

# 2025

## Annual Report to the School Community



### Catholic College Sale

51-53 Desailly Street, SALE 3850

Principal: Brett Van Berkel

Web: [www.ccsale.catholic.edu.au](http://www.ccsale.catholic.edu.au)

Registration: 625, E Number: E4006

---

## Principal's Attestation

---

I, Brett Van Berkel, attest that Catholic College Sale is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2026

---

## About this report

---

Catholic College Sale is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

---

## Governing Authority Report

---

During 2025, the Board of Catholic College Sale Ltd worked collaboratively to support the College's mission and ongoing growth. The Board remains committed to strong and effective governance in partnership with the College's owners and Members, the Diocese of Sale and the Marist Brothers, ensuring the College continues to flourish as a faith-filled learning community grounded in the Marist-Sion tradition. The Board comprises seven Directors with expertise across faith leadership, education, governance, finance, law, health and community leadership. This diversity supports informed decision-making and responsible stewardship of the College's strategic direction. During the year, the Board met eight times, onsite and online, with a focus on faith formation, financial oversight, risk management, child safeguarding, and policy and strategic development.

Implementation of the College's Strategic Plan remained a key priority, guiding decision-making and future direction. The Board also commissioned the development of a new College Master Plan to establish a long-term vision for campus facilities. This work will support contemporary, flexible learning environments and ensure the College is well-positioned to meet emerging educational needs.

Child safeguarding remains a core responsibility of the Board. Robust structures, policies and reporting processes are in place to ensure compliance with all Child Safe Standards, reinforcing a strong culture of safety, care and accountability across the College community.

A significant milestone in 2025 was the appointment and successful first year of Mr Brett Van Berkel as Principal. Mr Van Berkel has demonstrated a strong commitment to Catholic education through thoughtful, collaborative leadership and positive relationship-building across the community. The Board looks forward to continuing to work closely with him as the College enters its next phase of growth and renewal.

The Board remains committed to its own ongoing formation and effective governance, ensuring alignment with the mission and values of Catholic education. With strong leadership and a clear sense of purpose, Catholic College Sale is well placed to meet future challenges with confidence.

Leonie Keaney  
Chair  
Catholic College Sale Ltd Board of Directors

---

## Vision and Mission

---

Catholic College Sale is a co-educational Catholic secondary college serving students in Years 7–12 from the heart of Sale and the surrounding region. Guided by the mission of Catholic education, the College is committed to forming young people who are faith-filled, engaged learners and active contributors to their community. Central to this mission is the belief that every student is unique, with individual gifts, aspirations and pathways.

The College offers a broad, inclusive and engaging curriculum that supports multiple learning pathways, including VCE, Vocational Major (VM) and school-based apprenticeships and traineeships. Students are supported in making informed choices about their future through personalised pathway planning, strong career guidance, and authentic learning experiences. Whether pursuing academic pathways to university, vocational training, or employment, each student is encouraged to discover and develop their strengths and to achieve success on a meaningful and sustainable pathway for them.

Teaching and learning at Catholic College Sale are underpinned by a culture of continual reflection and improvement. Programs are intentionally designed to respond to individual student journeys, balancing high expectations with appropriate support and challenge. A strong focus on engagement, growth and personal responsibility enables students to develop resilience, confidence and a sense of purpose, while supporting their academic, personal and social development.

At the heart of the College is a strong Catholic identity, grounded in the Marist-Sion traditions, where faith and learning are deeply interconnected. Prayer, liturgy and faith-in-action initiatives foster a shared sense of purpose and commitment to service, justice and compassion. Through these experiences, students are encouraged to live the Gospel values in practical ways and to contribute positively to both local and global communities.

Through partnership with families, parish and the wider Catholic education network, Catholic College Sale remains committed to nurturing young people who are prepared not only for further learning and work, but for life.

---

## College Overview

---

Catholic College Sale, under the joint proprietorship of the Diocese of Sale and the Marist Brothers' Star of the Sea Province, continues to offer a distinctive and highly regarded Catholic education grounded in the Marist and Sisters of Our Lady of Sion charisms, serving students across the Wellington Shire.

In 2025, the College Board commenced a comprehensive tender process to appoint architectural expertise for the development of a new 10-year Master Plan (2027–2037). This work ensures that future infrastructure decisions are guided by best practice, fiscal responsibility and a strong commitment to child safeguarding.

