

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2018



Catholic Regional College St Albans



SCHOOL REGISTRATION NUMBER: 1765

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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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20 May 2019

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 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, takes 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)



School Improvement Plan

The College is in the second 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 shared leadership and build a healthy community where 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 students are known, valued and feel 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 that 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 that reflect significant socio-economic disadvantage. 63% of families receive support through the Camps, Sports and Excursions Fund (CSEF).

In 2018, the College had an enrolment of 466 students, 193 female and 273 male. 207 (44%) students were born overseas, and of these, 79 have been in Australia less than five years. 86% of students come from a Language Background other than English, representing 31 different cultural and ethnic groups. 116 students (25%) were refugee background students. A breakdown of the main language spoken at home is listed below.

Language	No.	2018		Language	No.	2018
Vietnamese	118	25%		Assyrian	63	13.5%
Dinka	87	19%		Tagalog	54	11.5%
English	63	13.5%		Other	81	17.5%



Principal's Report

Welcome to the 2018 annual report. 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.

The College theme for 2018 was *Open to the possibilities of God's Kingdom*. This echoes a line from our Mission Understanding and reflects the open and unfinished book in the College crest. Students and staff explored the theme through Matthew's parables, particularly the story of the mustard seed and the parable of the sower. Throughout the year, we symbolically and practically prepared soil, planted seeds and nurtured them so that one day they would grow.

In 2018, we celebrated the 40th anniversary, not only of our own school but also of the Federation of Catholic Regional College. What started as a handful of seeds, scattered and sown; one school, 8 staff, 146 students and 4 classrooms in 1978, has grown to 5 schools, 450 staff and 3,874 students in 2018. It is a wonderful story, the story of hope-filled people, always *open to the possibilities that God's Kingdom will bring*.

We were delighted to catch up with former students, staff and families at the *Back to CRC* in October. There was much laughter and many, many stories as people reminisced and reconnected. The pioneers told funny stories about brown uniforms, the best places to play down ball and the day Shirl's Neighbourhood came to the school. Many spoke of the positive impact that the College has had on their lives, and that returning felt like coming home.

The focus of the 2017 – 2020 school improvement cycle is to *build a community of learners characterised by high levels of engagement, creativity and collaboration*. The school improvement initiatives that you will read about in this report are integral to achieving this: Visible Learning, the CRC Learning and Teaching behaviours, the CRC Learner Dispositions and the Berry Street Education Model.

An example of highly engaged students working collaboratively and creatively comes out of the Year 7 STEM program. A team of students researched, designed and made a wicking bed prototype. The students describe their wicking beds as 'self-watering pots on steroids'. What they designed was an ingenious and sustainable system for watering raised garden beds and the efficient use of water. The team led the making of wicking beds across Year 7, taught students from across Melbourne at the *Kids teaching Kids conference* and then 'sold' their product at the Catholic Education Melbourne STEM Showcase, where they were delighted to receive the Archbishop's award for Social Justice.

The Year 7 STEM program is the first stage of a 3 – 4 year program of strengthening Science, Technology, Engineering and Maths (STEM) across the curriculum. With planning well under way for the building of a new Design and Technology Centre in 2020 and the refurbishment of the Science area in 2021-2022, the College looks forward to supporting STEAM (Science, Technology, Engineering, Arts and Maths) with innovative and purpose built learning spaces.

Other notable achievements for the year included:

- Modelling sustainability through the installation of solar panels on the Theodore Street building.
- Promoting the wellbeing of students and staff through a healthy canteen service.
- Improving home-school communication through the new College website and app.
- Students taking out first and third prize in the Design a T-shirt for homelessness competition.
- Introducing positive education and trauma informed practices through the Berry Street Education model.
- Student feedback through the PIVOT surveys indicates good progress in embedding Visible Learning.

As you read this report, you will get just a glimpse of 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.

Thank you to all our skilled and dedicated staff who work so tirelessly to care for students; to provide them with high quality learning experiences and varied co-curricular activities. 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. I would also like to thank our families, our community partners, the College Council and our chaplains. Your contribution, support and encouragement are very much appreciated. This community can take much pride in its school and all that has been achieved during 2018.

The College continues to be a *work in progress* and we are aware that our work is far from finished. We continue to search for new ways to live as people of faith and hope: to care for each other and to learn together.

