



Mary MacKillop Catholic Regional College Leongatha

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Margaret McKenna, attest that Mary MacKillop Catholic Regional College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with, and involve our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our College Vision

Our Catholic Secondary College is a welcoming, co-educational, child-safe learning community in the Josephite tradition. The Wisdom of the Lord teaches us to remember the past, honour the present and inspire the future of all those students, staff and families entrusted into our care.

College Overview

Mary MacKillop Catholic Regional College was founded to provide Catholic secondary education by and for the families of the five Catholic Parishes of the region: Cowes/San Remo, Wonthaggi, Korumburra, Leongatha and Foster/Fish Creek. The College commenced classes at the start of 1986 with sixty-six Year 7 students in two portable classrooms. The College now serves a region bounded by Cowes, Koo Wee Rup, Mirboo North and Foster, and all points in between. A modern fast and comfortable bus service brings some 600 students drawn from 23 primary schools to a spacious, well planned complex on twenty-two hectares in Leongatha. The College provides co-educational classes from Year 7 to Year 12, offering a strong academic curriculum, excellent personal formation grounded in the Catholic faith, many options for practical hands-on learning and a comprehensive co-curricular program.

Strengthening Catholic Identity

The Gospel message encourages us to strengthen our Catholic identity through discerning and embodying all that is good and just. To build a community that inspires a vibrant spirituality we will:

- Implement inquiry based learning in Religious Education across the College.
- Increase opportunities for formation in faith, spirituality and the Josephite charism.
- Increase involvement in our College and the wider local, national and international community.
- Raise awareness of social justice issues and respond in action.
- Maintain a culture where individuals are valued and respected.

Improving school and student performance and well-being

Respecting and celebrating the dignity and giftedness of each individual, we still strive to provide an environment for positive growth and well-being through:

- Increased engagement of students.
- Improving outcomes for students.
- Acknowledging and celebrating achievement.
- More co-curricular endeavours - dance, music, drama, sport.

Building Leadership capacity

Effective leadership is life giving and life changing. As a Christian community we understand that "We must teach more by example than by word". (MM 1867)

To promote and empower our community to leadership we will:

- Develop students as independent learners.
- Develop better teachers.
- Develop a positive feedback and coaching culture.
- Implement effective and appropriate models for leadership.

Exercising responsible stewardship

Respecting all things as gift, we recognise that "We are but travellers here" (MM 1866)

To inspire a culture which endorses responsible stewardship and sustainability we will:

- Improve communication with parents.
- Improve facilities for staff and students.
- Build partnership and relationships with other schools.
- Develop as active alumni and reunion culture.
- Develop and implement a facilities and environment master plan.

Principal's Report

The concept of a Catholic school community is founded on the idea that students, their families, teachers and members of the broader College community — come together to form a connected and supportive learning environment for the benefit of students. Mary MacKillop Catholic Regional College's strong sense of connectedness and belonging continues to provide the strong foundation for the full flourishing of each student that enters the College.

The College acknowledges that feeling comfortable at school and being happy and healthy has a direct impact on each student's capacity for optimal learning — and for them to flourish in their chosen field. Equally, enjoying school and being engaged in learning influences a student's wellbeing — in particular their confidence and resilience.

The global COVID-19 pandemic touched our State and College through two lockdown periods. During these times learning by all students was undertaken remotely. This was a new experience for students teacher and parents. I'm appreciative of the many ways the teaching and learning program continued to adjust and serve the needs of our students. Due to the health and safety requirements of COVID 19 we were unable to gather in groups or as a larger community, as a result a number of our regular events and celebrations were cancelled in 2020. We were, however grateful for:

- The continued community support of our Annual (modified) Walkathon.
- Our success in School Sport Victoria continued. Coming in twelfth nationally in Chess.
- The building of our new VCE Centre.

The College enrolled its largest ever intake, 6 classes of Year 7's, with 139 students. The total enrolment was also the highest ever, at 630 students.

