



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



### Catholic Regional College St Albans

10 Theodore Street, ST ALBANS 3021

Principal: Christina Utri

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

Registration: 1765, E Number: E1301

---

## Principal's Attestation

---

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 2025 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 27 Mar 2026

---

## About this report

---

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](#).

---

## Governing Authority Report

---

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

---

## Vision and Mission

---

### **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.

---

## College Overview

---

### 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.

582 students were enrolled at the College in 2025 (265 x Female and 317 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 in 2025 include:

- 334 (57%) received support through the Camps, Sports and Excursions Fund (CSEF).
- 265 (46%) were born overseas.
- 67 (11%) had been in Australia less than five years.
- 212 (36%) were from a refugee background.
- 494 (85%) 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 is a journey that is enlightened by faith and leads to hope. It

ensures that students, families and staff flourish, and are empowered to enrich the world and be the best they can be.

At the College, school improvement is measured and strategic; ensuring that change is responsive, dynamic, holistic, evidence-based and sustainable. The 2025 – 2028 School Improvement Plan focuses on building the capacity of teachers and leaders, with a particular focus on developing pedagogy and the consistent implementation of evidence-based practice.

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

### **School Improvement Plan 2025 - 2028 (Priority Areas)**

2025 marked the start of a new four year school improvement cycle. Key priority areas for this period include improving:

- student learning outcomes in Mathematics with a particular focus on measurement and space.
- student learning outcomes in Reading.
- student engagement
- staff learning and leadership capacity through further refinement of Performance Development and Coaching.

---

## Principal's Report

---

Welcome to the 2025 Annual Report. During the year families and the broader community learn 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 a flourishing and dynamic 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*.

In Matthew's Gospel, Jesus asks his disciples, *who do you say I am?* This question was our 2025 school theme. Throughout the year, accompanied by the beat of a drum, this question echoed through school gatherings, liturgies and activities. Coupled with the "*I am*" statements of Jesus, it provided a rich source of reflection, both about who we believe Jesus to be and who he calls us to be.

During the year, the community created *I am*, a sculpture featuring 600+ drumsticks, one for each student and staff member. The drumsticks are a reminder that each of us is part of God's rhythm, part of his mission. Joined by elastic bands, the drumsticks represent our resilience, faith, relationships and learning. Like the elastic, learning expands who we are and takes us further than we think we can go. Similarly, the elastic bands also show the dynamic movement of relationships as we draw closer to and sometimes pull away from each other, our families, friends and Christ. The installation is a vivid reminder of our Mission and Catholic Identity and presents ongoing opportunities for encounter and dialogue.

2025 was the first year of the 2025 - 2028 School Improvement cycle. Improvement initiatives focused on:

- Implementing the revised Victorian Curriculum 2.0 in Mathematics and English.
- Implementing the MACS Vision for Instruction through the use of the Ochre resources in Years 7 and 8 Mathematics; and the introduction of high impact teaching strategies for full participation.
- Further refining assessment tasks and rubrics to provide scope for students to demonstrate achievement above year level standards; and for using rubrics to self-assess and monitor learning.
- Developing an understanding of the MACS Vision for Engagement and planning for implementation.
- Undertaking an external review of wellbeing support services.
- Partnering with Classroom Mastery to develop a whole school behavior curriculum.
- Developing a model of instructional coaching to further support teacher learning.

In Term 2, the College community celebrated the unveiling and blessing of a remarkable new artwork entitled *Bagung Wilam*. The work is a collaboration between Muth Sinnapin, an

indigenous artist; students and staff, and Elio, a mosaic artist. The mosaic stands as a tribute to the Wurundjeri people, the Traditional Custodians of the land on which the College is built.

Bagung Wilam means gathering place. The mosaic features Bunjil, the eagle; the life-giving Kororoit Creek which flows through Wurundjeri Country; the valleys and slopes of Green Gully; Murnong, the Yam Daisy and the majestic gum tree that sits at the centre of our yard. Footprints symbolizing the journey across country: past, present and future complete the mural. They remind us that just as those who came before us walked this land, our own footprints now join theirs, just as future generations will continue this path of learning and community.

A highlight in Term 3 was the school production of *High School Musical Jr.* An amazing band, superb singing, great dancing, and outstanding performances by the main cast and the ensemble combined to offer a high energy and entertaining production. The school production was a terrific cross age experience for all involved: cast, production team, audience and the community.

In 2025, the State Government announced that from 01 January 2026, public transport will be free for young people under 18. CRC St Albans was delighted to hear this news as over the past six years, students have played a small but important role in lobbying for this change.

In 2019, a group of student leaders researched and prepared a very detailed submission to the State Government for free public transport for school aged students. This was presented to our local member for state parliament, the Hon. Natalie Suleyman MP who forwarded the proposal to the Minister for Transport, noted it in Parliament and connected students to Rod Barton of the Transport Matters Party. Subsequent student leaders have continued to lobby for the proposal and are delighted it has come to fruition.

A second outcome from this initial meeting is that the Hon. Natalie Suleyman meets regularly with our students to discuss a range of issues affecting young people. These meetings have been beneficial for both the Minister and our community. Students also meet with our Federal member, Hon. Daniel Mulino MP. It is a great example of student voice in action and of seeing a need and doing something about it.

2025 saw the completion of the Masterplan for the landscaping of the College grounds; a partnership with Dogs Connect to introduce a wellbeing dog, Arthur Theodore (Arty), and a good year in SACSS interschool sport. There were impressive wins in the Intermediate Chess and Junior Badminton; many Premier League semi-finals and finals, and fine individual performances in athletics and cross country.

