



Catholic Regional  
College St Albans



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# Catholic Regional College St Albans St Albans

2022

Annual Report to the School Community



Registered School Number: 1765

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Governing Authority Report.....3
- Vision and Mission.....4
- College Overview .....5
- Principal’s Report .....7
- Catholic Identity and Mission.....9
- Learning and Teaching.....11
- Student Wellbeing .....15
- Child Safe Standards.....19
- Leadership.....20
- Community Engagement.....24
- Future Directions .....26



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

19/03/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### 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 school in the northwestern suburbs of Melbourne. Students and 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. A strong approach to pastoral care helps to nurture positive relationships and ensures that each student is known, valued and feels connected. A rich and innovative curriculum focuses on literacy and numeracy, offers depth as well as breadth, and provides for individual pathways in Years 9 and 10. The College aims to engage, support and challenge students; to make learning active, purposeful and real, and to connect students with the world beyond school. We offer an extensive co-curricular program through the arts, sport and social justice initiatives. The College is one of four schools in North Keilor, Caroline Springs and St Albans that form what is known as the Federation of Catholic Regional College.

Students come from culturally and linguistically diverse backgrounds. 56% of students are eligible for the Camps, Sports and Excursions Fund and the College has a CTC score of 83. In 2022, the College had 470 students. 175 (37%) were born overseas, and of these 47 have been in Australia less than five years. 72% of students come from a Language Background other than English, representing 32 different cultural and ethnic groups, and 28% of students were from a refugee background.

### **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 pedagogy 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.

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

To provide opportunities to make sense of faith within contemporary life and culture, that faith,

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

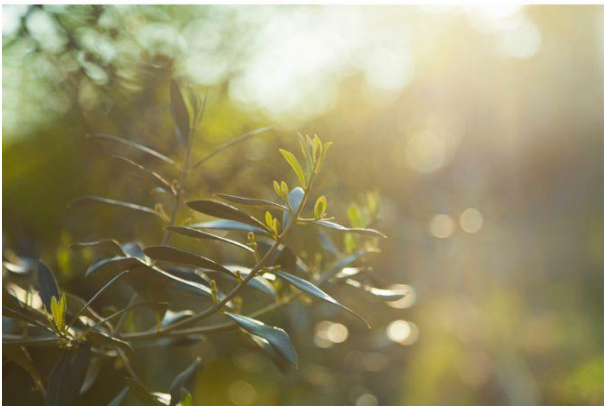
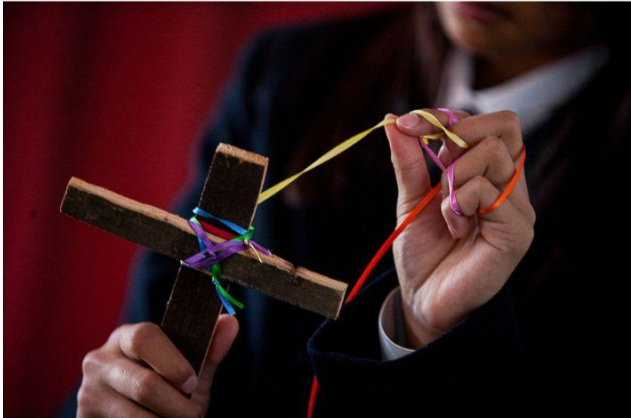
To create a dynamic and positive learning community that promotes student ownership, engagement and achievement.

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

To foster continuous improvement through collaboration, data, feedback, research and shared leadership.

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

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



## Principal's Report

Welcome to the 2022 Annual Report. Throughout the year we regularly report to families and the broader community on the progress of our students and on what is happening in the school. This occurs through the College newsletter, 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.

The College theme for 2022 was *Hearts Open to the World*. It was developed in response to *Fratelli Tutti* and Pope Francis' call to love all people as brothers and sisters, whether they are near or far away, whether we know them directly or not. His is a call to love beyond borders. As a school community, we make a similar commitment in our College Mission Understanding - we strive to be active and responsible global citizens who endeavour to build a world where all people experience justice and have equal dignity. The school theme was explored through scripture, liturgy, symbol and a whole school art project. The story of the Good Samaritan was central in our reflections throughout the year.