Mary MacKillop College is proud of the success of its students. The 2020 VCE results are again very strong: our Dux on 99.7, 14% of students with ATAR scores above 80, 29% above 70 and 4.9% of students recorded a study score above 40. Our Applied Learners also did well, with all 14 placed: 3 straight into apprenticeships, 9 in TAFE, one employed and one commenced a traineeship. Such results only come from expert, dedicated teaching and determined effort by students. Both deserve our praise.

I am extremely grateful for the efforts of the College staff, their energy and passion for ensuring our students are engaged in a learning environment that is real and purposeful ensures the holistic development of each student. I want to thank the Parents & Friends Association for another successful year under the leadership of President Donna Muldoon. Though small in number, the P&F provide significant support to the College, and it is much appreciated. I also wish to thank the College Advisory Council, especially our Chair, Mrs Renae Littlejohn, for their continued support of all College initiatives.

The 2020 Annual Report, is a celebration of the continued development of the College as a whole.

Catholic Identity and Religious Education

Goals & Intended Outcomes

- Increased ability for staff to recontextualise their faith utilizing dialogical practices.
- Implementation of a recontextualised and dialogical Religious Education curriculum
- Enhance the prayer life of the College
- Increase teacher understanding of and the ability to use scripture.
- Continue building the Josephite Charism and Identity of the College.
- Develop staff understanding and practice of Catholic Social Teaching

Achievements

In order to develop a renewed learning culture based around recontextualisation, Religious Education staff were challenged to pedagogically shift to become more active in analysing, reflecting and analysing their classrooms. Currently, the College's Active Learning Framework appears to be congruent with the need for our staff to continue to build dialogical moments of encounter with their students. But to what extent will staff be prepared to change their pedagogical instincts. The identity of young people is flexible and sophisticated, and herein lies its ultimate strength. The College worked hard in the wider context of education's formational responsibilities to find a specific function for Religious Education in the lives of the students.

The active learning framework of the College supports the implementation of provocative questioning, statements or stimuli at the commencement of each lesson. Such initiatives give the learner opportunity to reflect about their own thinking, own their learning, draw on connections with prior learning and be courageous to share their ideas in various forums. In 2020 staff began to collegially share their learnings about what dialogue looks like in their classrooms

Prayer life was delivered via various new forums. Amidst the various remote learning periods new opportunities for prayer life emerged. A College reflection and prayer of the day was included on SIMON and PAM. This was visible to the entire College community. The prayer is designed in such way that it draws the reader into an encounter they are familiar with, and finishes with a small prayer which articulates the themes of the preceding reflection. Video prayer was created by staff using new technologies. These were included on social media to access a broader community audience.

Recent CECV Policy amendments provided staff with the incentive to commence accreditation opportunities. Insight SRC data and previous Enhancing Catholic Identity surveys give the College empirical data to plan and know their staff and students. For young people in the College, Religion is no longer the master narrative, although it does appear to be a source of nourishment when people are confronted with points of disjunction. The College looks to support staff to study, and at present three staff members are undertaking Masters of Theology coursework. Providing theological leadership and modelling the lifelong desire to learn, is vital if staff are to be encouraged to undertake accreditation opportunities.

AJASS conferences and pilgrimages were reduced as a result of the COVID 19 restrictions. Year12 retreat was the only retreat offered in the academic year. College Masses were limited to Opening Mass and the Closing Masses. The Closing Mass was split into Years 7-9 and followed by Years 10-12. These adjustments were made to meet COVID safety regulations. Year 12

valedictory celebrations were cancelled. It was a major achievement of the College to facilitate these masses and provide the students with an opportunity to be enriched by the Eucharist. College Captains attended the annual Sydney Captains conference. Liturgies were televised into classrooms and new ways of communicating assemblies and prayer became the norm.

The Walkathon is an example of the way the College community holds the hand of the poor, raising awareness for social justice and walking as an act of solidarity for the broader community to witness. In 2020 a smaller amount of money was raised for the chosen charities. We exceeded over 10,000 dollars in fund-raising. The College should be proud of this achievement as our students walked laps around the College in solidarity. Special conditions applied to this Walkathon, but the spirit demonstrated the Josephite charism.

