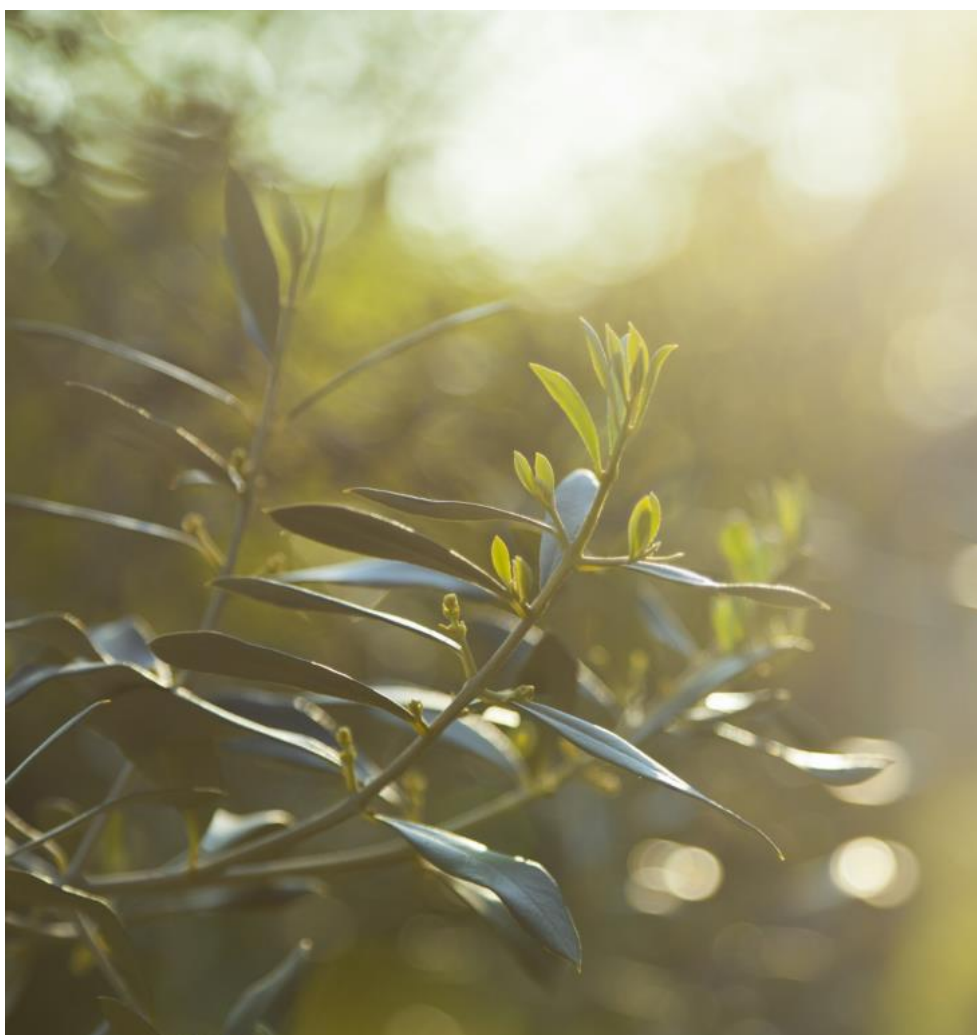


**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2019



Catholic Regional College St Albans



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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

03 July 2020

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 Goal

2019 was the third 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. 58% of families receive support through the Camps, Sports and Excursions Fund (CSEF).

In 2019, the College had an enrolment of 461 students, 185 female and 276 male. 182 (39%) students were born overseas, and of these, 98 (21%) have been in Australia less than five years. 86% of students come from a Language Background other than English, representing 29 different cultural and ethnic groups. 132 students (29%) were refugee background students. A breakdown of the main language spoken at home is listed below.

Language	No.	2019		Language	No.	2019
Vietnamese	121	26%		English	63	14%
Assyrian	72	16%		Tagalog	54	12%
Dinka	66	14%		Other	85	18%

Principal's Report

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 the Eucharist: to care for each other, to learn together and to grow as a dynamic community of faith.