After two significantly disrupted years, it is pleasing to report that we were able to offer most of the learning program and co-curricular activities in 2022. Years 8 and 9 students enjoyed their camps and a number of the SACCSS sporting events took place, including a full season of Year 8 Premier League. We were able to celebrate key milestones such as the Year 10 Social, Work Experience and Graduation, the Mothers' and Fathers' Day Breakfasts, Feast Day, Reflection Days, excursions, assemblies and much more.

Each phase of the COVID pandemic has brought new challenges. For two years, students and staff transitioned between remote and school based learning, almost seamlessly, however, most found Term 1, 2022 more challenging than expected. The impact of ongoing uncertainty and isolation on relationships, well-being, learning stamina, engagement and social-emotional skills was significant. The Berry Street Education Model, with its focus on trauma informed, positive education strategies was invaluable in navigating this unsettled time. A school-wide focus on re-learning and re-establishing positive behaviours and learning routines assisted students in returning to the rhythms and routines of school life, as did adjustments to the learning and teaching program, additional support for students through the learning support and tutoring programs, and a strong focus on building connections and relationships in pastoral care. I would like to acknowledge the hard work, patience and resilience of students, families and staff during this time, particularly the staff who went above and beyond, taking on extra duties to ensure that the school remained open, despite staff absences.

Key achievements for the year include:

- Work starting on the Design and Technology Centre which is expected to be completed in June 2023.
- Being one of three schools to win a State Award in the Victorian Schools Garden Awards. This award recognises many years of excellence in relation to the College community garden and the involvement of students and staff in community projects such as tree planting and care at the Isabelle Williams Reserve.
- Good progress on the actions outlined in the 2022 Annual Action Plan, particularly in the areas of developing staff capacity in using data for planning and measuring impact.
- Establishing a School Advisory Council, both at a local and Federation level.



- Ongoing implementation of trauma informed practice and positive education through the Berry Street Education Model.
- Working with the City of Brimbank on the CRC Live podcast.

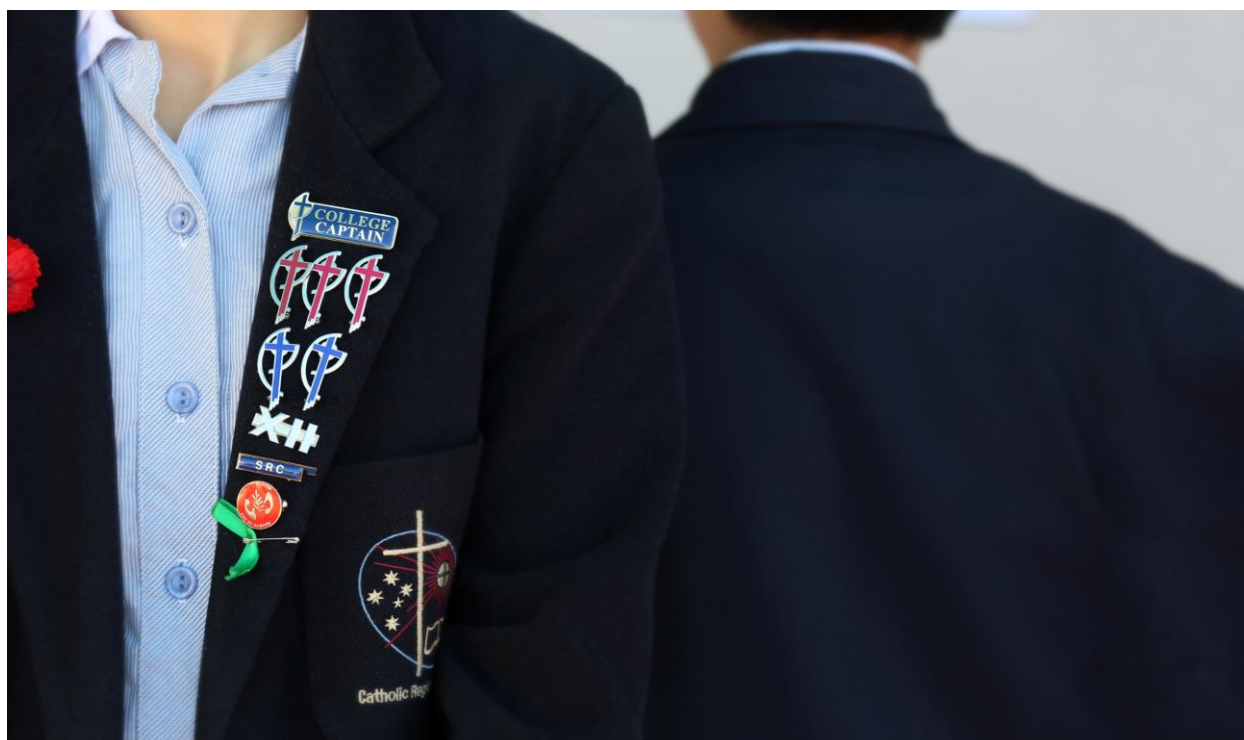
Thank you to all our skilled and dedicated staff who work tirelessly to care for students, and to provide quality learning experiences and varied co-curricular activities. Well done to our students on the way they approached their studies throughout 2022, the resilience they continue to show in challenging circumstances and their willingness to be involved in all aspects of school life is a credit to all of them. Thank you to our student leaders who have been a strong voice for their peers and have organised many activities to support belonging and connection in our community. Thank you to all our families. Your contribution, ongoing support and encouragement are very much appreciated.

