



Catholic Regional  
College St Albans



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# Catholic Regional College St Albans St Albans

2021

## Annual Report to the School Community



Registered School 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 2021 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 Schools.

18/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



## Our College Vision

### 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, is 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.

We aim to be the best we can be, with God's grace.



## 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 four schools in 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. 59% of students are eligible for the Camps, Sports and Excursions Fund.

In 2021, the College had 463 students. 177 (38%) were born overseas, and of these 93 (20% of the school population) have been in Australia less than five years. 79% of students come from a Language Background other than English, representing 51 different cultural and ethnic groups, and 35% of students were from a refugee background.

### 2021 - 2024 School Improvement Plan.

#### Strategic Intent

School improvement is a collaborative journey to develop communities of practice and a culture of life-long learning. It ensures that students, families and staff flourish, have ownership and agency of their learning, and are empowered to be the best they can be. It is a journey that is enlightened by faith, animated by love and leading to hope (HoH, Vision, p 5).

At the College, school improvement is responsive and dynamic, ensuring that change is holistic, evidence-based and sustainable. The 2021 - 2024 School Improvement Plan focuses on building practices, systems and pedagogies that enable each member of the community to realise their full potential.

We aim to be the best we can be, with God's grace.

#### School Improvement Priority Areas

Priority 1: Catholic Identity and Mission

Priority 2: Agency in Learning

Priority 3: Individual and Collective Efficacy

Priority 4: Connections, Relationships and Partnerships

## Principal's Report

In 2021, the College started a new school improvement cycle (2021 - 2024). In this period, the focus will be on building practices, systems and pedagogies that enable students, families and staff to flourish, have ownership and agency of their learning and are empowered to realise their full potential. Despite being another year disrupted by the COVID 19 pandemic, good progress is evident in each of the priority areas of the Annual Action Plan.

2021 was a year in which students, staff and families once again exhibited amazing resilience, patience and persistence as we navigated multiple transitions between remote and on-site learning. It is a credit to everyone that students remained connected to their learning, the school and each other, and that we were able to maintain continuity in learning for most students.

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, at 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.

Our school theme for 2021 was *'Listen to the cry of the earth and the cry of the poor'*. The theme invited us to explore Pope Francis' Encyclical (letter) *Laudato Si* and the concept of an integral ecology. In a practical sense, the College completed the first stage of the Catholic Earth Care Certification process, established an Earth Care Committee, conducted a student online discussion forum on environmental issues and celebrated the Season of Creation during September.

An important addition to our school environment in 2021 was a new mural on the stage wall. Students worked with staff and an artist to design the artwork which includes animals and vegetation representing students' countries of origin, and the word 'welcome' in thirty-two languages. Students were keen to celebrate the diversity and unity of our community, and the sense of welcome and hospitality that is at the heart of the school. The title of the mural comes from a line in Genesis *'God saw it was good'*.

2021 was a year in two parts. In Semester 1, we were able to run most of the co-curricular program including liturgies, assemblies, family nights, inter-house activities, sport, reflection days, camps and clubs. Sadly, the re-introduction of remote and flexible learning in late Term 2 impacted events like the school production *'Little Shop of Horrors'*; the Years 8 and 9 camps and Year 10 rites of passage such as the social. I acknowledge the hard work of staff and students who continued planning and re-planning as the situation beyond the school changed. A number of activities like the musical had Plans A, B, C and D. Throughout the many changes and cancellations, they remained positive, managed their disappointment and continued to show remarkable resilience.

Key achievements for the year included:

- Ongoing implementation of trauma informed positive education practices through the Berry Street Education Model.
- Excellent NAPLAN growth data. The change in mean score for the Year 7 2019 to Year 9 2021 cohort has been greater than growth in the state and national mean for the same cohort, particularly in writing. This is confirmed through PAT Reading and Numeracy data and is testament to the hard work of students, staff and families, particularly as it was achieved amid the disruptions to learning of this time.

- Transition to Melbourne Archdiocese Catholic Schools (MACS) Ltd. and the implementation of changes required by the new governance structure.

