

# 2024

## 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 2024 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 16 May 2025

---

## 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 2024, the Board of Catholic College Sale Ltd continued to work together effectively and energetically to support the College in partnership with the College owners and Members, the Diocese of Sale and Most Reverend Greg Bennet, DD, and the Marist Brothers, Star of the Sea Province and the Provincial, Brother Peter Carroll. There are now seven Directors on the Board, three of whom commenced at the end of 2023 and beginning of 2024. Their experience and expertise includes Catholic and government-level leadership, faith and mission, education, finance, the law, medicine and a range of corporate governance settings. The Directors are located in Melbourne, Lismore, McCrae, Geelong and Sale.

### Directors

The Board of Directors is as follows:

- Leonie Keaney, Chair (independent appointment)
- Martin Dixon, Deputy Chair (Diocese of Sale appointment)
- Jeff Robbins (Marist appointment)
- James Sullivan (joint Diocese of Sale and Marist appointment)
- Br John Hilet (Marist appointment)
- Cathy Jenkins (Diocese of Sale appointment)
- Karen Dwyer (joint Diocese of Sale and Marist appointment)

### Board Meetings

There were eight Board meetings during the year, four on-site at the College and four on zoom. The Board Meeting agendas including the following standing items:

- Prayer and Acknowledgement of Country
- Declaration of Conflict of Interest
- Finance and Risk Committee Report
- Child Safeguarding Report
- Principal's Report
- Policy Review

*Other items for consideration in 2024 included:*

- Strategic Plan
- Engaging legal advisors
- Enrolment criteria
- Property purchase
- Board review
- Board handbook

- Risk and Compliance report
- Appointment of a new Company Secretary

A major item for the Board in 2024 was the appointment of a new Principal for the College to commence in 2025 (see below).

A Sunday afternoon formation session was held at each on-site meeting. The program for 2024 included engagement with the Bishop with a focus on synodality, exploration of the tradition and spirituality of the Gunaikurnai people of East Gippsland and a focus on the Marist theme for 2024 'First Light, Reveal the Spirit' led by Brother Peter Carroll.

## **Committees**

### **1 Executive**

The Board Executive meets two weeks prior to each Board meeting. The Executive comprises the Chair, Deputy Chair, Principal and Company Secretary. At these meetings the Minutes are reviewed and the Agenda for the next meeting confirmed.

### **2 Finance and Risk**

The Finance and Risk Committee meets eight times per year, a week prior to the scheduled Board meeting. The Agenda for each meeting includes the Statement of Position, Somerset Report, Debtors and Balance Sheet. Other matters considered by the Committee which provides recommendations to the Board have included fee setting, management of loans, building proposals and delegation limits.

The members of the Finance and Risk Committee in 2024 were as follows:

- Jeff Robbins, Chair
- Kaitlyn Abrahall, Business Manager
- Chris Randell, Principal
- Cindy Foat, Deputy Principal
- Leonie Keaney, Director

### **3 Child Safeguarding**

Child Safety at CCS Ltd is ultimately the responsibility of the Board of Directors. However, it is recognised that the knowledge and expertise of staff working with students daily is crucial for the effective oversight of Child Safe Standards in the College. Thus, two committees operate in conjunction with each other. These are as follows:

#### Child Safeguarding Officers Sub-Committee

- Chair: Deputy Principal Learning & Wellbeing
- Safeguarding Officers

- Principal
- Director of Engagement Years 10 – 12
- Director of Engagement Years 7 – 9
- House Leader / Teacher
- Teacher
- Student Counsellors x 2
- Compliance Officer

The Sub-Committee meets four times per term and considers operational matters within the school, staff training and also advises on policy development. The Sub-Committee reports to the Child Safeguarding Committee and provides a written report to the Board.

#### Child Safeguarding Committee

- Chair: Deputy Principal Learning & Wellbeing
- Board Director (James Sullivan)
- Principal
- Deputy Principal Learning & Teaching

This Committee reports to the Board via the Director member. It develops policy for the Board's review and ratification and provides information on specific matters or incidents as they arise.