After careful consideration of the 2020 academic year, one can draw wisdom from the words of Saint Mary of the Cross MacKillop,

"Be Calm and Full of Hope" 1871 MMK

VALUE ADDED

- New pedagogical initiatives
- Successful Year 12 Retreat
- Celebrated three whole school masses and weekly mass attended by students until remote learning
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Christmas liturgy for staff. Most delivered by new technologies.
- Supported Caritas fundraising for Project Compassion.
- Student Mission Team developed new initiatives for student body.

Learning and Teaching

Goals & Intended Outcomes

- **To develop expert teacher practice that is evidence based and builds collective efficacy.**
 1. Build capacity of staff to implement evidence based teaching practices.
 2. To increase teachers' awareness, knowledge and application of progressions of learning.
- **Strengthen the connection between leadership and improve teaching and learning.**
 1. Every teacher has the capacity to analyse and action data and evidence for their students and set explicit targets for improvements.
 2. Teachers engage in expert teacher practice that encompasses engaging learning and teaching pedagogy to encourage independence, initiative, while creating opportunities that are relevant, challenging, and empower students to strive for excellence.
 3. Continue to embrace a Learning Framework which encourages all learners to 'Take Ownership', 'Think Deeply', 'Be Courageous' and 'Make Connections'.
- **Strengthen the connection between leadership and learning**
 1. The enhancement of instructional leadership capacity in the College.
 2. The formation of a culture of lifelong learning of staff and students.
 3. The creation of a whole school plan for learning.
 4. The fostering of an inclusive and connected school culture.
 5. The development of effective partnerships for learning and wellbeing.

Achievements

No one imagined that when we commenced school last year in early February, what would unfold with a global pandemic over the coming months. Term one came to a grinding halt when the Government called an early end to Term One, and sent students home. Teachers started preparing for the reality of remote learning, and what this might look like for both students and staff in the very near future. Our first period of remote teaching and learning commenced at the start of Term Two, as both students and staff navigated their way through daily tasks and check in on Simon. With this came the challenge of video conferencing and teaching over Google Meets, and we navigated our way through moving VCE assessment into the virtual world. We were heartened to be able to return to some normality in late May early June when we were able to return to face to face teaching even if we did have to wear masks and socially distance. We finished Semester One with Year 11 students sitting exams, while the rest of the College settled back into school life.

After the first period of remote learning, staff identified the need for upskilling in certain areas of ICT in the likelihood of another period of Remote Learning. Staff nominated the priority areas where they felt they would like to upskill in preparation. We ran a series of workshops over three nights. These sessions were facilitated by internal staff and highlighted the expertise already available at the College. This quick, practical and internal professional learning proved very popular with considerable positive staff feedback.

With Semester Two, came the threat of the second wave of the COVID pandemic, and once again students and staff were sent home to engage in Remote Learning 2.0. We were able to take the feedback from staff, students and families and adapt our practices in the second period of remote learning to improve engagement for students with less daily class tasks and more meaningful weekly tasks for the students to complete. Once again VCE assessment needed to be adapted to the home environment.

In 2020 the College continued to embrace the Active Learning Framework which encourages all students to achieve their personal best. The Active Learning Framework was developed to help students uncover the path to achieve their personal best and to encourage them to become lifelong learners. Active Learners know how to shape their learning in different contexts by: Taking Ownership; Thinking Deeply; Making Connections and Being Courageous.

A major focus for 2020 was the development of policy, process and procedures to manage the significant change to Nationally Consistent Collection of Data (NCCD). The College established a working party, consisting of the Learning Adjustment Leader, Learning Adjustment Teacher, Deputy Principal Learning and Teaching, Director of Pedagogy and Student Performance and Deputy Principal Wellbeing. This group met regularly to establish protocols for the recording of evidence of adjustment. The group provided professional learning to all staff around the new NCCD and requirements for recording. In addition all teaching staff completed the online NCCD e-learning modules around the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (the Standards). In the classroom, teachers are continually discussing and working on ways to adapt the learning environment to allow students of different needs to thrive. Students requiring learning adjustment and those requiring extension are provided a variety of avenues for success and the College continues to work extensively to allow access to quality learning experiences for every student.

