2011 Annual Report
to the School Community

Catholic Regional College
St Albans

REGISTERED SCHOOL NUMBER: 1765
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Our College Vision

Mission Understanding

At Catholic Regional College St Albans we strive to live as people of faith and hope, people who are open to the wonder and possibilities that the Kingdom of God will bring. Central to our mission is Jesus’ call to love one another as he loved us. His invitation is simple yet challenging.

God created us in his own image.

We believe that each person is sacred and must be treated with dignity and respect.

It’s through giving and receiving love that we grow.

We hope that the school is a secure and welcoming place where students, their families and staff experience belonging, support and trust.

Each of us in this school community is:

- **God’s Work of Art**

  *We celebrate the uniqueness of each person, embrace difference, appreciate our essential interdependence and seek to build strong, positive relationships that respect and value diversity.*

- **An earthen vessel entrusted with the light of Christ**

  *We are aware that young people are at many different stages in their faith and personal development. We recognize that it is important to support them as they search and question, and to continually invite them to see the possibilities within themselves.*

- **Talented and holds within them great gifts**

  *We see learning as a lifelong opportunity to discover our particular gifts and talents, and invite students to explore their personal potential through challenging learning experiences. Our approach to learning is person centred, holistic and integrates spiritual, intellectual, emotional and physical development.*

- **Called to be just and forgiving.**

  *We understand that growth involves risk and the freedom to try things. In this process each of us will make mistakes, and with support will learn and grow from our experiences.*

- **Called to make God part of our lives.**

  *We believe that reflection and stillness need to be part of a balanced life for staff and students, as it is only in the quiet of our hearts that we become aware of what God is calling us to be. The Eucharist and prayer continue to be our cornerstone.*
Invited to make Christ visible in our constantly changing world.

As members of the global community it is important that our students learn to live in right relationship with others, their environment and themselves. They will need to be responsible, compassionate and active citizens who work towards creating a world where all people are treated with justice and have equal worth and dignity.

Catholic Regional College St Albans is a ‘work in progress’ and we are aware that our work is far from finished. We continue to search for new ways to live the Eucharist: to care for each other, to learn together and to grow as a dynamic community of faith.

A spirit of daring to believe that anything is possible brought about the beginning of the College and is at the heart of the St Albans community. We take pride in this tradition and through our response to Jesus’ invitation to love we hope to continue God’s Work in Progress.

School Vision (School Improvement Plan)

In our community, each person is sacred and unique, and therefore deserves to be treated with dignity and respect. Diversity is one of our strengths and we strive to live together in harmony, giving each other support, understanding, and a fair go.

Together, we work to build positive relationships and a safe and welcoming school environment, one where each person is free to learn and to achieve their personal best.

Our particular challenge for 2009 – 2012 is that we ensure that this love and our values are lived out ‘not in word or speech but in truth and action’.
College Overview

Catholic Regional College St Albans is a co-educational, Years 7-10 school in the north western suburbs of Melbourne. At our school families are welcomed into a Catholic faith community where respect, learning, support, understanding, justice and community are key values. Our students are encouraged to explore their faith, to care for others and their world, and to strive for their personal best. We have modern facilities, including excellent specialist areas. A strong approach to pastoral care and small core classes (22 to 26 students) help to nurture positive relationships and ensure that each student is known, valued and feels connected. A rich and innovative curriculum focuses on literacy and numeracy, offers depth as well as breadth, and provides for individual pathways in Years 9 and 10. The College aims to engage, support and challenge students; to make learning active, purposeful and real, and to connect students with the world beyond school. We offer an extensive co-curricular program through the arts, sport, social justice and sustainability initiatives.

The College is one of five schools which form what is known as the Federation of Catholic Regional College. The other Years 7 – 10 Colleges are located at North Keilor and Caroline Springs. The Melton campus of Catholic Regional College is Years 7 – 12. CRC St Albans students complete their final two years of secondary education at Catholic Regional College Sydenham. At the Sydenham campus students have the opportunity to undertake studies in an extensive range of VCE, VET or VCAL courses.

