

2025

Annual Report to the School Community



Our Lady of Sion College

1065 Whitehorse Road, BOX HILL 3128

Principal: Rebecca Cetrola

Web: www.sion.catholic.edu.au

Registration: 1287, E Number: E1121

Principal's Attestation

I, Rebecca Cetrola, attest that Our Lady of Sion College 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 11 May 2026

About this report

Our Lady of Sion College 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

2025 has been the most significant for Our Lady of Sion College and reflects the level of change we are experiencing in society and the world today. The most significant of these changes was the formal transition of governance from the Sisters of Our Lady of Sion to Mercy Partners Ltd in June. This was the culmination of many years of dialogue to determine the right governance structure for the future and is a momentous change for the College and the Sion Sisters. The Board always appreciated the Sisters' sincere love and commitment to Catholic girls' education but recognised the need for change. We are excited to be part of Mercy Partners and the opportunity this provides to connect with other schools under their governance.

Another very significant event was the announced retirement of the School Principal. Tina Apostolopoulos has had a profound impact on Our Lady of Sion College demonstrating unwavering dedication, exceptional leadership and care, and shaping a strong Catholic learning community. Tina has overseen the construction of numerous new learning centres, strengthened relationships through dialogue, and fostered a culture of belonging and purpose. The College Board thank her sincerely for her service and lasting impact.

The year has seen the completion of the STEAMD and Administration buildings from the College's Masterplan, along with the finalisation of the surrounding ground works. This ongoing development of the College into a dynamic and incredible school environment will allow our students and staff to thrive. The Board is now excited for the final stage of this Masterplan with the establishment of the new Learning Resource Centre and associated buildings.

Finally, I would like to thank all Directors of the College Board, along with members of Board Sub-Committees for their ongoing commitment to the school and its values. Their constant support and contribution have been outstanding.

Chris Gebbie

Chair of the College Board

Vision and 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.

The tradition calls them to be:

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

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

Established in 1928, our College has a long and proud history of serving the needs of families and their children in the Eastern suburbs of Melbourne. 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 of caring relationships and where each student is valued, encouraged and supported to become the young person God created her to be.

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

Within beautiful gardens and College grounds, the College facilities are excellent and include: the newly constructed Ratisbonne Discovery Centre, a Chapel, the Miriam Performing Arts Centre, contemporary Emmanuelle Learning and Colmar Centres for junior students, the Notre Dame Centre for senior students, a sports centre with indoor courts, fitness centre, oval and outdoor courts. Students enjoy access to a Learning Resource Centre, Café, science, media, arts and textiles classrooms, food technology facilities, technology rich classrooms, music rooms, and student support facilities.

Our comprehensive curriculum from Years 7 to 12 consists of Religious Education, English, Languages (French, Italian or Chinese), Health and Physical Education, Mathematics, Science, Humanities, Creative Arts, Drama, Instrumental Music Program, Music and Digital Technology Studies. Year 9 and 10 students have a wide selection of elective units that are supplemented by our interdisciplinary program, AYIN, which allows students to develop skills in problem-solving, collaborative learning, and independent research. While working towards the attainment of learning outcomes, all students in Year 9 and 10 have the opportunity to complete the Duke of Edinburgh Bronze Award. The Year 10 program, L'Chaim, builds on the Ayin program to enhance skills and prepare students for tertiary studies. Year 10 students may also be eligible for acceleration and commence their VCE studies early. Year 11 and 12 students also have the option of pursuing the pathway that best suits their needs and goals. In support of this, the College offers both VCE and VCE Vocational Major programs. Senior students are able to choose from a broad range of VCE units of study, as well as the option of undertaking a VET study that integrates with both the VCE and VCE Vocational Major programs.

Principal's Report

Our Lady of Sion College proudly upholds its Catholic and Sionian identity, remaining committed to empowering young women to become articulate, courageous, and well-educated individuals. Students are supported not only to achieve academically but also to grow in compassion, integrity, and with a deep sense of social justice. They are encouraged to use their gifts for the good of others and to contribute meaningfully to building a more hope-filled world.

Throughout 2025, the College community witnessed the dedication of staff who worked each day to sustain the welcoming, inclusive, and learning-focused environment that characterises Sion. Their commitment ensured students could excel in a broad range of curricular and co-curricular opportunities. Whether earning Colours, representing the College in sport, performing in musical productions and ensembles, creating impressive artworks, receiving positive academic feedback, or supporting social justice initiatives, every effort contributed to the flourishing of our students and the life of the College.