The College has continued to increase the opportunities of VET and VCE subjects in the senior school in order to provide better pathways/transition for students. Increased teaching time in VCE has been reflected in the exam results, which demonstrates improved student engagement. Our data from 'On-Track' and tertiary placements has shown an increase in students being accepted into their preferred post-secondary destinations. We had students in vocational VET subjects and a greater number of students in VCAL further demonstrates a higher level of engagement within student's pathways.

While many things in 2020 looked different, and many things were cancelled along the way. We still managed to enrich the classroom curriculum with some of our extra curricular activities moving into the virtual world.

Our "Tree Tops Program" which is a special initiative offered to Years 7-9 students to facilitate accelerated academic growth. Up to 35 students from Years 7-9 participate in the Program with the selection criteria being based on NAPLAN ACER and ON Demand testing results, College assessment task results and the student's commitment to study. It is offered to students whose results display a diligent approach to learning and whose assessments indicate that they are consistently high-ability and ready to be further challenged. The benefits are making connections to like-minded peers and the opportunity for students to collaborate and think deeply within an academic context. The program offers a range of enrichment activity days focussing on literacy, numeracy and problem solving which are held each term. Students are excused from classes for the day to participate in the workshops. These days are hosted by 'experts in their field', such as published authors and poets, mathematicians, historians and scientists. Combined with additional programs such as Tournament of the Minds, Tree Tops assist high ability students to develop skills in a real-world context and take ownership for their learning. These metacognitive skills are

transferrable into classroom activities and assist students in their progression through curriculum focused learning.

In 2020 the College entered Tournament of Minds with three teams. The teams consisted of 7 students ranging from Years 7 - 10, with each team choosing a different curriculum focus. As this was conducted during one of the remote learning lockdown periods, this year there was super-challenge for all teams participating. The Challenge was called **Quo Vadis?** This is a Latin phrase meaning, Where to now? Where are you going? Each discipline (and team) was challenged to use this phrase to create a five minute video presentation that explains what happens when something incredible has been discovered that changes the future for humankind while shedding light on the past. Each team used their learning area (STEM, Arts & Literature) to interpret the challenge, creating their own story and explaining 'the journey' along the way. All 3 teams had to rise to the challenge of Remote Learning and work with the online tools available to produce a video in 'ISO' (isolation), shining a light from a dark and often lonely space. Each team had to produce an action plan, with team roles and journals as they evolved over six weeks to finally produce their presentation. Out of all three teams representing the College in a highly unusual year, the Literature team were awarded 'Honors' in their discipline.

As part of our encouragement of an accelerated progress for all students the school has also embarked on entering the Book in a Day competition. This involves 3 teams of 8-10 students from Years 7-9 writing and illustrating a book of up to 5000 in a short time frame of 8am - 5pm.

A number of leaders within the College also participated in the Diocesan Learning and Teaching Network meetings, or the Diocesan Learning collectives looking at Learning Adjustment and the progressions in Learning in particular around Literacy and Reading across the curriculum. The Collectives provided valuable professional development for Curriculum Leaders and helped to continue the focus on improving student literacy, in particular reading and inference, and inclusive education for all our students. To accelerate student growth in literacy and numeracy the College has again invested time and teacher resources to run the Maths Mastery and SRA Reading (Decoding) interventions.

In 2020 the College established a literacy project team to develop and lead the implementation of a whole school approach to literacy. This strategy will focus on reading comprehension. In 2019 the team started to unpack previous years NAPLAN and PAT data to understand the literacy needs of our students. The College will begin formulating and implementing its response for literacy skill development in 2021.

The College has continued to embrace progressive reporting which has further enhanced students' and parents' ability to engage with results and feedback online. The Progressive Online Reporting has helped our students improve their learning by providing greater accountability of students' work habits; timely feedback - provided when the task is completed and assessed; enabling the teacher and the parent to identify, intervene and improve and to access online anywhere, anytime via a secure web-based Learning Management System - SIMON.

