



Mary MacKillop Catholic Regional College Leongatha

2021 Annual Report to the School Community



Registered School Number: 1903

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Minimum Standards Attestation

I, John Freeman, 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 2021 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 Schools.

28/03/2022

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

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. 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 remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

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.

Our Mission

Guided by the Gospel values as exemplified by St Mary of the Cross MacKillop and Fr Julian Tenison Woods, we express this vision by:

Strengthening **FAITH & IDENTITY**

Ensuring **CHILD SAFETY**

Striving to do our **PERSONAL BEST**

Building and Exercising Authentic Catholic **LEADERSHIP**

Exercising Responsible **STEWARDSHIP**

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 gifts, 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 partnerships and relationships with other schools.
- Develop an 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 a strong foundation for the full flourishing of each student that enters the College.

The College acknowledges that feeling safe, comfortable and connected at school as well as 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. Additionally, enjoying school and being engaged in learning influences a student's well-being - in particular their confidence and resilience.

The global COVID 19 pandemic continued to touch our State and College through further lockdown periods during 2021 after experiencing extended periods of isolation in 2020. During these times learning continued by all students remotely. This was not an ideal experience but students, teachers, and families took it on again and again with courage and determination. I am 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 again cancelled in 2021. We were, however grateful for:

- The continued community support of our Annual (modified) Walkathon.
- Our success in School Sport Victoria continued.
- The completion of our new VCE Centre.

The College has continued a steady stream of enrolments. The total enrolment for the college was 619 students.

Mary MacKillop Catholic Regional College is proud of the success of its students. The 2021 VCE results are again very strong and highlights include:

- Our Dux achieved 95.85;
- 22.44% of students with ATAR scores above 80;
- 36.7% of our students achieved an ATAR above 70; and
- 4.9% of our study scores were above 40%

Our Applied Learners also did well with two commencing apprenticeships, one taking on further study at TAFE, nine employed, and two commenced traineeships.

Such results only come from an expert, dedicated teaching as well as a determined effort by students. Both deserve our praise.

I am extremely grateful for the efforts of the College staff, their energy and their 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 provides significant support to the College and it is much appreciated. Most of the parents and friends committee will finish up at the end of 2021 with all their children having graduated from Mary MacKillop Catholic Regional College. We thank all the P&F members for their dedication and commitment to the College.

Thank you to the College Advisory Committee, especially our Chair, Mrs. Renae Littlejohn, for their continued support of all College initiatives. Mrs. Littlejohn will finish up as our Advisory Committee chair at the end of 2021 after 8 years on the committee. Mr. David Green, another long-standing Advisory Committee member will also finish at the end of 2021.

I would also like to acknowledge Mr. Jim Pickersgill who has after 20 years with the College and as chair of the finance committee will be finishing up at the end of 2021.

The 2021 Annual Report, is a celebration of the continued development of the College as a whole.

Catholic Identity and Religious Education

Goals & Intended Outcomes

- Increase ability for staff to recontextualise the vision and mission of the Church using dialogical practices and prayer Implementation of a recontextualised and dialogical Religious Education curriculum
- Continue to develop a recontextualised and dialogical Religious Education curriculum.
- Build the Catholic Identity of the College by enhancing the Josephite Charism

Achievements

Over the past year the College has continued to deliver Diocesan Curriculum "To Live in Christ Jesus". Staff were given internal professional development at each Religious Education team meeting. Meetings are held up to three times per term for 1.5 hours per meeting. Teaching staff at each Year level of Religious Education liaised with the Deputy Principal Catholic Identity and Mission and the Curriculum Leader Religious Education to bring new ideas to each strand and lens.

The curriculum delivered to students in 2021 was compromised by the enforcement of remote learning. Nevertheless, inspired by Pope Francis when he reminds us in *Evangelii Gaudium* to build the "People of God", by opening doors for young people, nudging us toward harmony among multiple voices., we worked hard to deliver a vibrant and relevant Religious Education curriculum. However, it is acknowledged that we can do this more effectively when given the opportunity to share our traditions in dialogue with our staff and students in person.

