



# Catholic Regional College St Albans St Albans

2020

Annual Report to the School Community



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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 2020 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.

04/06/2021

**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](http://www.acnc.gov.au)

## 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 required commitment and consistency of practice across the school. It is a collaborative and interdependent responsibility; one where everyone in the school 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 characterised by high levels of engagement, creativity and collaboration.

## College Overview

Catholic Regional College St Albans is a co-educational, Years 7-10 College in the north- west of Melbourne. The College is one of five schools in Melton, North Keilor, Caroline Springs and St Albans that form what is known as the Federation of Catholic Regional College.

A School CtC score of 83 indicates that students come from backgrounds that reflect significant socio-economic disadvantage. 55% of students are eligible for the Camps, Sports and Excursions Fund.

In 2020, the College had 505 students. 207 (41%) were born overseas, and of these 126 (25% of the school population) have been in Australia less than five years. 84% of students come from a Language Background other than English, representing 29 different cultural and ethnic groups, and 22% of students were from a refugee background.

The key focus of the 2017-2020 School Improvement Plan was to build communities of learning characterised by high levels of engagement, creativity and collaboration.



## Principal's Report

2020 was a year like no other. Our communities, school and Church, local and global, have been called to live, work and be with each other, in new and unimagined ways. Despite the challenges of 2020, we continued to make good progress on the current School Improvement Plan, albeit in ways different to what we envisaged, as well as completing a school review and developing the 2021-2024 School Improvement Plan,

Throughout the year we regularly reported to families and the broader community through the newsletter, the yearbook, community gatherings, assemblies and on our website. The annual report draws together some of this, and provides additional information, as required by the Australian Government. Hopefully, as you read the report, you will see that, even whilst *Learning from Home* for twenty weeks, the College continued to be a vibrant learning community where faith, learning, wellbeing and community are a priority.

Term 1 was a whirlwind as we tackled significant flood damage to the library, the refurbishment of the administration area, a school review and the transition to *Learning from Home*. It is an enormous credit to staff and students that they were able to prepare for, focus on, and fully engage in the school review amid the busyness of Term 1, and against the rapidly evolving backdrop of COVID-19. We are privileged to have such a professional, committed and generous staff group.

The major achievement of 2020 was 20 weeks of remote and flexible learning. The College had just 10 days to prepare students, staff and families for this major change in learning and teaching. Despite the many challenges, the transition to *Learning from Home* brought out the very best in students, staff and families. Problem-solving, creativity, unprecedented collaboration, leadership from unexpected places, openness to learning and doing things differently, listening, adapting and being agile were certainly the hallmarks of this time. The community's resourcefulness, responsiveness and resilience was remarkable.

That students were able to transition between onsite and offsite learning so well, and that most remained engaged and connected to the school, and to each other was an achievement of which the school community can be very proud. Every time we gathered online, in a Google Meet; as a class, in a community homeroom, at morning briefing, for the Mother's and Father's Day breakfasts or at assemblies, we were reminded of our 2020 school theme, '*we, though many, are one*'.

Thank you to all our staff who worked so tirelessly to care for students and to provide them with quality learning, whether learning was onsite or remote. Congratulations to all students on the incredible good will, persistence, resilience and 'can do' spirit that you have shown in your studies this year. Thank you to all our families, your support, encouragement and contribution throughout the year was very much appreciated.

Lastly, I would like to thank members of the College Council, our School Chaplains, Catholic Education Melbourne staff and our many community partners who work so tirelessly, often behind the scenes, to support our work and the learning of our students.

Christina Utri

Principal

## Education in Faith

### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcomes:

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

### Achievements

The 2020 College theme '*we, though many, are one*' provided opportunities to reflect on not only the diversity of the community but also our shared humanity. In a year like no other, it was a timely reminder of connection, community, mutuality and interdependence, both locally and globally.

