

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



Catholic  
Regional  
College  
St Albans

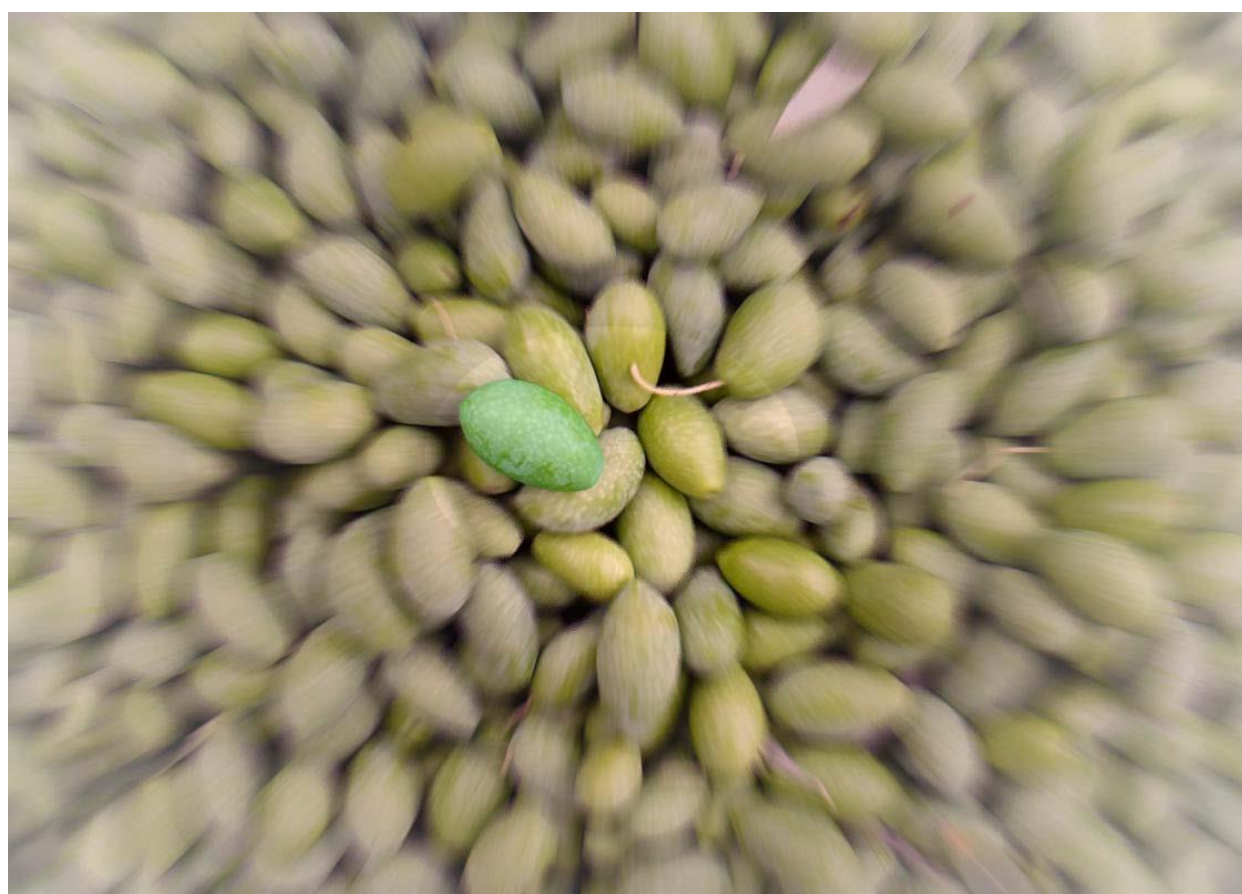
**Catholic Regional College St Albans**



SCHOOL REGISTRATION NUMBER: 1765

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## Contact Details

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## Minimum Standards Attestation

I, Christina Utri, attest that Catholic Regional College St Albans 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

17 May 2018

## Our College Vision

At the College 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. 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. The College endeavours to grow as a *community without borders*.

### Strategic Intent

School improvement is an ongoing process, can only be achieved over time, and requires commitment and consistency of practice across the school. It is a collective and interdependent responsibility; one where everyone in the school community participates, both as a learner and as a teacher. The key focus of our 2017 – 2020 School Improvement Plan is to build communities of learning characterized by high levels of engagement, creativity and collaboration.