Due to remote learning, prayer life is now offered via various new forums. It has been integrated into Daily Messages, staff bulletins and online gatherings. These forms of communication have provided more platforms to facilitate meaningful forms of communal prayer. The College gives a priority to prayer life and provides staff opportunities to reflect on prayers by providing relevant questions for them to consider on a weekly basis. Prayers that are posted online follow the themes of the liturgical season or issues which are relevant to the College community. Long-term planning is being drafted to consider the development of new physical spaces in the College where students and staff can participate in prayer.

Built into the ongoing professional development of the College is the desire for staff to become more familiar with the mission of the Catholic Church. Professional and spiritual reading is provided for staff to consider. Scripture often forms the basis for addressing particular concerns in our community. Reading of Vatican documents is provided and encouraged so that staff can express with confidence the teachings of the Catholic Church.

Staff and students were not able to participate in AJASS conferences and pilgrimages.

Our Social Justice actions are informed by a range of the Church's teachings. In particular, we are inspired by Pope Francis when he exhorts us in *Evangelii Gaudium* "Each individual Christian and every community is called to be an instrument of God for the liberation and promotion of the poor, and for enabling them to be fully a part of society." (No.187) Furthermore, in the Gospel of Mark 6: 37 we are instructed to give the people something to eat. Our 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 2021 \$5,000 dollars without actually completing a formal Walkathon due to lock-downs. We hope to support these

charities again next year raising much higher totals. This is a demonstrative way that our College builds an understanding of inequity and social injustice in the world.

VALUE ADDED

- A formation evening for staff
- Successful retreat programs at Years 10,12
- Special liturgies for Catholic Education Week, Reconciliation Week, Easter, ANZAC Day, Remembrance Day, Christmas liturgy for staff.
- Supported Caritas fundraising for Project Compassion
- 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. Build the capacity of staff to deliver inclusive education and differentiation in the classroom.
3. Build staff understanding of the importance of making adjustments for students with disability- universal, targeted and inclusive.

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.

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

2021 saw the continuing impact of the COVID pandemic that resulted in multiple school closures and periods of remote learning. Teachers, students and parents once again adapted and created innovative and many engaging ways for learning and teaching using various platforms and online tools; from Google classroom, break out rooms, virtual whiteboards, SIMON lesson planners to online Parent - Student - Teacher interviews, virtual assemblies. Teachers and students have made it happen, whatever it was and whenever it needed to be.

Diocesan Learning & Teaching Networks in the two areas of Reading and Learning Adjustments continued to provide valuable professional development for Curriculum Leaders, Literacy Team and Learning Adjustment Team. The aim was to continue the focus on improving student literacy and enhancing differentiation.

In the classroom, teachers continued to discuss and work on ways to adapt the learning environment to allow students with different learning needs to thrive. All teachers developed their use of evidence to understand the progression of learning and identify the position of each of their students on that continuum. The aim was to accelerate learning growth. To this end, the Student Performance and Pedagogy leader assisted staff to develop at least one class profile with appropriate student data.

Students requiring learning adjustment and those requiring extension were provided a variety of avenues for success and the College continues to work extensively to allow access to quality learning experiences for every student. Learning Adjustment Leaders continued to conduct

professional development for staff particularly with respect to implementing and accurately recording adjustments for the Nationally Consistent Collection of Data.

To support the diocesan emphasis on literacy, the Literacy Team developed a Literacy plan for the College to ensure that all students would have an accelerated growth rate in this area. Much work was done with curriculum leaders to analyse College data and to then use this data analysis to select appropriate strategies/interventions/tools for teacher practice for reading. The literacy team also had a focus on development of vocabulary, inference, making connections and asking questions. We also trialled the CARS and STARS reading and comprehension program with a small English group in Year 10.

As part of the Government Tutoring Initiative we offered SRA Corrective Reading Decoding program to students in Years 8 to 10 whose initial PAT reading data indicated that they would benefit from explicit teaching in this area. The program focused on directly improving reading accuracy, fluency and speed - and hopefully comprehension as a result. Due to lockdown, the program was disrupted throughout the year, limiting the consistency of the program. Despite the interruptions of the 56 students that undertook the program, only 9 students' further intervention at this level. These students have been offered additional opportunity to participate in the program in 2022.

