



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **Catholic Regional College St Albans**

10 Theodore Street, ST ALBANS 3021

Principal: Christina Utri

Web: [www.crcstalbens.catholic.edu.au](http://www.crcstalbens.catholic.edu.au)

Registration: 1765, E Number: E1301

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## Principal's Attestation

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I, Christina Utri, attest that Catholic Regional College St Albans is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 Apr 2025

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## About this report

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Catholic Regional College St Albans is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision and Mission**

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.

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## College Overview

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### College Overview

Catholic Regional College St Albans is a Years 7-10 co-educational school in the northwest of Melbourne. Students and families are welcomed into a Catholic faith community guided by Jesus' call to love others as he loved us. In unpacking these words, the College has identified six values that drive action. These are respect, community, learning, support, understanding and justice.

Students are encouraged to explore their faith, to care for others and their world, and to strive for their personal best in all they do. A strong commitment to pastoral care, wellbeing and trauma informed practice, nurtures positive relationships, develops a deep sense of belonging and ensures that each student is known and valued.

A rich and well developed 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 all students; to ensure that learning is active, purposeful and real, and connects with the world beyond school. An extensive co-curricular program is offered through the arts, sport and social justice initiatives. The College is one of four schools in North Keilor, Caroline Springs, Sydenham and St Albans that form what is known as the Federation of Catholic Regional College.

508 students were enrolled at the College in 2024 (242 x Female and 266 x Male). Students are from culturally and linguistically diverse backgrounds. The College CTC score is 81 and ICSEI of 932.

Key characteristics of the student population include:

- 278 (55%) received support through the Camps, Sports and Excursions Fund (CSEF).
- 229 (45%) were born overseas.
- 53 (10%) had been in Australia less than five years.
- 183 36% were from a refugee background.
- 416 (81%) of students come from a Language Background other than English (LBOTE).
- 54 different cultural and ethnic groups are represented in student backgrounds.

### 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 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 realize 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, and that faith, Catholic identity and mission are nurtured, strengthened and re-contextualized.

### **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 maximize student learning and wellbeing outcomes through continuous improvement; collaboration; effective use of data and 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.



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## Principal's Report

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Welcome to the 2024 Annual Report. During the school year families and the broader community are informed about what is happening at the College through the newsletter, at community gatherings, via the Parent Access Module of the LMS, and through our website. The Annual Report draws together some of this. Hopefully, as you read the report, you will see evidence of a flourishing school community where faith, learning and wellbeing matter, and where we constantly seek to live the College motto, *to love one another as Jesus loved us*.

The College theme for 2024 was *Walk with Me*. Not only was this a call to follow Jesus but also to remember that whilst we may not always recognize him, he is always present with us. Similarly, it was also a reminder that, as family and school staff, we are called to accompany young people as they navigate the stages of growth, and to give them hope as they journey ever more widely into the world.

In light of this theme, the Religious Education team developed a Prayer Pilgrimage that visits various sites in the school grounds. This journey involves telling the story of key artefacts and sacred spaces, and links these to scripture and prayer. Each station is marked with a bronze sculpture of *walking feet* and the question *Who do you say I am?* The 2024 Community Arts project depicts Jesus and the disciples on the road to Emmaus and includes the footprints of students and staff at the College. Both are vivid reminders of our Mission and Catholic Identity and present ongoing opportunities for encounter and dialogue.

2024 was the final year of the 2021 - 2024 School Improvement cycle. Improvement initiatives focused on:

- Implementation of Restorative Practices, the revised Rights and Responsibilities and Consistent Predictable Routines.
- Continued work on growth focused rubrics and assessment tasks to ensure that all students are able to demonstrate achievement and experience success.
- Developing an understanding of the MACS Vision for Instruction and planning for implementation.
- Using data and evidence to evaluate the effectiveness of pedagogy and impact on learning and wellbeing.

Every four years Catholic Schools participate in a school review process. This review has a two-fold purpose, firstly, to ensure that the school meets the VRQA minimum requirements for school registration and child safety, and secondly, to identify areas for ongoing school improvement.

The review was completed in Term 3 and was a very positive experience with the reviewer's feedback and recommendations correlating strongly with the self evaluation completed by the school community. The following were identified as strengths:

- The value that students, families and staff place on the Catholic identity of the College; the effectiveness of faith formation, and the strong relationship between the school and local parishes.
- Good facilities; breadth of programs and pathways, and the resources for learning and teaching programs to be developed and accessed effectively.
- The positive impact and clear focus of the leadership team.
- Strong commitment to improving teacher practice and leadership; staff collegiality, team support and openness to continued improvement.
- Investment in targeted whole school professional learning.
- Student engagement and diverse opportunities for student leadership tied to social justice and global social causes.