A key factor in bringing the five Colleges into existence has been an unswerving commitment, by all those involved, to the call to mission given by Jesus and carried by the Church. First expressed by the then Assistant Director of Catholic Education, Fr Martin in 1962, it enabled the original pioneers of the project to step out in trust and faith. Today this vision, symbolized in a single school crest, is entrusted to all those staff, students and parents, who follow.

Students:

An SES of 88 indicates that students come from backgrounds which reflect significant socio-economic disadvantage. 52% of families are on EMA (Educational Maintenance Allowance). The percentage of students on EMA in ‘like schools’, schools of a similar funding band, is 30% and across all schools is 13%.

In 2011 the College had an enrolment of 476 students, 228 female and 248 male. 123 students were born overseas, and of these, 54 have been in Australia less than 5 years. 84% of students come from a Language Background other than English, representing 39 different cultural and ethnic groups. 30 students were funded under the LNSLN program and 55 were recently arrived refugee students.

The breakdown of the main languages spoken at home is listed below.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74</td>
<td>26%</td>
<td>15%</td>
<td>Croatian</td>
<td>21</td>
<td>6.5%</td>
<td>4%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>142</td>
<td>21%</td>
<td>30%</td>
<td>Maltese</td>
<td>22</td>
<td>5.5%</td>
<td>5%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>77</td>
<td>16%</td>
<td>16%</td>
<td>Arabic</td>
<td>16</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>African Languages</td>
<td>56</td>
<td>7%</td>
<td>12%</td>
<td>Other</td>
<td>68</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>
School Improvement Plan

In 2011 the College continued to implement the 2009 – 2012 School Improvement Plan. Goals for each sphere of schooling are as follows:

Education in Faith
- Maintain and extend further faith development for all members of the school community.

Learning and Teaching
- Challenge and engage students in learning which allows them to become independent, reflective and globally connected.

Student Wellbeing
- Create a more positive learning environment and relationships based on the college values.

Leadership and Management
- Continue to develop effective distributed leadership and empower staff to create a positive learning environment.

School Community
- Build a strong and inclusive school community where the partnership and the contribution of all members are valued.
Principal’s Report

Catholic Regional College St Albans has much to celebrate about 2011. It was both a busy and fruitful year, one in which good progress was made against the goals in our School Improvement Plan (2009 – 2012), and in continuing to provide a quality Catholic education for the young people entrusted into our care. Our school theme for 2011 was ‘I am the vine, you are the branches’. The vine and the gardener provided rich imagery for the school community to explore what a full, fruitful life, lived in Christ might look like.

Throughout the year we regularly report to families and the broader community on the progress of our students. This occurs through the newsletter, the yearbook, various school gatherings and our website. This annual report draws together some of this and provides additional data, as required by the Australian Government.

As you read some of the achievements highlighted in this report you will get a small glimpse of the work, energy and effort put into ensuring that the educational experience of our students is the best that it can be. You will also see that Catholic Regional College St Albans is a vibrant learning community where students are engaged and challenged.

In 2011 the College implemented a number of significant pastoral changes; moving from a vertical pastoral structure to class based home groups. In most cases the pastoral care teacher now teaches his / her homegroup for one or more subjects, as well as taking the group for pastoral care. Whilst the previous vertical structure was right for the time, the new structure has created renewed energy and impetus for building strong, positive relationships between students, staff and families. It has also generated innovative thinking around what we do in pastoral care time, at year level assemblies, on community days, during homeroom and most importantly, how we ensure that everyone in our school community feels welcomed, connected and included.

In Learning and Teaching our focus has been on literacy, numeracy, improving pedagogy and planning for the implementation of a 1:1 iPad program in 2012. Throughout 2011 staff worked with Dr. John Munro from the University of Melbourne on a whole school framework for teaching literacy across the curriculum. Over two years staff will progressively learn a set of ‘high reliability literacy teaching procedures’ (HRLTP’s) and incorporate these into their teaching across all curriculum areas.

The key to improving student outcomes lies in teacher quality. We are fortunate that our teachers are highly skilled, as well as open and committed to their own ongoing learning. Teacher learning continues to be a priority for the school and is supported through a range of professional learning activities. As evidenced later in this report the College makes a considerable investment in teacher learning, particularly programs which assist teachers in developing pedagogy that will engage students more effectively in learning.