This year, we explored the College theme, Live a life worthy of the calling you have received. Drawn from St Paul's letter to the Ephesians, the theme invited us to reflect on how we use our talents, blessings, and opportunities to lead purposeful, meaningful lives. Paul's words encouraged us to recognise our shared humanity and to work together to build a just and hope-filled community. Within the broader context of the letter, we were reminded that arrogance, prejudice, selfishness, deceit, and cruelty cause division and diminish the common good. By contrast, respect, patience, gentleness, inclusivity, and truth spoken in love strengthen us as individuals and as a community, enabling us to grow in hope and understanding.

Among the many highlights of 2025 were:

- Our assemblies, including the Top Achievers Assembly and Night of Excellence, where we acknowledged student achievement, participation, and perseverance.



- Sion Day, a joyful celebration that brought the whole community together in Eucharist, service to others, and vibrant House spirit.
- Our partnerships with organisations such as Ozanam House, Days for Girls, Hand over Heart, St Vincent de Paul, Caritas Australia, and support for students at Bethlehem University and schools in Jerusalem.



- The Day of Dialogue, which for over a decade has welcomed more than one thousand students from Islamic, Jewish, and Catholic schools to engage in meaningful interfaith conversation and friendship.
- A wide range of arts performances, ensemble evenings, and drama events, showcasing student talent.
- The Sion First Band Program, giving Year 6 students the chance to learn an instrument, play in an ensemble, and begin their transition into the Sion community.
- Strong participation in GSV sport, with more than 400 students involved across many sports.
- The creativity shown in collaborative piazza art installations, gallery displays, and our Creative Arts exhibitions.
- The Student Partnership Program with Notre Dame de Sion in Paris and the Language Tour to Italy, which broadened students' cultural awareness and language skills.



- The outstanding success of our “Mamma Mia!” musical production, a testament to student talent and commitment.



- The expansion and review of programs including the Denise O'Hara Science Academy, AYIN, L'Chaim, Shatal and Gadal, Year 7 Horizons, and Year 8 Beyond Horizons, all of which deepened student learning and skills.
- The full use of the Ratisbonne Discovery Centre, Colmar Centre, and Ein Karem Wellbeing Centre, and planning for a new Learning Resource Centre.
- Strengthened connections with past students through reunions, the Mentors Breakfast, and ongoing support they generously offer.
- The exceptional contribution of the Parents Association, whose care and dedication continue to enrich the College.



In June, the Sisters of Our Lady of Sion formally transferred the governance of the College to Mercy Partners, a Ministerial Public Juridic Person which ensures the College meets its canonical and civil responsibilities. This represents a new chapter in the history of our school and the history of the Sisters. Established in 1928, the College has grown and adapted in response to the hopes and aspirations of students, families, and staff. Although today's facilities would be unrecognisable to the Sisters who founded the College, and are deeply cherished by our community, the essence of Sion has never been defined by buildings. Instead, it is continually shaped by the enduring spirit of family: a place where each student is named and known, where learning is valued, and where every individual is encouraged to grow into the person God created them to be.



Catholic Identity and Mission

Goals & Intended Outcomes

In the area of Catholic Identity and Mission, the following intended outcomes guided our work:

- That the Religious Education and Faith program will connect in a meaningful manner with the lives of students to support their spiritual growth
- That staff will undertake a rich and supportive formation program

Achievements

College Theme

The College theme for 2025, Live a life worthy of the calling you have received, invited our school community to reflect upon our God given gifts and how they could be used to bring about positive change in our world through our words and actions. During the year we had many opportunities to celebrate this theme especially during liturgies, chapel prayers, retreat days and in Religious Education classes.



Religious Education Program

To support our Year 7 students, time was spent at the beginning of the year explaining what it means to be a part of a Catholic community. Areas covered included Catholic beliefs, the parts of the Mass, Ash Wednesday and the Season of Lent. The focus also included being a member of Our Lady of Sion College.

Throughout all year levels, students engaged with scripture to develop their understanding of the Christian tradition. This included the exploration of key events in Jewish history, teachings from the prophets and the psalms, the life and teachings of Jesus, the role of prominent female figures in the Bible, and the establishment of the Early Church.