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

As you read this report, you will get a small glimpse into the work and commitment that goes into ensuring the young people in our school community can be the best they can be.

Christina Utri

Principal



## Catholic Identity and Mission

### 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:

- In 2022, the College community explored what it means to live in fraternity and solidarity as one human family, through the story of the Good Samaritan and Pope Francis' encyclical, *Fratelli Tutti*.
- Completing a community arts installation around the 2022 College theme: *Hearts Open to the World*.
- Religious Education teachers worked with Dr.Chris Morris from Catholic Theological College (CTC) to explore Christian Meditation and how this might be implemented across the school.
- Reviewing and re-developing the Years 7 and 8 Religious Education program to align courses with the Religious Education standards and to further develop the Pedagogy of Encounter.
- Completing Stage 2: Catholic Earth Care - Steps to Ecological Dialogue.
- Introducing a new format for the Year 10 Reflection Day, one which focuses on social justice issues in Melbourne and uses the 'See, Judge and Act' process.
- Staff faith formation around the 'Theology of Presence' and finding God in our world.
- Working with Leila Gurruwiwi, MACS Indigenous Education Officer to better understand the First Nations story and spirituality.
- Providing varied opportunities for accreditation and staff formation.
- 65% of teaching staff are accredited to teach in a Catholic School.

### VALUE ADDED

During 2022, students and staff participated in a range of curricular and co-curricular faith experiences. These included:

- Opening school mass.
- Reflection Days for all year levels.
- Choir.
- Social Justice Council.

- Fund-raising for Project Compassion.
- Support of the '*Loaves and Fishes*' Foodbank.
- Year 10 Graduation.
- Planning for the school meditation garden.
- Feast Day mass and celebrations.
- Year 8 students involved in a tree planting and a re-vegetation project in the local community as part of their work in the Care for Creation unit.
- Initial stages of a partnership with Resurrection Parish to support the creation of a secondary school in Buyagaa Parish, Uganda.
- College hosted Community Christmas Carols involving local choirs and primary schools.
- Introduced a Year 7 Prayer Walk which is a reflective walk through the school grounds to visit places that tell the Catholic Regional College story.



## Learning and Teaching

### Goals & Intended Outcomes

To create a dynamic and positive learning community, in which student ownership, engagement and achievement are enhanced. This will be achieved through:

- Cultivating assessment capable, visible learners.
- Ensuring that learning programs challenge and meet the needs of all learners.
- Incorporating the literacy of learning areas in day to day teaching.

### Achievements

The school improvement focus in learning and teaching was on:

- Using data to inform teaching and learning, and to plan for differentiation.
- Developing student agency through goal setting, meta-cognition and effective feedback.