(Catholic Regional College St Albans Mission Understanding)

In 2019 the College community continued to make very good progress against the goals articulated in the 2017-2020 School Improvement Plan. 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 newsletter, the yearbook, community gatherings and on our website. The annual report draws together some of this and provides additional data, as required by the Australian Government.

Hopefully, as you read this report, you will gain some insight into the work and commitment that goes into ensuring an excellent education for our students. You will also see that the College is a vibrant learning community where faith, learning and relationships matter.

The school theme for the year was *'Let us build a house where love can dwell'*. It is the second line from our College song *'All are Welcome'*. During the year, students and staff revisited the College Mission Understanding, the school motto and the school values, in light of Jesus and his teachings, being the cornerstone of all we do.

In 2019, the College implemented phase one of the Berry Street Education Model (BSEM), continued to build teacher capacity in relation to Differentiation for Visible Learning, and focussed on the explicit teaching of resilience strategies through the Gratitude, Empathy and Mindfulness (GEM) program.

It was a terrific 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 and the agency to make a difference. Amongst other initiatives, students researched and developed a proposal for free public transport for school aged children. Supported by Natalie Suleyman (MLA for St Albans) they continue to navigate the project through different layers of the parliamentary process.

In August we were transported back through different musical eras in the school production *Step Back in Time*. 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 and entertaining show. It was a terrific cross age experience for everyone involved: cast, production team, audience and the community.

The College had a good year in SACCSS interschool sport with impressive wins in the Intermediate Boys at the SACCSS athletics and the Year 8 Premier League volleyball, and fine individual performances in swimming, cross country and chess.

Thank you to all our staff who work so tirelessly to care for students; to provide them with 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. 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.

This community can take much pride in its school and all that has been achieved during 2019. I commend to you this summary of the year.

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

In 2019, the College theme “*let us build a house when love can dwell*” was used as a framework for revisiting the College values, and to reflect on what it means to live as a community built on the foundation stone of Christ’s love.

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

- supporting teacher accreditation through the Theology Twilight sessions and the PAVCSS International Speakers program with Dr. Carmody Grey (Durham University);
- 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;
- reviewing and rewriting the Year 10 Religious Education program;
- 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;
- 15 students and staff participating in the Australian Catholic Youth Festival;
- revisiting the school values as a whole school community, linking each value to scripture and planning a rock installation for the Jubilee Garden which reflects the values, and
- broadening student involvement in awareness raising and social action projects

VALUE ADDED

Wednesday morning mass	School Choir
St Patrick's Day Mass for Schools	Reflection Days at all year levels
Feast Day	Loaves and Fishes Food Bank
Social Justice Council	Years 9 and 10 Community Service program
Celebration of the Church Year	Project Compassion
Year 7 Giving Tree project	K's for Caritas Water Carry
Harmony Day	House, Year Level, SRC awareness raising and fundraising projects
Year 7 Community Service project	Year 8 Participate program
Year 9 Trinity community partnerships	Faith and Mission Team
Australian Catholic Youth Festival	Faith Q and A session
Refugee Stories Seminar	



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:

- reviewing the Years 9 and 10 curriculum;
- introducing Academic English to further support recent arrivals students as they transition into the mainstream program;
- introducing an agreed lesson structure that incorporates Literacy, Visible Learning and the Berry Street Education Model across learning areas;
- reviewing the structure of the school day and preparing for introduction of 60 minute lessons in 2020;
- refining the work of Purposeful Teaching Teams to ensure that planning is student centred, and that staff work through the five phases of the Evidence Based Professional Learning Cycle;
- implementing a STEM program at Year 8;
- further developing teacher understanding, and use of, Timperley's *teacher inquiry and knowledge building cycle* across learning areas;
- providing ongoing staff professional learning on differentiation;
- implementing the *Differentiation for Visible Learning* project, and
- introducing Response to Intervention (RTI) to ensure that the needs of all students are identified and addressed in a planned, timely and proactive manner

STUDENT LEARNING OUTCOMES

Results vary from year to year, depending on the ability of students from one year to the next; however, the College uses a range of data to monitor trends and uses this information to develop programs and to make decisions about the best use of resources.

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.

There has been a significant increase in the proportion of students meeting the National Minimum Standards in literacy at Year 7, whilst the results at Year 9 are similar to the previous year. In the changing context of the school, these results are excellent. 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 78 students (17% of the school population) in 2019.