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

1. Working with Paul Fumei (CEM) to understand the 2019 ECSI data and its implications.
2. Initiating a research partnership with ACU to look at the ECSI questions from a literacy and EAL learners' perspective.
3. Implementing LAaSMO, a scripture analysis tool.
4. Reviewing and rewriting the Year 9 Religious Education program in light of the new RE standards and the Pedagogy of Encounter.
5. Developing online Reflection Days for Years 7 and 8.
6. Providing staff with the opportunity for reflection and prayer through online discussion groups in *Conversations after Curfew*.
7. Supporting five staff to complete the first year of the Graduate Certificate in Religious Education.
8. Reviewing the College guidelines on teaching about respectful relationships and sexuality in light of the Identity and Growth documents, Child Safe Standard 7 and the DET Respectful Relationships program.

#### VALUE ADDED

With lock down and COVID-19 restrictions, the College community found new ways to connect and engage in faith based experiences. These included:

- Opening school mass.
- An online rosary circle led by our Iraqi students and families.

- Student initiated podcasts. The CRC-SA podcast series focussed on a range of issues, including finding God in challenging times, and religion and spirituality in our world.
- Online Reflection Days for Years 7 and 8.
- An online school choir collaboration to write and record a song to mark 2020.
- An outdoor Graduation Mass for Year 10 students, live-streamed to families.
- Student Social Justice Council.
- Fundraising for the Loaves and Fishes Food Bank.
- Lenten prayer led by Student Leaders.
- Fundraising for Project Compassion.
- Students participated in the online *Laudato Si* international dialogue sessions.



## 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.

### Achievements

As was the case across all schools, the key achievement of 2020 was the change from school based learning to 20 weeks of *learning from home*. The College was well-placed to make the transition to remote teaching and learning as there was a well established 1:1 laptop program and a number of staff already using Google Classroom, Education Perfect and/or STILE. These platforms provided a solid foundation for online learning, and staff developed their collective capacity through strong collaboration, support and sharing resources.

Teaching remotely required teachers to focus more closely on lesson planning; clarity of instructions, predictable routines; and on differentiation and feedback. Whilst *learning from home* was challenging for some, students also appreciated the opportunity to work at their own pace, the differentiated tasks and the feedback, as well as the flexibility, responsibility and independence that they discovered with less teacher direction.

In 2020, the College also:

- Introduced 60-minute lessons and a revised structure to the school day. This was adapted further for online learning.
- Developed the College guidelines on the teaching of literacy across learning areas. This document was the culmination of extensive work with Dr. John Munro on *Highly Reliable Literacy Practices (HRLTPS's)* and with Dr. Beverley Derewianka on the *Genre Based Learning and Teaching Cycle*.
- Introduced PIVOT pulse checks for more regular student feedback to teachers.
- Continued to review assessment rubrics and to explore learning progressions.
- Introduced online student-led learning conferences. These were with parents / carers and the pastoral care teacher. They replaced Parent / Student / Teacher interviews with individual subject teachers.
- Continued the *Differentiation for Visible Learning* focus through action research teams in Year 7 RE and Year 10 Science.

## STUDENT LEARNING OUTCOMES

In describing the CRC Learner, the College identifies the development of learner **C**onfidence, **R**esilience and **C**haracter as key goals of the school program. It was affirming that many students identified these characteristics in what they discovered in themselves whilst learning remotely. In their feedback through surveys and focus groups, students felt that they learnt:

- Focus, concentration and organisation.
- Independent thinking and self-determination.
- Resilience.
- Asking questions.
- Flexibility and adaptability.
- Persistence and optimism.

Whilst there was no NAPLAN Tests in 2020, the College monitored student learning through school based assessment tasks, end of year exams for Years 9 and 10, and PAT Reading and PAT Maths. Due to the timing of the PAT tests longitudinal data is only available for Years 8 and 9.

PAT Maths data shows expected growth for Year 8 with less than expected growth at Year 9.

Longitudinal PAT Reading data indicates particularly good gains in reading at Years 8 and 9. For Year 9 the median growth was 7.0 against an expected growth of 3.5, and at Year 8 it was 5.1 against an expected growth of 2.5.