Opportunities for growth lie in:

- Refining staff understanding in making learning adjustments for EAL learners and students with additional needs.
- Deepening the connections between learning, wellbeing and faith formation.
- Strengthening induction processes; for teachers and leaders new to roles.
- Further developing student understanding of the expectations of senior secondary schooling and pathway options.
- Enhancing the partnership between the School Advisory Council and the wider community.

Thank you to our staff who are committed to life-long learning and continuous improvement. They work tirelessly to care for students, and to provide them with quality learning experiences and varied co-curricular activities. Thank you to our students on the way that they approach their studies and their willingness to be involved in all aspects of school life. Thank you also to all our families. Your encouragement, contribution, trust and support are very much appreciated.

Lastly, I would like to thank members of the School Advisory Council, our Custodians of Mission, Melbourne Archdiocese Catholic Schools (MACS) staff and our many community partners who work so hard, often unseen and behind the scenes, to support our work and the learning of our students.

This community is very proud of all that was achieved in 2024. It provides an excellent foundation for continued growth in 2025.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

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

### Achievements

Key achievements in Catholic Identity and Mission include:

- Extending Christian Meditation to Year 8. In 2024, each Year 7 and 8 Religious Education class began with Christian meditation, as did staff briefing on Friday mornings. There is a growing understanding and engagement in this prayer form across the school.
- Partnering with Resurrection Parish to support the development of a Vocational Secondary College in Bugaya, Uganda. This project is a practical expression of *faith in action*.
- Supporting the Holy Eucharist *Loaves and Fishes* food bank through service and fundraising, particularly the *Beans and Tuna* drive.
- Developing stronger links between faith and life by ensuring, where possible, Religious Education units have a real-world, faith connected learning opportunity. These experiences empowered students to recognize their role as contemporary disciples and change-makers.
- Students collaborated with an Indigenous artist to explore the idea of sacred space and to co-create a mural depicting both the Catholic and Indigenous perspectives on spirituality and place.
- Providing varied opportunities for accreditation and staff formation, including the Federation Staff Professional Learning Day with Dr. Ernesto Valiente.
- Continuing to build teacher confidence and capacity in teaching scripture analysis.
- Digital animation project to mark Refugee Week. Students developed an animation which told the refugee story of a student from Myanmar, bringing to life themes of compassion, justice and welcome.
- Developing a community art installation that explores the Emmaus story and Christ's presence in our lives.
- Participating in the Catholic Earth Care Network and attaining Level 2 certification by establishing a composting system and worm farm; a community garden group and raising funds for the Food Bank through the bottle recycling program.

## Value Added

During 2024, students and staff had the opportunity to further explore their faith through a range of curricular and co-curricular experiences. These included:

- Celebrating key points of the school year with whole school masses.
- Daily prayer at staff briefing and during morning homeroom.
- Feast Day mass and celebrations.
- Reflections Days at each year level.
- College Choir
- Celebrating the seasons of the Church year.
- Student Social Justice Council.
- Awareness raising and fundraising experiences led by the Social Justice Team, student leaders and year levels (Project Compassion, K's for Caritas, Pyjama Day, Lenten Calendar, 120 campaign).
- Ongoing staff professional learning which in 2024 focused on drawing connections between the Emmaus story and how Catholic Identity is lived in the Catholic Regional College community.

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## Learning and Teaching

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### Goals & Intended Outcomes

As a school community, we strive for excellence in learning and teaching. We value every student and believe that each one can reach their potential given sufficient time, support and opportunity. We know that students learn best in a safe, stimulating and nurturing environment, and understand the importance of fostering a strong sense of self in a world that is rapidly changing. It is the right of every individual to learn. We are committed to ensuring that learning and teaching inspire and preserve the spirit of the person.

In Learning and Teaching, we are working to create a dynamic and positive learning community, in which student ownership, engagement and achievement are enhanced. In 2024, the focus for improvement continued to be on:

- Cultivating assessment capable, visible learners.
- Ensuring that the learning program meets the needs of all learners; stretching and challenging all students.
- Incorporating the literacy of learning areas into day to day teaching.