Child Safeguarding is one of the highest-level responsibilities the Board carries. Thus the process of review, monitoring and reporting is continually being evaluated to ensure that all Directors are sufficiently informed to be able to fulfil their role in meeting the Child Safe Standards (Ministerial Order 1359). At the end of 2024, a review of the current committee structure was suggested and this is ongoing in 2025.

#### **Strategic Plan**

The new Strategic Plan developed throughout 2023 was completed in Term 1, 2024 and launched in August. The Strategic Plan informs the work of the Board and the College. In 2025, the Principal reports to the Board via the four pillars of the Strategic Plan.

#### **Board Handbook**

A Handbook for all Directors and Members as well as ex-officio members of the Board was developed during 2024 and completed for the beginning of the 2025 year. The Board Handbook includes:

- Education in the Marist-Sion tradition
- Foundations of Catholic College Sale Ltd
- Board Composition and Recruitment

- Roles and Responsibilities of Members, Directors and Executive Officers
- Committee structures and membership
- Code of Conduct
- Meeting Protocols and Procedures
- Policy Framework

The handbook is intended as a reference for all Directors and ex-officio members of the Board. It is also an Induction tool for new Directors and committee members.

### **Principal appointment for 2025**

At the end of the 2023 year, Directors were notified that the Principal, Chris Randell, would conclude his principalship at the end of 2024 after 14 years. Directors-only meetings were held to begin to plan for the appointment process. It was agreed to engage a consultant to manage the process on our behalf in conjunction with DOSCEL and MSA. Ms Margaret McKenna was appointed for this position. An overall timeline was set with the aim of making an appointment by mid-year. The process commenced in March 2024 with the announcement to the community that Chris Randell would finish at the end of the year. There were two Directors on the appointment panel, Leonie Keaney and Jeff Robbins, as well as a principal delegate and DOSCEL and MSA representatives. A very good field of applicants was considered and four interviewed. The panel was delighted to recommend to the Board the appointment of Mr Brett Van Berkel and this was announced to the College at the end of Term 2. Brett commenced in January 2025.

### **Principalship of Chris Randell**

Chris Randell was Principal of Catholic College Sale for 14 years commencing in 2010. He was the first lay Principal at Sale and he brought the qualities of decency, respect, humility and a deep and abiding faith that distinguished him as a leader and as a person. Since 2010 he witnessed and participated in many different governance iterations from Champagnat Education to Marist Schools Australia to the incorporation of DOSCEL. He oversaw the closing of the Sion campus and the move to one site - a mammoth task that required patience and deft handling, and he led the enormous renovation of the St Patrick's campus. He left the College in a very fine condition, with strong enrolments, outstanding facilities and a healthy balance sheet and his was a very significant contribution to Catholic education in the Diocese of Sale and Victoria. The Board thanked and congratulated him at a dinner in November attended by colleagues, friends and family from across Victoria and interstate.

### **Leonie Keaney**

#### **Chair, Catholic College Sale Ltd Board of Directors**

---

## Vision and Mission

---

We are a co-educational Catholic secondary college, located in the heart of Sale, offering diverse and engaging curricular and co-curricular programs for Years 7-12. At Catholic College Sale, we foster an environment that encourages all learners in our community to strive for excellence and extend their potential. Our school culture is one of continual reflection and improvement, cultivating learning opportunities personalised to the individual journey. We believe effective learning is built on engagement, growth and excellence whilst nurturing the whole person. Challenged, cared for, and nurtured students are more resilient learners and active citizens.

Most importantly, we are a faith-inspired school founded in the Marist-Sion traditions and find our shared meaning and purpose through prayer, liturgy and social justice initiatives. In 2024, our theme 'First Light, Reveal the Spirit' (Matthew 5:14-16) formed the basis of a school-wide reflection on four key prompts:

1. Choose to be happy and share your happiness with others.
2. Your star shines brightest when you make the right choice.
3. How do you reflect your light?
4. How do you choose to bring happiness to others?



---

## College Overview

---

Under the joint proprietorship of the Diocese of Sale and the Marist Brothers' Star of the Sea Province, and embedded in the Marist and Sisters of Our Lady of Sion charisms, Catholic College Sale offers a unique and highly regarded educational journey for students in the Wellington Shire of Gippsland.