*“Human beings are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be, and you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality.*

(Martin Luther King Jr. 1965)

### Key Whole School Drivers for the 2017 – 2020 School Improvement Plan

Collaboration	High Expectations	Visible Learning	Student Centred Learning
Living holistically: head, heart and hands		Catholic Social Teaching.	

## School Improvement Plan

2017 was the first year of the 2017 - 2020 School Improvement Plan. Goals for each sphere of schooling were as follows:

### Education in Faith

That the Catholic nature of the school shapes and influences everything we do.

### Teaching

To provide purposeful and effective learning opportunities which challenge and meet the needs of all students.

### Student Wellbeing

To embed a culture where wellbeing is integral to, and consciously connected to student growth.

### Leadership and Management

To foster a model of shared leadership and to build a healthy community in which trust and vision are shared.

### School Community

To more actively engage families and the wider community in students' learning.



## 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 helps to nurture positive relationships and ensures 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 and social justice 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 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.

### Students:

A School SES of 88 indicates that students come from backgrounds which reflect significant socio-economic disadvantage. 56% of families receive support through the Camps, Sports and Excursions Fund (CSEF).

In 2017 the College had an enrolment of 472 students, 210 female and 262 male. 198 (42%) students were born overseas, and of these, 64 have been in Australia less than 5 years. 86% of students come from a Language Background other than English, representing 47 different cultural and ethnic groups. 33 students were funded under the LNSLN program and 148 were recently arrived refugee students. The breakdown of the main languages spoken at home is listed below.

Language	No.	2017		Language	No.	2017
Vietnamese	125	26%		Tagalog	64	13.5%
Dinka	77	16%		Assyrian	64	13.5%
English	67	14%		Other	75	17%



## Principal's Report

In 2017 the College began the implementation of the 2017 - 2020 School Improvement Plan. The focus over this improvement cycle is to *build a community of learners characterised by high levels of engagement, creativity and collaboration*. As you will see from this report, good progress is evident in all areas.

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

As you read this report you will hopefully gain some insight into the work and commitment that goes into ensuring the best possible education for our students. You will also see that Catholic Regional College St Albans is a vibrant learning community where faith, learning and relationships matter.

In 2017 our school theme was *'Come, gather around our table'*. It captured well our hope that the school is welcoming and hospitable, and that we are generous, giving and inclusive. Throughout the year students and staff reflected on what it means to be a Eucharistic people who are called, invited and challenged, both as a member of the broader Australian community, and the global community.

2017 saw two important new initiatives. Firstly, in response to increased numbers of new arrivals families in the local area, the College introduced an Intensive English Language program. This began with one class of about 8 students in February and grew to three classes by December. Over the year, the centre catered for 56 new arrivals students. What these students achieved in one year was astounding. Most began with little English and were able to transition to mainstream classes for the beginning of the 2018 school year. I acknowledge the tremendous energy, responsiveness and skill of all staff and students involved in the program.

Secondly, we were fortunate to enjoy our very first school production in 2017. A talented and dedicated group of students and staff worked for many months, after school, at weekends and during the school holidays to produce and perform an imaginative interpretation of *Charlie and the Chocolate Factory*. It was a terrific cross age experience for everyone involved: cast, production team, audience and the community.

Other notable achievements for the year included:

- Receiving the Victorian Resource Smart award for Community Leadership (Secondary School) for the second consecutive year.
- Ongoing work in implementing Visible Learning across the College.
- Excellent performances in SACCSS interschool sport, particularly in Intermediate Boys Tennis and Cross Country, Athletics and Year 9 Boys Volleyball.

Thank you to all our staff who work with such enthusiasm to care for students; to provide them with high quality learning experiences and varied co-curricular activities. They are dedicated,

professional and bring boundless energy and good-will. Our staff are committed to life-long learning, not only for our students but also for themselves. In 2017 21% of our teaching staff were involved in Postgraduate study. We are very grateful for all they do.

Well done to our students on the way that they approach their studies and their willingness to be involved in all aspects of school life. 2017 was a great year for our Student Leadership Teams. Our College Captains were assisted by the SRC, House Captains, Social Justice Captains and Year Level Councils in ensuring that students had a strong voice in the life of the school.

Thank you also to all our families. Your contribution, support and encouragement are very much appreciated.