Thank you to all our staff who work with passion, commitment and enthusiasm to care for students, and to provide quality learning experiences and varied co-curricular activities, whether learning is on-site or remote. Well done to our students on the way they approached their studies throughout 2021, the resilience they demonstrated in challenging circumstances and their willingness to be involved in all aspects of school life. Thank you to our student leaders who have been a strong voice for their peers and have organised many activities to support the well-being and learning of students. Thank you to all our families. Your contribution, ongoing support and encouragement are very much appreciated.

Lastly, I thank members of the College Council, our school chaplains, MACS staff and our community partners who work tirelessly, often unseen, to support our work and the learning of our students.

Christina Utri

Principal





## Education in Faith

### Goals & Intended Outcomes

To provide opportunities to make sense of faith within contemporary life and culture - that faith, Catholic identity and mission are nurtured, strengthened and re-contextualised.

### Achievements

Key achievements in Education in Faith include:

- The 2021 College theme 'Hear the cry of the poor and the cry of the earth' provided opportunities for the school community to explore and develop a deeper understanding of Laudato Si and integral ecology.
- Participating in a Prayer Collective with CRC Sydenham and North Keilor to enrich the experience of prayer for students and staff.
- Introducing to Lectio / Visio Divina to R.E teachers and trialling it with Year 7 Religious Education classes.
- Reviewing and re-developing the Years 8 and 9 Religious Education program to incorporate the new Religious Education standards, the Pedagogy of Encounter and a focus on scripture analysis through LAaSMO.
- Connecting faith and life through experiences which are 'hands on' and encourage students to make real world connections.
- Participation in the ACU research project into the literacy demands of the 2020 ECSI Post Critical Belief survey.
- Exploring faith through a mural which reflects the theme '*God saw it was good*'. The mural reflects the rich diversity of the school community.
- Completing Stage 1: Catholic Earth Care - Steps to Ecological Dialogue.
- Reviewing and re-developing the Year 10 Reflection Day with a stronger social justice focus.
- Providing varied opportunities for accreditation and staff formation.
- 75% of teaching staff are accredited to teach in a Catholic School and three teachers completed post-graduate studies in Religious Education.

### VALUE ADDED

During 2021, students and staff participated in a range of curricular and co-curricular faith experiences. These included:

- Opening school mass.
- Year 7 Reflection Day.
- Celebrating the season of creation.

- Developing nature mandalas in pastoral care.
- Trash puppets competition.
- Online student forum on climate action and Laudato Si.
- Choir.
- Social Justice Council.
- Meditation, mindfulness, Lection/Visio Divina.
- Earth Care committee.
- Fund-raising for Project Compassion.
- Support of the Loaves and Fishes Foodbank.
- Year 10 Graduation.
- Planning for the school meditation garden.
- Faith through art - mural project.
- Staff Formation Day: Integral ecology and the spirituality of music, art and nature.

## Learning & Teaching

### Goals & Intended Outcomes

To create a dynamic and positive learning community, in which student ownership, engagement and achievement are enhanced.

### Achievements

During 2021, students, families and teachers once again navigated numerous transitions between on site and remote learning. Key achievements for 2021 include:

- Ongoing development of teacher understanding and practice in relation to differentiation.
- The use of platforms such as STILE, Education Perfect and the Google Suite to differentiate work and to support self-paced, personalised learning.
- A review of 60-minute lessons, and use of the CRC lesson plan shows that *Learning Intentions* and *Success Criteria* are well embedded and other components of the lesson are developing.
- The introduction of learner profiles to assist students in understanding their strengths and as a basis for students to set personal, social and learning goals.
- Developing strategies to explicitly teach and support meta-cognition and self-regulated learning.
- Consolidating student led learning conferences as an approach to Parent / Teacher / Student interviews.
- Introduction of the Tutor Support Scheme.
- Review of the role of Teaching Assistants in light of the *Evidence for Learning* research.
- Review of Purposeful Teaching Teams and the use of after school planning time.
- Consolidation of *English as an additional Language* (EAL) practices through the documentation of EAL guidelines, policies and practices.
- Refurbishment of the College Library to develop a more contemporary learning space.
- Further development of Homework Club at Year 7.

### MACS School Improvement Surveys (MACSSIS)

Strong improvement is evident against all teaching, learning and student well-being indicators in MACSSIS. The percentage of student positive responses increased across all indicators from 2019 to 2021, at an average increase of 12%. Student feedback through PIVOT surveys confirms this trend.