In 2024, the College completed Stage Two of its redevelopment of Trade Skills facilities, locker bays, and the Bishop Phelan sporting stadium. Stage Three in 2025 will include refurbishing the Marian Centre teaching facility and purchasing a new site adjoining Desailly St to house a commercial kitchen.

The College Board has been instrumental in progressing and refining its 10-year Master Plan (2019-2029), Strategic Plan (2024-2027), and Annual Improvement Plan throughout 2024. The Board works closely and collaboratively with the Principal and Leadership Team to ensure best practice, fiscal responsibility and child safeguarding is at the heart of any decision-making process.

The stewardship and commitment of the College Board and Leadership Team have succeeded in creating a school where young people have access to world-class facilities and dedicated teachers, where students flourish as learners and build their self-worth. The College proudly supports and celebrates students at every stage of their educational journey as they move toward attaining the Victorian Certificate of Education (VCE), Vocational Major and future study or employment.

---

## Principal's Report

---

At the end of 2024, Mr Chris Randell concluded his 14 year tenure as the first lay principal of Catholic College Sale. Mr Randell was instrumental in the school's amalgamation from two separate campuses (Sion Convent for girls', established 1890, and St Patrick's College for boys', established 1922) onto one site at St Patrick's in 2021.

During his time at the College, Mr Randell was instrumental in the redevelopment and extension of the St Patrick's and John XXIII buildings and landscaping of the grounds. A notable project was the creation of a Charism Garden in the heart of the College grounds, a garden that shares the story of Marist and Sion's history and origin equally. He also brought to the centre of school life a strong focus on trade skills and apprenticeships, celebrating equally the high-achieving academic merits and the high-achieving practical endeavours of students. A new Trade Skills building was customised to demonstrate to the school community the value the College places on the dignity of young people as they develop new skill sets. This emphasis on trade skills helped to broaden our curriculum and complemented an already strong academic program.

Mr Randell shepherded Catholic College Sale through 14 years of growth and development, and marks the culmination of 42 years in Catholic Education, including 22 years holding principalship roles. At the heart of Mr Randell's dedication to our young people is his deep conviction that every aspect of College life should reflect the love that Jesus has for us. Mr Randell exemplified throughout his career a core Marist value: to be of service to one another, and he cultivated a living charism in the teaching and support staff under his care, providing every opportunity to go beyond the ordinary in spiritual and professional development. Prayerful morning briefings for all staff set the intention for engagement with students and each other throughout the day, helping to see the goodness in everyone, choose happiness, and make Jesus known and loved. The Marist ethos of servanthood informs all that Mr Randell achieved in his long and distinguished career. Catholic College Sale was privileged to have such a dedicated educator and deeply committed Christian at its helm.

Mr Brett Van Berkel, formerly of Lavalla College Traralgon, will now assume the principalship of Catholic College Sale in 2025.

---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

Catholic Identity and Mission at Catholic College Sale continued to develop in 2024. The school focused on bringing students together more often to refamiliarise themselves with liturgies. We aimed to expand our offerings of opportunities for students to engage in different forms of faith traditions and to commence the development of a Catholic Identity Team as a part of the Positions of Leadership (POL) review.

### Achievements

One of the notable achievements in Catholic Identity and Mission in 2024 was the growth of opportunities for students and staff to engage in faith-enriching development both within and beyond the school.

Year 9 students were introduced to a day of reflection, led by the Passionist Youth Team who also led one of our Year 12 days of reflection. Having external presenters allowed our students to see the work we do in the classroom reach out beyond the boundaries of the school into their own lives. These days were complemented by Marist Connect nights and the Student Leadership Gathering, both run by the Marist Youth Ministry Team, which enabled some of our students to join in faith formation activities with students from other schools. Our Year 7 cohort were offered the opportunity to be founding members of the Marist Game Changers program and over twenty students attended those workshops and activities over the year on regular occasions. Having new staff to join the Catholic Identity team to run Game Changers allowed for greater voice in this domain of school life.