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 three programs to support recent arrivals students, firstly an Intensive English program for students to develop basic English language skills, an EAL program to support their transition to mainstream, and Academic English to support English language development across learning areas.

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, move two or more progression points. This is a very good achievement.

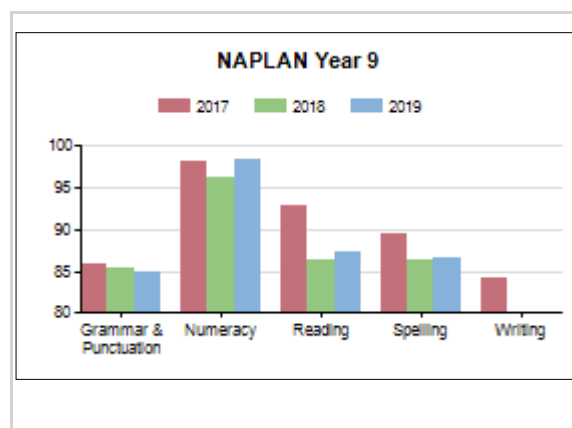
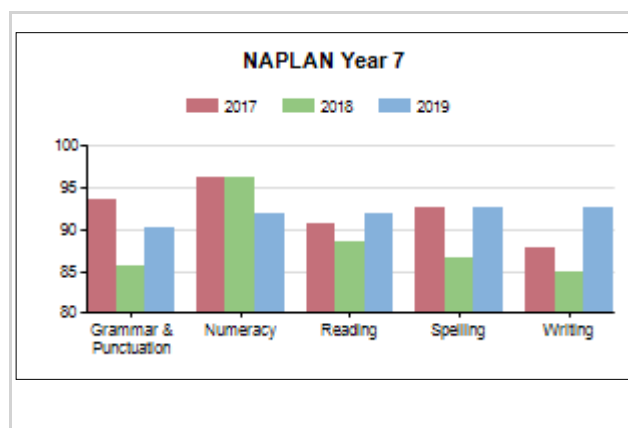
The 2017 -> 2019 NAPLAN growth data (described below) indicates that improvement in student literacy outcomes is well beyond State and National growth, and also significantly more than one year's growth for each year of schooling.

The improvement in literacy outcomes can be attributed to a whole school approach to building teacher capacity in the teaching of literacy across learning areas. This work has been grounded in the *Highly Reliable Literacy Teaching Practices (HRLTPs)*, *Visible Learning*, *functional grammar* and the use of the *genre based teaching and learning cycle*. In addition, the College has introduced the *MultLit* program to support students with significant gaps in their literacy development.

The work of *Differentiation through Visible Learning Teams* and the *Targeted Teaching in Maths* project continue to develop the thinking and capacity of teachers in relation to differentiation, inclusive practices and student engagement. It is expected that this work will further improve student learning outcomes.

Proportion of Students meeting the National Minimum Standards

Year 7 2019					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	93.5	85.7	-7.8	90.3	4.6
YR 07 Numeracy	96.3	96.2	-0.1	91.9	-4.3
YR 07 Reading	90.7	88.6	-2.1	91.9	3.3
YR 07 Spelling	92.6	86.7	-5.9	92.7	6.0
YR 07 Writing	87.9	84.8	-3.1	92.7	7.9
Year 9 2019					
YR 09 Grammar & Punctuation	85.8	85.3	-0.5	84.9	-0.4
YR 09 Numeracy	98.2	96.1	-2.1	98.4	2.3
YR 09 Reading	92.9	86.4	-6.5	87.3	0.9
YR 09 Spelling	89.4	86.3	-3.1	86.5	0.2
YR 09 Writing	84.1	71.6	-12.5	71.4	-0.2



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.6
Year 9 Numeracy	569.9
Year 9 Reading	571.3
Year 9 Spelling	575.7
Year 9 Writing	541.2

NAPLAN Growth Data

The NAPLAN growth data for reading, grammar and punctuation and spelling is excellent, continuing an upward trend where school growth has significantly exceeded national and state growth over a number of years. The growth in reading is very pleasing. This improvement is due to the consistent use of the *Highly Reliable Literacy Teaching Practices (HRLTPs)* across learning areas.