## MEDIAN NAPLAN RESULTS FOR YEAR 9

\*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

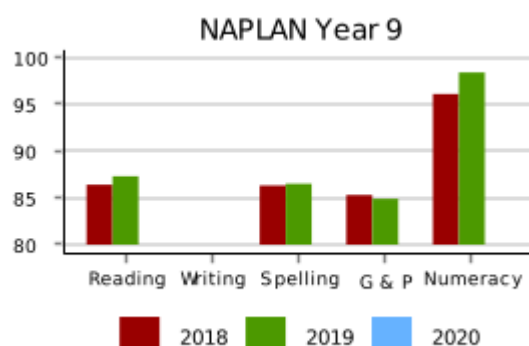
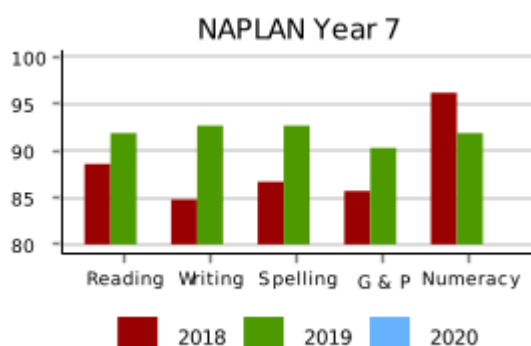
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	85.7	90.3	4.6		
YR 07 Numeracy	96.2	91.9	-4.3		
YR 07 Reading	88.6	91.9	3.3		
YR 07 Spelling	86.7	92.7	6.0		
YR 07 Writing	84.8	92.7	7.9		
YR 09 Grammar & Punctuation	85.3	84.9	-0.4		
YR 09 Numeracy	96.1	98.4	2.3		
YR 09 Reading	86.4	87.3	0.9		
YR 09 Spelling	86.3	86.5	0.2		
YR 09 Writing	71.6	71.4	-0.2		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## 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.

### Achievements

A key achievement in 2020 was ensuring that students remained connected to each other and to the College during the 20 weeks of remote and flexible learning. Whilst some students found online learning difficult, all returned to the College after each period of lock down and transitioned well between offsite and onsite learning. This was achieved through regular contact between home and school by Multicultural Education Aides, Wellbeing staff and teachers. Whenever restrictions allowed, the College ran onsite classes for students whose parents were essential workers and those who were vulnerable and in danger of disengaging from school. This 'mini' school was important in maintaining the wellbeing of these students.

Staff used a range of strategies to support and monitor student wellbeing during *learning from home*. The explicit teaching of social and emotional skills through the GEM (Gratitude, Empathy and Mindfulness) resilience program and Berry Street continued to provide a solid foundation for this work, both in pastoral care and in online classes.

During *learning from home* student voice was important in managing and adjusting the program. The College regularly sought feedback from students through surveys, the Student Leaders' Team and focus groups to gauge their experiences, to assess the effectiveness of teaching and to plan adjustments. As a result of this input, lessons were shortened by 10 minutes to allow for a break from the screen between classes; recess and lunch breaks were lengthened due to the intensity of the work, and 'catch up' lessons and Wellbeing Days were introduced.

Student wellbeing and safety were the key focus of Term 4 and the return to onsite learning. In pastoral care classes and across the curriculum, teachers were mindful of giving students the opportunity to reconnect and re-establish relationships and to process their experiences of the pandemic. The school was reorganised into year level bubbles, split recess and lunch, established clear routines and hygiene practices and introduced progressive cleaning throughout the school day to ensure students' physical safety.

Data from the Resilient Youth survey, conducted in late Term 3, indicates a positive trend in student wellbeing across the school. The 2019-2020 data shows year-on-year improvement against many indicators, across year levels, for both girls and boys, and in comparison with Australia wide data. This is very affirming and a testament to the care and support of families, and the connection and relationships staff were able to maintain despite working remotely.