These results are very pleasing considering the time spent in remote and flexible learning during this time, and are testament to the commitment and work of students, staff and families.

## STUDENT LEARNING OUTCOMES

## NAPLAN Growth Data

The 2019-2021 NAPLAN growth data (described below) indicates that improvement in student literacy and numeracy outcomes is well beyond State and National growth, and also significantly more than one year's growth for each year of schooling.

	School Mean	State Mean	Comparison	National Mean	Comparison
Reading	37	32	+5	31	+6
Writing	55	31	+24	38	+17
Numeracy	35	31	+4	34	+1

## High Relative Growth

- 35% of students achieved **high relative growth** in numeracy.
- 21% in reading.
- 40% in writing.

Similar trends are also evident in year-on-year PAT Maths and Reading tests.

The proportion of students meeting the National Minimum Standards has remained relatively stable, except in writing where there has been a significant improvement (71% in 2019 to 88% in 2021). In the changing context of the school, these results are excellent. Since 2016, the number of new and recent arrival students from Iraq, Syria and Vietnam has increased significantly. From two students (0.004%) in 2016 to 93 students (20% of the school population) in 2021.

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 arrival students have gaps of 2 - 3 years in their schooling; therefore, are not yet achieving National Minimum Standards. The College supports new and recent arrivals students with an EAL program, Academic English and tutoring.

The ongoing improvement in literacy outcomes can be attributed to a whole school focus on teaching curriculum literacies, John Munro's High Reliability Literacy Teaching Practices (HRLTP's) and Derewianka and Jones' genre based teaching and learning cycle have been used to build the capacity of all teachers to teach literacy.

A range of Tier 2 intervention programs are used in EAL, literacy and numeracy to support students with significant gaps in their learning.



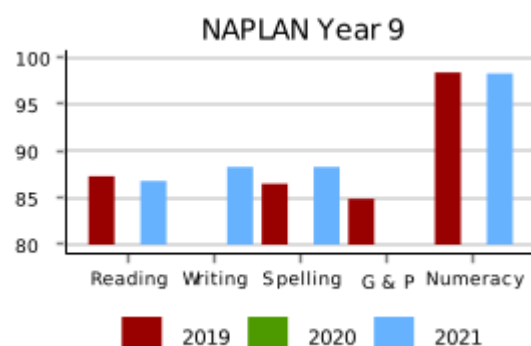
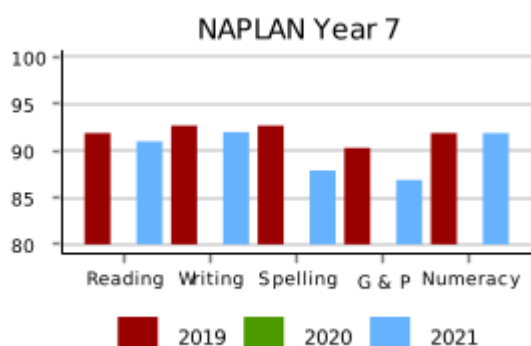
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	560.6
Year 9 Numeracy	592.8
Year 9 Reading	568.3
Year 9 Spelling	575.9
Year 9 Writing	579.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	90.3	-	-	86.9	-
YR 07 Numeracy	91.9	-	-	91.9	-
YR 07 Reading	91.9	-	-	91.0	-
YR 07 Spelling	92.7	-	-	87.9	-
YR 07 Writing	92.7	-	-	92.0	-
YR 09 Grammar & Punctuation	84.9	-	-	78.3	-
YR 09 Numeracy	98.4	-	-	98.3	-
YR 09 Reading	87.3	-	-	86.8	-
YR 09 Spelling	86.5	-	-	88.3	-
YR 09 Writing	71.4	-	-	88.3	-

\* 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

To create a dynamic and positive learning community, one in which, student ownership, engagement and achievement are enhanced.

### Achievements

Key achievements for 2021 include:

- Implementing the recommendations of the SWaLT (Student Well-being and Learning Team) review to better meet the needs of students with complex learning and well-being needs.
- Reviewing well-being practices and procedures in light of the MACS Care, Safety and Well-being of Students policies.
- Ongoing implementation of trauma informed, positive education teaching practices.
- Implementing a strengths based approach in personal and social learning.
- The integration of learning and well-being.
- The introduction of an intensive social-emotional learning intervention for students with complex needs.
- Using reflective practice to implement the Berry Street Education Model.
- Creating House spirit through the development of new House emblems and mascots.
- Introducing the Centauri and School legacy awards.
- Raising awareness about mental health - ongoing activities throughout the year.