Lastly, I thank members of the College Council, our School Chaplains, Catholic Education Melbourne staff and our many community partners who work tirelessly, often behind the scenes, to support our work and the learning of our students. 2017 marked the retirement of Fr. John O'Reilly, the Deputy Chair of the College Council and Head of the Canonical Administrators. Fr. O'Reilly was instrumental in helping to establish the College in 1978 and for nearly forty years has worked tirelessly to build Catholic Regional College which today provides Catholic secondary education to some 3,800 students over five schools. His is a remarkable story.

This community can take much pride in its school and all that has been achieved during 2017. I commend to you this snapshot of 2017.

Christina Utri  
Principal





## Education in Faith

### Goals & Intended Outcomes

#### Goal

That the Catholic nature of the school shapes and influences everything we do.

#### Intended Outcome

That students and staff understand, experience and act on a life lived in faith.

#### Key Strategies

Develop our understandings and interpretation of scripture and Church tradition.

Explore opportunities for the stirring of the human heart and its response in action.

### Achievements

The school has a strong Catholic Identity, and many students and their families are well connected with the parish communities. A rigorous and engaging Religious Education program encourages students to enter into dialogue about faith and how it relates to how we live.

The 2017 College theme “*Come, gather around our table*” was particularly appropriate as the community welcomed some 56 new arrivals students and their families into the school community. It was explored and celebrated through whole school liturgies, symbols, prayer, social justice action projects, and in mini units in Religious Education classes.

Key achievements in 2017 include:

- introducing Christian meditation at Year 8 in Religious Education;
- supporting teachers in gaining accreditation;
- unpacking the new CEM Religious Education standards and the Pedagogy of Encounter;
- in partnership with ACU offering the first year of the Postgraduate Certificate in Religious Education to staff in the Federation;
- offering a Theology Twilight program which focussed on the Principles of Catholic Social Teaching and how they might be incorporated across the curriculum, and
- ongoing work to more fully understand the Federation Vision and Ethos

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 continues to place the College in the top 20% of Catholic secondary schools against many indicators in the Catholic culture survey.



## VALUE ADDED

Wednesday morning mass

Just Leadership Day

St Patrick's Day Mass for Schools

St Vinnies Winter Sleep Out

Feast Day

Social Justice Council

Celebration of the Church Year

Year 7 Giving Tree project

Harmony Day

Year 7 Community Service project

School Choir

Reflection Days at all Year Levels

Loaves and Fishes Food Bank

Years 10 Community Service program

Project Compassion

YMCA Youth for Causes

House, Year Level, SRC awareness raising and fundraising projects

Year 8 Participate program

Year 9 Trinity community partnerships

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To provide purposeful and effective learning opportunities which challenge and meet the needs of all students.

#### Intended Outcomes

That student learning outcomes in literacy and numeracy improve.

That a culture of engagement, critical thinking and creativity is present in our community of learners.

#### Key Strategy

Establish student centred teaching which supports deep learning, differentiation and a growth mindset across all subject areas and year levels.

### Achievements

In 2017 the College continued to implement school-wide learning and teaching behaviours that are more student-centred and enable all learners to understand what they are learning, how they are going, and what they need to do next. Key achievements include:

- implementing Visible Learning through the use of learning intentions and success criteria across the school;
- embedding the College Learning and Teaching Behaviours at Year 7 and introducing them at Year 8;
- an increase in the use of collaborative learning behaviours, metacognition and positive self-talk is evident in learning walks and in student feedback through surveys and focus groups;
- overall growth in the school mean for reading, grammar and punctuation and numeracy from Year 7 2015 to Year 9 2017 is higher than the growth in the state and national mean;
- greater use of diagnostic tools to inform planning and to monitor improvement in learning;
- increasing teacher knowledge and understanding of how to teach writing across the curriculum through the Secondary Literacy Improvement Project (SLIP);
- implementing the '*Genre Approach to the Teaching and Learning Cycle*' which includes field building activities, supported reading, familiarisation with genre, joint construction and independent construction;
- continuing to develop common and consistent practice across all classes through Purposeful Teaching Teams;

- establishing an Intensive English program for new arrivals students, and
- working with teachers to understand the EAL continuum and EAL informed teaching practices to assist the transition of new arrivals students into mainstream classes.

## STUDENT LEARNING OUTCOMES

From year to year results can and do vary, depending on the ability of students from one year level to the next. However, the College monitors overall trends carefully and uses this information to further develop programs and make judgements about how to best use resources.