Key achievements include:

- Whole staff professional learning to build data literacy skills.
- Effective use of data to identify students' learning needs, to plan teaching and to measure impact.
- Ongoing development of teacher understanding and practice in relation to differentiation.
- Inclusion of choice in class tasks, assessment tasks and exams, particularly in Maths.
- Transition to online rubrics and the development of growth focused rubrics.
- Review of student, parent and teacher interviews and the development of a new model for implementation in 2023.
- Implementation of the *Hands on Learning* program.
- Using the Timperley *spiral of inquiry* in Purposeful Teaching Teams.
- Fully implementing the DEAR Reading program in English and planning for the introduction of *Just Read* in 2023.
- Consolidating the 60-minute CRC lesson structure which incorporates both the Berry Street Education Model and Visible Learning.
- Three teachers completed the Teacher Excellence program.
- Introduction of the Year 10 Enterprise program as an alternative to work experience.
- Introduction of a CRC Intercampus Learning Area meeting for English teachers.
- Learning Area Leaders developing a stronger understanding of the skills required for goal setting, meta-cognition, feedback and self-regulation.
- Review of the Reporting policy.
- Implementing the Tutoring program.

### **MACS School Improvement Surveys (MACSSIS)**

Student feedback data in relation to Rigorous Expectations, School Engagement, Teacher - Student relationships, School Belonging, Learning Disposition and Student Voice is above the MACS average for secondary schools. Student feedback through PIVOT surveys confirms this. These results are very pleasing considering the disruption experienced throughout the year, and are testament to the commitment and work of students, staff and families.

### **STUDENT LEARNING OUTCOMES**

As NAPLAN did not occur in 2020, there is no growth data available for 2022. The five year NAPLAN trend data shows that improvement in writing noted in 2021 continued into 2022. An analysis of the Year 9 writing criteria shows the school average as higher than the state average against most indicators. There is further work to be done in sentence structure, punctuation and cohesion. Results in Year 9 numeracy and reading have remained steady over the past five years, however, remain below the State mean. Girls are performing better than boys in reading with 22% in the top two bands, and the results of boys are better in numeracy, with 20% in the top two bands. Overall, the percentage of students in the top two bands decreased slightly for numeracy and remained the same for reading.

Year-on-year PAT Maths and Reading tests show expected growth or above at each year level.

The proportion of students meeting the National Minimum Standards has declined slightly when measured against 2021 but has remained relatively stable over time, except in writing where there has been a significant improvement (71% in 2019 to 85% in 2022) in the last five years. In the changing context of the school, these results are sound. Since 2016, the number of new and recent arrival students (in Australia less than 5 years) from Iraq, Syria and Vietnam has increased significantly. The most recent groups have more significant gaps in their learning due to being displaced for a longer period of time, with little access to learning during COVID. 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 learning gaps of 3 - 5 years in their schooling, and are therefore not achieving National Minimum Standards. The College supports new and recent arrivals students with an extensive EAL program and tutoring.

A whole school approach based on Munro's High Reliability Literacy Teaching Practices (HRLTP's), Derewianka's genre based teaching and learning cycle, and Marzano's six-step approach to building vocabulary is being used to support the literacy development of students across learning areas. This is supported by ongoing, whole staff professional learning. In addition, a range of Tier 2 interventions such as MultiLit, and other reading and numeracy programs are used to support students with learning gaps.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	559.5
Year 9 Numeracy	562.1
Year 9 Reading	561.5
Year 9 Spelling	569.5
Year 9 Writing	560.2

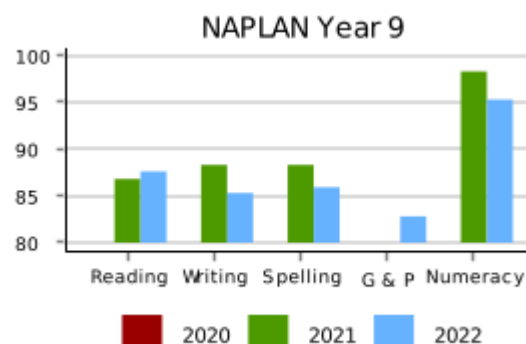
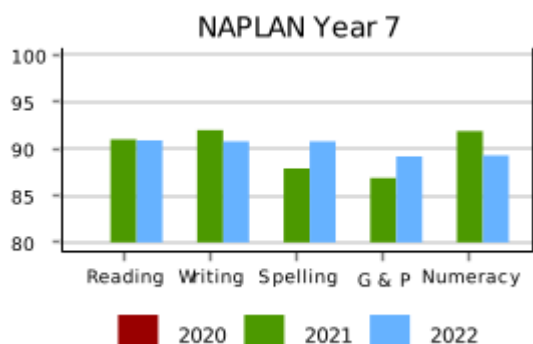