The College's redevelopment program continued to enhance learning environments and facilities. Following the completion of major projects in 2024, further improvements in 2025 included the refurbishment of the Marian Centre teaching facility and the establishment of an off-site commercial kitchen (Marian Kitchen) to support VCE Vocational Major Hospitality pathways. Guided by strong governance and leadership, the College remains focused on supporting student growth and wellbeing. Dedicated staff continue to foster learning environments that promote achievement, confidence and self-worth, preparing students for success in the VCE, Vocational Major and future study or employment pathways.

---

## Principal's Report

---

It is with great pride and gratitude that I present this report on behalf of Catholic College Sale, reflecting on a year of growth, opportunity and strong community connection.

At the heart of the year has been our Marist theme, “Full of Grace.” This theme provided a unifying focus for our community, encouraging us to recognise and celebrate the everyday acts of kindness, compassion and service that shape our College. Across classrooms, playgrounds and the wider community, students and staff have actively lived this message, reminding us that grace is found not only in significant achievements, but in the simple, consistent ways we care for one another each day.

Our commitment to providing outstanding facilities to support learning has continued to be realised. This year marked the opening of our new training restaurant, a significant addition that strengthens our Vocational Major and Hospitality pathways by offering authentic, industry-based learning experiences. Looking ahead, we are preparing for the redevelopment of the St Patrick’s west wing in 2026, which will further enhance our learning environments and expand opportunities for students. These developments reflect a strong investment in both infrastructure and future pathways.

A major milestone for the College was the development of our school-wide Vision for Learning. This document provides a clear and shared framework for teaching practice across the College, articulating our commitment to consistency, clarity and excellence in every learning space, and supporting each student to achieve their personal best.

We remain proud of the diverse pathways pursued by our students. Strong VCE and Vocational Major outcomes reflect a culture of aspiration and high expectations, with graduates successfully transitioning to university, vocational training and employment. Our priority continues to be supporting each student to find a pathway aligned with their strengths, interests and goals.

Catholic College Sale continues to be a school of strong demand. Increased enrolments and the expansion to a seventh Year 7 stream in 2026 demonstrate the confidence families place in our programs, staff and facilities. We are equally focused on being an employer of choice, supporting staff through strong leadership, collaboration and professional growth.

Looking to the future, development of the Master Plan 2027–2037 is well underway, informed by extensive consultation across stakeholder groups. This work will guide a clear, sustainable vision for the next decade and underpin future planning.

Community life remains central to all that we do. Strengthening connections with our parish and families has been a priority through Faith and Mission initiatives, parent engagement opportunities and shared celebrations. These experiences build relationships, foster

belonging and reinforce the importance of partnership in supporting student wellbeing and success.

I thank our dedicated staff, supportive families and, most importantly, our young people, who bring purpose and life to our College each day. Guided by our Catholic faith and Marist.Sion charisms, Catholic College Sale remains a community truly full of grace.

Brett Van Berkel  
Principal  
Catholic College Sale



---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

The College's goals during the reporting period focused on strengthening Catholic identity, deepening faith formation, and fostering an engaged, prayerful community. A key intended outcome was to ensure the consistent and high-quality delivery of Religious Education, supported by teaching staff who meet accreditation requirements and are actively engaged in ongoing formation.

The College also sought to embed prayer and worship more visibly into daily life, providing accessible opportunities for students and staff to gather in faith. Strengthening collaboration with the parish and local Catholic primary schools remained a priority, supporting continuity of faith formation across Catholic education pathways.

In addition, the College committed to a sustainable, mission-aligned approach to social justice through a clear fundraising model that enables students to develop empathy, responsibility, and a strong understanding of Catholic Social Teaching.

### Achievements

- A significant structural achievement during the year was the creation of a **Faith & Mission Team**, comprising specialist coordinators in student engagement, religious curriculum, and staff formation. This team has provided clear leadership, coherence and strategic direction across faith, learning and formation initiatives, strengthening alignment with the College's Catholic mission.
- The College strengthened monitoring and compliance processes related to **Religious Education accreditation**, with improved oversight of Teacher Accreditation Program (TAP) and Ongoing Professional Learning (OPL) requirements. This ensured greater consistency, accountability and alignment with diocesan expectations, supporting staff confidence and capability in Religious Education delivery.
- The ongoing **Prayer & Pastries mornings** continued to be a valued initiative, bringing students and staff together in prayer before the commencement of the school day. These gatherings fostered connection, wellbeing and a shared sense of faith, reinforcing prayer as a communal and relational experience within College life.
- A significant achievement was the establishment of a **Parish Team Committee**, comprising clergy from St Mary's Cathedral, along with Principals and Religious Education Leaders from local Catholic primary schools. Meeting regularly at Catholic College Sale, this group strengthened collaboration between parish and schools and reinforced shared leadership and responsibility for faith formation across the Catholic community.