Students deepened their understanding of Catholic Social Teaching and reflected on how its principles such as human dignity, preferential option for the poor, and the common good can be lived out in their learning, relationships, and in their actions.

Prayer and Liturgy

Throughout the year, the College celebrated a range of liturgical and prayer experiences, including the whole School Mass at the beginning of the year, Sion Day Mass, Year Seven Family Mass, Year Level Retreat Day Masses, the Ash Wednesday Service, whole School Lenten Reflection, and the Year 12 Graduation Mass. Students also led fortnightly chapel sessions, providing opportunities for each year level to pray and reflect on a variety of themes such as the Jubilee Year, Lent and Easter, Peace and Hope, and Care for the Environment. In addition, meditation with Scripture was offered as another meaningful and reflective prayer experience.



College Mission Team

The primary focus for the Mission Team in 2025 was to seek ways that the school community could strengthen and further embed our acknowledgment and support of indigenous culture by:

- increasing our understanding of indigenous experiences and ensure our actions are culturally respectful and appropriate
- establishing a relationship with Indigenous Elders of the lands on which our school is situated
- auditing our curriculum to ensure it is appropriate and sequenced
- reviewing and updating our FIRE Carrier Covenant



Day of Dialogue

The annual Day of Dialogue was once again a great success. Year 10 students engaged with Jewish students from Mount Scopus Memorial College and Muslim students from Ilim College and with students from our heritage schools, Marist Sion College, Warragul and Catholic College Sale in a day of interfaith and intercultural exchange, building understanding and respect.



Formation

Formation sessions for members of the College community were held around our Catholic and Sionian identity, with the scriptures as a foundation of our learning. These groups included:

- The College Board
- Leadership Team
- New staff members

Value Added

Social Justice Initiatives

Social Justice remained a key priority, framed by Catholic Social Teaching. Initiatives included:

- Caritas - Project Compassion
- Monthly visits to Ozanam House
- Our Lady of Sion St Vincent de Paul Secondary School Conference- hosted Eastern Region Event, Food Drive and Winter Appeal
- Reconciliation Week
- FIRE Carrier Formation and Commissioning
- Whitehorse Friends for Reconciliation (Year 7 and Year 8)
- Refugee Week
- House Social Justice Day
- Hand over HeARTwork Project (Year 8 and Year 12)
- Days for Girls (Year 9)

- Sion Day fundraising for Caritas Gaza Appeal and two scholarship programs via:
 - Bethlehem University
 - Our Lady of Sion Education Fund in Jerusalem for Primary and Secondary Students
- Christmas Appeal of toiletry bags for St Vincent de Paul, SFX Conference
- Toy Drive for St Vincent de Paul



Australian Catholic Youth Festival

Six students supported by four staff participated in the three-day Australian Catholic Youth Festival in Melbourne. This enriching experience allowed the students to explore, embrace and celebrate their Catholic faith through a pilgrim walk, Eucharist, prayer, plenary sessions, music events, and workshops.

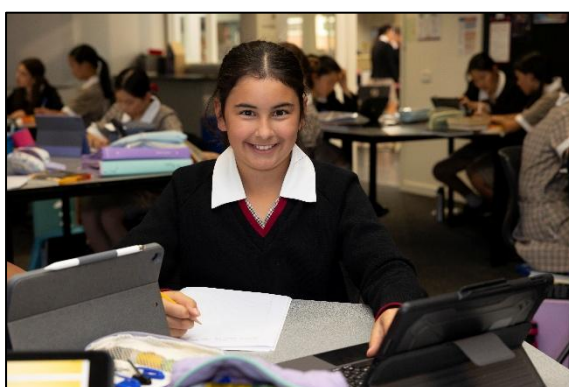
Learning and Teaching

Goals & Intended Outcomes

In the area of Learning and Teaching, the following intended outcomes guided our work. To improve student achievement by all teachers prioritising differentiation and feedback in their planning and delivery of the learning program.