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	86.9	-	89.2	2.3
YR 07 Numeracy	-	91.9	-	89.3	-2.6
YR 07 Reading	-	91.0	-	90.9	-0.1
YR 07 Spelling	-	87.9	-	90.8	2.9
YR 07 Writing	-	92.0	-	90.8	-1.2
YR 09 Grammar & Punctuation	-	78.3	-	82.8	4.5
YR 09 Numeracy	-	98.3	-	95.3	-3.0
YR 09 Reading	-	86.8	-	87.6	0.8
YR 09 Spelling	-	88.3	-	85.9	-2.4
YR 09 Writing	-	88.3	-	85.3	-3.0

\* 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. This will be achieved through:

- Building the stamina and engagement of students through the implementation of trauma informed, positive education strategies (Berry Street Education Model).
- Developing Tier 2 and 3 interventions to support the social and emotional development of individual students and small groups.

### Achievements

Key achievements for 2022 include:

- Trialling Well-being Pulse Checks at Year 10.
- Planning and preparing for the introduction of a Peer Support program in 2023.
- Consolidating the curriculum for the Pastoral Care and Trinity programs.
- Ongoing implementation of trauma informed, positive education teaching practices.
- Continuing the implementation of a strengths based approach in personal and social learning.
- Formalising mentoring as a key component of the Place Based Partnerships initiative.
- Implementation of the *Hands on Learning* program.
- Year 8 focus groups to unpack the Resilience Youth Data and the experiences of girls.
- Accidental Counselling professional learning for the Pastoral Team.
- Planning for the return to whole school recess and lunch.
- Review of the purpose and use of the school diary.
- Planning for a stronger focus on whole school consistent and predictable routines to be implemented in 2023.
- Workshops led by Student Leaders to support Year 7 students in their transition.
- Further refinement of the Student Well-being and Learning Team processes.
- Implementation of MACS Duty of Care and Student Well-being policies.

### VALUE ADDED

Curricular and extra-curricular activities in 2022 included:

- Shared stories.
- Writer in Residence program.
- College Yearbook Committee.



- *Hearts open to the World* art installation.
- Harmony Day.
- Williams Cup - Inter-house Competition.
- CRC Live Radio Program.
- 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 pathways planning.
- Inter-house Athletics.
- Ball Sports Day.
- Years 8 and 9 Camps.
- Student Leadership program.
- Counselling service.
- End of year activities.
- Homework Support.
- Transition programs (6-7 and 10-11).
- Work Experience program
- SACCSS Inter-school Sport.
- Volleyball and Health Clubs.
- Basketball Club.
- Soccer Club.
- Canteen service.
- Choir.
- Year 7 Nintendo and Movie Clubs.
- Year 8 Yoga.
- Feast Day Carnival.
- Student Leadership Induction and Development program.

- Social Justice Council.
- Lunchtime Chess.
- Year 7 Kindness Cup.
- Image 2022 Arts and Technology exhibition.
- Year 10 Social

## STUDENT SATISFACTION

Student feedback through the MACS School Improvement Surveys (MACSSIS) was positive and indicates sound levels of student satisfaction. Positive responses in seven of the nine domains were at or above the MACS average. School Belonging, Rigorous Expectations and Student Voice continue to be particularly strong.

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.

The College was fortunate, in that, we did not need to return to remote and flexible learning during 2022, however, student absences are higher than is the norm due to COVID isolation requirements, particularly in the first half of the year. One of the positives to come from the remote and flexible learning experience is that Google Classroom and platforms such as STILE and Education Perfect have become embedded across the curriculum and are now the norm. This means that students who were absent could access classwork and were able to continue with work, even if not onsite.