What has emerged from the reflections on practice conducted through our review this year has been acknowledgement of the dedication and commitment of our teachers and curriculum leaders. Our staff have again worked hard to provide engaging, stimulating and challenging learning environments that continue to build the capacity of our students as resilient, purposeful and motivated life-long learners.

STUDENT LEARNING OUTCOMES

VCE Results Data 2020

Total number of Year 12 students: 69

Number of students presenting for exams: 49 (2018 53)

Number of students presenting for exams with satisfactory completion: All

Number of non-scored students with satisfactory completion: 6

Number of VCAL students: 14

ATAR RESULTS

Average ATAR 62.54 increase from 2019 (59.28)

The female average ATAR was 64.9 which is comparable to the previous year of 64.8

The male average ATAR was 57.7 which is a significant improvement on the previous year 50.4

6.12% of overall students received an ATAR in the 90's

8.16% of overall students received an ATAR in the 80's

14.29% of overall students received an ATAR in the 70's

MEDIAN NAPLAN RESULTS FOR YEAR 9

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

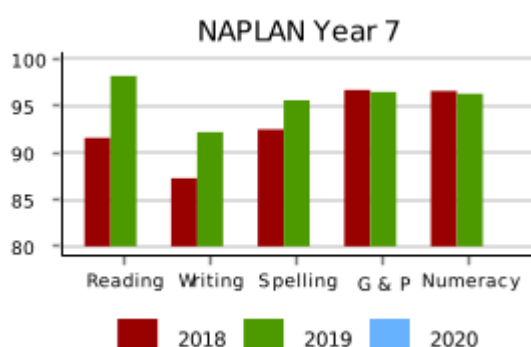
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	96.7	96.5	-0.2		
YR 07 Numeracy	96.6	96.3	-0.3		
YR 07 Reading	91.6	98.2	6.6		
YR 07 Spelling	92.5	95.6	3.1		
YR 07 Writing	87.3	92.2	4.9		
YR 09 Grammar & Punctuation	88.0	90.6	2.6		
YR 09 Numeracy	90.4	95.8	5.4		
YR 09 Reading	79.8	91.6	11.8		
YR 09 Spelling	84.3	90.6	6.3		
YR 09 Writing	75.9	93.5	17.6		

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

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

The key focus areas for the Wellbeing Team of the College were:

- The fostering of an inclusive and connected school culture.
- The development of effective partnerships for learning and wellbeing.
- Develop and implement a whole school positive behaviour support policy and set of procedures.

In 2020 the College Wellbeing team consisted of:

- **Deputy Principal Wellbeing and Organisation** — Kieran O'Dwyer
- **Sub School Directors** — Bron Croatto (Senior), Gerard Gordon (Middle), Chris Spencer (Junior)
- **Sub School Wellbeing Coordinators** — Bron Croatto and Cade Maskell (Senior), Kate Dwyer (Middle), Georgia Townley (Junior)
- **Transition Coordinator** — Jackie Van Dillen and Kelly Gordon
- **Student Counsellors** — Rhiannon Le Busque and Kate Hocken

Achievements

Wellbeing at Mary MacKillop Catholic Regional College is integral to learning excellence and ultimately to overall health and life success. Across the course of the year the College has been able to provide a range of opportunities where our students have been empowered to achieve a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences. Enhancing each student's wellbeing, enables the students to give expression to their authentic selves and realise our unique potential. A positive sense of wellbeing supports a base for rich learning that enables all of our students to flourish.

The College Wellbeing Program **B E I N G C O U R A G E O U S** is an exploration of who our students are as individuals, facilitating their positive growth as they transition from primary through secondary school. We recognise that as our students transition, their wellbeing needs will become more dynamic. Our staff look to enhance their growth, which will see a sense of independence and confidence flourish and underpin success within each student. Feeling comfortable at school as well as being happy and healthy has a direct impact on the positive educational outcomes for each student, as well as their confidence and resilience.