In the period 2015 - 2017 the proportion of students meeting the minimum national standards has remained relatively consistent when the year to year variations are taken into account. It is pleasing to note a small but positive upward trend in the percentage of Year 9 students meeting the minimum standard in writing. We believe that this trend will continue as the work in the Secondary Literacy Improvement Project (SLIP) continues to gain traction. More than one third of teachers have participated in the SLIP project. We expect that this work, in conjunction with the Highly Reliable Literacy Teaching Practices (HRLTP's), Visible Learning and greater use of data to inform teaching practice will continue to have a positive impact on student learning outcomes.

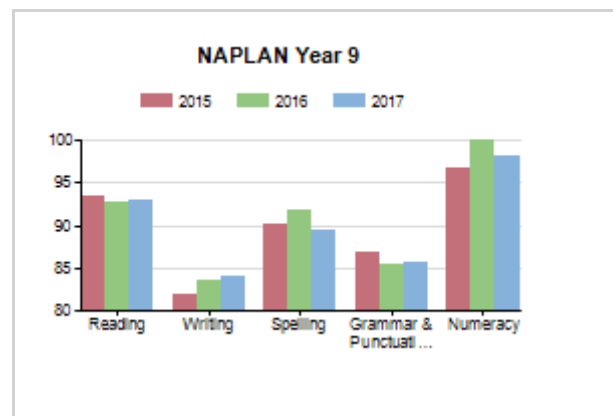
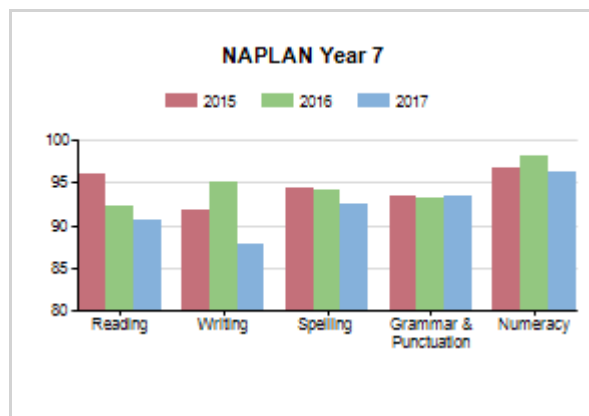
The College regularly uses a range of data such as Pat Reading and Pat Maths, SMART Tests, On Demand tests and teacher designed assessments to support NAPLAN testing. As well as this, a range of more extensive instruments like the YARCK are used to assess individual students and to plan specific interventions.

### Proportion of Students meeting the National Minimum Standards: Year 7 NAPLAN

	2015 %	2016 %	2015 – 2016 Changes %	2017 %	2016 – 2017 Changes %
<b>YR 07 Grammar &amp; Punctuation</b>	93.5	93.3	-0.2	93.5	0.2
<b>YR 07 Numeracy</b>	96.8	98.1	1.3	96.3	-1.8
<b>YR 07 Reading</b>	96.0	92.3	-3.7	90.7	-1.6
<b>YR 07 Spelling</b>	94.4	94.2	-0.2	92.6	-1.6
<b>YR 07 Writing</b>	91.9	95.2	3.3	87.9	-7.3

## Proportion of Students meeting the National Minimum Standards: Year 9 NAPLAN

	2015 %	2016 %	2015 – 2016 Changes %	2017 %	2016 – 2017 Changes %
<b>YR 09 Grammar &amp; Punctuation</b>	86.9	85.5	-1.4	85.8	0.3
<b>YR 09 Numeracy</b>	96.7	100.0	3.3	98.2	-1.8
<b>YR 09 Reading</b>	93.4	92.7	-0.7	92.9	0.2
<b>YR 09 Spelling</b>	90.2	91.8	1.6	89.4	-2.4
<b>YR 09 Writing</b>	82.0	83.6	1.6	84.1	0.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	558.90
Year 9 Writing	546.20
Year 9 Spelling	568.60
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	568.70



## NAPLAN Growth Data

The NAPLAN growth data for reading, grammar and punctuation and numeracy continues to be pleasing with school growth matching or exceeding National and / or State growth in these spheres. However, whilst the gap in writing is narrowing, there is still some way to go before it equals or exceeds state growth.

