</table>

(School Improvement Survey – Interpretive Report 2012)

In general, teachers satisfaction is evidenced by:

- High staff retention levels
- Active engagement through teams working towards school improvement goals
- Strong commitment to pastoral, extra-curricular and staff support activities
- High level involvement and engagement in professional development, training and ongoing study opportunities
- Data from the School Improvement Framework surveys indicate higher results for morale, discipline procedures, professional growth and job satisfaction
College Community

Goals & Intended Outcomes

To enhance community engagement for all members of the community at the school, local and global levels, has been a key goal throughout 2012.

Specifically, in 2012 we have aimed to achieve the following outcomes:

- Increased student involvement in the local & global community
- Enhanced student engagement and involvement in the life of the College
- Increased involvement by past students in College life
- Improve the number of opportunities for parents to work in partnership with the College, thus, enhancing their daughter’s educational opportunities
- For all members of the College community to understand the mission and tradition of the Sisters of Our Lady of Sion and to share the Sion Charism with the broader community

Achievements

Current Students and their Families

To enhance connectedness by students and continue to build on positive parental partnerships in 2012, the College has provided a range of information and opportunities for involvement. The College's Intranet system, Edumate, continued to be used as an “on time” communication tool between school and home. Progressive academic reporting was further expanded enabling parents to be continually updated on their daughter’s progress. The success of the online booking system for Parent/Student/Teacher Interviews resulted in further increases in attendance at these meetings. A range of Parent Information Sessions were conducted, such as Career Testing, VCE, VCAL and Years 9 and 10 elective subject selection. In partnership with the Parents’ Association a session was conducted by the College Psychologist that related to adolescence and risk taking behaviour, with emphasis on the revised alcohol laws and the link between adolescent alcohol consumption and low self-esteem.

Each student received the College Yearbook, providing a historical record and pictorial celebration of a range of College events that took place throughout the year. Drama performances, the College Musical – Beauty and the Beast, Creative Arts Week and Media Studies Video Launch, House Athletics and Swimming, Debating and Aerobics Competitions (among others) were all well attended by families. The Friday Big Breakfast program, facilitated by students, was consistently well attended and provided students with the opportunity to engage with student leaders and their peers across all year levels.

The Significant Women’s and Men’s Breakfasts (to celebrate Mothers’ and Fathers’ Days), the Year 7 Breakfast and Family Mass, the Year 12 Celebration Day and Final Eucharist and the Night of Excellence were all extremely well attended by current students and their families. In fact, the Night of Excellence required an external venue with greater seating capacity in 2012 to accommodate the increasing numbers of families attending, demonstrative of the continued increase in students receiving recognition for their efforts, in particular in the Sion Community Spirit category.

A continued highlight on the College calendar was the Significant Lives, Significant People project at Year 9, which enabled students to seek out a person in the local community that has made a significant contribution to advancing the needs of the community. The lives of these significant people were celebrated by students via art works and written reflections and these were shared with the significant people at a formal ceremony at the College. This project was again well received by students, their families and members of the local community.

The College continued to host Whitehorse City Council’s Immunisation Program for students in Years 7 and 10.
Past Students

The College has worked to maintain links with past students through the Past Students' Association. The Sionian Newsletter was published in June and December and three reunions were held throughout the year – celebrating 20, 30 and 50 years since graduation. These were all well attended and membership of the Past Students' Association has continued to steadily rise as a consequence.

The Past Students' Association again awarded the Daughter of Sion Award to a junior student who has demonstrated a deep understanding of Sionian values and demonstrated leadership amongst her peers.

Current Staff

In 2012 there have been a number of activities organised for and by staff that have raised awareness of the Sion Charism and mission of the Sisters of Our Lady of Sion, as well as helping to build a sense of connectedness to the College. To facilitate this sense of belonging and community the College supported activities such as staff liturgies and prayer, a retreat day, Christmas lunch, morning teas and other shared meals. The New Staff Induction Program has been further expanded, reviewed and documented to ensure that responsibilities for the induction of new staff are clearly shared and that all staff were provided with a comprehensive induction that specifically met their needs.

A highlight for staff this year was the utilisation of funding sought and obtained to promote staff health and wellbeing. This funding was used to provide regular deliveries of fruit, and health & wellbeing sessions such as yoga, meditation, pilates, boxing, golf and walking groups. Pedometers were also given to staff upon request and advice was provided as to ways to maximise physical activity in the workplace.

Past funding was utilised to enable complimentary staff Work Health Checks; provided to those who expressed an interest.

Sisters of Our Lady of Sion

The Sisters have continued to support the College in many ways, including regular attendance at major College events, including Eucharistic celebrations, special assemblies and the Night of Excellence. The Sisters continued to provide a demonstrable link with the Sionian tradition and to further promote the Scriptural message of 'Speaking the Truth in Love' through their continued involvement with the induction of new Student Leaders and College staff.