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

Key achievements in further developing the religious dimension of the school include:

- supporting teacher accreditation through the Theology Twilight sessions and guest presenters such as Fr. Timothy Radcliffe;
- continuing to unpack the Catholic Education Melbourne draft Religious Education standards;
- incorporating the pedagogy of encounter into the Religious Education program;
- developing LAaSMO (Literary form, Author, audience, Setting, Meaning and Other) as a school-wide framework for studying scripture;
- the first cohort of staff completing the Postgraduate Certificate in Religious Education, offered in conjunction with ACU;
- the introduction of the Faith Companion role as part of the ACU Embedded Teacher Formation experience;
- the review of College Social Justice Council and the development of a new structure for 2019;
- using the five expressions of the religious dimension of a Catholic school (prayer, learning, celebration, belonging and outreach) as a lens for planning and review;
- the introduction of *All are Welcome* by Marty Haugen as the College song;
- the 40th anniversary *Fingerprints* Arts project
- planting a field of poppies to mark the 100th anniversary of Armistice Day

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 correlation between faith, values and action. The College is in the top 20% of Catholic secondary schools against most indicators in the Catholic culture survey.

VALUE ADDED

Wednesday morning mass

St Patrick's Day Mass for Schools

Feast Day

St Vinnie's Group

Celebration of the Church Year

Year 7 Giving Tree project

Harmony Day

Year 7 Community Service project

Year 9 Trinity community partnerships

Plenary Council: Workshop Leader Training

School Choir

Reflection Days at all year levels

Loaves and Fishes Food Bank

Years 9 and 10 Community Service program

Project Compassion

YMCA Youth for Causes

House, Year Level, SRC awareness raising and fundraising projects

Year 8 Participate program

Faith and Mission Team



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

Key achievements in learning and teaching include:

- ongoing implementation of Visible Learning by refining the use of learning intentions and success criteria, and through whole staff learning on feedback for visible learning;
- using Google Classroom to assist in developing collaboration and for formative feedback;
- implementing a STEM program at Year 7;
- developing an Applied Learning program for Year 10 2020;
- further developing teacher understanding, and use of, Timperley's *teacher inquiry and knowledge building cycle* across learning areas;
- continuing to embed the College Learning and Teaching Behaviours across the school;
- further work on developing the CRC Learner dispositions;
- using diagnostic tools to inform planning and to monitor improvement in learning;
- increasing teacher knowledge and understanding of how to teach writing across the curriculum;
- continuing to develop common and consistent practice across all classes through Purposeful Teaching Teams, and
- working with teachers to understand the EAL continuum and EAL informed teaching practices

STUDENT LEARNING OUTCOMES

Results vary from year to year, depending on the ability of students from one year to the next; however, the College monitors trends carefully and uses this information to develop programs and to make judgements about the best use of resources.

There has been a decrease in the proportion of students meeting the National Minimum Standards at both Year 7 and Year 9; however, this is, in part, due to changes in the school population during this period. Since 2016, the number of new and recent arrivals students from Iraq, Syria and Vietnam has increased significantly. From two students (0.004%) in 2016 to 61 students (13% of the school population) in 2018.

On average, it takes seven years for EAL learners to become proficient in academic English. For students from refugee backgrounds this can take longer. Many of the new arrivals students have gaps of 2 – 3 years in their schooling; therefore, it is reasonable that many are not yet achieving the National Minimum Standards, particularly in writing.

The College has two programs to support recent arrivals students, firstly an Intensive English program for students to develop basic English language skills, and secondly, an EAL program to support their transition to mainstream.

It is pleasing to note that, assessed against the EAL continuum, most of the new and recent arrivals students are making more than expected growth in their English language learning. Most students are able to exit the Intensive English program within 12 months having attained S1.3 or S2.1 on the EAL continuum in Speaking and Listening, Reading and Writing. Once in mainstream the majority move at least one progression point. Quite a number, 30% in writing, 44% in reading and 40% in speaking and listening, move two or more progression points. This is a very good achievement.

As well as the NAPLAN results, the College uses a range of other tests, including Pat Reading, Pat Maths, SMART tests, On Demand, the YARC and teacher designed assessments to design program and to target support.

With a whole school approach to literacy, grounded in the *Highly Reliable Literacy Teaching Practices (HRLTPs)*, *Visible Learning*, *functional grammar* and the use of the *genre based teaching and learning cycle*; the College has the strategies in place to improve further the literacy of all students. The results of students will improve as teachers build understanding, capacity and confidence, and implement the strategies more fully. A whole school focus on *Differentiation for Visible Learning* in 2019 will assist in further improving literacy and numeracy outcomes for all students.