Our immersions to Timor Leste were reintroduced in 2024 and a small cohort of students and two staff attended a life changing experience working with Marists. They were able to bring back a renewed enthusiasm for that aspect of our school mission. These new events were built upon the continuing success of the Year 12 retreat, Sion Day of Dialogue, RESA outreach groups, the Homeless Sleep Out and successful campaigns for Project Compassion, Catholic Care, Timor Leste and the St Vincent de Paul's toy drive.

Staff accreditation in Catholic Identity is steadily growing at the school through activities run in association with the Marist Brothers, the Sisters of Our Lady of Sion and DOSCEL. A large number of staff engaged in the Footsteps program as well as other Marist events throughout the year.

## Value Added

Staff participated in a number of Marist PD offerings, including the Marist Biennial Conference in Alice Springs, conferences at The Hermitage in Mittagong NSW, the Marist Pilgrimage to Europe, and other locally-based opportunities. Our leadership team attended a gathering of leaders from the three Sion heritage schools in Warragul to further develop a shared understanding of our Sion Charism.

The Timor Leste immersion was a great success, not only for students and staff who attended, but also for the fund raising for Marist Schools in that country.

Game Changers allowed development of Catholic identity and spirituality in our junior years while our introduction of a Year 9 day of reflection raised our focus in the middle years.

Our school Positions of Leadership (POL) review offered opportunities to consider the development of a Catholic Identity team into the future.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

**Learning and Teaching Goal - A deep and shared belief that every student is entitled to and capable of successful learning is achieved.**

- Continue with 6 week cyclic reporting to families with Parent, Teacher, Student Interviews after cycle 1 and 5. Reporting to focus on next steps in learning and giving quality feedback to students.
- Analyse and triangulate data that included PAT, NAPLAN, and teacher-judged assessment.
- Giving staff access to data through Data Analytics so individual student growth and learning goals can be determined by all teachers.
- Opportunity through Learning Team meetings to analyse data and plan to meet the needs of individual students.
- Continue on data literacy and building staff capacity to understand the story data tells.
- Reading intervention using the Macquaire Literacy Program and intensive classroom supports.
- Continue with English Learning Area capacity building of staff supported by external facilitator, Ross Huggard.
- Mathematic teachers to introduce a new textbook to support the teaching of mathematics. Staff Professional Development through MAV and Matthew Sexten workshops.
- Monitor the engagement of students through mapping and assessment data.
- Building capacity of Middle Leaders to lead teams in review data and monitoring the effectiveness of teaching and learning.

**Learning and Teaching Goal - To develop a school-wide pedagogy led by the Ideas team and the University of Southern Queensland**

- Begin the process to develop a Vision for Learning and Whole School Pedagogy that will include building a culture whereby staff use data to self-reflect and make positive change to improve learning outcomes of students.
- A staff group with a mixed level of teaching experience will come together to create the Ideas team. This group will work with the University of Southern Queensland, which will facilitate the two-year project to create a Whole School pedagogy for teaching.
- Staff Professional development and workshops to gather information to inform the IDEAS (Innovative Designs for Enhancing Achievements in Schools) project.
- The project aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy, and attain school alignment.

### **Learning and Teaching Goal - Learning experiences and pathways that cater for and respond to the diversity of all students**

- Presentation of Learning Adjustment and NCCD requirements at Catholic College Sale for all new and current teaching staff.
- Ongoing support and upskilling of the creation of modified assessment tasks for students who require adjusted tasks.
- Continue to monitor and review teacher collection of evidence for NCCD.
- Ensure students with Personalised Learning Plans and Behavioural Support Plans are embedded across all subjects to ensure intensive support structures are in place.
- Development of Student Support Centre.
- Foundational knowledge of disability with a focus on key strategies of:
  - visual schedule
  - short sequenced instruction
  - worked/modelled examples.