Teacher/leader practice outcomes:

- Greater evidence of diverse and effective pedagogical practices was evident in the planning and delivery of the curriculum
- Course documentation, Google Classrooms and SEQTA reflected evidence of differentiation, and quality formative feedback as well as varied summative assessment
- End of year Market Day presentations reflected a rich variety of effective differentiation and feedback practices
- Teachers and Leaders demonstrated greater confidence in meeting the learning needs of all students



Student learning outcomes:

- Student surveys and student focus groups reflected a greater sense of engagement and learning confidence
- A greater percentage of students demonstrated learning growth as evidenced through NAPLAN, PAT and subject assessment data

A second Mathematics goal was to improve the achievement of the top 15% of Year 8 students in Mathematics, including in worded questions with a target that the top 15% of students would demonstrate a Maths Scale Score increase of at least 10.

Achievements

The Curriculum team worked towards a number of key foci as both a whole team and as sub committees by:

- Embedding the Rose Pedagogical Framework as a tool for auditing of curriculum designs and as a professional learning focus.
- Creating increased opportunities and models for staff to deeply engage with a range of data sources so that specific actions were generated as a result.
- SPARC (Sharing Pedagogies and Resources Across Cohorts) meetings were held six times across the year creating a protocol for teachers to discuss effective pedagogies with specific groups of students, developing and sharing learning resources.
- Notre Dame Teachers meetings continued to access the VCAA data with action plans developed focusing in learning areas collectively.
- Action Research Teams (ART) met six times across the year with specific and research based professional learning culminating in teams creating a pedagogy that was showcased at the end of year 'Market Place' professional learning session.
- The Year 9 Ayin and the overall camps schedule was reviewed and updated with plans set in place for significant changes in 2026 and beyond. Parallel to this, the Horizons interdisciplinary programs were reviewed and updated with all programs more closely aligned with Victorian Curriculum 2.0 learning.
- A review of the student device was concluded and iPads will be phased out as a consequence, ensuring that the most suitable learning device is accessed by our students.



- The Study Skills sub-committee researched effective homework and study practices and has surveyed students regarding their current practice. This has led to professional discourse and will build towards a common language and approach to teacher directed and student initiated home learning.
- The 7-9 Maths teams developed 'PLUS' activities focusing on deepening numerical thinking and worded problems, allowing for extension of students. These became compulsory for some students to complete (as opposed to optional) and teachers tracked a significant increase in student mathematical success.
- The Year 8 Maths Enrichment classes indicated considerable success for the students involved with double the PAT Numeracy growth for the students involved.

How teachers are supported

The internal professional learning program continued to be designed consistent to the Rose and provided opportunities for teachers to share their experience and be recognised for their work. The internal professional learning programs encouraged collaborative and collegial and there was a clear focus on alignment of focus.

Staff attended external professional learning within their specialist areas and were supported to engage with VCAA marking to further extend their skills. Preservice teachers were welcomed into the College across all learning areas. Two provisionally registered teachers were supported to complete the VIT projects and were endorsed for full registration.

Teachers were allocated time and teams to review and update their curriculum planning in alignment with the Victorian Curriculum 2.0.



Student Learning Outcomes

NAPLAN

The College attained fifty five individual Year 9 Awards for NAPLAN Excellence; thirty six for Reading, three for Numeracy and thirteen for Reading and Numeracy. We have a higher median for Reading than State and National averages with a significantly higher percentage in the Exceeding category. Over 85% of students were classified as Strong or Exceeding for Writing and Reading with both areas having only 1% of students needing more attention. Just under 76% of Year 9 students are classified as within the Strong and Exceeding proficiency strands for Numeracy with below 3% of students requiring additional support.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	586	81%	582	83%
	Year 9	595	76%	595	78%
Numeracy	Year 7	576	84%	571	85%
	Year 9	585	76%	593	81%
Reading	Year 7	586	89%	586	92%
	Year 9	602	85%	606	85%
Spelling	Year 7	567	84%	565	87%
	Year 9	585	85%	582	82%
Writing	Year 7	594	88%	592	90%
	Year 9	629	90%	624	87%

*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.

Senior Secondary Outcomes	
VCE Median Score	32
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.

Post-School Destinations as at 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

In 2025 the College Pastoral Care Team focused on continuing to support all students to be learners who achieve high growth and personal excellence.

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

- That student sense of belonging is strengthened via enhanced student/teacher relationships
- That students value learning and desire to be learners who actively respond to learning challenges through student voice and agency
- That students commit themselves to being high growth learners who identify and enact the next steps in their learning and personal growth
- That teachers have access to appropriate professional learning, contemporary learning theory and best practices such as unconditional positive regard mental health and support for adolescents
- That parents are equipped to embrace their role as partners in the Sion community and actively engage with their child's personal development.