In order to allow for our students to develop holistically, the College continues to provide opportunities for students to enhance their self-esteem outside the classroom. The school has been able to adapt to remove learning and still provide a range of experiences across the year including:

- Camps
- Retreats
- Subject Competitions
- Excursions

- Incursions
- Artists in residence
- Representative Sport
- Cultural events
- Volunteering
- Mentoring

A commitment to holistic development and fostering growth in all aspects of our students' lives will continue to underpin Wellbeing at the College. Staff and Students will continue to be provided with a range of programs to enhance their wellbeing.

Staff have created a safe and inclusive environment where authentic partnerships with the broader community have been nurtured. In particular, staff have continued to stand alongside families as they navigate the development of their child/s into well balanced students ready to embark on the opportunities beyond the school gates.

VALUE ADDED

Throughout the year, the College undertook the development of a Whole School Approach to Positive Behaviour. This initiative allowed staff and students the opportunity to work together to create an agreed set of behaviours that would lead to the creation of a positive learning environment.

At Mary MacKillop Catholic Regional College we:

- Understand and take ownership for our behaviour.
- Connect how our behaviour can impact our relationships within the learning environment and broader College community.
- Think deeply about our behaviour and its impact on others.
- Are courageous in our commitment to our learning, work habits and self-management.

These expectations are demonstrated by staff through the following behaviours:

- Developing positive and respectful relationships.
- Modelling, prompting, reinforcing and praising positive behaviour.
- Collaborating with students, their families and colleagues in order to enhance positive behaviour and remote learning outcomes.
- Altering or removing factors that trigger negative behaviour.

These expectations are demonstrated by students through the following behaviours:

- Developing positive and respectful online relationships.
- Being mindful of and having the ability to adapt their behaviour.
- Exercising empathy, understanding and inclusivity with all.
- Displaying gratitude.

- Being active participants in their learning.
- Standing up for what is right and just.

Both staff and students are committed to:

- Actively restoring the relationship or learning environment once affected by negative behaviour.

The College had great success in the School Sports Victoria (SSV) local, regional, state and national competition. Where possible the school competed against local secondary schools in a number of sports and modified competitions. The College Swimming, Athletic and Cross-Country teams were able to be run under a modified program.

The College has provided many and varied opportunities outside the classroom which have contributed to the increased level of resilience, engagement and ability of our students to continue to step outside their comfort zone. Through high ropes courses, long hikes, or reflective days, students have extended themselves within the safety of their peers.

Interactive and co-operative learning programs have been built into all the year levels through their respective camps or retreats. One highlight held early in Term 1 was the Year 7 Camp.

The Year 7 Camp enhanced the students sense of belonging and connectedness to the College and their peers. It allowed the students the opportunity to develop new and consolidate old relationships, while developing trust and effective communication between themselves and their teachers. This challenged the students and extended their boundaries outside their limiting mindsets and enhanced their confidence and self-esteem.

STUDENT SATISFACTION

In 2020 there has been significant improvement in a range of key categories pertaining to student satisfaction at the College.

Through the enhancement of the College wellbeing program and strong participation in the College extra-curricular program students have highlighted a deeper connection to the College and their peers, which in turn has increased student morale.

Staff have focused on creating more inclusive classrooms and establishing authentic relationships as the foundation for both academic and social-emotional growth. This has seen students acknowledge that their teachers have displayed a continued focus on purposeful learning and greater empathy in their interactions.

The development of greater opportunities for staff and students to mix in activities outside the classroom has allowed for staff to gain a deeper understanding of each student in the College. This has enabled staff to engage in positive academic conversations in order to create increased student motivation.

STUDENT ATTENDANCE

The College recognises the importance of regular school attendance from its student body and fully embraces the 'Every Day Counts' framework from the Victorian Government.

When a student is absent from school, parents notify the College through several methods. Parents can write a traditional absence note in the student planner, email the College via the online Parent Access Module or ring to inform the College by phone.

An electronic roll is marked (via our Learning Management System SIMON) at the commencement and conclusion of each day and each of the 6 lessons held per day. Attendance is also taken for all extra-curricular events, excursions and incursions.

During remote learning students were required to email their homeroom teachers by 9:15am and participate in class google meets with their teachers.