### **Learning and Teaching Goal - Appreciate staff as people of knowledge, enriching their professional and personal growth**

- Continue to prioritise Professional Learning teams and opportunities for Learning Area teams to gather.
- Continue to encourage teachers to enrol in Masters qualifications and seek professional development to support career growth.
- Formation of the Middle Leadership team to build confidence and capacity to lead for school improvement.
- Build on collective efficacy through collaboration and opportunities to gather.
- Build teacher capacity in accessing and understanding data.
- Continue to embed the growth coaching model for staff.
- Reinforce high-impact teaching strategies underpinning the universals for reading, WSAPB, and Learning Adjustment.

### **Achievements**

- A structured meeting schedule has been developed, ensuring Learning Areas have an opportunity to meet at least twice per term. Time for staff to meet in teams has been prioritised to allow for building collective efficacy and collaboration. An essential aspect of this schedule is the continuation of Staff Briefings throughout the week, fostering unity through prayer and discussion of daily issues.
- The development of the Ideas team, a diverse group of teachers who have volunteered to lead the process with the whole staff to develop the school-wide learning pedagogy. This group has met frequently to develop workshops to be delivered in whole-staff professional development days and staff meetings.

- Middle leaders have facilitated meetings to build staff capacity in understanding data and using this to inform teaching, using high-impact teaching strategies. Staff have also attended various workshops, including implementing the WSAPB and trauma-informed practice.
- Nominated Leaders for each year level have led the mathematics teaching team to develop rich resources and build teachers' professional capacity. We continue to use standardised testing like NAPLAN and ACER to inform curriculum planning while also leveraging Data Analytics to assess and evaluate student learning growth.
- Continuous reporting is ongoing with information accessible for the whole school community via the school communication platform SIMON. Information is regularly updated to ensure it is current and accessible.

## Student Learning Outcomes

### 2024 NAPLAN Results

The school has a positive participation rate of 99% for Year 7 and 9 students. Student data is used to ensure Intervention programs are offered to students based on the data and to initiate conversations with families to ensure suitable pathways are provided.

### 2024 VCE Data

- Dux - Emmet Hobbs achieved a score of 98.05
- Ten students in the 90's Plus Club
- Cassidy Lenane achieved a perfect score of 50 in Psychology

In 2024, a tail in student data negatively impacted our median study score for this VCE group. Catholic College Sale has had a long-term policy that only those students with a diagnosed disability, or who provide a written recommendation from a Health Professional suggesting it would negatively impact the student, are permitted to study a Non-scored VCE. The school works with the student and their family to determine a suitable pathway, but the final decision is with the student and their parent. This policy aims to ensure that each student has the opportunity to attain an ATAR.

### VTAC Offers 2024

#### University Offer Summary Data

- 95% of CCS students who applied received a University offer in the first round
- 74 students applied, 70 of whom received an offer
- 43 (58%) students received an offer for their 1st preference
- 16 (22%) students received an offer for their 2nd preference

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	541	69%
	Year 9	552	53%
Numeracy	Year 7	546	81%
	Year 9	561	67%
Reading	Year 7	543	80%
	Year 9	571	68%
Spelling	Year 7	529	71%
	Year 9	562	76%
Writing	Year 7	541	71%
	Year 9	584	70%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	I/D

\*Data not reported for 2024 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 2024</b>	
Tertiary Study	36%
TAFE / VET	16%
Apprenticeship / Traineeship	18%
Deferred	0%
Employment	29%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

---

## Student Wellbeing

---

### Goals & Intended Outcomes

At the beginning of the 2024 school year, Catholic College Sale was committed to strengthening its community for students, staff, and families. We welcomed a large number of new families to our College, aiming to provide a holistic and comprehensive education deeply rooted in the charism of the Marist Brothers and Sion Sisters. Alongside this, we continued to focus on supporting our senior students as they worked toward creating opportunities for life beyond the College.

A key focus from a wellbeing perspective was to further embed our Whole School Approach to Positive Behaviour Support. We worked to establish clear routines that would support every member of the community in creating an environment that fosters both personal growth and academic success. The year's theme, 'First Light, Reveal the Spirit', was inspired by the idea that true realisation of life's priorities and peace comes when we see one another as brothers and sisters—highlighting the importance of peace in our relationships and the broader community.