<b>YEARS 9 – 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	0.0%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y07	91.2%
Y08	91.4%
Y09	91.2%
Y10	89.0%
Overall average attendance	90.7%

## 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 2022 include:

- Establishing a Child Safety committee.
- Reviewing and implementing the revised MACS Child Safety and Well-being policies.
- Professional Learning for staff in relation to Ministerial Order 1359, the revised Child Safe Standards and subsequent changes to policies.
- Developing student friendly complaints handling procedures that are accessible to young people.
- Inclusion of child safety related topics in Health to ensure that students understand their right to feel safe and to be free from abuse.
- Working with CompliSpace to update the Child Safety Risk Register to ensure it reflects changes to the Child Safe Standards.
- Ongoing risk review procedures around all College activities, ensuring student safety is a priority.
- A pastoral care system built on strong relationships to ensure that all students feel that they can seek assistance when they feel unsafe.
- Continuing to develop strong student voice and agency.
- Ongoing staff training with teachers completing the DET Mandatory Reporting modules, non-teaching staff the SALT child safety modules and staff with leadership roles the SALT *Leading Child Safety* modules.

## Leadership

### 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:

- Managing the changing requirements around COVID restrictions and the impact of these on staffing.
- Implementing the 2022 - 2024 Positions of Leadership structure, including new roles such as the Well-being for Learning Leader.
- Continuing to build staff understanding and skills in effective use of data.
- Completing the 2022 Staff Performance and Development process.
- Reviewing and updating policies as per MACS policy framework.
- Building collective efficacy through effective Purposeful Teaching Teams (PTT's).
- Preparing for the implementation of the new Catholic Education Multi Employer agreement and the reduction in face to face teaching time.
- Reviewing the commitment to weekly PTT meetings, in light of the proposed agreement.
- Commencement on the building of new Design and Technology Centre.
- Establishing the School Advisory Councils, both local and at a Federation level.
- Implementing the annual Risk and Compliance Training and Risk Assessment plan.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

During 2022, staff participated in a range of professional learning. Activities included:

- First Aid Training.
- Anaphylaxis, Asthma and CPR updates.
- NAPLAN online training.
- Leadership Coaching and Mentoring.
- Performance Development and Coaching.
- Data Storytelling with Selina Fisk.
- 100 Stories - Writing Workshop.

- Highly Reliable Literacy Practices.
- Building Teacherly Authority.
- Differentiation.
- New Child Safe Standards.
- Berry Street Education Model.
- Warden Training.
- Sustainability.
- Reset to Resilience - Staff Well-being.
- ACEL Conference.
- Peer Support Training.
- Christian Prayer and Meditation.
- SALT Training Modules: (Fraud Awareness, Privacy, Workplace Behaviours, Whistleblowing).
- Child Safety.
- Improvisation Workshop.
- Upskilling in Geography.
- Working with school refusal.
- Self harm and suicide.
- Teaching Excellence Program.
- Trauma informed practice.
- An exploration of thin spaces - faith and spirituality day.
- EMS Training.
- Inclusion and disability.
- Using LAaSMO to teach scripture.
- Accreditation.
- Oral Language.
- Executive Function.
- Child Safety.
- Learning Area Conferences and Networks.
- STEM Aviation.
- Engaging youth and families from CALD backgrounds.
- Responsive Pedagogy.
- VCAA NAPLAN Data Service Training.
- OHS for School Leaders.

Number of teachers who participated in PL in 2022	55
Average expenditure per teacher for PL	\$1991

**TEACHER SATISFACTION**

The return to onsite learning amid ongoing disruptions was challenging for staff. Previous transitions between online and onsite learning has been quite seamless. The return to school at the start of 2022 was much harder. There was uncertainty around constantly changing COVID requirements, staff and student absences and the impact of two years of online learning on students' social-emotional skills. Social distancing, both in the classroom, during school activities and in staff professional and social spaces was particularly taxing.

Overall, compared to 2021, there was a decline in staff positive responses in each of the domains on the MACSSIS staff survey, however, responses in 11 of the 13 domains were above the average for MACS schools, and significantly higher in seven areas: Staff-Leadership Relations, School Leadership, Staff Safety, Psychological Safety, Instructional Leadership, Collaboration around an Improvement Strategy and Support for Teams.