In August we celebrated the opening and blessing of the BER funded Language Centre and our redeveloped yard spaces. The look and feel of our school has certainly changed through these very significant projects. We’re fortunate to have these terrific new learning spaces and the possibilities that they offer.

A key theme of our 2009 – 2012 School Improvement Plan has been to live Jesus’ invitation to love one another as he loved us, not in words or speech but in truth and action. In both the Religious Education program and broader faith experiences we’ve been working towards a stronger integration of values and action; between faith and life. Developing a Years 7 – 10 community service program has been one way of exploring this. Involvement in community service is expected of every student at each level and becomes progressively more challenging as students move through the College.

This school community can be well pleased with all it has achieved in 2011. We are very appreciative of all that students, staff and families have contributed to the College over the past year. Your hard work, generosity, willingness to share your gifts, support and encouragement are very much appreciated.

Christina Utri
Principal
Education in Faith

Goals & Intended Outcomes

In 2009 – 2012 the College will maintain and extend further faith development for all members of the school community and through this:

- further enhance students’ personal growth in faith;
- further enhance the personal growth in faith of staff, and
- ensure a strong match between College values and practice.

Achievements

Each year the College has a key symbol which provides the focus for the year and is threaded through school life and all celebrations. It is used as a lens through which to explore Scripture, to reflect on our story and to integrate faith and life. In 2011 the words from John’s gospel, ‘I am the vine, you are the branches’ (John 15:5) was the focus for our school community.

2011 initiatives in Education in Faith included:

- introducing community service at Years 7 and 10;
- strengthening homeroom and class prayer experiences;
- establishing the Faith Matters student team;
- developing further the religious symbols throughout the school;
- supporting teachers in gaining accreditation;
- ongoing review and development of the Religious Education program;
- implementing the new role of Faith Leader; and
- planning for the introduction of Reflection Days at Years 8 and 9 in 2012.

Feedback through the Insight SRC school improvement surveys indicates that students, staff and families value learning and working in a Catholic school. They feel that there are many opportunities to participate in faith experiences and see a strong correlation between faith, values and action. Feedback places the College in the top 20% of Catholic secondary schools against many indicators in the Insight SRC Catholic culture survey. This is a very pleasing result. Education in Faith continues to be a strength of the school.

51% of teachers have attained their accreditation to teach in a Catholic School.
Students, staff and families have many different opportunities to explore and further enhance their faith.

During 2011 these included:

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
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<tbody>
<tr>
<td>• MAD social justice group</td>
</tr>
<tr>
<td>• SEALS environment group.</td>
</tr>
<tr>
<td>• Year 10 Reflection Day</td>
</tr>
<tr>
<td>• Particip8 program</td>
</tr>
<tr>
<td>• College Feast Day</td>
</tr>
<tr>
<td>• Year 10 community service program.</td>
</tr>
<tr>
<td>• Staff and student prayer experiences</td>
</tr>
<tr>
<td>• Prayer spaces in homerooms</td>
</tr>
<tr>
<td>• Wednesday morning mass</td>
</tr>
<tr>
<td>• Social Justice Conference</td>
</tr>
<tr>
<td>• Year 9 Trinity Program</td>
</tr>
<tr>
<td>• Whole school liturgies</td>
</tr>
<tr>
<td>• Religious education excursions and incursions</td>
</tr>
<tr>
<td>• Celebrating key feasts in the church year</td>
</tr>
<tr>
<td>• College Choir</td>
</tr>
<tr>
<td>• Fair Trade Cafe</td>
</tr>
<tr>
<td>• Year 10 East Timor initiative</td>
</tr>
<tr>
<td>• Make Poverty History concert</td>
</tr>
<tr>
<td>• Year 7 Giving Tree project</td>
</tr>
<tr>
<td>• St Vincent de Paul</td>
</tr>
<tr>
<td>• Staff Theology Twilights</td>
</tr>
<tr>
<td>• Project Compassion</td>
</tr>
</tbody>
</table>
Learning & Teaching

Goals & Intended Outcomes

In 2009 – 2012 the College will challenge and engage students in learning which allows them to become independent, reflective and globally connected and through this:
- achieve expected learning progress from Years 7 – 10;
- narrow the gap in relation to ‘like’ school and state average achievement, and
- improve student engagement in learning.