## VALUE ADDED

Despite the challenges of COVID-19, the College was still able to offer a range of interesting curricular and co-curricular experiences throughout the year. These included:

- Shared Stories and an online 'Writer in Residence' program.
- Year 7 Transition program and Sunnystones Day.
- College Yearbook Committee.
- Prince's Trust Achieve program.
- Harmony Day.
- Williams Cup Inter-House competition.
- CRC-SA podcast on faith and wellbeing, initiated and presented by students.
- Drop Everything and Read (DEAR) program.
- Community Garden project and fundraising for the 'Loaves and Fishes' Food Bank.
- Online assemblies.
- Online activities such as 'CRC's Got Talent', Spelling Bees, Chess Club, Education Perfect Challenges and Trivia.
- Learning area weeks (online).
- Years 10 -> 11 course planning and transition program.
- The SHAPE Challenge.
- Workout Wednesdays (WOW).
- Novelty Sports and Ball Sports Days.
- Online library through the Wheeler Centre.
- Student Leadership program.
- Counselling service.

## STUDENT SATISFACTION

- The College sought feedback from students throughout the period of remote and flexible learning. Comments were very positive and suggestions for improvement always well considered and helpful. Below are some examples of these:
- *My work is modified and i feel relaxed. It was and is great how teachers respond quickly to help me through messages and calls. i am so happy now thank you all.*
- *I really appreciate that you guys are taking the time to ask us how we're going. I usually get to school late when it's a physical school day and now I can get onto Google Classroom*

*early. I like how we get to answer a question for our attendance, it really helps motivate my brain each lesson. I like that we don't show our faces on video because I am not that comfortable doing that.*

- I can understand our lessons well because of the explanations/videos and slides teachers give us. Google Classroom is not complicated.*
- Google classroom has been a very accessible/organised app where I can access help and work from my teachers. Furthermore, I have a chance to call my friends online as we can guide and help each other through our studies.*
- I am able to get into class on time more easily and it's easier to understand what I need to do each lesson. It's also easier to work without any type of pressure.*

In March, the College completed School Improvement Framework (SIF) cyclical review. The opening paragraph from the reviewer's report indicates high levels of student satisfaction and a strong sense of belonging to the school community.

*Catholic Regional College (CRC) St Albans is a welcoming, inclusive and supportive school. Its Catholic identity is manifest in the positive relationships, its hospitality and its strong sense of community. When asked about the school's strength the spontaneous response from staff, students and parents is the sense of community - 'it's like family'. Students are proud of their school and happy to be there. Despite the great cultural and religious diversity, members of the school community - students, staff and parents - feel a sense of belonging and strength in diversity. (Introduction to the 2020 School Review Report)*



## 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.

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 are 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.

During remote and flexible learning:

- Attendance was taken at the beginning of each class through the completion of an online question.
- Absences, both for the day and from individual classes were followed up by the College administration staff.
- Pastoral care teachers and Year Level Leaders followed up irregular attendance and unexplained absences with families and developed plans to re-engage students in learning.
- When COVID-19 restrictions allowed, students who were particularly vulnerable to disengagement from school were invited to work at school for a number of days to reconnect, reset engagement and establish online work patterns.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	0.0%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.7%
Y08	93.2%
Y09	91.2%
Y10	91.1%
Overall average attendance	92.3%

## Child Safe Standards

### Goals & 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 2020 include:

- Updating the Google Classroom protocols to ensure students, staff and families manage online learning safely.
- Developing Google Hangouts (Meet) Guidelines and managing the safe implementation of Meets through staff professional learning.
- Ensuring all decisions around remote and flexible learning were considered from a child safety risk perspective.
- Ongoing review, updating and implementation of the Child Safety policy, Code of Conduct, PROTECT: Identifying and Responding to all forms of Abuse processes and the College Relationships policy.
- Teaching and non-teaching staff completing the DET mandatory reporting online learning module.
- Continuing to develop strong student voice and agency.
- Key staff participated in the CISS and FISS professional learning modules.
- Review of the College Guidelines for teaching about sexuality, in light of the Identity and Growth documents and the Respectful Relationships resources.