This year we introduced a new learning program called Maths Pathway. This program saw our students take on Mathematics at an individual level, with each student working on a unique learning program. We also changed the Art / Technology program at Year 7 and 8 from term based subject offerings to semester based subjects which allowed the students greater opportunities to develop their skills in these curriculum offerings. At Year 10 we introduced subject selection and career planning interviews. While our senior students have had the privilege of moving into the beautiful new building which has offered them more flexible learning spaces, and a more conducive environment for both independent and collaborative learning.

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.

STUDENT LEARNING OUTCOMES

VCE Results Data 2021

Total number of Year 12 students: 75

Number of students presenting for exams: 49 (2020 - 49)

Number of students presenting for exams with satisfactory completion: 49

Number of non-scored students with satisfactory completion: 7

Number of VCAL students: 19

ATAR RESULTS

Average ATAR 64.84 increase from 2020 (62.54)

The female average ATAR was 66.46 increase to the previous year of 64.9

The male average ATAR was 62.06 which is a significant improvement on the previous year 57.7

4.1% of overall students received an ATAR in the 90's

18.4% of overall students received an ATAR in the 80's

22.5% of overall students received an ATAR in the 70's

MEDIAN NAPLAN RESULTS FOR YEAR 9

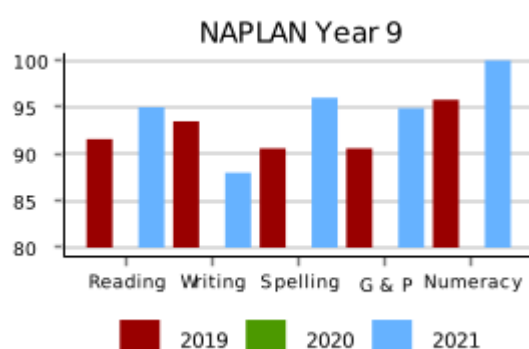
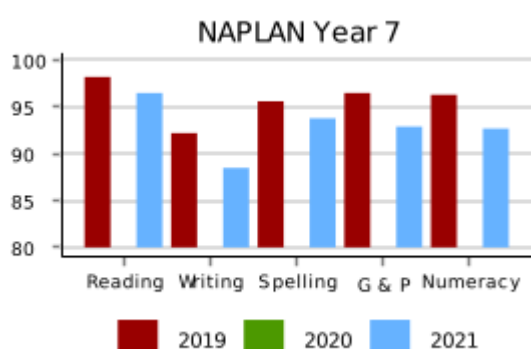
Year 9 Grammar & Punctuation	573.9
Year 9 Numeracy	588.2
Year 9 Reading	586.1
Year 9 Spelling	574.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	96.5	-	-	92.9	-
YR 07 Numeracy	96.3	-	-	92.7	-
YR 07 Reading	98.2	-	-	96.5	-
YR 07 Spelling	95.6	-	-	93.8	-
YR 07 Writing	92.2	-	-	88.5	-
YR 09 Grammar & Punctuation	90.6	-	-	94.9	-
YR 09 Numeracy	95.8	-	-	100.0	-
YR 09 Reading	91.6	-	-	95.0	-
YR 09 Spelling	90.6	-	-	96.0	-
YR 09 Writing	93.5	-	-	88.0	-

* 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 2021 the College Wellbeing team consisted of:

- Deputy Principal Catholic Identity, Wellbeing and Organisation - John Ryan
- Sub School Directors - Bron Croatto (Senior), Gerard Gordon (Middle), Chris Spencer (Junior)
- Sub School Wellbeing Coordinators - Bron Croatto and Cade Maskell (Senior), Richard Ogilvie (Middle), Georgia Townley (Junior)
- Student Wellbeing Assistant Middle School - Sarah Roscoe Smith
- Transition Coordinator - Claire Cassidy
- Student Counsellor - Rhiannon Le Busque

Achievements

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

The College Wellbeing Program 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 student's transition through secondary school, their wellbeing needs will become complex. 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 remote learning and still provide a range of experiences across the year including:

- Camps
- Retreats
- Subject Competitions
- Excursions

- Incursions
- 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 children into well balanced young people, ready to embark on the opportunities beyond the school gates.