Achievements

New Learning and Teaching initiatives / directions introduced for 2011 included:
- further developing the reading intervention program at Years 7 and 8;
- introducing John Munro’s ‘Highly Reliable Literacy Teaching Practices’ across the school;
- providing IWB’s in all general purpose learning areas;
- further expanding the VCE / VET options for Year 10 students;
- developing the Year 10 Chrysalis program for implementation in 2012;
- participating in the CEOM ‘Purposeful Teaching in Maths’ program;
- using data to inform decisions about learning and teaching;
- introducing the Writers’ Workshop program, and
- preparing for the introduction of the 1:1 iPad program in 2012.
National minimum standards at Years 7 and 9

Student performance in relation to national minimum standards in reading, writing, spelling, grammar and punctuation, and numeracy is assessed through the National Assessment Program – Literacy and Numeracy (NAPLAN).

The percentage of students meeting national minimum standards is listed below:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7 READING</td>
<td>91.2%</td>
<td>94.9%</td>
<td>+ 3.7%</td>
<td>92.4%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>YEAR 7 WRITING</td>
<td>89.8%</td>
<td>95.9%</td>
<td>+ 6.1%</td>
<td>91.7%</td>
<td>-4.2%</td>
</tr>
<tr>
<td>YEAR 7 SPELLING</td>
<td>90.5%</td>
<td>94.9%</td>
<td>+ 4.4%</td>
<td>94.2%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>YEAR 7 GRAMMAR &amp; PUNCTUATION</td>
<td>88.3%</td>
<td>88.8%</td>
<td>+ 0.5%</td>
<td>90.8%</td>
<td>+ 2.0%</td>
</tr>
<tr>
<td>YEAR 7 NUMERACY</td>
<td>94.1%</td>
<td>95.9%</td>
<td>+ 1.8%</td>
<td>90.7%</td>
<td>-5.2%</td>
</tr>
<tr>
<td>YEAR 9 READING</td>
<td>86.3%</td>
<td>85.7%</td>
<td>- 0.6%</td>
<td>88%</td>
<td>+ 2.3%</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>86.4%</td>
<td>87.3%</td>
<td>+ 0.9%</td>
<td>82.5%</td>
<td>- 4.8%</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>89.7%</td>
<td>85.7%</td>
<td>- 4.0%</td>
<td>88.9%</td>
<td>+ 3.2%</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>84.1%</td>
<td>88.1%</td>
<td>+ 4.0%</td>
<td>86.5%</td>
<td>- 1.6%</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>95.2%</td>
<td>89.7%</td>
<td>- 5.5%</td>
<td>92.8%</td>
<td>+ 3.1%</td>
</tr>
</tbody>
</table>

MEDIAN NAPLAN RESULTS FOR YEAR 9

| YEAR 9 READING | 4.96 |
| YEAR 9 WRITING | Not available |
| YEAR 9 SPELLING| 4.77 |
| YEAR 9 GRAMMAR & PUNCTUATION | 4.46 |
| YEAR 9 NUMERACY | 4.39 |
Improving the literacy and numeracy outcomes of all students is a priority in the Learning and Teaching action plan.

The College uses a range of data to measure improvement over time. Data collected includes NAPLAN, yearly PAT Reading and PAT Maths testing, specialized literacy and numeracy tests for students with learning difficulties and teacher assessment against VELS standards.

From year to year results will vary, depending on the ability levels of students in different year groups. However, the College monitors overall trends carefully and uses this feedback to further develop programs and make judgements about how to best use resources.

The literacy needs of students are being addressed in a number of ways. Firstly, the College has developed a Reading Intervention program for students who are at a reading level 3 – 4 years behind their age cohort.

Based on a primary program ‘Early Reading Intervention Knowledge’ (ERIK), Reading Recovery and the work of Dr John Munro (University of Melbourne), students are withdrawn daily for a 50 minute reading lesson in groups of no more than 4 students.

Pre and post testing indicates that in 2011 most students who participated in the program made a gain of 2 – 3 years in their reading ability.