The College continued to prioritise Child Safe Standards, ensuring a safe environment for all students. Key achievements included:

**Child Safe Committee:** The College reviewed and strengthened the Child Safe Committee, ensuring that the College Counsellors and Directors of Engagement are key representatives in promoting child safety across the school community.

**Training and Awareness:** All staff completed mandatory Child Safeguarding Policy and Procedures training through resources provided by Marist Schools Australia (MSA) and the Diocese of Sale (DOSCEL). Additionally, student leaders were included in ongoing discussions around child safety to ensure that the entire community is engaged in safeguarding efforts.

**Student Voice:** Each Pastoral group had a representative on the Student Voice Council, ensuring student involvement in decisions regarding their safety and wellbeing.

### Achievements

**Behaviour and Management Policies:** The College successfully implemented a revised Behaviour and Management Policy and Procedures following a thorough review.

**Whole School Approach Working Party:** Continued to develop key elements of the approach, focusing on establishing strong routines and fostering positive relationships across the College. Key elements such as active supervision, routine, communication, and the positive use of space were emphasised.

**School-Wide Expectations (SWE):** The College reinforced the SWE of Respect and

Responsibility, guiding behaviour and promoting relationship-building across the school community.

**Key Events:** The College hosted several notable events, including the Year 11 Presentation Ball, Year 7 Spirit and Tradition Day, and camps to Phillip Island and Geelong. Additionally, Year 12 students participated in a retreat, reflection days, and a Valedictory ceremony.

**Resilience Project:** We continued implementing The Resilience Project as part of the Pastoral Program, helping students develop emotional resilience and practical life skills.

**Pastoral Program Review:** A review of the Pastoral Program led to the creation of a new hybrid program for 2025, named SEED (Self-Empowerment, Engagement, and Drive), which combines community-building activities with lessons from The Resilience Project.

## Value Added

**Student Care Teams:** These teams, which included Wellbeing, Engagement, and Curriculum staff, were formed to provide additional support to students facing challenges in meeting the College's expectations.

**Student Support Centre:** The Student Support Centre provided a space for students needing assistance with emotional regulation, supported by the Learning Support and Counselling teams.

**Triage Support:** Teachers and staff received support from House Leaders, Senior Leadership, and Wellbeing staff in managing students struggling to meet the College's behavioural expectations.

**ABC Program:** Designed by a specialist provider, the ABC Program empowered Year 9 students with strategies for making positive choices, cultivating healthy relationships, and managing emotions. House leaders nominated students, and parents were engaged in the process.

**PORT2S Program:** A Year 8 boys' program focusing on respect, civic behaviours, and relationship-building. The program included guest speakers from various sectors, including VicPol and the CEO of the Sale Race Club.

**Live 4 Life Program:** As part of the Wellington Shire community, the College participated in the Live 4 Life initiative, supporting mental health awareness. Year 8 students completed the Teen Mental Health First Aid program and received certification.

**Cyber Safety Event:** The College hosted a Parent Event on Cyber Safety with Susan McLean, Australia's foremost expert, who provided valuable information on online abuse and misuse.

## Student Satisfaction

**Academic Support:** Students received extensive teaching support throughout the year and benefited from care teams that provided personalised attention.

**Extracurricular Activities:** Students participated in traditional activities such as camps, retreats, sports carnivals, and the Year 12 Valedictory. They also engaged in academic and

creative pursuits, including Eisteddfods, musicals, public speaking events, and academic competitions.

**Co-Curricular Programs:** The College continued to offer a robust sports program, allowing students to participate in a variety of competitive and recreational sporting events.

**Learning Engagement:** Students felt encouraged to engage in their learning, particularly within numeracy and literacy programs, and they were given opportunities to develop their skills beyond the classroom.