To improve writing, the College is implementing the '*Genre-based Teaching and Learning Cycle*' across the school. This work supports the teaching of curriculum literacies and the development of writing across all learning areas. Research evidence suggests that this approach is particularly effective for students from Language Backgrounds other than English. It is expected that the impact of this work will become evident over time.

Improving the literacy and numeracy outcomes of all students continues to be a College priority. This is being addressed through staff development, networking with other schools, targeted intervention and in working towards a whole school approach to differentiation, and the teaching of reading and writing across all learning areas.

## NAPLAN Growth Data

*As students are at varied points in their development, growth data gives an insight into the effectiveness of programs and improvement in learning outcomes over time.*

NAPLAN Growth Data: Year 7 2015 -> Year 9 2017

	Reading	Writing	Punctuation and Grammar	Mathematics
School Growth	38	27	37	51
State Growth	31	38	27	47
Difference	+7	-11	+10	+4

NAPLAN Growth Data: Year 7 2014 -> Year 9 2016

	Reading	Writing	Punctuation and Grammar	Mathematics
School Growth	40	25	19	44
State Growth	35	45	31	45
Difference	+5	-20	-12	-1

## Student Wellbeing

### Goals & Intended Outcomes

#### Goal

To embed a culture where wellbeing is integral to, and consciously connected to student growth.

#### Intended Outcome

That the school environment continues to nurture students' sense of self, resilience and positive relationships.

#### Key Strategy

Develop a whole school approach to student well-being that is developmentally appropriate and is characterised by high expectations, respect, pride, ownership and responsibility for self and community.

### Achievements

In 2017 the College continued to implement a whole school approach to student wellbeing and through this to develop positive relationships, and a safe and supportive environment where all can learn and do their best.

Key achievements in Student Wellbeing include:

- ongoing implementation of policies and procedures to develop a culture of child safety;
- reviewing the Peer Support program and developing a new program for 2018;
- exploring the Berry Street Education Model for whole staff professional learning in 2018;
- working with Foundation House to better understand issues facing newly arrived refugee students;
- providing pastoral support to newly arrived refugee students and their families;
- reviewing the Trinity and Chrysalis programs, and aligning them more closely with the Physical Education and Health Learning Area and the Personal and Social capabilities;
- streamlining process for sharing student wellbeing information in the transition between year levels;
- assisting staff to use all the student wellbeing features in the SIMON learning management system, and
- further developing student voice through focus groups; student feedback and input into the learning program; Year Level Councils and both formal and informal leadership roles throughout the school.

## Monitoring Attendance

The College has the following practices in place to manage attendance and non-attendance:

- Expectations regarding attendance and the impact of absenteeism are regularly communicated to families.
- Attendance is taken in each lesson and recorded electronically.
- Families of absent students are contacted after 10am if a parent or guardian has not rung the school to explain the absence.
- Alerts are generated for pastoral care teachers, year level leaders and the DP (Pastoral Care) when attendance hits levels of concern.
- Absences are reported on semester reports.
- Families are contacted when there is a concern about attendance, initially by letter but also by phone and / or a meeting.
- Staff involved in wellbeing work with students and their families to address the underlying issues if there are ongoing concerns about attendance.
- Ensuring that learning is engaging and that students are well connected to the school community.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	96.36
Y8	95.11
Y9	93.55
Y10	90.20
Overall average attendance	93.81



**VALUE ADDED**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Image 2017 Visual Arts Exhibition</li> <li>• School Production: Charlie and the Chocolate Factory</li> <li>• Year 10 Drama and Music Nights</li> <li>• Premier League</li> <li>• SACCSS Interschool Sport</li> <li>• Writer in Residence program</li> <li>• Shared Stories publication</li> <li>• Transition programs (6-7 and 10-11)</li> <li>• Careers education program</li> <li>• Year 8 Camp</li> <li>• Visiting performers</li> <li>• Harmony Day</li> <li>• Titration Stakes</li> <li>• Rostrum 'Voice of Youth' public speaking</li> <li>• CRC Celebrates</li> <li>• Individual Music Program (guitar)</li> <li>• Youth for Causes</li> <li>• CAASTRO Q and A</li> </ul> | <ul style="list-style-type: none"> <li>• Study Support</li> <li>• Year 9 Trinity program</li> <li>• Premier's Reading Challenge</li> <li>• Interschool Chess</li> <li>• Year 7 Sunnystones Day</li> <li>• SRC / House Captains / Year Councils</li> <li>• Counselling service</li> <li>• Williams Cup Inter-house competition</li> <li>• Year 9 Outdoor Education Camp</li> <li>• Work Experience</li> <li>• Immersion Days</li> <li>• VCE and VET subjects at Year 10</li> <li>• Arthur Street Community Garden project</li> <li>• Chinese Sister School visit</li> <li>• Suitcase Drama Series</li> <li>• Volleyball Club</li> <li>• Healthy Choices Days</li> <li>• Melbourne Water Kids Teaching Kids program</li> </ul> |
|---|--|