In addition to this intensive support for targeted students, the College is also exploring the teaching of literacy across all learning areas. This whole staff professional learning program is supported by Dr John Munro from the University of Melbourne. He is progressively introducing staff to a common literacy teaching framework; the ‘Highly Reliable Literacy Teaching Practices’ (HRLTP’s). These strategies provide a common language and approach which will be used consistently across the curriculum. This two year project will continue in 2012.

In 2012 the College will trial a Numeracy Intervention program based on the Number Recovery program (Bob Wright). It will be offered along the same lines as the Reading Intervention and will target students who are working at 3 – 4 years behind their age cohort. This work will be supported through ongoing participated in the CEOM ‘Purposeful Teaching in Mathematics’ program.

**Year 9 – Year 12 Retention Rates**

As students complete Years 11 and 12 at Catholic Regional College Sydenham this figure is unavailable. However, of the 124 Year 10 students 123 (99%) continued to Years 11 and 12 at CRC Sydenham. The remaining student gained a scholarship to another senior secondary setting.
Student Wellbeing

Goals & Intended Outcomes

The 2009 - 2012 focus in Student Wellbeing is to create a more positive learning environment and relationships based on the college values, and through this:

- improve classroom behaviour, and
- improve student engagement

Achievements

The College adopts a whole school approach to pastoral care and through this promotes and develops positive relationships, and a safe and supportive environment where all can learn and do their best. A deep respect for the dignity, sacredness and uniqueness of each person lies at the heart of our work in this area.

2011 saw the implementation of a new horizontal pastoral structure and a consistent, whole school approach to student management. Other key achievements in this area include:

- skilling staff and students to resolve conflict effectively;
- introducing a peer support program for Years 7 and 10;
- developing positive relationships between students and staff through pastoral care and an extended morning homeroom;
- further developing the personal and social learning programs across the school and beginning to explore a whole school approach to SEL (social and emotional learning);
- implementing a whole school approach to learning about Cybersafety, and
- introducing year level community days.

| STUDENT ATTENDANCE RATE | 95.89 % |

The attendance rate noted above is as measured by the Commonwealth Government for a 20 day period in May.

The College also calculates attendance for the year. In the table below we have included a comparative breakdown of attendance figures for 2007 – 2011. The ongoing improvement is very pleasing and confirms that the practices we have in place are effective.

Regular attendance is crucial to improving the learning outcomes of all students and in ensuring their wellbeing. Families, in partnership with the school, play an important role in assisting students to develop good attendance patterns.
At the College students have the opportunity to participate in a broad range of co-curricular learning experiences. In 2011 these included:

**VALUE ADDED**

- Image Art Exhibition
- 9 Live Performance Evening
- Year 10 Work Experience
- TEN Factor performance evening
- VET Dance Night
- Interschool competitions
- Subject weeks / celebrations / excursions
- Shared stories writing project
- Premier League / SACCSS sport
- Shared Stories / Writers’ Workshop
- SRC / Year Level Councils / Sports Leaders
- Keys Please program
- Transition programs (6-7 and 10-11)
- Careers support
- Yr 8 Gr8 escape city and country.
- Interschool Debating
- Tournament of Minds
- Visiting authors and performances
- Community Days
- Maths Challenge
- Boys Books Blokes and Bytes
- Homework Club
- Year 9 Camp
- Premier’s Reading Challenge
- Student action teams
- Year 7 Sunnystones
- Circle Time
- Counselling service

**STUDENT SATISFACTION**

Feedback from students in the annual Insight SRC school improvement survey and excellent attendance rates indicate that students are positive about their school experience and aspire to do well. They feel connected to the school and their peers; are motivated to learn and express a strong learning confidence.

Data collected through Group 8 Student Voice surveys (pilot project) indicates that students find their teachers approachable, encouraging and willing to listen. They feel that teachers respect them; are knowledgeable; provide them with good feedback on their work and assist them in their learning. Students find the work interesting and challenging and that their teachers manage classes well.
Leadership & Management

Goals & Intended Outcomes

The 2009 – 2012 focus in Leadership and Management is to continue developing effective distributed leadership and to empower staff to create a positive learning environment through:

- skilling middle level leaders;
- involving staff effectively in collaboration, teamwork and decision making;
- developing a stronger professional culture which is based on enhanced student learning, collaboration, appraisal and recognition, and
- ensuring that students and staff have access to facilities and resources that support effective teaching and learning.