The growth data for writing is cause for celebration. In recent years, the College has worked with Dr. Beverley Derewianka 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. The 2019 NAPLAN results indicate that this work in beginning to have a very positive impact on student learning outcomes.

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.

In 2019, the following initiatives were introduced

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 2017 -> Year 9 2019

	Reading	Writing	Punctuation and Grammar	Mathematics
School Growth	50	44	40	37
National Growth	35	36	32	38
State Growth	34	34	29	37
Difference in School and State Growth	+16	+10	+11	-

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:

- implementing Stage 1 and 2 of the Berry Street Education Model (BSEM) through shared reading, building professional knowledge, and changing pedagogical practice;
- staff completing the final Berry Street Education Model (BSEM) professional learning days on Stamina, Engagement and Character;
- developing the Positive School Wide Behaviour expectations (PSWB) to complement the College Rights and Responsibilities;
- collecting baseline data in relation to student wellbeing through the *Resilience Surveys*;
- introducing the GEM (Gratitude, Empathy and Mindfulness) component of the Resilience Project to explicitly teach resilience, responsibility and mindfulness;
- introducing an afterschool Health Club for Years 9 and 10 students;
- continuing to develop student voice and agency through focus groups; student feedback and input into the learning program; and through formal and informal student leadership roles;
- implementing the *Response to Intervention* (RTI) model to assist in planning holistically for students with complex learning and wellbeing needs, and
- introducing a Breakfast program

VALUE ADDED

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| <ul style="list-style-type: none"> • Image 2019 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 • Study Support • Year 9 Trinity program • Year 7 Sunnystones Day • SRC / House Captains / Year Level Councils • Years 9 and 10 Health Club • College Yearbook Committee • Prince's Trust Achieve Program | <ul style="list-style-type: none"> • 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: Project involved teaching how to make Hikaru Dorodango. • Fridgebox Derby • Canteen service. • Brimbank Young Researchers project • Year 9 Student Voice project • Premier's Reading Challenge • Interschool Chess • Breakfast Program • Assemblies • Milo mornings in the library |
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STUDENT SATISFACTION

As the CEMSIS School Improvement surveys were used for the first time in 2019, there is no longitudinal data available. The CEMSIS results indicate a very good level of student satisfaction. It is pleasing to note that in a number of areas, the positive endorsement of students at the College was equal to, or significantly higher than average for Catholic Secondary schools in Melbourne:

- a) Rigorous Expectations:
- b) Teacher-student relationships:
- c) Student Voice:
- d) Catholic Identity:

The results indicate that teachers expect students to invest in their studies, and to show persistence and effort in all aspects of learning. These expectations are supported by positive relationships between students and staff, and many opportunities for students to have an impact on the school,

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

The College believes that daily school attendance is important for all young people in order to reach their full potential and to ensure they don't fall behind socially and/or academically.

Research indicates that there is a strong, positive correlation between a student's learning and health outcomes, their longer-term employment prospects and regular school attendance. Conversely, poor attendance places students at risk of not achieving their full potential.

To manage attendance and non-attendance, the College has the following practices in place:

- 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. Initially, this is by sms and then with a follow up phone call.
- 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	95.6
Y08	93.5
Y09	93.7
Y10	91.3
Overall average attendance	93.5



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 2019 include:

- the ongoing review and updating of policies such as the College Child Safety policy, Code of Conduct, Building Positive Relationships (Bullying Prevention), Pastoral Care and PROTECT;
- staff professional learning on PROTECT: identifying and responding to all forms of abuse;
- teaching and non-teaching staff completing the DET mandatory reporting online learning module;
- ongoing work with staff to ensure a child safety lens is at the forefront when planning school activities;
- ensuring that child safety is a key consideration in the planning of the new Design and Technology centre;
- establishing a students are risk register;
- the introduction of fortnightly Student Learning and Wellbeing Team meetings to assist in managing students at risk;
- strengthening student voice and agency across the school through student led policy development;
- student led messaging around child safety;
- child safety is a standing agenda item at the College Leadership Team, College Council and CRC Principals' meetings, and
- a review of human resource practices to ensure that strong a strong child safe lens is embedded in all practices