## 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; characterised by accountable and active leaders, teachers and non-teachers.

### Achievements

For most of 2020, the key focus of all staff but particularly those with leadership roles, was on the implementation of remote and flexible learning. High levels of collegiality, trust and shared leadership, well established Purposeful Teaching Teams, good networking and sharing across schools and strong collaboration allowed the staff to navigate the ever-changing landscape of COVID-19 really well. The four transitions between onsite and offsite learning were challenging but also relatively seamless.

In addition to implementing this significant change, the College:

- Completed the 2020 School Review, and developed the 2021-2024 School Improvement Plan.
- Transitioned paper based work practices to an online format. This included the College newsletter, excursion management, staff leave and professional learning records.
- Completed the refurbishment of the College administration, entrance and wellbeing spaces.
- Reviewed Response to Intervention and Student Wellbeing and Learning Teams process and policies.
- In line with CEM, DET and DHHS advice, introduced a range of measures to maximise student and staff safety during the pandemic and the return to onsite learning.
- Prepared for and completed the transition of the College from local governance to Melbourne Archdiocese Catholic Schools Ltd (MACS)
- Established the CRC Risk Management Framework.
- Jude Sef (Year 10) received the Fr. James Wall Bursary in recognition of his leadership, service and application to study.
- Received final approval for the Design and Technology Centre.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

During 2020, staff participated in a range of Professional Learning activities. These included:

- First Aid and CPR.
- Differentiation.
- Visible Learning.
- Leadership Coaching.
- Differentiation in the EAL classroom.
- Intercultural communication.
- Enhancing Science teaching and learning with STILE.
- School counsellors and the law.
- Cultural diversity in literature.
- Epic online.
- Google Classroom, including Google Meet.
- Note-taking and record keeping.
- How to unleash learning.
- Engaging in positive behaviour support.
- HSR Training.
- HSR Refresher.
- School law.
- Agile School Leadership program.
- Executive Leadership program.
- Privacy training.
- Emergency warden training.
- Education Perfect.
- Essentials of Harassment and Bullying.
- Teaching EAL in the mainstream.
- Positive Education.
- Differentiation for Visible Learning Teams.
- Enhancing Catholic School Identity Data.

In addition, the College sponsored five teachers to undertake the Certificate in Religious Education.

Number of teachers who participated in PL in 2020	48
Average expenditure per teacher for PL	\$1958

### TEACHER SATISFACTION

Due to COVID-19, CEMSIS staff surveys were not completed in 2020. However, feedback from the 2020 school review and the way that staff worked together to meet the challenges of remote and flexible learning are indicators of strong staff commitment to the College, our students and their families. In the 2020 school review report, the reviewers made the following observations about staff and the College:

- The college has a strong professional culture that is based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust.
- Leadership is clearly focussed on school improvement, has built a sense of purpose and has in place processes to engage staff in understanding and sharing the school's priorities.
- The up-to-date facilities and resources indicate the importance the college places on having a stimulating teaching and learning environment.
- Staff in all focus groups emphasised the strong and supportive leadership of the college. They felt empowered to 'try new strategies' and to 'experiment with new ideas' in the quest to engage and motivate students to be their best.
- A formal coaching program and a range of opportunities for professional learning enable staff to keep up to date with contemporary practice.