Whilst 2022 was challenging, relationships and collegiality support between staff and with leadership remained strong. There continues to be 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 staff engagement, 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	92.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS	
Doctorate	2.0%
Masters	20.0%
Graduate	40.0%
Graduate Certificate	4.0%
Bachelor Degree	76.0%
Advanced Diploma	10.0%
No Qualifications Listed	12.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	45.5
Non-Teaching Staff (Headcount)	43.0
Non-Teaching Staff (FTE)	37.7
Indigenous Teaching Staff (Headcount)	0.0





## Community Engagement

### 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

Key achievements in 2022 include:

- Engaging with families through events such as the Mothers' and Fathers' Day breakfasts, Image 2022, Term 3 Community Conversation and the Year 10 Graduation.
- Establishing a partnership with Resurrection Parish and Fr. Nestus in Buyaga Parish in Uganda.
- Celebrating the Season of Creation in September.
- Completing Stage 2 of the Catholic Earth Care certification process.
- Student led fund-raising for Project Compassion and the *Loaves and Fishes* Food Bank at Holy Eucharist.
- 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, Women's Peace Circle, AI Anon).
- Partnering with Edmund Rice Refugee and Community Services to provide mentoring programs for students.
- Providing access to Dinka, Arabic and Vietnamese Multicultural Education Aides.
- Continuing the partnership with Melbourne Water to re-vegetate an area in the Isabella Williams Reserve.
- Working with Ralph Barba and Brimbank Council to produce the CRC Live radio program / podcast.
- Linking with a range of community choirs and Sacred Heart primary school for the Community Carols celebration.

### VALUE ADDED

Community engagement activities in 2022 included:

- Family Nights (both face to face and online).

- Mother's Day breakfast and guest speaker.
- Father's Day breakfast and guest speaker.
- Family Nights (online).
- Student led Student / Parent / Teacher conferences.
- Year 6 Family interviews.
- Community Garden program.
- Image 2022 Arts and Technology exhibition.
- Tree planting at the Isabella Williams reserve (Year 8 Religious Education, Year 9 Trinity and staff)
- Year 9 mock job interviews.
- Year 10 Work Experience.
- CRCSTA Podcast.
- CRC Live radio program / podcast.
- College Yearbook.
- Community Christmas Carols.

## PARENT SATISFACTION

Only three families completed the MACSSIS surveys in 2022, therefore, we are unable to use these results in this section. The transition to online surveys that can be accessed only by an email link is problematic for many families in the community, however, this response rate was lower than the 30 surveys completed in 2021.

Feedback through Community Conversations, Family Nights, Parent Teacher Student interviews and through engagement with Multicultural Education Aides is positive and indicates that families find the school to be welcoming, approachable and responsive when they raised concerns. Overall, there is a strong connection to the school community.

Support for school events such as Family Nights, the Image exhibition, Community Carols 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.

## Future Directions

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 pedagogy* that enable each member of the community to *realise their full potential*. We endeavour to be the best we can be, with God's grace.

In 2023 and beyond we will:

- Complete the Design and Technology Centre.
- Landscape the additional yard space that has been accessed due to the demolition of the old canteen and Materials Technology room.
- Develop a new Masterplan.
- Explore the provision of the school bus for Deer Park and Derrimut students.
- Continue to ensure that through effective differentiation, learning programs challenge and meet the needs of all learners.
- Explicitly teach and use consistent language to further develop students' skills in goal setting, metacognition, self-regulation and seeking feedback.
- Develop further the teaching of literacy across learning areas.
- Continue to implement the Response to Intervention framework.
- Review the Performance Development and Coaching framework.
- Introduce Christian Meditation at Year 7 with a view to implementing across the school over four years.
- Develop a prayer pilgrimage around the school grounds which tells the story of the College.
- Build the capacity of Middle and Senior Leaders through coaching and professional learning.
- Align whole school processes around expectations for learning and behaviour, behaviour management, consequences and restoration.
- Continue to develop strategies that support student well-being and connectedness to school.
- Prepare for the 2024 school review.