In 2012, the College strengthened its links with the global Sionian family in four clear ways: 1) staff travelled to Ecce Homo to participate in the ‘International Notre Dame de Sion Schools’ meeting; 2) staff participation in a scripture study course run by the Centre for Biblical Formation at Ecce Homo; 3) support of the Franciscan Family Centre in Bethlehem; and 4) support of the work of the Sisters of Our Lady of Sion in the Philippines through the Alternate Gift Giving Project. Staff and students continue to take a keen interest in the Sisters’ work and the Sion tradition.

Prospective Students and their families

Prospective students and their families were regularly invited to observe the many opportunities available at the College. Talk and Tours were held regularly and guided by Year 10 students, enabling parents to see first-hand the school in action and to talk to current students and staff about what Our Lady of Sion College has to offer. The Open Day provided further opportunities for prospective families to experience the vibrancy of College life. On Open Day, visitors not only witnessed innovative teaching and learning, but also enjoyed the creative talents of our students. Numbers at Open Day continue to be strong with over 1000 people from the wider community visiting the College, indicating a high level of future enrolment prospects.

The College and its events are promoted through advertising in local newspapers and public access to our website. There is a regular electronic distribution of the newsletter and the College prospectus and information booklets are widely distributed upon request. Information and invitations are sent to prospective parents using information held on the College database.
In 2012, teaching staff visited the local primary schools to promote Open Day and to welcome the Year 7 students for the following year. Two transition days were held this year for the new Year 7 students. An initiative for 2012 was the introduction of ‘Sion One Day’ which provided an opportunity for Year 7 students who are the only ones attending from their Primary School to participate in an additional transition program to enhance their preparedness to connect with the College community. The parents / guardians of these students were also able to participate in this day. A second transition day was held for all Year 7 students in December, which provided an opportunity for them to make new friends and to become familiar with the College environment and routines.

VALUE ADDED

- In 2012, the College participated in a range of local and global community initiatives. Students engaged with those in both their local and global communities
- Year 9 students made a significant contribution to those in need in the local community via participation in the annual Community Service Project. Students engaged in service learning in a range of settings including Aged Care Facilities, Special Education Centres and Migrant Community Centres
- Many Year 10 students completed their work experience with local organisations and guest speakers to the College were drawn from both members of the local community and past students
- A selection of Year 11 students attended the Whitehorse City Council annual ‘Sorry Day’ ceremony and engaged in dialogue with local Indigenous leaders at a formation session for the Indigenous Immersion Experience. These students participated in an Indigenous cultural immersion project in Northern Territory, gaining awareness of the gap that exists amongst Indigenous and non-Indigenous Australians and making a contribution to these communities whilst there
- This year saw the culmination of the Bethlehem Hospital project that has been ongoing since 2010. The ‘this time and place’ book was published and celebrated the students’ work and the contribution that the project made to raising awareness of those in palliative care
- Students volunteered for Ozanam House and the Matthew Talbot Soup Van. Our Lady of Sion students continued the annual tradition of filling Christmas hampers that were distributed to needy families within the Box Hill area
- The Environment group initiated mobile phone recycling and were involved in the Clean-up Australia initiative
- A range of international tours and exchanges were conducted in 2012. Students had the opportunity to engage in Study Tours to Italy, China and New Caledonia, while also participating in exchanges to Notre Dame de Sion schools in France and USA, and exchanges to the College’s Sister Schools in China and Italy

PARENT SATISFACTION

- Positive perceptions from parents as indicated in the School Improvement Framework surveys especially highlighting their satisfaction with the connectedness to peers (91%), student motivation (91%), social skills (96%) and student connectedness with the College (96%)
- Reports from enrolment interviews indicate a strong reputation in the community and high satisfaction from current families
- High levels of parent attendance at school functions, especially Parent/Student/Teacher Interviews and the College’s annual award’s ceremony – the Night of Excellence
- Regular parent volunteers who support the canteen and working bees
- Strong support and attendance at Drama productions and Music performances
- Positive feedback to College Leadership Team for management and support through critical incidents, discipline matters and emergency events. This year, in particular, there has been a significant number of parents of Year 12 students specifically communicating to the Principal their gratitude and satisfaction with the College, its staff and the positive impact this has had upon their daughter’s development
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>Accrual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$10,975,358</strong></td>
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<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$7,210,689</td>
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<tr>
<td>Non salary expenses</td>
<td>$3,008,968</td>
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<td><strong>Total recurrent expenditure</strong></td>
<td><strong>$10,219,657</strong></td>
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<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
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</thead>
<tbody>
<tr>
<td>Government capital grants</td>
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</tr>
<tr>
<td>Capital fees and levies</td>
<td>$682,931</td>
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<tr>
<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
<td><strong>$700,931</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$2,902,141</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$2,428,828</strong></td>
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*Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*