Achievements

Several years ago, the Pastoral Team launched Sion Connect, a strategic initiative centred on four key pillars: Expectations, Attendance, Relationships, and Engagement. This “back to basics” approach was designed to strengthen students' understanding of their responsibilities as active learners and as members of the Our Lady of Sion community, and it continued into 2025 as a core focus of our wellbeing work.

Sion Connect aims to improve connections between students and staff, support student wellbeing, and build confidence in learning. A core focus of the initiative is to increase engagement in the College's co-curricular offerings, fostering a stronger sense of belonging.

Throughout the year, we also placed particular emphasis on improving student punctuality and saw a slight but positive decrease across all year levels.

To deepen our understanding of student experiences, focus groups were conducted at every year level to explore three key areas: student/teacher relationships, teaching and learning, and student voice. Final summaries were shared with staff and discussed during our Professional Learning Days, ensuring that students' perspectives directly informed planning and practice.

In addition, we hosted a student-led assembly, our first in many years, which provided a powerful platform for authentic student voice and showcased aspects of school life in more detail. This event reinforced the importance of student agency and demonstrated the breadth of student talent, contributions, and perspectives across the College.

Sion Connect remains underpinned by the belief that regular attendance and active participation in school life are essential for student success. Consistent attendance supports academic progress by helping students stay connected to learning, managing their workload effectively, and accessing timely support. In parallel, it helps students develop the social and emotional skills required to build and sustain meaningful relationships with peers.

Strategies to support Student Wellbeing

The Pastoral Program continued to support student wellbeing through carefully designed lessons and co-curricular opportunities. Guided by Homeroom Teachers, Year Level Wellbeing and Growth Leaders, and the Counselling Team, students engaged in a broad range of activities that nurtured personal growth, strengthened relationships, and built essential skills for thriving at school and beyond.

For Year 7 students, the focus remained on easing the transition into secondary school and helping them feel confident and connected. Pastoral sessions included emotional regulation, friendship building, goal setting, and establishing strong learning routines. Students learned the foundations of time management and how to navigate new expectations. Friendship Day and the Year 7 Camp were key highlights.



Year 8 students continued developing their understanding of themselves and others through a specialised program delivered by Toolbox Education, where they explored thinking traps and strategies to challenge unhelpful patterns. The My Safety Matters program also supported their learning and was later recommended for Year 9 use as well. Their camp at Lake Dewar Lodge remained a memorable aspect of the year, encouraging teamwork, independence, and a willingness to step outside their comfort zones.

Year 9 students took part in a renewed focus on Respectful Relationships and eSafety, supporting their social development at a time of increasing independence. The City Experience invited them to explore Melbourne through a new lens, building confidence, navigation skills, and awareness of community issues. Students also began to consider their future pathways, while continuing their Duke of Edinburgh Award with an emphasis on community service, physical activity, and skill building.

Year 10 was a significant year of transition as students continued their Duke of Edinburgh Award with a four day Adventurous Journey in the Lake Eildon region. This experience strengthened leadership, collaboration, and personal endurance.



Pastoral sessions supported the development of organisational habits, academic confidence, and early exploration of career interests through the Work Experience Program.

Year 11 students deepened their understanding of Respectful Relationships and prepared for the responsibilities of senior leadership. A key moment in the year was the election of student leaders for 2026. The Study Skills program supported their growing academic demands and helped them refine the strategies needed for success in their senior years.

Year 12 students focused on preparing for life beyond school. Pastoral lessons included life skills such as basic cooking and understanding the responsibilities associated with renting and independent living. They also engaged in further learning about gender relationships as part of the Respectful Relationships program. These sessions sat alongside support for VCE and VCE VM pathways, ongoing study techniques, and wellbeing strategies designed to help students finish the year with confidence.

Throughout the year, student engagement remained strong across a wide range of voluntary and leadership opportunities. The Student Representative Council led significant events including International Women's Day, RUOK Day, Feast Days, and the breakfasts celebrating the important women and men in our students' lives. The House Program and participation in Girls Sport Victoria activities offered additional avenues for students to express school spirit and challenge themselves. Students also represented the College proudly at Open Day as guides, performers, and ambassadors for our community.