- The College also maintained **a clear and purposeful fundraising model** focused on three key areas: Project Compassion, Timor-Leste, and St Vincent de Paul (SVDP). This approach ensured that fundraising efforts were intentional, educative and aligned with Gospel values.

## Value Added

Enhanced accreditation monitoring and professional learning practices strengthened staff confidence, compliance and consistency, directly benefiting student learning in Religious Education.

Prayer & Pastries added significant value by promoting wellbeing, connection, and authentic faith expression within the College's daily rhythm.

The Parish Team has provided long-term value through strengthened parish-school partnerships and greater continuity in faith formation.

Finally, the focused fundraising framework supported student understanding of justice and service, enabling students to see the tangible impact of their generosity locally and globally.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

#### Goal 1: Evidence-Informed Practice

Throughout 2025, the College strengthened its commitment to evidence-informed teaching and learning practices to support the growth and development of every student. This work was underpinned by the completion of the School Wide Pedagogical Framework, which clearly articulates Catholic College Sale's Vision for Learning.

Grounded in Marist-Sion tradition and a deep respect for Gunaikurnai custodians, the framework centres on belonging, excellence and shared success. It promotes inclusive, engaging and empowering learning environments where students are supported to grow academically, spiritually and personally, while developing resilience, compassion and social responsibility.

To further strengthen continuous improvement, the College joined both the Marist Schools Australia Data Network and the School Improvement Network. These partnerships provide access to shared expertise, data-informed insights and collaborative professional dialogue, enhancing the College's capacity to evaluate practice and implement targeted improvements.

---

#### Goal 2: Diverse Curriculum and Pathways

In 2025, the College continued to enhance curriculum provision and pathways to better meet the diverse needs, interests and aspirations of students. A comprehensive timetable review and partial curriculum review were completed, with outcomes that will see increased face to face teaching time for VCE students from 2026.

Curriculum offerings were expanded through the addition of new subjects, including STEAM, Agriculture and Geography. The VCE Vocational Major (VCE VM) program was further strengthened through the inclusion of VCE subjects such as Agriculture and Visual Communication and Design, alongside new VETiS pathways including Certificate III in Small Business and Certificate II in Sport and Recreation, as well as Foundation Mathematics.

Career development was enhanced through the introduction of Morrisby testing within the Year 9 Careers program. This evidence-based tool supports students and families in better understanding individual strengths, interests, and aptitudes, enabling informed decision-making about future learning and career pathways.

Senior students were further supported through structured Year 12 pathway counselling, ensuring clear guidance and personalised planning as students prepared for post-school transitions. Across all year levels, staff continued to engage in professional learning to

ensure appropriate adjustments and differentiated practices were implemented to support student growth and achievement.

---

### **Goal 3: Professional Growth and Staff Capability**

Recognising staff as professionals with deep expertise, the College prioritised structures that support both professional collaboration and ongoing learning. The staff meeting schedule was revised to provide increased opportunities for learning area teams to engage in meaningful collaboration focused on teaching practice and student outcomes.

Professional learning was further strengthened through peer mentoring, which allowed staff to share expertise, reflect on practice, and support one another's professional growth within small teams. Targeted professional development was also delivered, including specialist support from Ross Huggard in the English learning area, enhancing curriculum knowledge and pedagogical practice across Years 7–12.

Together, these initiatives supported a culture of continuous improvement and shared responsibility for learning, enabling staff to continue delivering high-quality, evidence-based teaching for all students.

### **Achievements**

- **Completion of the College's Vision for Learning**, providing a clear framework to guide teaching and learning from 2026.
- **Timetable reforms** enabling increased face.to.face teaching time for all VCE and VCE Vocational Major students in 2026.
- **Commencement of Victorian Curriculum 2.0 implementation**, with full rollout planned for 2026.
- **Expansion of extracurricular opportunities**, including Debating, after.school study support, Art Club and Writers Club.
- **Introduction of Practice GATs** for all Unit 3 and 4 students to strengthen assessment readiness.
- **Enhanced monitoring of VCE student data** to support early intervention and improved learning outcomes.