### VALUE ADDED

Despite a number of stints in remote and flexible learning, the College offered a range of curricular and co-curricular experiences during the year. These included:

- Shared stories.
- Writer in Residence program.
- College Yearbook Committee.
- Mural project committee.
- Harmony Day.
- Williams Cup - Inter-house Competition.
- Inter-house swimming carnival.
- CRC-SA podcast.
- Drop Everything and Read (DEAR) program.
- Readers' Cup.

- Fund-raising for the 'Loaves and Fishes' Food Bank.
- Community Garden.
- Year level and whole school assemblies.
- Year 10 Graduation.
- Learning area activities.
- Outdoor Education Camp.
- Careers program.
- Years 10-11 course planning and transition program.
- The SHAPE Challenge.
- Ball Sports Day.
- Online library.
- Student Leadership program.
- Counselling service.
- End of year activities.
- Reconciliation week activities.
- Homework Support.
- Transition programs (6-7 and 10-11).
- Careers Education.
- Volleyball and Health Clubs.
- Canteen service.
- Breakfast Club.
- Choir.
- Lunchtime activities.

## STUDENT SATISFACTION

Student feedback through the MACS School Improvement Surveys (MACSSIS) was very positive and indicates high levels of student satisfaction. There was improvement in student positive responses across all nine domains, with an average increase of 12 percentage points. The most significant gains from 2019 to 2021 were in School Climate, School Belonging, Student Voice and Student Safety. Across all domains, responses were equal to and mostly higher than the MACS average.

The PIVOT student feedback data confirms similar levels of satisfaction with learning and teaching. Aggregate scores were four and above on a five point scale.



## 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 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 well-being 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	94.9%
Y08	94.5%
Y09	93.8%
Y10	88.9%
Overall average attendance	93.0%



## Child Safe Standards

### Goals & Intended Outcomes

To embed a culture of child safety in all we do, ensuring 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 2021 include:

- Working with students to rewrite the Child Safety policy in language that is accessible to students.
- Reviewing and updating procedures and practices in light of the new MACS Child Safety and Human Resource policies.
- Developing *Terms of Reference* for a Child Safety committee with a view to establishing the committee in 2022.
- Updating the Google Classroom protocols to ensure students, staff and families manage online learning safely.
- All members of the College Leadership Team and well-being staff have completed the *Child Information Sharing Scheme (CISS)* and *Family Violence Information Sharing Scheme (FVISS)* online learning modules, and initial internal protocols have been established.
- Ongoing child safety risk assessment processes have been embedded in practice.
- Continuing to develop strong student voice and agency.



# Leadership & Management

## Goals & Intended Outcomes

To foster continuous school improvement through collaboration, data, feedback, research and shared leadership that:

- Staff capacity for leading learning is strengthened, and
- Student learning and well-being outcomes are maximised.

## Achievements

Key achievements in Leadership and Management include:

- Developing an Annual Action Plan that is more integrated and targeted.
- Reviewing Positions of Leadership (POL's) and developing the 2022 - 2024 POL structure.
- Building the data literacy of staff through whole school professional learning.
- Reviewing and further strengthening the role of Purposeful Teaching Teams.
- Implementing the MACS policy framework.
- Developing a shared understanding of collective efficacy, and key strategies that improve both the individual and collective efficacy of teachers.
- Introducing reflective practice as an approach to teacher learning.
- Preparing for the introduction of a School Advisory Council, both locally and at a Federation level.
- Implementing a whole school Risk and Compliance Training plan.
- Developing and introducing a new College logo.
- Implementing the EMS360 administration software to manage staff absences, leave and professional learning.
- Development of a Staff Mental Health policy.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
<p>During 2021, staff participated in a range of professional learning. Activities included:</p> <ul style="list-style-type: none"><li>• First Aid Training.</li><li>• Anaphylaxis, Asthma and CPR updates.</li><li>• Leadership Coaching and Mentoring.</li><li>• Voice Training.</li><li>• MaqLit Training.</li><li>• 'Tuning into Teens' Train the Trainer program.</li></ul>