VALUE ADDED

During 2021, several initiatives were undertaken to support the well-being within the College. Youth Live4Life is a registered health promotion charity, bringing together rural and regional communities to improve youth mental health and wellbeing. The College commenced work to implement the Live4Life program, the only mental health education and youth suicide prevention model designed specifically for rural and regional communities. Live4Life communities deliver Teen and accredited Youth Mental Health First Aid training in schools and the wider community, create local partnerships to lead conversations about mental health that reduce stigma, and promote young leaders as mental health ambassadors.

Another initiative was to investigate the implementation of the Teen Brave program. When further lockdowns occurred, our College Well-being teams collaborated to search for a program that helps address complex issues facing the young people in our care. Our staff did online training and curriculum work to provide a richer pastoral program for the following academic year. Key modules including consent, anger, the value of the human person and sexting are examples of the topics to be covered.

The well-being of our students is intimately connected to the duty of care and child safety in the playground. In May of 2021 key adjustments were made in this area. Yard duty areas were doubled. Yard duty staff were equipped with encrypted radio devices and clear instructions and processes were given to staff about their responsibilities. The improvement in safety in the yard was immediate. All staff worked as a team to nurture child safety. Duty of care is paramount during the academic time and during timetabled breaks. A key factor in the success of child safety on the playground is ensuring a yard duty leader oversees all staff are correctly positioned and ready to swiftly assist with issues arising on the playground. Building team trust and professional wisdom of staff duty of care is an ongoing task.

STUDENT SATISFACTION

Through the enhancement of the College wellbeing program and 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 dialogical based classroom. The aim is to further authentic relationships as the foundation for both academic and social-emotional growth. Students witnessed teacher focus on purposeful planning and greater empathy in their interactions during remote learning.

The development of online classroom opportunities for staff and students 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 - Catholic Identity and Wellbeing

Code Black was initiated in 2021. The procedure enables the College staff to react quickly and in a consistent manner to address a missing student. The procedure has been shared with all teaching and non-teaching staff. The purchase of the encrypted radio devices has been useful when implementing this procedure.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	83.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.7%
Y08	88.1%
Y09	89.7%
Y10	88.9%
Overall average attendance	90.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	98.0%
VCAL Completion Rate	77.0%

POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	40.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	20.0%
Deferred	15.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

PARENT SATISFACTION

Occasions such as our Year 7 information evening, Grade 5 discovery day and Grade 6 activity days are always very well attended, indicative of the value parents place on these occasions.

In both formal and informal ways parents express their satisfaction with and appreciation for the various elements of college life in the areas of Well-being and Learning.

Parents also make individual and college-wide comments of appreciation for the dedication of the staff. They see that teachers know their children, that support staff take an interest in students, and aides work to support the students and families with special needs.

The college community enjoys celebratory occasions such as the Year 12 graduation mass and dinner, opening mass, and end-of-year awards ceremonies for example. Not all these events could take place in a face-to-face manner over the year, but nevertheless, the online attendance was seen by parents as a show of support for not only their child but the college as a whole.

The college also undertook Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in a variety of areas in the college.

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 well-being 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.

There have been a number of new initiatives introduced as well as consolidated in 2021 which include:

The continuous development and review of policies and commitments including:

- Review of all policies in relation to Child Protection;
- Review of Yard Duty processes and areas, with a focus on Child Safety;
- Ongoing development of the Child Protection Committee that includes broad representation;
- Reportable Conduct training;
- Online training on Mandatory Reporting through the DET;
- Ongoing development of scope and responsibility of Compliance Manager who works with all members of College Community in this area;
- Participation in Diocesan wide programs focussing on Child Protection;

- Increased resources on Intranet for ready access for staff;
- Programs delivered to students at all year levels in relation to personal safety;
- Increased resources available on College's internet site as well as dedicated sections for Child Protection policies and Student Safety and Well-being - A Child-safe school;
- Display posters on Commitment to Child safety around the College areas. Including staff areas such as photocopy rooms
- Posters identifying the Child Safe Officers within the school are placed in different areas around the school;
- Electronic sign-in procedure at reception requires visitors to read and acknowledge they understand expectations in relation to child safety;
- Consultation with the community through College Advisory Council and Newsletter.
- Standing item for discussion in Leadership Team Meetings and Staff Meetings as well as regularly addressed in staff newsletter;

Human Resources practices include:

- Ongoing review and Improvement of screening processes and reference checking;
- Clear statements regarding Child Safety in all advertising for positions;
- All interviews include discussion regarding Child Safety and College expectations.