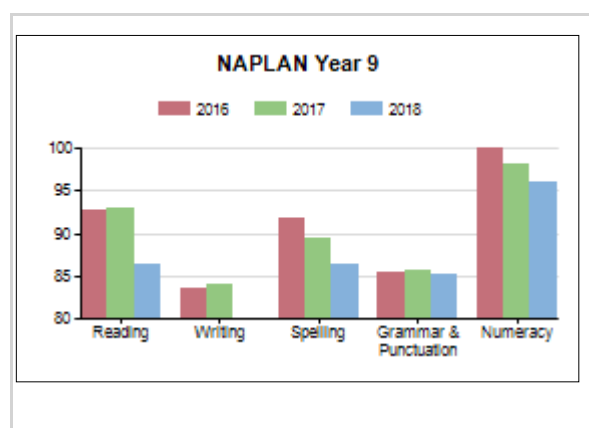
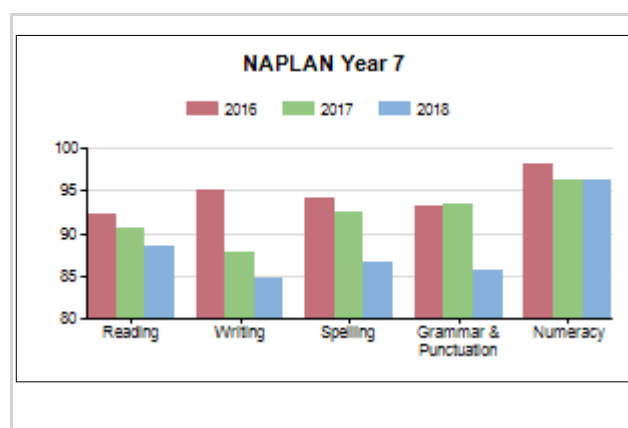


Proportion of Students meeting the National Minimum Standards: Year 7 NAPLAN

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	93.3	93.5	0.2	85.7	-7.8
YR 07 Numeracy	98.1	96.3	-1.8	96.2	-0.1
YR 07 Reading	92.3	90.7	-1.6	88.6	-2.1
YR 07 Spelling	94.2	92.6	-1.6	86.7	-5.9
YR 07 Writing	95.2	87.9	-7.3	84.8	-3.1

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

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 09 Grammar & Punctuation	85.5	85.8	0.3	85.3	-0.5
YR 09 Numeracy	100.0	98.2	-1.8	96.1	-2.1
YR 09 Reading	92.7	92.9	0.2	86.4	-6.5
YR 09 Spelling	91.8	89.4	-2.4	86.3	-3.1
YR 09 Writing	83.6	84.1	0.5	71.6	-12.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	566.7
Year 9 Reading	560.4
Year 9 Spelling	579.3
Year 9 Writing	517.6

NAPLAN Growth Data

The NAPLAN growth data for reading, grammar and punctuation is excellent, continuing an upward trend where school growth has exceeded national and state growth over a number of years. This improvement is due to the consistent use *Highly Reliable Literacy Teaching Practices (HRLTPs)* across learning areas, improved teacher understanding of functional grammar, and the implementation of Visible Learning.

Numeracy and spelling growth data indicates good progress in these areas, with growth at or close to national and state growth. Writing continues to be a *work in progress*. Through the Secondary Literacy Improvement Project (SLIP), the College has continued to build teacher expertise and collective efficacy around the teaching of writing. The *genre-based teaching and learning cycle* has been introduced in a number of learning areas. It involves all teachers using five language specific stages in the learning process: a) field building activities; b) supported reading; c) familiarisation with genre through modelling and deconstruction; d) joint construction, and e) independent construction. Whilst there is still some way to go, the analysis of pre and post writing samples, the moderation of student work, and the ongoing improvement in reading, punctuation and grammar indicate a positive trend.