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 2019 included:

- further developing the Performance Development and Coaching Framework through 360 degree feedback for Middle and Senior Leaders and access to external coaching;
- refurbishing Year 7 classrooms, and the Administration area to create a Wellbeing Hub and additional meeting rooms;
- extensive landscaping in the College grounds and provision of shade and seating on the oval;
- consultation and planning of new Design and Technology Centre;
- ongoing review and development of school policies, with a particular focus on pastoral policies;
- developing and implementing a CRC Risk Management Framework;
- completing the CECV Occupational Health and Safety audit and implementing recommendations;
- implementing the Response to Intervention (RTI) framework;
- extending the Student Leadership Development program;
- Augustine Morris jnr (Year 10) receiving the Fr. James Wall Bursary in recognition of his leadership, service and application to study;
- whole staff professional learning around positive education and trauma informed pedagogy through the Berry Street Education Model (BSEM), and
- building the collective efficacy of teachers in relation to differentiation through whole school professional learning, Professional Practice Teams (PTT's) and the Differentiation for Visible Learning project

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

Berry Street Education Model: Day 3 and Day 4	Learning Area Conferences
Targeted Teaching in Mathematics	World Youth Day / Australian Catholic Youth Festival
NAPLAN Data Analysis	The Resilience Project
Learning Sprints	eXcel: Wellbeing for Learning
Theology Twilight series	First Aid Training / CPR Update / Anaphylaxis
Differentiation for Visible Learning PTT's (English and Science).	Emergency Management Training
Differentiation	Steps for Sustainability
MaqLit	National Futures Expo
Safe use of machinery	Dr. Carmody Grey
TESOL	School Law
Coaching and Mentoring	VALA Applied Learning
Student voice, agency and engagement	Catholic Social Teaching
Response to Intervention	Wellbeing Conferences (PESA and MacKillop)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**58****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2,314**

Teacher Qualifications		Staff Composition	
Doctorate	2.1%	Principal Class	3
Masters	21.3%	Teaching Staff (Head Count)	55
Graduate	46.8%	FTE Teaching Staff	47.2
Graduate Certificate	10.6%	Non-Teaching (Head Count)	37
Degree Bachelor	87.2%	FTE Non-Teaching staff	35.1
Diploma Advanced	17%	Indigenous staff	0

TEACHER SATISFACTION

As the CEMSIS staff surveys are new, there is no longitudinal data available, however, the results indicate a high degree of teacher satisfaction. The positive endorsement of staff at the College is significantly higher than the average for CEM secondary schools in 11 of the 14 domains of the survey.

Relationships between staff and with leadership are strong; staff feel safe and supported in their work; have access to quality professional learning and feedback; believe there is coherence in the school's improvement strategy and that the conditions for improving teaching and learning are in place. They collaborate effectively and work well in teams. There is a strong sense of Catholic Identity and Mission across all dimensions of the school.

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.



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:

- developing a proposal for free public transport for young people up to 18, and building connections with a range of politicians to navigate this through parliament (Student Leaders);
- supporting the 'Loaves and Fishes' Food Bank at Holy Eucharist;
- 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;
- introducing the 'Hafla' to celebrate the contribution of the Iraqi and Syrian communities to the school;
- 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 Brimbank Young Researchers program;
- building an alumni community through past student dinners;

- Year 7 students sharing their learning about Mindful Mud Dumplings (Hikaru Dorodango) at the Kids teaching Kids conference;
- Continuing the partnership with Melbourne Water to work on cleaning up and re-vitalising a section of Kororoit Creek, and
- reviewing and further developing Years 6-7 transition