The families of students who are marked absent are sent a text message requiring an explanation of the student absence. Where a response is not received within 45 minutes a phone call is then made to each of the contacts listed on the students file until an explanation is provided. The explanation is then logged on the students file.

If any patterns emerge for non-attendance families are asked to meet with the relevant sub school team to address the behaviour. If the behaviour continues unchanged then a more formal interview is requested by the Deputy Principal - Wellbeing and Organisation

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	83.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.4%
Y08	92.4%
Y09	92.5%
Y10	89.4%
Overall average attendance	91.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	83.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	50.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	17.0%
Deferred	0.0%
Employment	21.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

PARENT SATISFACTION

Although there has been some decline in responses provided by the parent body within some of the key categories, all responses fell in or above the middle 50% of Victorian secondary schools. This reflects an overall high level of parent confidence in the College's ability to provide positive experiences that allow growth from both an academic and social emotional perspective.

Parents validated the College's provision of inclusive learning opportunities by responding positively to the relevant indicators such as learning focus, stimulating learning and teacher morale.

Parents acknowledged the continued focus of staff to provide an environment whereby all students feel welcomed, safe and respected. Key indicators such as Behaviour Management, Student Safety both fell within the top 25% of Victorian secondary schools.

Ensuring that there are greater opportunities for parents to participate and have input into the life of the College will remain a priority.

Child Safe Standards

Goals & Intended Outcomes

A positive sense of wellbeing supports a base for rich learning that enables young people to flourish. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God. As a Child Safe School, we acknowledge and understand that child safety is the responsibility of every person and is an integral aspect of optimal wellbeing. We aim to work in partnership with students, parents and the broader College community to ensure a safe, supportive and caring environment.

In particular, the College strives to:

- Uphold the safety and wellbeing of children and young people.
- Empower families, children, young people to have a voice and raise concerns.
- Implement rigorous risk-management and employment practices in order to prioritise the wellbeing and safety of our students.

Achievements

All staff have received the appropriate professional learning in regard to upholding the safety and wellbeing of children and young people. This ensures that all staff are aware of and demonstrate the College's commitment to Child Safety.

Student voice has been maximised through regular surveys, child safety lessons, focus group discussions and student safety walks. These sessions are invaluable in obtaining feedback on current child safety practices and also areas where the College can improve its response to student safety needs.

The College continued to support the students in their development of knowledge pertaining to remaining safe, in particular when moving to an online classroom and remote learning setting. Staff delivered age appropriate, scaffolded and accessible information based on ensuring students are aware of what child abuse is, their rights and how they can raise concerns.

Our focus on Child Safe Standards continues to be a high priority and focus of our work with students, their families and through ongoing staff professional learning.

Leadership

Goals & Intended Outcomes

The College has focussed on building teacher capacity and collective efficacy in order to deliver engaging curriculum, differentiated according to student needs. This has been supported through:

- The enhancement of instructional leadership capacity in the College.
- The development of expert teacher practice.
- The formation of a culture of lifelong learning of staff and students.

Achievements

There has been a strong focus on unpacking the concept of Instructional Leadership with all staff across the College. The College has sought to build capacity of College Executive and Leadership Team in order to role model best practice within the spheres of catholic mission and identity, learning and teaching and wellbeing.

College Leaders have created the conditions in whereby staff have been empowered to create high-quality and engaging learning activities to meet the academic needs of every child. Supportive leadership has shown significant improvement between 2018 and 2019.

Professional Development has been undertaken to ensure staff are continually reviewing their practice to ensure the academic growth for students' growth and performance of expert teacher practice

Staff have been afforded the time and opportunity to regularly contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. These opportunities have seen key indicators in the InsightSRC survey such as Professional Growth, Teamwork and Empowerment move in a positive trajectory.

Reporting processes continue to be reviewed and improved so that they align with the whole school plan for learning entitlement and inclusive education.