Achievements

The focus for 2011 was on developing a new leadership structure and developing processes for the ongoing development of staff through cognitive coaching. Key achievements include:

- introducing student feedback and professional observation as ways of giving formal feedback to teachers;
- developing the 2012 – 2013 Positions of Leadership (POL) structure;
- implementing a new school administration package;
- developing the new College website, and
- further developing the College Emergency Management Plan.

Staff Attendance

<table>
<thead>
<tr>
<th>Type</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>89.53%</td>
</tr>
<tr>
<td>Non Teaching Staff Attendance Rate</td>
<td>95.19%</td>
</tr>
<tr>
<td>All Staff</td>
<td>91.95%</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

The attendance figures for staff include staff on extended leave such as maternity leave (2), long service leave (11) and long term sickness (1). Absences and extended leave are covered by a team of Casual Replacement Teachers (CRT’s) who regularly work at the College. Their ongoing relationship with the school and familiarity with students assists in ensuring continuity in student learning.

The proportion of staff retained from the previous year was 83%. This rate reflects positively on staff morale and the atmosphere in the College. It includes staff on limited tenure contracts. This figure is similar to previous years and represents a good balance between stability and growth. We are fortunate to have a number of new, experienced staff who bring energy, a range of new skills and fresh ideas to the College.
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>6.82%</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>6.82%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>86.36%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>25%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2011:

The list below gives insight into some of the type of professional learning activities undertaken by teachers; as a whole staff, in professional learning teams or on an individual or small team basis with outside providers during 2011. During 2011 the College allocated 6 days to whole staff professional learning. As well as this, staff meet weekly in professional learning teams. The focus of whole staff professional learning in 2011 was threefold: teaching literacy across the curriculum, eLearning and professional observation and coaching.

- Cybersafety (Greg Gebherts) – whole staff
- Highly Reliable Literacy Teaching Practices (John Munro / University of Melbourne) – whole staff
- ICT based PL: ITL Masterclass National Conference / Active Inspire / ICON / Leading Digital Schools
- Domain based conferences
- Being Science / Asia literate
- A history of Catholic Education and Teaching in Catholic Schools
- National Partnerships Conference / Look Out Conference
- School Improvement Surveys: Basic Skills
- If God were on Facebook: The Spirituality of Teenagers
- Purposeful Teaching in Mathematics program
- Revelation and the Church
- Various professional learning activities on implementing iPads / Technology K – 12 conference.
- Creating an engaging, dynamic and challenging classroom
- Appraisal / Coaching / Performance Development
- Global Emerging Leaders Conference
- Level 2 First Aid Training (whole staff)
- Zest Practice with Tony Ryan (whole staff)

#### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

44

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

$1240.65
TEACHER SATISFACTION

Staff continually display a strong commitment to the College; our students and their families. They put energy and time into co-curricular activities, support students in their learning, both in and out of class, and work hard to develop their skills as teachers. High levels of involvement, excellent attendance and participation in professional learning are all indicators of their satisfaction with their work and the school.

The College participates in the CEOM School Improvement Framework process. This involves the development of a four year School Improvement Plan and regular monitoring of progress towards improvement goals and targets. Each September students, parents and staff complete a series of externally administered surveys (Insight SRC) to provide feedback to the school.

In the 2011 the Staff School Climate Index for the school was 67.8, an increase of 0.6 on the previous year. The results against most of the 23 indicators are well above the average for secondary schools. Staff wellbeing indicators were all in the top 25% of secondary schools; displaying a very positive tone within the staff and a strong level of energy and passion for their work.

Supportive leadership, empowerment, teamwork, ownership, clarity about roles, student management and curriculum processes are all ranked in the top 25% of secondary schools. These are very pleasing results.
College Community

Goals & Intended Outcomes

The 2009 – 2012 focus in the School Community sphere is to build a strong and inclusive school community where partnership and the contribution of all members are valued. Through this:

- families will be more strongly connected to students’ at school learning;
- stronger relationships will be developed between families, students and staff, and
- stronger links with the community will be established.