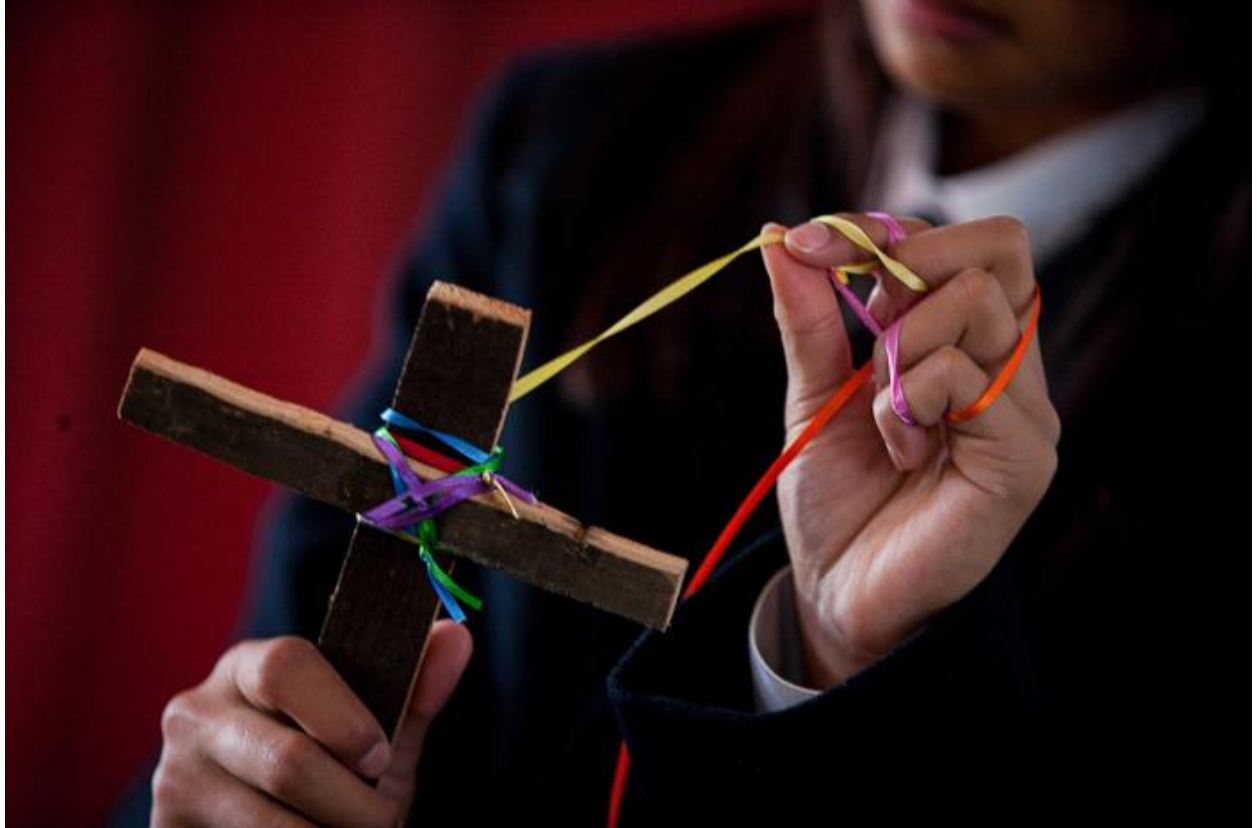
VALUE ADDED

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| <ul style="list-style-type: none"> • Year Level Family Nights • Mothers' Day breakfast and guest speaker • Year 9 Mock Interviews • Tertiary Visits • Years 7 – 10 Community Service program • Back to Day ... where Year 7 students visit their former primary school to support the transition of Year 6 students. • Network of former students who maintain links with the community garden • Visit from Chinese Sister School: Nanhu Experimental International Middle School (NIEMS) | <ul style="list-style-type: none"> • Vietnamese and Polish Language schools • Work Experience program • Years 11 and 12 dinners and Alumni Network • Intensive English program afternoon teas with families • School Production: Step Back in Time • Paddock to plate awareness being developed through the community garden, the canteen and the learning program • Grant from Toyota Community Trust to help deliver 3D technology in the school. |
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PARENT SATISFACTION

Support for school activities, such as Family Nights and feedback through the CEMSIS family surveys indicate good levels of family engagement and a positive endorsement of the College. Families have positive perceptions of school climate, communication, school fit and family engagement. They find the school to be welcoming, approachable and open if they raise concerns. Overall, they have a strong sense of belonging to the community.

Well over 90% of families attend Parent / Teacher / Student interviews. This is just one small example of the fact that families take their role as partners in the education of young people very seriously. We appreciate their unstinting support. Their aspirations, encouragement and support of learning at home, are all very important in improving learning outcomes for young people.



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