**STUDENT SATISFACTION**

Feedback through the annual Insight SRC student survey is consistent with that of previous years, indicating that students are positive about their school experience. They have strong relationships with teachers, are connected to the school and their peers. The feedback on student engagement in learning was particularly good with learning confidence, connectedness to peers and motivation, all scoring well when compared with students in secondary schools across Australia. Student morale continues to be good. The Student Wellbeing Index for 2017 was 67.0.

## Child Safe Standards

### Goals and Intended Outcomes

#### Goal

To embed a culture of child safety in all we do.

#### Intended Outcome

That policies and practices related to the safety of young people are part of everyday practice.

### Achievements

Key achievements in relation to the Child Safe Standards in 2017 include:

- Reviewing the *Child Protection Reporting Obligations* in light of Protect resources.
- Reviewing and updating the Child Safety policy.
- Key staff attended CEM professional learning activities around Protect resources.
- Teaching and non-teaching staff completed the DET mandatory reporting online learning module.
- College practices in relation to the engagement of contractors and volunteers were reviewed in light of the Child Safe Standards and CEM recommendations.
- New processes have been put into place for camps, excursions and incursions; hiring of CRTs, sports coaches and umpires, and for contractors / volunteers who come on site.
- The processes suggested by the CECV IR unit for the employment of staff were fully implemented.
- With the development of a new POL structure, responsibility for the safety of young people was included in position descriptions.
- Key staff completed professional learning in relation to the Reportable Conduct Scheme.
- A child safety lens has been included in completing risk assessments.





## Leadership & Management

### Goals & Intended Outcomes

#### Goal

To foster a model of share leadership and to build a healthy community in which trust and vision are shared.

#### Intended Outcome

That a culture of collaboration and creativity is established; characterized by accountable and active leaders, teachers and non-teachers.

#### Key Strategy

Embed a culture of collaboration.

### Achievements

Key achievements for 2017 included:

- successfully applying to VRQA and VCAA for a change in registration so that the College can offer VCE subjects at Year 10;
- continuing to provide feedback to teachers through the student voice surveys, professional observation and professional dialogue;
- further refining the Performance Development and Coaching (PDC) process by reviewing the student feedback survey instrument and deciding to change to PIVOT surveys from 2018;
- linking responsibility for cognitive coaching to the role of Learning Area Leader and membership of the College Leadership Team;
- ongoing review and development of school policies;
- developing the 2018 – 2020 Positions of Leadership (POL) structure and appointment process, and
- completing a review of office administration staffing and roles.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2017**

The list below gives insight into some of the professional learning activities undertaken by teachers; either as a whole staff, in Purposeful Teaching Teams or on an individual or small team basis with outside providers. During 2017 the College allocated 7 days to whole staff professional learning. As well as this, staff met twice a week in Purposeful Teaching Teams. The focus of whole staff professional learning was Visible Learning, EAL informed teaching practices, Learning and Teaching Behaviours and Level 2 First Aid training. A number of staff are also receiving financial support for Postgraduate study.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Building and developing visible learners (Sally Learey / CORWIN)</li> <li>• Supporting refugee students and families (Foundation House)</li> <li>• EAL informed teaching practices</li> <li>• CRC St Albans Learning and Teaching Behaviours</li> <li>• Dynamiq Warden Training</li> <li>• Berry Street Education Model</li> <li>• Embedding formative assessment</li> <li>• Developing Resilience</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Theology Twilights Program: Catholic Social Teaching</li> <li>• Postgraduate Certificate in Religious Education</li> <li>• Level 2 First Aid Training</li> <li>• STEM</li> <li>• Year 7 Humanities and Year 9 English SLIP Teams</li> <li>• Better Together Study Tour</li> <li>• Leading Faith communities in a changing world</li> <li>• Learning Area conferences</li> <li>• Time release for SLIP Teams to meet weekly</li> </ul> |
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**NUMBER OF TEACHERS WHO PARTICIPATED IN PL:** 86