**Student Attendance**

At Catholic College Sale, daily attendance is tracked using the SIMON student management system. This ensures accurate monitoring and follow-up of student absences. A robust system is in place for parents to notify the College about absences, and unexplained absences are followed up promptly by the administration team.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	77.5

Average Student Attendance Rate by Year Level	
Y07	89.2
Y08	86.4
Y09	85.5
Y10	82.9
Overall average attendance	86.0

---

## Leadership

---

### Goals & Intended Outcomes

The College's four key strategic priorities are:

1. **Faith and Life:** Animated by the Gospel, and informed by Catholic social teaching, we commit ourselves to increased participation in student and staff activities that foster our Catholic identity; we will further promote accreditation opportunities to teaching staff; we will deepen our relationship with the local parish and local Catholic primary schools.
2. **Flourishing Learners:** We hold a deep and shared belief that every student is entitled to, and capable of, successful learning. To support this aim we commit ourselves to a Whole School Approach to Positive Behaviour and will actively participate in The Resilience Project; we aim to achieve an average school attendance rate of 90%; and will monitor evidence of student growth by the employment of data analytics and continuous reporting mechanisms.
3. **Student Voice:** Our school community values students as decision-makers and change-innovators. Student leadership is exercised through membership on the Child Safeguarding Committee and/or the Student Voice Cabinet. Multiple opportunities exist throughout the year for student-led assemblies and liturgies and numerous fundraising efforts supporting school events and charitable causes.
4. **Sustainable Future** - The College's stewardship of its infrastructure, facilities and assets, and its investment in human capital, is geared to a legacy firmly embedded in the history of the Sale community. Under the auspices of the College Board of Directors and with the oversight of the College Finance and Risk Committee, we commit to completing all external financial audits, all legislative ACNC reporting, and to meet all VRQA compliance standards.

### Achievements

In 2024, the College collaborated with academics from the University of Southern Queensland to conduct an independent survey of parents and staff about the school's performance. The aim of the survey was to inform the school's Strategic Plan and Master Plan. The results of this survey, the **Diagnostic Inventory of School Alignment (DISA) Survey**, are as follows:-

#### School Outcomes

Students believe that their literacy levels are of a satisfactory standard and join their parents in accepting that their levels of other curricula are at a satisfactory standard. Staff and students agree that the teachers project a sense of professionalism. Staff, parents, and students are united in thinking that the school is viewed in the community as an important

centre for learning, that there are sufficient resources for teaching and learning, and that the school environment is aesthetically pleasing and well-maintained. In addition, staff and parents believe the school conveys an image of caring for all.

***The elements that contribute to these successful outcomes are:***

*Strategic Foundations:* Staff and students agree that the school values are well defined, and students add that teachers appear to be encouraged to take leadership roles outside their classrooms. Staff and parents believe that school successes are promoted, and staff add that there are clear processes for ongoing improvement.

*Community Cohesiveness:* Staff, parents, and students are united in believing that teachers have high expectations of student achievement, and this is strengthened by the fact that parents and students believe that parents have high expectations of student achievement. Again, staff, parents, and students agree that the school promotes a sense of community-mindedness amongst its students. Further, staff and parents are of the opinion that all student contributions are celebrated.

*Generative Resource Design:* Staff and parents believe that the school makes effective use of technology in teaching and learning.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>• Marist Formation all staff “First Light Reveal the Spirit”</li> <li>• Marist Middle Leaders Formation Course</li> <li>• Marist Pilgrimage</li> <li>• Marist Ecology Retreat</li> <li>• Marist Footsteps program</li> <li>• Marist New Staff Formation</li> <li>• Marist Biennial Conference</li> <li>• VIT Effective Mentoring Program</li> <li>• Graduate Teaching Program</li> <li>• VATE Meet the Assessors</li> <li>• Leader Adjustment &amp; Differentiation Workshops</li> <li>• Middle Leader Workshops</li> <li>• Secondary Learning and Teaching Network Meetings</li> <li>• Eastern Career Cluster Network Meetings</li> <li>• VCE History Conference</li> <li>• LawSense - Writing Notes 2024</li> <li>• MAV 2024 Conference</li> <li>• DOSCEL Mathematics workshops</li> <li>• Texts and Traditions Conference</li> <li>• Various VCE/VCAA Professional Development</li> <li>• Swinburne Annual Career Practitioner Seminar</li> <li>• VCAA Briefing for VCE Coordinators</li> <li>• VCAA Assessment day</li> <li>• REC CIML Conference</li> <li>• IDEAS team workshops facilitated by University Southern Queensland</li> </ul>	
Number of teachers who participated in PL in 2024	48
Average expenditure per teacher for PL	\$1207.00