Achievements

- Mercy Connect tutoring program implemented.
- Community Liaison role introduced.
- Community service introduced at Years 7 and 10
- Involvement of members of the local community / businesses in Year 9 Mock Interviews.
- Engagement with families through family walkthroughs, focus groups and forums.
- High levels of support for school events such as Student / Parent / Teacher interviews, VET Dance Night, Image Art Exhibition, 10 Factor, 9 Live and Cybersafety evening.
- Promoting local community groups / activities through the Sports and Leisure activities expo.

VALUE ADDED

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 10 Safe Driving program</td>
<td>Year 7 Family Day</td>
</tr>
<tr>
<td>Year 7 and 8 Family Nights</td>
<td>Scope Victoria Bronze Certificate Program</td>
</tr>
<tr>
<td>PACTS (Parents as Careers Transition Support) evenings.</td>
<td>Trinity Fun Run and Fundraisers</td>
</tr>
<tr>
<td>Brekky and Books mornings</td>
<td>Year 7 St Vinnies Giving Tree project</td>
</tr>
<tr>
<td>Parent ICT classes</td>
<td>Family worker</td>
</tr>
<tr>
<td>Cybersafety program for families</td>
<td>Peer Support program</td>
</tr>
<tr>
<td>Back to primary school program (Year 7)</td>
<td>Make Poverty History Campaign</td>
</tr>
</tbody>
</table>
PARENT SATISFACTION

Feedback through the Insight SRC parent opinion survey indicates a high level of parent satisfaction with the school. The Parent Satisfaction Index for 2011 was 78.3. This is an improvement of 4.0 on the previous year and exceeded the improvement target set by the CEO.

Responses put the College in the top 10 – 20% of secondary schools in 16 of the 18 indicators. Parents were particularly pleased with the provision of stimulating learning, reporting, homework and transition support.

The College receives enormous support from families. Their aspirations, encouragement and support of learning in the home are invaluable in helping to improve the learning outcomes of our students.
## Smarter Schools National Partnerships

### IMPROVEMENT TARGETS/MILESTONES

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

- All students make the expected learning progress (1.0) from Years 7 – 9 as measured by NAPLAN. (Learning and Teaching)
- Maintain or increase the proportion of students achieving the expected VELS standard as measured by NAPLAN. Year 7 2008 used as baseline data. (Learning and Teaching)
- Improve student behaviour to 70 on 100 point scale on the Insight SRC student / parent surveys and 15 on the staff survey. (Student Wellbeing)
- Reduce to 20% the number of staff reporting 21% or more of class time spent on misbehaviour in Insight SRC staff survey. (Student Wellbeing)
- Increase the Parent Input scale from 65 to 75 on the Insight SRC Parent Survey (School Community)
- Improve teacher empathy and connectedness to school indicators on Student Survey (Insight SRC) by 10 points. (School Community)
- Participation in the wider community is a core experience for all students. (School Community)
- Use is made of community resources to support student learning. (School Community)

### IMPROVEMENT STRATEGIES

**Improvement strategies the school developed in 2011 to meet the improvement targets.**

<table>
<thead>
<tr>
<th>2011 OUTCOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Developing a whole school approach to teaching literacy in all learning areas</td>
<td>Dr. John Munro (University of Melbourne) worked with staff to introduce the <strong>Highly Reliable Literacy Teaching Procedures</strong> (HRLTP’s) across the curriculum. (3 days)</td>
</tr>
<tr>
<td></td>
<td>Initial HRLTP’s taught explicitly in English at Years 7 and 8 and used across learning areas.</td>
</tr>
<tr>
<td></td>
<td>Staff worked in literacy based PLT’s to support their learning.</td>
</tr>
<tr>
<td><strong>2.</strong> Implementing a reading intervention program for students who are 3 – 4 years behind their age cohort in reading.</td>
<td>Program based on Reading Recovery and ERIK (Early Reading Intervention Knowledge) developed and implemented.</td>
</tr>
<tr>
<td></td>
<td>32 students participated.</td>
</tr>
<tr>
<td></td>
<td>Reading improvement was from 6 months to 3 years with most students showing a growth of 2 – 3 years.</td>
</tr>
<tr>
<td><strong>3.</strong> Participating in the <strong>Purposeful Teaching in Maths Years 7 - 10</strong> program.</td>
<td>Three Year 9 Maths teachers participated in the program.</td>
</tr>
<tr>
<td></td>
<td>Met with all Year 9 Maths teachers fortnight to share and implement learning.</td>
</tr>
<tr>
<td><strong>4.</strong> Working with primary schools in the <strong>Maths in transition years</strong> project</td>
<td>Maths Leaders from the College and partner primary schools worked with Philip Holmes Smith to analyse NAPLAN and Pat Maths results, to look at courses and to discuss approaches to teaching Maths.</td>
</tr>
<tr>
<td><strong>5.</strong> Investigating possible approaches / programs to Maths Intervention.</td>
<td>Planning completed for the introduction of a Maths Intervention program in 2012.</td>
</tr>
</tbody>
</table>
6. Developing an effective model of teacher performance development and coaching.
   - 3 teachers were trained in cognitive coaching.
   - 11 teachers participated in a trial of Performance Development and Coaching. This approach involved collecting data through student feedback and professional observation, and developing a professional learning plan through cognitive coaching.
   - Decision made to implement the Group 8 model of Performance Development and Coaching with the whole staff in 2012.
   - Responsibilities for coaching and performance development were built into role descriptions in the 2012 – 2013 Positions of Leadership (POL) structure.