### **Student Learning Outcomes**

Student learning outcomes in 2025 reflect strong participation, consistent growth and successful post.school pathways. NAPLAN participation across Years 7–9 remained very high at 99%, ensuring reliable data to inform teaching and learning improvement.

Across Reading, Writing and Numeracy, a substantial proportion of students demonstrated above.average progress between 2023 and 2025. Approximately half of students in both Year 7 and Year 9 achieved medium relative growth, with the majority performing within the

“strong” proficiency band across key learning areas. These results indicate positive learning development across diverse cohorts.

Senior secondary outcomes were also strong. The College celebrated a Dux ATAR of 97.35, with five students achieving ATARs above 90. In 2025, 43% of VCE students attained an ATAR of 70 or higher, and 50% of study scores exceeded the state mean. These results reflect effective academic preparation and targeted support.

Student pathways remained a key strength, with graduates achieving success across university, TAFE, apprenticeships and direct workforce entry. Of students seeking a university place, 96.55% were successful, while 31 students secured apprenticeships, demonstrating the breadth and effectiveness of pathway planning and guidance.

Overall, student learning outcomes in 2025 highlight strong growth, solid achievement and diverse, successful post-school destinations.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                            |                         |                   |                         |                   |
|-------------------------------------------------------------------------|----------------------------|-------------------------|-------------------|-------------------------|-------------------|
|                                                                         | <b>2025 (current year)</b> |                         |                   | <b>2-Year Average</b>   |                   |
| <b>Domain</b>                                                           | <b>Year level</b>          | <b>Mean Scale score</b> | <b>Proficient</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation                                                   | Year 7                     | 525                     | 58%               | 533                     | 64%               |
|                                                                         | Year 9                     | 539                     | 48%               | 546                     | 51%               |
| Numeracy                                                                | Year 7                     | 529                     | 68%               | 538                     | 75%               |
|                                                                         | Year 9                     | 561                     | 65%               | 561                     | 66%               |
| Reading                                                                 | Year 7                     | 532                     | 67%               | 538                     | 74%               |
|                                                                         | Year 9                     | 554                     | 59%               | 563                     | 64%               |
| Spelling                                                                | Year 7                     | 529                     | 71%               | 529                     | 71%               |
|                                                                         | Year 9                     | 554                     | 65%               | 558                     | 71%               |
| Writing                                                                 | Year 7                     | 546                     | 74%               | 544                     | 73%               |
|                                                                         | Year 9                     | 564                     | 57%               | 574                     | 64%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| <b>Senior Secondary Outcomes</b> |      |
|----------------------------------|------|
| VCE Median Score                 | 29   |
| VCE Completion Rate              | 100% |
| VCE VM Completion Rate           | 100% |
| VPC Completion Rate              | *    |

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| <b>Post-School Destinations as at 2025</b>                                                       |     |
|--------------------------------------------------------------------------------------------------|-----|
| Tertiary Study                                                                                   | 44% |
| TAFE / VET                                                                                       | 1%  |
| Apprenticeship / Traineeship                                                                     | 13% |
| Deferred                                                                                         | 21% |
| Employment                                                                                       | 14% |
| Other - The category of Other includes both students Looking for Work and those classed as Other | 7%  |

---

## Student Wellbeing

---

### Goals & Intended Outcomes

The College's work throughout 2025 focused on strengthening a cohesive, inclusive and supportive community for students, staff and families. This theme shaped daily interactions and reinforced shared values of optimism, compassion, responsibility and respect across the College community.

Catholic College Sale places a strong emphasis on supporting students as they transition from primary to secondary school, ensuring a smooth and reassuring start to their secondary journey. A dedicated Student Transition and Formation Leader visits local primary schools prior to entry, and students participate in an intermediary transition day followed by full transition days once the school year begins, enabling them to become familiar with the campus, routines and expectations while building confidence and connection.

A key priority was the continued implementation of a Whole School Approach to Positive Behaviour Support, supported by an ongoing working party to embed a universal approach. This work aimed to establish consistent routines, clear expectations and common language to support learning and wellbeing. The College sought to create a safe, respectful and appropriately challenging environment that enabled students to grow academically, socially and personally.