### Teacher Satisfaction

Please refer to the Diagnostic Inventory of School Alignment (DISA) Survey results.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	12
Graduate	23
Graduate Certificate	5
Bachelor Degree	57
Advanced Diploma	9
No Qualifications Listed	20

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	80
Teaching Staff (FTE)	74.97
Non-Teaching Staff (Headcount)	61
Non-Teaching Staff (FTE)	51.18
Indigenous Teaching Staff (Headcount)	2



---

## Community Engagement

---

### Goals & Intended Outcomes

- **DISA:** Conduct parent and teacher surveys using the Diagnostic Inventory of School Alignment (DISA) in collaboration with the University of Southern Queensland to help inform the school's Strategic Plan and Master Plan.
- **First Nations** culture and spirituality, raising awareness of Indigenous issues and significant cultural events throughout the school community, and ensuring an ATSI (Australian and Torres Strait Islander) representative is on staff and known to the students.
- **Performing Arts** department to continue its program of artistic endeavours, with a strong body of work being performed in local theatres in Stratford and at The Wedge (the premier Arts and Theatre venue in Sale).
- **Sporting teams** will continue to compete across several platforms, including Sport School Victoria (SSV), against schools from Melbourne and beyond. In addition, our sporting teams form part of a vibrant Marist network of sporting carnivals (cricket, netball, basketball), which enable our students to form lasting friendships and camaraderie beyond school boundaries.
- **Community Outreach** initiatives in 2024 will focus on instilling in the student body a collective sense of responsibility to those less fortunate and to care for our environment.

### Achievements

- **First Nations:** The College committed itself to the FIRE Carrier Program (Friends Igniting Reconciliation through Education) in association with Opening the Doors Foundation's 'Keeping Koorie Kids in an Education of their Choice'. This initiative has been strongly supported by staff and Fire Carrier's Team of nine was established and will begin their work in 2025.
- **Performing Arts:** multiple Eisteddfods (1st place wins for male vocals crew, show choir, guitar ensemble, and soloist across the Sale, Yarram, and Traralgon Eisteddfods); liturgical choir, school winter concert, lunchtime concerts, performing arts festival with soloist and ensembles, and a Christmas concert.
- **Sports:** The College hosted a major weekend tournament for Sale Basketball, with teams from all over Victoria attending its heats. The college campus and gardens were showcased in magnificent form thanks to the commitment of the college's maintenance team and staff volunteers who manned the event.
- **Community Outreach:** VCE VM students were actively involved in community outreach programs, including:
  - Clean-up of the Seaspray beachfront

- Tree planting with Landcare Australia
- Volunteering at local primary school sports days

## Parent Satisfaction

### **DISA Survey (Diagnostic Inventory of School Alignment) - School Outcomes:**

Students believe that their literacy levels are of a satisfactory standard and join their parents in accepting that their levels of other curricula are at a satisfactory standard. Staff and students agree that the teachers project a sense of professionalism. Staff, parents, and students are united in thinking that the school is viewed in the community as an important centre for learning, that there are sufficient resources for teaching and learning, and that the school environment is aesthetically pleasing and well-maintained. In addition, staff and parents believe the school conveys an image of caring for all.

### **The elements that contribute to these successful outcomes are:**

- *Strategic Foundations:* Staff and students agree that the school values are well defined, and students add that teachers appear to be encouraged to take leadership roles outside their classrooms. Staff and parents believe that school successes are promoted, and staff add that there are clear processes for ongoing improvement.
- *Community Cohesiveness:* Staff, parents, and students are united in believing that teachers have high expectations of student achievement, and this is strengthened by the fact that parents and students believe that parents have high expectations of student achievement. Again, staff, parents, and students agree that the school promotes a sense of community-mindedness amongst its students. Further, staff and parents are of the opinion that all student contributions are celebrated.
- *Generative Resource Design:* Staff and parents believe that the school makes effective use of technology in teaching and learning.

---

## 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)