The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. The enhancement of these relationships has seen key indicators in the InsightSRC survey such as school morale, appraisal and recognition improve.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Specific professional learning in relation to subject delivery across all areas
- Undertaking Mandatory Reporting and Child Safe training
- Cyber-safety
- Child Safety Online OH&S training

- Provision of at school opportunities to deepen understanding of the need for differentiation and providing rich learning experiences for all students, including Students With Disabilities through both face to face and online programs;
- Access to Accreditation to Teach in a Catholic School and Teach Religious Education programs offered by both the CEO Sale
- Access to professional reading;
- ACHPER - Fundamental Moving Skills
- Anaphylaxis Training
- Asthma Training
- Emergency Management Training
- COVID Safety
- NCCD E Learning Modules
- Mandatory Reporting Training
- Engaging Reluctant Learners
- Bigger Better Brains Conference
- ACEL Conference
- VCE new study design trainings (all subjects)
- Psychological Flexibility
- Debating In-service
- Surf Lifesaving Certificate
- Bronze Medallion Swimming Updates
- Professional Association Conferences (MAV, VATE, VAHE, VCSSDPA, PAV, AJASS, DOSSPA)
- VCE Teachers Toolkit — in a range of subjects
- Differentiation for Higher Achievers
- Momentum Changing Mindsets
- Psychwire
- Masters of Evidence Based Teaching
- Masters of Education & Theology
- Maths Pathways PD
- African Drumming Skills Workshop
- How Students Learn Workshop
- Resilience and well-being
- Boys Behaviour Management
- Creating Purposeful Learning Plans

- Corwin Teaching and Learning Conference
- SIMON Excursion Module
- SIMON Medical Module
- SIMON Learning Management System Training
- School Law and Compliance Conference
- SIMON Lesson Planner Module Training
- Google Classroom Training
- VCAA 'Meet the Examiner' workshops
- VCE Data Analysis
- Cyber Safety Information sessions
- VET assessors training

Number of teachers who participated in PL in 2020	56
Average expenditure per teacher for PL	\$1168

TEACHER SATISFACTION

The teacher satisfaction surveys have shown significant positive improvement in most areas. Areas of particular focus and specific action have seen steady improvement, demonstrated most clearly in the team-based practice, teaching and learning and engagement measures. These indicators have also led teachers to feel more confident in their vocation.

Results have shown significant improvement in the four key pillars of the school's organisational climate between 2018 and 2020. This climate is calculated using the following indicators - Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth. All indicators have shown positive growth over the past 12 months.

The staff have validated the College's focus on enhancing time and space for collegial discussion and collaborative professional learning. Staff have also indicated that they feel supported by the College Leadership, which endorses a deliberate focus of ensuring leaders are more visible within the College. Furthermore, factors that staff have highlighted as contributing to both individual and whole school satisfaction are; a clear understanding of what is expected of and required from them professionally, improved management of student behaviour and enhanced parent partnerships.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.9%
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TEACHER QUALIFICATIONS

Doctorate	3.4%
Masters	24.1%
Graduate	31.0%
Graduate Certificate	1.7%
Bachelor Degree	75.9%
Advanced Diploma	10.3%
No Qualifications Listed	8.6%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	65.0
Teaching Staff (FTE)	60.7
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	31.9
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

Future directions from 2021 will include the following:

- Continued exploration of the possibility of expanding Catholic Secondary provision in the Bass Coast part of our region.
- Continued promotion of Catholic Identity and Mission by encouraging and supporting student involvement in Diocesan and Josephite activities, pilgrimages, Australian Catholic Youth Festival and World Youth Day.
- Maintaining a focus on Child Safety and Child Protection as core to the College's culture.
- Completion of new senior school building for use in early 2021.
- Continuation of the Active Learning Programme designed to empower students to take greater charge of their own learning.
- Further refinement of the SIMON Learning Management System including online excursion and camp permissions.
- Further development of the PAM (Parent Access Module) to enable greater involvement by parents and guardians in their child's learning.
- Continuation of Continuous Reporting through PAM to parents and guardians.
- Consolidation of the College's involvement in SSV (School Sport Victoria) to expand and enhance opportunities available to students.
- Exploration of further cultural exchange and development opportunities, once travel restrictions allow, specifically a French immersion experience and a return cultural exchange with Shibuya Junior High School, Tokyo.