Improving the literacy and numeracy outcomes of all students continues to be a College priority. This is being addressed through ongoing 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 2016 -> Year 9 2018

	Reading	Writing	Punctuation and Grammar	Mathematics
School Growth	52	1	60	44
State Growth	44	21	39	45
Difference	+8	-20	+21	-1

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

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

Key achievements in Student Wellbeing include:

- introducing the Berry Street Education Model (BSEM) which focuses on positive education and trauma informed practices;
- staff completing the first two professional learning two modules for BSEM: Body and Relationships;
- developing student voice through focus groups; student feedback and input into the learning program; and through formal and informal student leadership roles;
- developing an understanding of the Horizons of Hope *Wellbeing Statement* and *eXcel: Wellbeing for Learning in Catholic school communities* (CEM);
- providing the opportunity for the Pastoral Team and the Learning and Teaching Team to work together on the implementation of BSEM and on further developing the CRC Learner Dispositions;
- completing the CEM Intervention Framework online learning modules and planning for the implementation of Response to Intervention (RTI) in 2019;
- developing an Inclusive Education policy;
- reviewing the purpose and structure of whole school and year level assemblies;
- to ensure that decision making in Student Wellbeing is data and evidence based, the pastoral team explored various student wellbeing surveys and settled on the Resilience survey for 2019, and
- initial work with the Resilience project as an approach for developing Gratitude, Empathy and Mindfulness (GEM) – the foundations of resilience

VALUE ADDED

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|--|---|
| <ul style="list-style-type: none"> • Image 2018 Visual Arts Exhibition • Year 10 Drama and Music Nights • Premier League • SACCSS Interschool Sport • Writer in Residence program • Shared Stories publication • Transition programs (6-7 and 10-11) • Careers education program • Year 8 and 9 Camp • Visiting performers • Harmony Day • Titration Stakes • Rostrum 'Voice of Youth' public speaking • Youth for Causes • Study Support • Year 9 Trinity program • Year 7 Sunnystones Day | <ul style="list-style-type: none"> • SRC / House Captains / Year Councils • Counselling service • Williams Cup Inter-house competition • Otaku Club • Work Experience • Immersion Days • VCE and VET subjects at Year 10 • Community Garden project • Volleyball Club • Melbourne Water Kids Teaching Kids program • Canteen service. • MAD Stem Showcase • Brimbank Young Researchers project • Year 9 Student Voice project • Premier's Reading Challenge • Interschool Chess |
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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. Student morale and connectedness to the school and their peers are high. The feedback on relationships with teachers was particularly good with teacher empathy, stimulating learning and learning confidence all showing good improvement and in the top 25% of responses when compared with students in secondary schools across Australia. The Student Wellbeing Index for 2018 was 68.6, an improvement of 1.6 on the previous year.

The PIVOT student -> teacher feedback surveys confirm similar levels of satisfaction with learning and teaching in the school. The aggregate scores across the school were generally 4 or above on a five point scale. Teachers pushing me to think, explaining why we are learning what we are learning, giving us time to explain our ideas, students knowing what they are supposed to do and a range of responses around the effectiveness of assessment for learning and feedback all scored well. Students believe that teachers know them well and understand how they learn. They are very happy to ask questions and to seek assistance.

STUDENT ATTENDANCE

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 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 Deputy Principal (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.
- Teachers ensure that learning is engaging and that students are connected to the school community.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	95.0
Y08	95.2
Y09	94.3
Y10	90.9
Overall average attendance	93.8



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 2018 include:

- ensuring that child safety is a key consideration in the re-design and refurbishment of the administration area, student wellbeing hub and library;
- teaching and non-teaching staff completing the DET mandatory reporting online learning module;
- developing sound processes for the engagement of contractors and volunteers;
- reviewing the procedures for engaging staff for camps, excursions, incursions; as CRTs, sports coaches and umpires, and for contractors / volunteers who come on site;
- ongoing work with staff to ensure a child safety lens is at the forefront when completing risk assessments;
- reviewing practices around Work Experience and Community Services to ensure compliance with Child Safe Standards, and
- Year 10 students partnering with Bravehearts to develop social enterprise project to raise awareness about child protection



Leadership & Management

Goals & Intended Outcomes

Goal

To foster shared leadership and build a healthy community where 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 2018 included:

- further development of the Performance Development and Coaching process through the use of PIVOT student feedback surveys, and Learning Area Leaders taking primary responsibility for coaching staff to develop teaching goals;
- training of Learning Area Leaders in Cognitive Coaching;
- developing school-wide protocols for record keeping;
- ongoing review and development of school policies, including Occupational Violence, Excursions and Equal Opportunity;
- completion of the CEM Intervention Framework online learning modules;
- establishing and NCCD team and further developing the Nationally Consistent Collection of Data processes;
- introducing the Federation Compliance role;
- initial work on developing a CRC Leadership Development framework;
- planning for the refurbishment of the Library to create a contemporary learning space and the Administration area to create additional office spaces, meeting rooms and a wellbeing hub;
- linking learning about sustainability with practical initiatives such as the Solar Panel project, and
- developing a design brief for the new Design Technology Centre