Throughout the year, attention was given to reviewing and refining behaviour management systems, including the development of a Common Consequences process. This ensured clarity, fairness and consistency in responses to student behaviour across all year levels. In parallel, the College remained committed to supporting senior students in their preparation for post-school pathways, encouraging confidence, resilience and a strong sense of purpose.

Across all initiatives, the overarching goal was to foster a culture of belonging and responsibility, and to support students in developing positive relationships with peers, staff and the wider community.

### Achievements

A range of targeted structures and programs enhanced student wellbeing and engagement in 2025.

- **Student Care Teams** continued to play a central role in providing coordinated support for students experiencing academic, behavioural or wellbeing challenges. These teams brought together wellbeing, engagement and curriculum staff to enable early intervention and consistent monitoring.

- **The Student Support Centre** remained an important resource for students who experienced difficulty regulating within a neurotypical classroom environment. Supervised by Learning Support Officers and supported by access to Student Wellbeing Officers, the Centre provided structured assistance to help students re-engage with learning.
- **A triage support system** ensured that staff could access timely assistance for students unable to meet School-Wide Expectations. This collaborative approach, involving House Leaders, senior leaders and the Wellbeing Team, strengthened the College's capacity to respond effectively to emerging needs.
- **Targeted programs** also added significant value. The ABC Program, delivered by external facilitators, supported selected Year 9 students in developing emotional regulation, conflict-resolution skills, and healthy relationships. The 5A's Program, introduced for Year 8 boys, focused on respect, responsibility and positive civic behaviour, with contributions from guest speakers including Victoria Police and community leaders.
- The College continued its participation in the **Live4Life Wellington Shire partnership**, promoting youth mental health awareness across the region. As part of this initiative, all Year 8 students completed Teen Mental Health First Aid training, strengthening mental health literacy and help-seeking behaviours.
- In 2025, **SchoolTV** was introduced as a key parent engagement resource. This platform provided families with expert-led, accessible information on student wellbeing, mental health and online safety, further strengthening the partnership between home and school.

## Value Added

Successful delivery of major College events such as: Year 7 Charism Day, Year 7 Camp - Phillip Island (Term 1), Year 10 Camp - Geelong (Term 2), Year 11 Presentation Ball, Year 12 Retreat, Year 12 Reflection Days, and Year 12 Valedictory. These key events throughout the year helped deepen students' relationships with their peers, were expertly guided by teaching staff, and offered reflective practices for connecting with their Catholic faith.

## Student Satisfaction

Student satisfaction in 2025 was supported through a broad range of academic, pastoral and co-curricular opportunities. Students benefited from consistent teaching support, structured pastoral care and access to dedicated wellbeing staff throughout the year.

The College provided numerous opportunities for students to participate in valued community experiences, including camps, retreats, sports carnivals, Presentation Balls, reflection days and the Valedictory. These events fostered connection, school spirit and a strong sense of belonging.



Students were encouraged to actively engage in their learning, with continued focus on strengthening literacy and numeracy skills. Participation in co-curricular and extracurricular programs, including sporting competitions, performing arts, public speaking and academic competitions, supported personal growth, teamwork and wellbeing.

The embedding of the SEED Pastoral Program across all year levels further enhanced student experience. Through a focus on Self-Empowerment, Engagement and Drive, the program supported emotional literacy, resilience and positive engagement with school life.

## Student Attendance

The College maintained comprehensive and accurate attendance records throughout 2025 using the SIMON student management system. Attendance was monitored daily to support student engagement, wellbeing and safeguarding obligations. Attendance procedures included roll marking by pastoral group teachers each morning and by classroom teachers at the beginning of every scheduled lesson. Attendance during excursions and College activities was also recorded, ensuring consistent monitoring across all settings.

Parents and guardians remained responsible for notifying the College of student absences and providing appropriate explanations. For unexplained absences, an SMS notification was issued by 10:00am, followed by a phone call if required. Ongoing unexplained absences were referred to House Leaders for further follow-up and support.