### Achievements

Key achievements for Learning and Teaching in 2024 include:

- Refining assessment tasks and rubrics to provide all students with the opportunity to demonstrate their level of achievement, to experience success and to recognize growth across the learning continuum. This resulted in a significant reduction in 'non-submitted' tasks and results lower than 30%.
- Adjusting assessment tasks and rubrics also enabled high performing students to be stretched, ensuring that the skills and key ideas beyond the expected standard are explicitly taught, and that students have the opportunity to demonstrate the knowledge and skills at this level.
- Greater use of rubrics for self-assessment and reflection on learning by students.
- More effective use of data in Purposeful Teaching Teams (NAPLAN, PAT, PIVOT, pre and post assessment) to inform planning.
- Student feedback on learning and teaching through PIVOT data was strong in both Cycle 1 and Cycle 2. Comparative data places teaching and learning at the College in the top quartile on about 85% of the indicators.
- The 'Just Read' program was extended into Year 8 and many students indicate that they appreciate the quiet time for reading after lunch.
- A review of Year 7 and 8 Rotation subjects resulted in a proposal for change in 2025.
- Planning for the introduction of the Maths and English Victorian Curriculum in 2025.

- Participating in the Northern Region School Improvement Network to support the implementation of the MACS Vision for Instruction.
- Introduction of the Ochre Maths resources, and three teachers completing the Teaching for Impact in Maths program.
- Student feedback in relation to learning and teaching continues to be very strong and well above the MACS average in many domains. Year on year results show a 3% improvement in Rigorous Expectations, School Engagement, Learning Disposition and Student Voice.

## Student Learning Outcomes

With the change to NAPLAN assessment standards in 2023, it is not yet possible to measure or track growth of Year 9 students, identify data trends or to do any effective comparative analysis of the results. This will be possible with the 2025 data.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	509	55%
	Year 9	521	36%
Numeracy	Year 7	526	64%
	Year 9	543	54%
Reading	Year 7	516	64%
	Year 9	533	51%
Spelling	Year 7	532	69%
	Year 9	539	63%
Writing	Year 7	541	71%
	Year 9	559	57%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

In Student Wellbeing we endeavor to create a dynamic and positive learning community, one in which, student ownership, engagement and achievement are enhanced. In 2024, the focus for school improvement was on:

- Aligning whole school processes around expectations for learning and behavior, behavior management and restoration of relationships.
- Building the social and emotional literacy of students.
- Reducing anxiety; improving student mental health and readiness to learn by minimizing disruptive behaviors, and skilling students, staff and families in managing anxiety and conflict.

### Achievements

As well as continuing a range of student wellbeing initiatives that are embedded in school practice, the College worked on the following:

- Implementing a whole school approach to Restorative Practices.
- Implementing the revised *College Rights and Responsibilities*.
- Continuing the implementation of *Consistent and Predictable Routines*.
- Reviewing note taking and record keeping procedures and using the SIMON LMS to effectively support access and confidentiality.
- Re-creating Year Level Leaders offices as Wellbeing Hubs.
- Introducing 'Screen Free Days' to raise awareness of the impact of technology on wellbeing.
- Supporting emotional literacy and self awareness through *Wellbeing Pulse Checks*.
- Trialing additional Tier 2 and 3 interventions for student wellbeing and behavior such as the *Drumbeat Program* at Year 8 and the Kenshi Candles project with students from Myanmar.
- Using the eSafety online safety self-assessment to develop an eSafety action plan.

### Value Added

Students and staff have the opportunity to be involved in a broad range of co-curricular activities. These include:

- Publishing writing and artwork in the Shared Stories collaboration.
- Participating in the *Writer in Residence* program.
- Working with a bronze sculptor to develop the *Walking Feet Sculptures*.

- Contributing to the *Emmaus* community arts installation.
- Strong participation in afterschool clubs: Homework Support, Volleyball, Textiles, Taekwondo, Dance, Basketball, Scouts, Badminton, Health & Fitness, Coding Club and Soccer.
- SACCSS Interschool Sport, including Premier League at Years 7, 8 and 9.
- Awareness Raising Activities: Harmony Day, National Reconciliation Week, Refugee Week, Movember, RUOK Day, Out of Home Care Pyjama Day, Step Up for Support.
- Williams Cup Interhouse Competition.
- Readers' Cup.
- Year level and whole school assemblies.
- Immersion Days.
- Camps at Years 8, 9 and for Outdoor Education.
- Careers Education.
- Year 10 Work Experience.
- Years 10 - 11 Pathways Planning.
- Interhouse Swimming and Athletics.
- Student Leadership: School Captains, SRC, Social Justice Team, Year Level Councils.
- Counselling Service.
- Transition programs (Years 6-7 and 10-11).
- Breakfast Club.
- Choir.
- Family Nights.
- Mothers' and Fathers' Day Breakfasts.
- Images Arts and Technology Exhibition.
- Year 10 Social.
- Community Christmas Carols.
- Brimbank Dream Big Music Festival.