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

In 2018, the College allocated 7 days to whole staff professional learning. This included four Professional Practice Days. As well as this, staff met twice a week in Purposeful Teaching Teams. The focus of whole staff professional learning was Feedback for Visible Learning and the Berry Street Education Model. A number of teachers received sponsorship for post-graduate study.

Feedback that makes learning visible (Corwin)	Restorative practices vs fair consequences
Berry Street Education Model: Day 1 and Day 2	Using formative assessment in History.
Cognitive Coaching – Learning Area Leaders	Libraries as collaborative spaces.
Challenging maths tasks for engaging all students.	Google Classroom
Food Handlers Safety Training	Transition from SWD to NCCD
High Impact Teaching Strategies	Learning Area Conferences
Theology Twilights: The Kingdom of God	2020 Plenary Council
Postgraduate Certificate in Religious Education	ACER Research Conference
English and Humanities SLIP Teams x 3	The Resilience Project
Horizons of Hope	eXcel: Wellbeing for Learning
Identity and Growth resource in Catholic schools	Level 2 and 3 First Aid Training
Fr. Timothy Radcliffe	Steps for sustainability
DigiCon	Future skills training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	61
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AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,350
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Teaching Staff Attendance Rate: 87.9%

Staff Retention Rate: 90.2%

Teacher Qualifications		Staff Composition	
Doctorate	0.00%	Principal Class	3
Masters	14%	Teaching Staff (Head Count)	61
Graduate	51.2%	FTE Teaching Staff	53
Graduate Certificate	7%	Non-Teaching (Head Count)	43
Degree Bachelor	86%	FTE Non-Teaching staff	39
Diploma Advanced	18.60%	Indigenous staff	0
No qualifications listed	4.7%		

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 very good and in 2018 it was 69.2. Results against most of the 23 indicators were well above the mean for secondary schools. Staff engagement indicators (teamwork, empowerment and ownership) were in the top 25% of secondary schools, as were indicators around teacher learning: appraisal, recognition and professional growth. This confirms the very positive culture within the staff, effective distributed leadership, and the willingness and ability to work together.

It was pleasing to note that there is very good growth in teacher confidence and quality teaching. This indicates that staff are growing in their sense of collective efficacy around the school improvement initiatives.



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

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

- supporting the 'Loaves and Fishes' Food Bank at Holy Eucharist;
- SEPEP coaching clinics at local primary schools;
- providing access to Dinka, Arabic and Vietnamese Multicultural Education Aides;
- 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);
- participating in the YMCA Youth for Change initiative;
- establishing a stronger social media presence through the new College website, the College app and Facebook;
- improving home <-> school communication through translating key documents and producing a school newsletter that can be translated;
- maintaining connections with former students through the Years 11 and 12 dinners;
- establishing the new canteen service (The Vine) where all food sold meets the Australian nutrition guidelines and use is made of seasonal produce from the community garden;

- Year 7 students sharing their learning about Wicking Beds at the Kids teaching Kids conference and at the Catholic Education Melbourne STEM showcase;
- establishing a partnership with Melbourne Water to work on cleaning up and re-vitalising a section of Kororoit Creek;
- introducing the Duke of Edinburgh award at Year 10

VALUE ADDED

- Year Level Family Nights
- Milo mornings in the library
- Mothers' Day breakfast and guest speaker
- Vietnamese and Polish Language schools
- Year 9 Mock Interviews
- Tertiary Visits
- Work Experience program
- Alumni Network
- VET Taster Day at CRC Sydenham for Year 9
- Back to Day ... where Year 7 students visit their former primary school to support the transition of Year 6 students.
- Years 7 – 10 Community Service program
- Intensive English program afternoon teas with families
- Celebrations to mark the 40th anniversary of Catholic Regional College (1978 – 2018)
- Network of former students who maintain links with the community garden

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 2018 was 78.8. Responses put the College in the top 25% of secondary schools against all 19 indicators. These were very pleasing results.

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.



School Performance Data Summary

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 www.acnc.gov.au