- Learning Progressions.
- Catholic Social Teaching.
- The Dialogue School.
- Zart Art Conference.
- Laudato Si and integral ecology.
- HALTs Certification.
- Differentiation.
- Curriculum Literacies.
- Highly Reliable Literacy Practices.
- Berry Street Education Model.
- Exploring Character Strengths.
- Warden Training.
- Strategic planning for careers.
- STILE Science.
- Civics and Citizenship.
- YARC Assessment.
- Teaching Genre Fiction.
- Upskilling to Food Studies.
- COVID safe Training.
- Strengthening children against anxiety.
- Graduate Certificate in Religious Education.
- Positive Education.

Number of teachers who participated in PL in 2021

57

Average expenditure per teacher for PL

\$2270

## TEACHER SATISFACTION

Good improvement is evident in the positive endorsement of staff across all domains of the MACSSIS staff survey. When feedback is compared to 2019, positive responses have improved in all domains and are significantly higher than the MACS average for 11 of the 13 Domains.

Relationships between staff and with leadership are strong; staff feel safe and supported in their work; believe there is coherence in the school improvement strategy, and that the conditions for improving teaching and learning are in place. It has been particularly pleasing to see strong growth in the sense of collective efficacy as this has been a focus of school

improvement strategies. Staff 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.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.8%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	89.4%
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#### TEACHER QUALIFICATIONS

Doctorate	2.1%
Masters	25.0%
Graduate	45.8%
Graduate Certificate	10.4%
Bachelor Degree	83.3%
Advanced Diploma	14.6%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	54.0
Teaching Staff (FTE)	46.8
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	36.0
Indigenous Teaching Staff (Headcount)	1.0

## College Community

### Goals & Intended Outcomes

To enhance family voice, agency and engagement so that through collaboration between home and school, student learning and well-being outcomes are strengthened.

To foster a strong commitment to community, local and global and through this ensure that learning is authentic, develops social awareness, a commitment to social justice and empowers students, staff and families to make a difference.

### Achievements

In 2021, remote and flexible learning once again highlighted the importance of the home-school partnership in supporting student learning. The interest, support and hard work of our families ensured that students remained connected to school and did their best in online learning.

Key achievements in 2021 include:

- The work of Multicultural Education Aides in keeping families engaged and connected.
- Trialling a new model for community conversations.
- Establishing an Earth Care committee.
- Completing Stage 1 of the Catholic Earth Care certification process.
- Fund-raising for Project Compassion and the *Loaves and Fishes* Food Bank refrigerated van.
- Annual meetings between CRC St Albans Student Leaders and the local members for the State and Federal Parliament to discuss a range of issues impacting young people and the local area.
- Use of school facilities by community groups (Polish and Vietnamese Language Schools).

### VALUE ADDED

Unfortunately, lockdowns and COVID Safe strategies 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:

- Family Nights (both face to face and online).
- Mother's Day breakfast and guest speaker.
- Father's Day breakfast (online).
- Streaming assemblies and Year 10 Graduation to keep families connected even when they could not be on site.
- Community Garden program.
- Arabic speaking 'WhatsApp' group.
- Dinka community podcasts.

- Strong student input into the College newsletter.

## PARENT SATISFACTION

Feedback through the MACSSIS family surveys is very positive; indicating good levels of family engagement and a positive endorsement of the College. Feedback on school fit, school climate, communication and Catholic identity are all well above the average of MACS schools and show improvement in the 2019 - 2021 period. Undoubtedly, remote and flexible learning and COVID safety measures such as not having families on-site provided some challenges to engagement with families in 2021. However, families continue to find the school to be welcoming, approachable and responsive when they raise concerns. Overall, they have a strong sense of belonging to the community.

Support for school activities such as Family Nights, Assemblies, Family Conversations and the annual Mother's Day and Father's Day breakfasts are all indicators of a readiness to engage and be involved.

Well over 90% of families attended the online student led parent / teacher / student conferences. This is just one example of their commitment to the learning and well-being of their children and that they take their role of partners in the education of young people seriously. We appreciate their ongoing support. Their aspirations for their child, encouragement and support for learning at home are all very important in improving the learning outcomes of young people.