## Student Satisfaction

Student feedback through the MACS School Improvement Surveys (MACSSIS) was very positive, indicating strong student satisfaction. Responses in the nine domains of the survey, and in the overall positive, were all well above the MACS average. There was a 3% improvement in positive responses across the domains, with excellent growth evident in Student Safety (8%) and Catholic Identity (7%). Rigorous Expectations, Teacher - Student Relationships and Student Voice are areas of particular strength.

The PIVOT student feedback data confirms similar levels of satisfaction, particularly around the relational component of the learner-teacher dynamic. Students feel respected by their teachers, are clear about behavior expectations, trust staff and are comfortable in seeking assistance.



Weekly Pulse Checks indicate that students feel valued and safe, are keen to participate fully in school life, and have a positive sense of School Identity and Culture.

A focus for 2024 was to reduce student anxiety and to improve readiness to learn. The Resilient Youth Survey shows a small decline in the number of students who self-describe as anxious and/or depressed and a slight increase in the healthy mind and ready to learn indicators.

The ongoing work on Predictable Consistent Routines, Restorative Practices and clear expectations around behavior through the College Rights and Responsibilities has contributed to this growth.

## **Student Attendance**

Daily attendance is important for all young people to reach their full potential and to ensure that they don't fall behind socially and/or academically. To support strong attendance and to manage student absences, the College has the following in place:

- Attendance expectations and the impact of absenteeism are communicated to students and families.
- Attendance is recorded for each lesson on the SIMON LMS.
- Where there is an unexplained absence, families are contacted at 10am on the day of the absence, initially by SMS and then followed up later in the day with a phone call if families do not respond.
- Administration staff monitor the SIMON Attendance module throughout the day to identify irregular absences.
- Pastoral Care teachers, Year Level Leaders, and the Director of Student Wellbeing and Engagement are alerted when attendance hits graduated levels of concern, and follow up as per their role.
- Attendance is reported on semester reports.
- Families are contacted when there is an unapproved absence or a concern about attendance, initially by letter but also phone and / or a meeting.
- Wellbeing staff work with students and their families to address underlying issues if there are ongoing concerns.
- Teachers ensure that learning is engaging and at the appropriate level, and that students are connected to the school community

Average Student Attendance Rate by Year Level	
Y07	93.8
Y08	91.0
Y09	92.0
Y10	91.0
Overall average attendance	91.9

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## Leadership

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### 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 maximized.

### Achievements

Key achievements in 2024 in Leadership and Management included:

- A review of Positions of Leadership to develop a new POL structure for 2025 - 2026. Key changes included the development of entry level pastoral care roles at POL 2.
- A renewed focus on the Performance Development and Coaching process.
- Engaging Gavin Grift to lead the 'Emerge' program for Middle Leaders with a view to further developing their leadership capabilities.
- Continued to develop the use of Timperley's 'spiral of inquiry' in Purposeful Teaching Teams with a particular focus on effectively using data in planning.
- Completed the School Review and developed 2025 - 2028 School Improvement Plan.
- Updated and implemented policies as per the MACS policy framework.
- Reviewed all College ICT policies and procedures.
- Reviewed and further developed College procedures around notetaking.
- Due to strong enrolment demand, successfully applied for an increase to the College enrolment ceiling for 2025 (7 classes).
- Revised staffing and teaching allotments in light of the move to no extras in 2025 as per the CEMEA changes.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Teachers and non-teaching staff participated in a range of professional learning activities in 2024. These included both internal and school based activities. An overview of topics included:</p> <ul style="list-style-type: none"> <li>• Goal setting and action planning (Pastoral Team).</li> <li>• Timetable Training.</li> <li>• Safe Use of Machinery course (Technology Teachers).</li> <li>• Motivation Training.</li> <li>• Subject area conferences.</li> <li>• Legal seminars.</li> <li>• OHS Training and HSR refresher.</li> <li>• Therapeutic social work.</li> <li>• Emerge program for Middle Leaders.</li> <li>• Chemical awareness skills training.</li> <li>• Warden Training.</li> <li>• Drum therapy training.</li> <li>• Restorative Practices.</li> <li>• Collaborative and proactive solutions.</li> <li>• Mental Health First Aid.</li> <li>• Peer Support Training.</li> <li>• First Aid Training.</li> <li>• Autism training.</li> <li>• Teaching with Impact in Maths program.</li> <li>• Federation Professional Learning Day with Fr. Ernesto Valiente.</li> <li>• Postgraduate study (3 staff sponsored).</li> <li>• SALT online compliance training (Child Protection &amp; Mandatory Reporting, Code of Conduct, Fraud Awareness, Privacy).</li> <li>• Reciprocal Teaching and Quick Writes.</li> </ul>	
Number of teachers who participated in PL in 2024	55
Average expenditure per teacher for PL	\$1990.00