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 for 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 the College Executive and Leadership Team in order to role model best practice within the spheres of catholic mission and identity, learning and teaching, and well-being.

College Leaders have created the conditions whereby staff have been empowered to create high-quality and engaging learning activities to meet the academic needs of every child.

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 appraisal and recognition improve.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Specific professional learning in relation to subject delivery across all areas

- Access to Accreditation to Teach in a Catholic School and Teach Religious Education programs offered by both the CEO Sale
- Mandatory Reporting and Child Safe training
- First Aid
- Annual CPR updates

- Mental Health First Aid Training
- OH&S training
- Anaphylaxis Training
- Asthma Training
- Emergency Management Training
- Pool Lifeguard Training
- COVID Safety
- NCCD E Learning Modules
- 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;
- DOSCEL Teaching and Learning Network Meetings
- DOSCEL Collectives; Literacy (Reading) and Learning Adjustment
- SIMON Connect Module
- SIMON Data Analytics Module
- SIMON Learning Management System Training
- Education Perfect Training
- Bigger Better Brains Conference
- Resilience Project Teacher Seminar
- Building Classroom Discipline
- Differentiated Mindsets for Hard to Teach Classes
- Teaching for Reconciliation
- Making Mathematics Visible
- Maths Pathways PD
- ACEL - Maximising Learning and Impact
- ACEL - Mind frames of Leaders who Think and Act Evaluatively
- Dyscalculia and Maths Learning Difficulties
- Understanding Autism Spectrum Disorder
- SRA Decoding Teacher Training
- SPELD Talk for Writing Workshop
- Dealing with Assault and Navigating Consent
- Law for School Counsellors
- Habits of Highly Effective Leaders

- Professional Association Conferences (MAV, VATE, VAHE, VCSSDPA, PAV, AJASS, DOSSPA)
- VCE Professional Development Programs — in a range of subjects
- VCAA 'Meet the Examiner' workshops
- VCE Data Analysis
- VCE new study design trainings (all subjects)
- TAE - Cert IV Training and Assessment
- Masters of Instructional Leadership
- Masters of Education & Theology

Number of teachers who participated in PL in 2021

76

Average expenditure per teacher for PL

\$612

TEACHER SATISFACTION

All staff had the opportunity to undertake the Insight SRC surveys. We also conducted regular staff surveys throughout the year, particularly during Remote Learning, to gain feedback for improvement.

Teachers felt they were able to raise concerns about various issues. These then are examined and areas for improvement addressed. 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. The staff have validated the College's focus on enhancing time and space for collegial discussion and collaborative professional learning. Staff have indicated that they feel supported by the College Leadership, which endorses a deliberate focus on 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. Additionally, there were increased opportunities to participate in decision-making committees and working groups and expanded opportunities for leadership roles.

Significant events in the life of staff are recognised and celebrated by the College in both formal and informal ways.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

81.6%

ALL STAFF RETENTION RATE

Staff Retention Rate	86.2%
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TEACHER QUALIFICATIONS

Doctorate	3.2%
Masters	15.9%
Graduate	33.3%
Graduate Certificate	6.3%
Bachelor Degree	76.2%
Advanced Diploma	6.3%
No Qualifications Listed	9.5%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	71.0
Teaching Staff (FTE)	64.4
Non-Teaching Staff (Headcount)	43.0
Non-Teaching Staff (FTE)	34.9
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

Future directions from 2022 will include the following:

- Continued exploration of the possibility of expanding Catholic Secondary provision in the Bass Coast part of our region.
- Development of a College Building Master plan.
- Review of the College's leadership structure.
- 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.
- 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.