Value Added

Co-curricular activities the College offered our students in 2025 included:

- Language Tours
- Girls Sport Victoria
- International Women's Day events including Conversation Café with Whitefriars College students
- RUOK day
- Retreat Program at each year level
- ANZAC Day Service
- Library Lovers Day
- School Aerobics Competition
- Significant Women's Day Breakfast
- Significant Men's Day Breakfast
- Years 7, 8 and 10 Camps
- Book Club
- College Bands
- College Choir including the College Vocal Ensemble
- House activities, including: Swimming and Athletics carnivals, Feast Days, Cup cake competition, Theatre Sports and Mr Squiggle competition
- Music Ensembles
- Year 12, 2025 Student Leaders Investiture & Leadership camp
- Community Service including Ozanam House
- Debating
- Year 10 Work Experience
- Year 10 Ballroom
- Denise O'Hara Science Academy
- Duke of Edinburgh Award
- Open Mics
- Sion Day
- Student led Assembly



Student Satisfaction

Across all year levels, students consistently identify three elements as central to their positive classroom experience: high-quality teaching, relevant curriculum, and a supportive learning environment. They show a strong preference for interactive and practical learning and place significant value on positive student/teacher relationships.

Students overwhelmingly favoured hands-on, varied teaching methods over passive delivery. They responded most positively when learning was dynamic, collaborative, and varied.

A major theme is the continued desire for real-world relevance. Students enjoy links between classroom learning and life beyond school, including the explicit teaching of skills such as financial literacy, tax processes, job applications (AYIN) and general life management.

Student/teacher relationships strongly influence engagement. Students reported warm, energetic, and approachable teachers who create a sense of encouragement that motivates students to participate. Students have appreciated individual support offered outside of class.

The 2025 Social Emotional Wellbeing results show that Our Lady of Sion College students report stronger wellbeing levels than national averages. Seventy percent of students are in the Developed category, compared with 63.2 percent nationally, while only 17 percent fall into Emerging compared with 25.4 percent nationally. Although the Highly and Very Highly Developed categories remain slightly below national levels, the overall wellbeing profile is more positive and stable than the national cohort.

In Negative Feelings and Behaviours, Sion students report fewer emotional difficulties than Australian students overall. Positive Feelings and Behaviours also compare favourably.

Emotional Skills show that most students maintain developed emotional understanding. While worry increased slightly in 2025, younger students still outperform national results, with higher proportions in Developed and Highly Developed categories. Students in Years 7–9 are also more likely than national averages to seek help when stressed, whereas senior students sit closer to national norms in their help-seeking behaviour.

Learning Skills remain a major strength. Students in Years 7–10 report higher confidence and organisation than national averages.

Overall, the 2025 data shows that students outperform national averages across most areas of wellbeing, relationships, emotional regulation, and learning skills. Senior school stress and monitoring ongoing student engagement remain areas for attention, but the wellbeing foundation across the College is stronger than that of the broader national cohort.

Student Attendance

At Our Lady of Sion College, maintaining consistent school attendance is considered essential for effective learning and establishes a protective connection with peers.

Our program Sion Connect reflects the College's strong commitment to monitoring and supporting regular attendance as a vital key to student success.

Each morning during Homeroom, attendance was recorded. Parents/carers were requested to notify the College if their daughter would be absent. In cases where the College had not received an absence notification by 9.30 am, an SMS message was sent to parents/carers by Student Services staff.

Statewide, schools continue to report lower than desirable attendance rates and growing instances of school refusal. Unfortunately, in 2025 the College observed similar, if not as dramatic, trends. While occasional absences due to illness are anticipated, the current patterns extend beyond these ordinary occurrences. The Pastoral Care Team continues to prioritise its work with parents and carers in this area.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	89.17

Average Student Attendance Rate by Year Level	
Y07	93.34
Y08	90.92
Y09	90.21
Y10	89.46
Overall average attendance	90.98



Leadership

Goals & Intended Outcomes

In 2025, the College Leadership focused on the following School Improvement goals to guide our work:

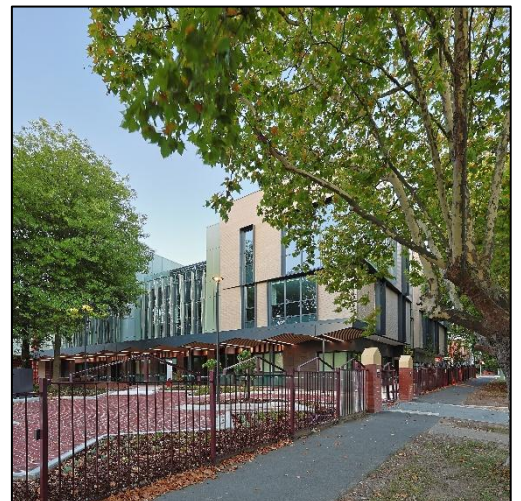
- To create a staff community of best practices
- To continue to develop as an outward facing school that engages with and builds our community partnerships

Achievements

Masterplan

The College Masterplan continued to progress throughout 2025, with the completion of the landscaping and carpark at the front of the College and the opening of the Colmar Centre, which is the refurbishment of the previous College administration area into six general purpose classrooms.

The next stage of the Masterplan is to transform the former Science classrooms into a new Learning Resource Centre. The refurbishment commenced in December and is scheduled for completion by April 2026.



Property

In 2025, the College also:

- Installed splashbacks in the Arts/ Textile Classrooms
- Removed upper cupboards and installed a splashback in the Science Prep Room
- Installed an additional 50mm water main to improve water pressure throughout the College
- Designed and implemented a new Laundry Room
- Upgraded the backflow prevention device for the sports ground irrigation system
- Upgraded the College security software

IT and System Development

Throughout 2025, the IT Department successfully completed several major initiatives aimed at enhancing technological infrastructure, improving security, and supporting staff needs across the College.

Key accomplishments included:

- Arctic Wolf managed detection and response (MDR) to strengthen cybersecurity monitoring, threat detection, and incident response.
- Upgrades to the College's server infrastructure.
- Ongoing improvements to the College's cybersecurity posture.
- Cyber awareness training for staff to promote safe and responsible use of ICT systems.
- Critical UPS infrastructure upgrades to improve power resilience, system availability, and protection of core ICT systems.
- The delivery of a College-wide staff device refresh to enhance performance, security, and user experience.
- Full audio-visual upgrade of the Miriam Theatre to enhance presentation, performance, and teaching capabilities.
- Implementing Passtab to manage visitor, contractor, and volunteer sign-in/out processes, including induction compliance and onboarding requirements.
- Completed a refresh and rollout of new computer lab devices to support curriculum delivery and student learning.
- Implementing video conferencing solutions in meeting rooms to support effective collaboration and hybrid meetings.
- Implementing outdoor wireless access points to extend reliable Wi-Fi coverage across external learning and communal areas.
- Streamlined sign-in for staff and students by implementing single sign-on across multiple platforms.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Teachers participated in the following professional learning: • Contributing to the Annual Action Plan • Child Safety Information • Pedagogical Framework Launch • Differentiation for all Learners / Special Provisions and Exams / Supporting EAL Students • “Named and Known” Workshop • Concussion in Schools Briefing • Emergency Evacuation Training • Making a difference through connection, encounter and service • Lenten Liturgy • Staff Spirituality Day • Online Modules including: Mandatory Reporting, First Aid, Anaphylaxis, Disability Standards and OH&S • Teachers also attended a number of professional learning sessions relevant to the subjects they teach	
Number of teachers who participated in PL in 2025	92
Average expenditure per teacher for PL	\$654.46



Teacher Satisfaction

The MACSSIS survey was not available to us in 2025. Qualitative data from the Staff Consultation process indicated a growing level of engagement in professional reflection and learning. Action Research Teams were formed to connect the goals of the School Improvement Plan and the Annual Action Plan to collective learning focused on contextually specific and implementable strategies. Attendance at PPCs and small group meetings continued to be high.

Teacher Qualifications	
Doctorate	1
Masters	28
Graduate	33
Graduate Certificate	9
Bachelor Degree	71
Advanced Diploma	8
No Qualifications Listed	22

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	96
Teaching Staff (FTE)	84.73
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	41.53
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our Lady of Sion College places great importance on building a strong community environment where each student, staff member, family and visitor is respected, welcomed and encouraged to positively contribute to our College.