The College continued to monitor student attendance and retention as key indicators of engagement and wellbeing, informing targeted support and pastoral responses where needed.

| Years 9 - 12 Student Retention Rate  |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 67.28 |

| Average Student Attendance Rate by Year Level |       |
|-----------------------------------------------|-------|
| Y07                                           | 89.16 |
| Y08                                           | 86.43 |
| Y09                                           | 85.52 |
| Y10                                           | 82.93 |
| Overall average attendance                    | 86.01 |

---

## Leadership

---

### Goals & Intended Outcomes

#### Strategic Priorities

- **Faith and Life:** Strengthened Catholic identity through increased student and staff participation in faith-based activities, promotion of staff accreditation, and deeper partnerships with the local parish and Catholic primary schools.
- **Flourishing Learners:** Continued commitment to high-quality learning through a Whole School Approach to Positive Behaviour, data-informed monitoring of student growth, and a strategic target of achieving an average attendance rate of 90%.
- **Student Voice:** Enhanced student agency through leadership representation on the Child Safeguarding Committee and Student Voice Cabinet, alongside opportunities for student-led assemblies, liturgies and social justice initiatives.
- **Sustainable Future:** Ongoing stewardship of College resources and people, supported by strong governance, completion of external financial audits, ACNC reporting, and full compliance with VRQA standards.
- **Child Safeguarding:** The College maintains a strong and visible commitment to child safeguarding, ensuring that students are well informed about how and where to seek support.
  - Members of the Child Safeguarding Committee are clearly identified and widely advertised through direct communication and posters displayed across the campus, enabling students to recognise trusted adults they can confidently approach.
  - Students are also supported through the dedicated bullying@ email address, providing a confidential and anonymous avenue to raise concerns.
  - Importantly, Student Voice is embedded within safeguarding structures, with two College Captains representing the student body on the Child Safeguarding Committee. This ensures that student concerns are communicated directly to leadership and that College safeguarding initiatives are effectively shared back with students, reinforcing a culture of safety, trust and shared responsibility.

### Achievements

Over the past year, the College has made significant and purposeful progress in advancing its strategic priorities, strengthening organisational capacity, and deepening its impact across the wider Catholic education community.

- **A major milestone has been the progression of the College Master Plan 2027–2037**, which provides a clear and aspirational blueprint for the future development of

the campus. Under the guidance of architectural firm Y2, this work has been characterised by extensive and meaningful consultation with key stakeholders, ensuring that the final vision reflects the needs, aspirations and values of our students, staff, families and parish partners.

- Complementing this long-term planning has been the **continued redevelopment of the West Wing of the St Patrick's building**, delivering enhanced pedagogical facilities that support contemporary teaching and learning practices and provide students with high-quality, flexible learning environments.
- In alignment with the College's Catholic identity, the **establishment of a dedicated Faith and Mission Team** has been another notable achievement. This team provides strategic leadership in the areas of student engagement, religious curriculum, and staff formation, ensuring a coherent and mission-driven approach across the College. This work has been further strengthened through the development of strong, collaborative relationships with St Mary's Cathedral. **The formation of a Parish Team, in partnership with Cathedral clergy and Principals and Religious Education Coordinators from local Catholic primary schools**, has enhanced continuity, collaboration and shared responsibility for faith formation across the wider Catholic education network.

Collectively, these initiatives reflect a College that is forward-focused, strategically aligned, and deeply committed to providing an inclusive, faith-filled and future-ready learning environment. Through thoughtful planning, investment in people, and strong community partnerships, the College continues to build a foundation that will benefit current and future generations of students, staff and families.

| <b>Expenditure And Teacher Participation in Professional Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| List Professional Learning undertaken in 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |
| <p>The school actively supported staff engagement in professional learning that aligned with the Annual Improvement Plan, individual professional goals, and the school's pedagogical priorities.</p> <ul style="list-style-type: none"> <li>• Teachers teaching VCE were fully supported in attending Exam review and new study design professional development led by the VCAA.</li> <li>• Staff pursuing Accreditation to Teach and to Lead in a Catholic School were fully supported through formation opportunities provided by the Marist Formation Team and DOSCEL.</li> <li>• Whole staff professional learning was a significant focus throughout the year, with key initiatives centred on strengthening Catholic identity, developing the school-wide Vision for Learning, and embedding a consistent whole school approach to positive behaviours.</li> </ul> |          |
| Number of teachers who participated in PL in 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 46       |
| Average expenditure per teacher for PL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$856.68 |

## Teacher Satisfaction

Investment in people and systems has also been a key driver of improved effectiveness across the College.