**AVERAGE EXPENDITURE PER TEACHER FOR PL** \$1,573

**Teaching Staff Attendance Rate:** 86.36%

**Staff Retention Rate:** 95.65%

Teacher Qualifications		Staff Composition	
Doctorate	0.00%	Principal Class	3
Masters	13.95%	Teaching Staff (Head Count)	58
Graduate	48.84%	FTE Teaching Staff	50.1
Graduate Certificate	4.65%	Non-Teaching (Head Count)	33
Degree Bachelor	90.79%	FTE Non-Teaching staff	29.913
Diploma Advanced	18.60%	Indigenous staff	0
No qualifications listed	0%		

## TEACHER SATISFACTION

Both teachers and non-teaching staff have a strong commitment to the College, our students and their families. They put energy and time into their teaching and co-curricular activities; support students, in and out of class time, and are committed to life-long learning. High levels of involvement, excellent attendance, very good staff retention rates and ongoing participation in professional learning are all indicators of their satisfaction with their work and the school.

The College participates in the CEM 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 year students, parents and staff complete a series of externally administered surveys (Insight SRC) to provide feedback to the school.

The Organisational Climate Index continues to be consistently high and in 2017 it was 70.3. Results against most of the 23 indicators were well above the mean for secondary schools. Staff engagement indicators (teamwork, empowerment and ownership) were aligned and again in the top 30% of secondary schools. This indicates a very positive culture within the staff, effective distributed leadership and a willingness and ability to work together.

The four key pillars of organizational culture: empathy, role clarity, teacher learning and engagement were all also ranked in the top 20% of Australian secondary schools. Over the past 5 years there has been excellent growth against the Appraisal and Recognition indicator. These are very pleasing results.



## College Community

### Goals & Intended Outcomes

#### Goal

To more actively engage families and the wider community in students' learning.

#### Intended Outcome

That participation and involvement with families, parishes and the wider community continues to grow.

#### Key Strategies

Promote and connect the College to the wider community.

Develop an understanding of the importance of family and community in supporting the learning of students.

### Achievements

In 2017 the College continued to explore and build links with families and the broader community. Key achievements include:

- extending the Vietnamese and Dinka family nights to include families with students in Years 7 and 8;
- assisting students to explore the links between school, university and the professions through the LEAP program;
- supporting the 'Loaves and Fishes' Food Bank at Holy Eucharist;
- hosting our sister school, Nanhu International Experimental School;
- SEPEP coaching clinics at local primary schools;
- extending access to Multicultural Education Aides to include Vietnamese, Dinka and Arabic;
- celebrating the Mid-Autumn Lantern Festival with College families and the broader St Albans community;
- developing an ongoing partnership with Edmund Rice Community and Refugee Services to provide mentoring programs for boys (Brighter Tomorrow) and girls (Bloom);

- reviewing the canteen service and developing a business plan to implement a school run canteen which focuses on healthy food, in 2018;
- receiving the Resource Smart Sustainable Schools award for community leadership, and a regional Victorian Schools Garden Award.

## VALUE ADDED

- Year Level Family Nights
- PACTS Nights (Parents as Careers Transition Support)
- Brekky and Books mornings
- Mothers' Day breakfast and guest speaker
- Vietnamese and Polish Language schools
- Year 9 Mock Interviews
- Tertiary Visits
- Work Experience program
- Alumni Network
- Reading Buddies at St Albans Library
- Edmund Rice Saturday Tutoring Program
- VET Taster Day at CRC Sydenham for Year 9
- Back to ..... Day for Years 6 and 7 students
- Years 7 – 10 Community Service program
- Intensive English program afternoon teas with families





## PARENT SATISFACTION

Feedback through the Insight SRC parent opinion survey indicates a high level of parent satisfaction with the school. The Community Engagement Index for 2017 was 84.5, an improvement of 3.5 on the previous survey in 2015. These were very pleasing results.

Responses put the College in the top 20% of secondary schools in 15 of the 19 indicators and top 25% of the remaining 4. Parents were particularly pleased with the approachability of the school, the sense of partnership with parents, school improvement initiatives and the provision of stimulating learning, behaviour management, 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.*



## VRQA Compliance Data

This information has been included in relevant sections throughout the Annual Report.

### 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 <http://www.acnc.gov.au>