7. Developing a coordinated and holistic approach to Social and Emotional Learning (SEL)
   - Two staff participated in the 8 day NP SEL professional learning initiative developed by the CEOM.
   - Longer morning homeroom, a fortnightly pastoral care session and time for personal and social learning at each year level introduced.
   - Mapping of SEL competencies in the curriculum has started.
   - Teaching SEL in the Arts program.

8. Building the capacity of families to engage with the school and to support learning at home.
   - Used family walkthroughs and focus groups to engage with families and to gather feedback about how welcoming the College is to families and how families support learning in the home.
   - School community and family liaison role introduced (0.4 FTE)
   - Family Nights.
   - Family ICT classes and Cybersafety Awareness activities.
   - Sports and Leisure activities expo

9. Developing partnerships which might enhance and strengthen the learning of students.
   - Mercy inc. Classroom Connect Project. (Volunteer tutors for refugee students)
   - Edmund Rice Refugee Services tutoring program.
   - Language schools (Vietnamese and Polish).
   - ERRS mentoring program for refugee girls.
   - Program to support students in gaining P/T work.
   - Involvement of local businesses / community groups in service programs and Year 9 Trinity.
   - Good Shepherd Family Services (Family Worker)

10. Participating in professional learning opportunities related to the Low SES National Partnership initiative.
    - Key staff participated in the CECV Family School Partnership forum.
    - Two staff attended the Look Out Conference.

### 2012 PLANNED PROGRESS

In 2012 the College will:
- continue to embed the teaching of literacy across the curriculum;
- introduce a numeracy intervention program at Years 7 and 8;
- complete Year 2 of the *Purposeful Teaching in Maths* Years 7 – 10 program;
- continue to work with Philip Holmes-Smith and our partner primary schools on the *Maths in the Transition Years* project;
- implement the Group 8 Performance Development and Coaching program with all teaching staff;
• continue to engage with families through Family Nights, Walkthroughs and Focus groups;

• in partnership with Jesuit Social Services the College, introduce the ‘Ready, Set, Work’ program for women seeking employment and interested in further developing their literacy and workplace skills;

• finalise a four year action plan for embedding SEL (Social and Emotional Learning) across the curriculum;

• continue to build on the successful community partnerships it has developed to further explore how these might enhance the learning of students and their families;

• further develop Homework Club and after school activities for students;

• review home – school communication;

• begin work on the community garden, and

• work with local community to engender a sense of pride and celebration of the local area.

FINANCIAL

SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

<table>
<thead>
<tr>
<th></th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Partnership (NP) your school is participating in</td>
<td></td>
</tr>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$235,628</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$31,252</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$207,394</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$260,661</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

• 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).

• 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).

• 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.

• 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.

• 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

Please note expenditure at the school level may not have been spent in the year the direct support was received.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td></td>
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<tr>
<td>Other fee income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>$7,119,582</td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>$6,157,540</td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td></td>
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<tr>
<td>Other capital income</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>$840,513</td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td></td>
<td>$1,286,788</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>$892,642</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>$730,811</td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*  
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*