In 2025, we continued to focus upon achieving the following outcomes:

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

Achievements

Parental engagement encompassed an array of opportunities during 2025 including but not limited to:

- Happy Families Resources by Justin Coulson purchased by Parents' Association
- Insight Articles were published in each edition of the Newsletter
- Access to Webinars with Justin Coulson:
 - Term 1 – Emotional Regulation – A Heart-Centred Approach to Supporting Your Child
 - Term 2 - Carrots & Sticks – Better Ways to Build Boundaries With Your Kids
 - Term 3 – Anxious – Helping Your Child Navigate a World of Worry
 - Term 4 – Entitled – Raising Responsible, Respectful Kids
- Newsletter Articles
 - Using SEQTA to notify the College of absences, late arrival and early departure
 - Public Transport and School Pick-Up Safety
 - Child Safety - A Gentle Reminder to Our Parents and Carers
 - Helping Your Child Stay Safe Online – Free Parent Webinars from the eSafety Commissioner
 - Supporting Your Child After a Wrongdoing: Navigating the Difficult Conversations
 - Helping Girls Build Their Self Worth: A Shared Journey
 - A Timely Reminder: Concussion Protocols at the College
 - Rest. Reflect. Re-engage. Supporting Your Daughter for Semester 2
 - Working Together to Keep Students with Anaphylaxis Safe
 - Why Routines Matter
 - Why Internal Locus of Control Matters
- R U OK? Day
- Year 12 Final Weeks
- Social Media Age Restrictions
- Finishing Strong and Celebrating the Journey

Student Assembly

We continued to support families new to the College and assist in the transition of their child from primary to secondary school with the following opportunities:

- Talk & Tour mornings, Open Day and Information evenings
- Sion One Day for students who are the only one attending from their primary school
- Year 7 orientation day and information packs to ensure a smooth transition
- Primary school visits to understand the needs of the newest members of our community
- Interviews with Year 6 students and their families before they commence
- Our unique Sion First Band program for students in Year 6
- International Engagement

In 2025, staff and students enjoyed a Languages and Cultural tours in Italy and we recommenced our Partnership Program with Notre Dame de Sion in Evry, France. Our students spent three weeks in France hosted by families from Evry and we look forward to our French sisters spending time with our school and students in July 2026. These programs received strong positive feedback from students and families, highlighting their enduring value.



Past Students

Past students continued to support the College at events including:

- Top Achievers' Assembly
- Year 12 Mentors Breakfast
- Year 7 Challenge Day
- Year 12 Reunion
- Careers Expo
- AYIN and L'Chaim programs
- Night of Excellence
- GSV coaching
- Class of '5' reunions
- The Past Students' magazine, Sionians, was distributed twice during 2025.



Parents' Association

The support of the Parents' Association continues to be valued. Their support at events during 2025 included:

- Year 7 Parent/Carer 'Meet & Greet' Social Evening
- Year 7 Family Eucharist
- Our College Open Day
- Significant Women's and Men's Breakfasts
- Year 12 Graduation
- They also provided valuable feedback on issues faced by families in raising their teenage children, advice for the College around cybersafety as well as finalising the design of new uniform changes which were included in the College uniform in 2025.



Sisters of Our Lady of Sion

We continued to enjoy the presence and support of the founders of our school, the Sisters of Our Lady of Sion whom we welcomed at many events including but not limited to Sion Day, the Lenten Liturgy, the Charism Evening for new staff, whole school Masses and Assemblies, and our Night of Excellence. We also remain grateful for their continued wisdom and advice as members of the College Board and Mission Team.



Parent Satisfaction

Pleasingly, feedback gathered throughout 2025 from Parent Association meetings, Parent Information Evenings, and a wide range of co-curricular events including the Spring Concert, Night of Excellence, Musical Soirées, and the College production of Mamma Mia! reflects a strong level of parent and carer satisfaction with the College. Across these opportunities for engagement, parents and carers frequently commented that the College has been the right fit for their child, communicates effectively with families, provides a safe and supportive environment, and has continued to strengthen its Catholic identity in recent years.

The College also experienced record numbers of families participating in community and engagement events throughout the year, including Student Progress Meetings, Significant Women's and Men's Breakfasts, and Parent Forums



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.

For more detailed information regarding our school please visit our website at www.sion.catholic.edu.au