## Teacher Satisfaction

MACSSIS staff feedback was once again very strong with results in nearly all domains well above the MACS average. The overall positive endorsement in 2024 was 73% (66% in 2023). The College is particularly pleased with the ongoing strength of Staff-leadership relationships which was 93% positive last year, and the growth in the following domains:

Instructional Leadership (5%); Feedback (7%); School Leadership (8%); Psychological safety (8%); Professional learning (14%); Collaboration in teams (15%) and Collective efficacy (6%).

There continues to be a strong sense of Catholic Identity and Mission across all areas of the school. Staff are strongly committed to the College, our students and their families. They put energy and time into preparation, teaching and co-curricular activities; are skilled practitioners who are committed to life-long learning and to supporting students, in and out of class time. High levels of staff engagement, good retention rates and openness to learning are all indicators of their satisfaction with work and the school.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	16
Graduate	21
Graduate Certificate	2
Bachelor Degree	51
Advanced Diploma	3
No Qualifications Listed	4

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	56
Teaching Staff (FTE)	51
Non-Teaching Staff (Headcount)	48
Non-Teaching Staff (FTE)	38.39
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To enhance family voice, agency and engagement so that through collaboration between home and school, student learning and wellbeing 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 2024 include:

- Engaging with families through events such as Family Nights, Mothers' and Fathers' Day breakfasts, Performance Evenings, Image 2024 Technology and Arts exhibition and rites of passage such as the Year 10 Graduation.
- Partnering with Resurrection Parish to support the establishment of a Vocational Secondary school in Buyaga Parish, Uganda.
- Partnering with Holy Eucharist parish to provide support (fundraising and practical) for the *Loaves and Fishes* food bank.
- Supporting the AusChin Foundation and Chin-Myanmar Community Care (CMCC) by fundraising (Kenshi Candles), and through the use of College facilities for Chin community events, including the soccer tournaments during school holidays.
- Supporting the Cohealth and Brimbank local wellbeing project in organizing a cultural event, celebrating Iraqi culture and heritage. The afternoon featured speeches, music, poetry, art and food and was well attended by the community.
- Collaborating with an indigenous artist and a local mosaic artist to create an indigenous artwork entitled *Bagung Wilam* (Gathering Place) which affirms both the Indigenous and Christian belief in the sacredness of the land, both as the place of the presence and activity of God, and as the holder of God's essence as creator.
- Working with the other Colleges in the CRC Federation through weekly Principals' meetings, Deputy Principal and Faith Leader networks, and the Intercampus Professional Learning Day.
- Participating in local networks such as *Police and Schools*, *Place Based Partnerships*, and *Careers* networks.
- Student led fundraising initiatives.
- Annual meetings between Student Leaders and local representatives to State and Federal Parliament.

- Sharing the facilities with community groups such as the Polish and Vietnamese community language schools, Al Anon and the Women's Peace Circle collective.
- Partnering with Edmund Rice Community Services (Victoria) in a soccer based mentoring program.
- Providing access to Dinka, Chin, Arabic and Vietnamese Multicultural Education Aides to assist home-school communication.
- Conducting a multi-lingual Cybersafety Education night.
- Community Christmas Carols in conjunction with Sacred Heart Primary school and local choirs and bands.
- Partnership with CRC Sydenham and Scouts Victoria to offer Scouts as an after school activity.

## Parent Satisfaction

Feedback from families through the MACSSIS surveys was very positive with a growth of 8 percentage points in the overall positive responses, and results exceeding the MACS average in 6 of the 7 domains. Whilst there is opportunity for growth in addressing the barriers that families experience in engaging with the school, it is pleasing to note that families believe the school is a good fit for their child and are very positive about the school climate, Catholic identity, students safety and communication. Incidental feedback and attendance at school events confirms that families find staff and the school to be welcoming, approachable and responsive.

Attendance at Parent / Teacher / Student interviews in Term 1 and student led conferences in Term 3 is at about 90% of families. This indicates the commitment of families to the learning and well-being of their children, and that they take their role as partner in the education of their child seriously. We very much appreciate this support and recognize the importance of the encouragement and support for learning that they provide.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.crcstalbens.catholic.edu.au](http://www.crcstalbens.catholic.edu.au)