The College established a Leader of Professional Practice to oversee and support the ongoing professional development of its teaching and education staff, as well as providing a mentor system that supports new graduates in the workforce.

In addition, the appointment of a dedicated Human Resources Manager, alongside the expansion of administrative support, has significantly strengthened internal structures, streamlined processes, and improved operational efficiency across all areas of the organisation.

These improvements have not only better supported staff in their roles but also contributed to a marked increase in the number and quality of employment applications received. As a result, the College has continued to build its reputation as an employer of choice in Catholic regional education, attracting high-calibre professionals committed to our mission and vision.

| <b>Teacher Qualifications</b> |    |
|-------------------------------|----|
| Doctorate                     | 1  |
| Masters                       | 9  |
| Graduate                      | 19 |
| Graduate Certificate          | 4  |
| Bachelor Degree               | 55 |
| Advanced Diploma              | 8  |
| No Qualifications Listed      | 22 |

| <b>Staff Composition</b>              |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 3     |
| Teaching Staff (Headcount)            | 88    |
| Teaching Staff (FTE)                  | 79.87 |
| Non-Teaching Staff (Headcount)        | 72    |
| Non-Teaching Staff (FTE)              | 59.31 |
| Indigenous Teaching Staff (Headcount) | 2     |

---

## Community Engagement

---

### Goals & Intended Outcomes

The College aims to strengthen community engagement, student leadership and cultural understanding through purposeful programs that reflect its Catholic and Marist-Sion identity. Key goals include using evidence-informed community feedback to guide strategic planning; deepening understanding and respect for First Nations culture and spirituality; expanding opportunities for student expression through the performing arts and sport; and fostering a strong culture of social responsibility and service.

Through participation in the Diagnostic Inventory of School Alignment (DISA), the College seeks to gather meaningful insights from parents and staff to inform the Strategic Plan and forthcoming Master Plan. Ongoing commitments also include elevating Indigenous perspectives within the school community, promoting student leadership and voice, strengthening links beyond the College through artistic and sporting networks, and encouraging care for those less fortunate and for the environment.

### Achievements

- In 2025, the College undertook parent and teacher surveys using the **Diagnostic Inventory of School Alignment (DISA)** in collaboration with the University of Southern Queensland. The findings from this process are informing the development of future strategic and master planning priorities.
- Commitment to First Nations education was strengthened through the introduction of the **FIRE Carrier Program (Friends Igniting Reconciliation through Education)**, delivered in partnership with the Opening the Doors Foundation's Keeping Koorie Kids in an Education of Their Choice initiative. Commencing in 2025, this program has been supported by committed staff and a Fire Carrier team of nine.
- **The Performing Arts program** continued to flourish, with students participating in a broad range of artistic experiences. These included a dedicated liturgical choir, regular lunchtime performances, a Christmas concert, and participation in performing arts festivals featuring soloists and ensembles. Students also performed at local venues, including theatres in Stratford and The Wedge in Sale.
- **Sport** remained a significant avenue for student engagement and connection. College teams competed in Sport School Victoria competitions and participated in Marist network sporting carnivals across cricket, netball and basketball. The College also hosted an annual Sale Basketball weekend tournament, welcoming teams from across Victoria and showcasing the College facilities through the combined efforts of maintenance staff and volunteers.

- **Community outreach initiatives** continued to promote social justice, environmental stewardship, and service learning, supporting students in developing a collective sense of responsibility consistent with the College's faith.in.action ethos.

## Parent Satisfaction

Parent satisfaction has continued to be supported through clear, consistent and responsive communication and engagement practices. Regular Parent–Student–Teacher (PST) evenings have provided structured opportunities for dialogue around student progress and wellbeing, strengthening partnerships between home and school.

The ongoing use of the Parent Access Module (PAM) has enabled parents to efficiently access timely information regarding their child's academic progress, behavioural insights and attendance monitoring, supporting transparency and early intervention where required.

Communication with families has been further enhanced through the introduction of a monthly electronic College Newsletter, ensuring parents are informed about key developments, events and strategic initiatives.

Parent Voice has also been actively valued through stakeholder consultation processes, including participation in a parent focus group facilitated by Y2 architects as part of the College Master Plan development, ensuring families played a meaningful role in shaping the College's future direction.

---

## Financial Performance

---

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.ccsale.catholic.edu.au](http://www.ccsale.catholic.edu.au)