Staff put energy and time into their teaching and co-curricular activities; support students in and out of class, and responded creatively to the challenges of remote teaching and learning. This coupled with high levels of collegiality, strong teamwork, readiness to be involved in all aspects of school life, excellent attendance, very good staff retention and commitment to ongoing learning are all indicators of staff satisfaction with their work and the school.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.3%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS	
Doctorate	2.1%
Masters	21.3%
Graduate	46.8%
Graduate Certificate	10.6%
Bachelor Degree	87.2%
Advanced Diploma	17.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	54.0
Teaching Staff (FTE)	46.7
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	34.8
Indigenous Teaching Staff (Headcount)	0.0

## 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.

### Achievements

Remote and flexible learning highlighted more than ever the importance of the home-school partnership in supporting student learning. Our families did a great job in these very challenging circumstances. Throughout the year, the College continued to explore and build links with families and the broader community. Key achievements include:

- Developing a multi-language communication strategy to keep families connected and engaged throughout lock down.
- Continuing to support the 'Loaves and Fishes' Food Bank at Holy Eucharist with fundraising, preparing 1250 meals for distribution to people in need and linking the foodbank to other community organisations and community funds.
- Providing access to Dinka, Arabic and Vietnamese Multicultural Education Aides.
- In addition to continuing regular meetings with the local State Member of Parliament, Natalie Suleyman (MLA St Albans), student leaders initiated a meeting with Dr. Daniel Mulino MP, Federal Member for Fraser to discuss a range of issues, including the rights of Indigenous Australians, Migrant and Refugee policies and climate change.
- Introducing the inaugural Fathers' Day breakfast with the Rev. Tim Costello AO as guest speaker.
- Launching the CRC-SA podcast.
- Using multi-language surveys to get feedback from families on remote and flexible learning.
- Strong engagement between teachers and families during *Learning from Home*.

#### VALUE ADDED

COVID-19 seriously curtailed many community related activities, however, the following is an insight into some that were able to run or to be held in a modified form:

- Year 7 Family Nights.
- Annual Mother's Day breakfast, hosted online by student leaders with Jenny Wetzler as guest speaker and breakfast was delivered.

- Year 9 Trinity *Making a Difference* program where students explored community service as awareness raising, lobbying and advocacy.
- Community Garden program.
- Online Father's Day breakfast.
- School assemblies and the Year 10 Graduation live-streamed so that families could participate.
- 1000 paper cranes project.
- Arabic speaking 'WhatsApp' group.
- Dinka community podcasts.
- Strong student input into the College newsletter.
- Students participated in the *Kids Teaching Kids* conference, presenting their research on using food waste to dye fabrics.

## PARENT SATISFACTION

Throughout 2020, there was strong engagement of families in supporting flexible and remote learning, and in online school activities such as assemblies and student led parent / teacher/ student conferences. Anecdotal feedback through emails, surveys and notes from parents indicated high levels of appreciation for all that the school did throughout the period of lock down, in managing the return to onsite learning and also in finding ways to involve families in the important end of year rites of passage where families could only attend remotely. In the school review, the reviewers noted that families feel very welcome and listened to at the College. Overall, there is a strong sense of belonging to the community and that families are very proactive in their role as partners in the education of their children.

## Future Directions

During 2020, the College completed the 2021-2024 School Improvement Plan which will focus on building practices, systems and pedagogies that will enable each member of the community to realise their full potential and to be the best they can be, with God's grace.

Priority areas, goals and intended outcomes are as follows:

### **Priority 1: Catholic Identity and Mission**

**Goal:** To provide opportunities to make sense of faith within contemporary life and culture.

**Intended Outcome:** That faith, Catholic identity and mission are nurtured, strengthened and re-contextualised.

### **Priority 2: Agency in Learning**

**Goal:** To create a dynamic and positive learning community.

**Intended Outcome:** That student ownership, engagement and achievement are enhanced.

### **Priority 3: Individual and Collective Efficacy**

**Goal:** To foster continuous school improvement through collaboration, data, feedback and shared leadership.

**Intended Outcomes:** That staff capacity for leading learning is strengthened, and student learning and wellbeing outcomes are maximised.

### **Priority 4: Connections, Relationships and Partnerships**

**Goals:** To enhance family voice, agency and engagement, and to foster a strong commitment to community, local and global.

**Intended Outcomes:** That through collaboration between home and school, the learning and wellbeing of students is strengthened, and that learning is authentic, develops social awareness, commitment to social justice and empowers students, staff and families to make a difference.