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 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 2025. It provides an excellent foundation for continued growth in 2026.

---

## Catholic Identity and Mission

---

### 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:

- Completion and blessing of the *Bagung Wilam* mosaic.
- Partnering with Resurrection Parish to support the development of a Vocational Secondary College in Buyaga, Uganda. This project is a practical expression of *faith in action* and links to studies of Catholic Social Teaching in Religious Education.
- Supporting the Holy Eucharist *Loaves and Fishes* food bank through service and fundraising, particularly the *Rice and Pasta* 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.
- Providing varied opportunities for accreditation and staff formation, including the Federation Staff Formation Day with Fr. Page Polk, a Franciscan priest who presented on the theme of *Hope Does Not Disappoint*.
- Continuing to build teacher understanding, confidence and capacity in teaching scripture analysis.
- Awareness raising activities during Refugee Week.
- Developing a community art installation that explored the College theme, *Who do you say I am* and the *I am* statements of Jesus.
- Participating in the Catholic Earth Care Network and working towards Level 3 certification.
- A range of sustainability initiatives were led by the Social Justice team. These included the community garden, a bottle recycling initiative, and raising awareness of sustainability during the Season of Creation.
- Implementing the new requirements around Teacher Accreditation to teach in a Catholic School and to teach Religious Education.
- Staff and student activities to mark the Year of Jubilee.
- Meeting with local priests once a term.

## Value Added

During 2025, 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.
- Reflection 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 2025 focused on the *I am* statements in John's Gospel and the Year of Jubilee.
- 20 Year 9 students and 6 staff attended the Australian Catholic Youth Festival.

---

## Learning and Teaching

---

### 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 2025, the focus in learning and teaching was to:

- ensure that every student grows through effective pedagogy and assessment practices;
- improve student learning outcomes in Years 7 and 8 Mathematics;
- develop a better understanding of evidence based approaches to teaching reading comprehension, and
- improve student engagement through full participation teaching strategies.

### Achievements

Key achievements for Learning and Teaching in 2025 include:

- implementing the Victorian Curriculum 2.0 in Mathematics and English;
- reviewing the College Principles of Learning and Teaching in light of the *MACS Vision for Instruction*;
- developing an Agreement on Good Teaching practice;
- introducing the strategies for full participation in Years 7 Mathematics, and in Year 9 English;
- implementing the Ochre resources at Years 7 and 8 Mathematics;
- refining assessment tasks and rubrics to provide scope for students to demonstrate above year level standards;
- explicitly teaching students to use developmental rubrics to self-assess and monitor their learning;
- adopting strategies for assessment so that feedback is given during the learning cycle, and is timely and instantaneous, where possible;
- introducing all teachers to the high impact instructional strategies for full participation through the Teach Well Quarter Turn program;
- providing eight staff with the opportunity to complete the Teach Well Masterclass series;
- extending *Just Read* to Year 9;

- participating in the MACS Secondary Improvement Network to support the implementation of the *MACS Vision for Instruction*;
- reviewing the Year 9 Trinity program;
- reviewing Immersion Days and developing an Immersion Days policy.

## Student Learning Outcomes

The 2025 College NAPLAN and PAT data shows good growth, particularly in numeracy outcomes.

### 2025 NAPLAN Data

- 78% of Year 9 students achieved medium or high relative growth in Numeracy (Year 7 2023 to Year 9 2025)
- 71% of Year 9 students demonstrated medium or high growth in Reading.
- The percentage of Year 9 students meeting Numeracy and Reading proficiency levels continues on a positive trajectory, improving from 54% (2024) to 63% (2025) for Numeracy, and from 51% (2024) to 54% (2025) in reading.

### PAT Numeracy and Reading Data 2025

Across the school the average growth in Reading and Numeracy was above the mean expected growth at all levels, based on the ACER PAT norms for 12 months growth.

- |                    |               |             |
|--------------------|---------------|-------------|
| • Year 7 Reading   | Expected: 1.9 | School: 3.2 |
| • Year 7 Numeracy  | Expected: 2.7 | School: 4.9 |
| • Year 8 Reading   | Expected: 3.2 | School: 1.9 |
| • Year 8 Numeracy  | Expected: 2.0 | School: 3.6 |
| • Year 9 Reading   | Expected: 2.9 | School: 7.7 |
| • Year 9 Numeracy  | Expected: 1.8 | School: 4.7 |
| • Year 10 Reading  | Expected: 5   | School: 5.4 |
| • Year 10 Numeracy | Expected: 1.7 | School: 3.1 |

In 2025, the full participation strategies were introduced at Year 7 Mathematics in conjunction with teachers using the Ochre teaching resources, and in Year 9 English.

An analysis of the PAT Maths for Year 7 and PAT Reading for Year 9 shows a clear upward shift in achievement for both groups. In Year 7 Mathematics, the proportion of students in the highest band increased from 24% to 37%, coupled with a reduction in the mid and lower bands. Similarly, in Year 9 PAT Reading results, students at the 140 – 149 achievement band went from 6.6% in 2024 to 27% in 2025, again with significant decreases in the lower and middle bands.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	514	56%	512	56%
	Year 9	534	50%	528	43%
Numeracy	Year 7	533	68%	530	66%
	Year 9	552	63%	548	59%
Reading	Year 7	520	59%	518	62%
	Year 9	538	54%	536	53%
Spelling	Year 7	528	75%	530	72%
	Year 9	553	68%	546	66%
Writing	Year 7	537	68%	539	70%
	Year 9	574	60%	567	59%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

---

## Student Wellbeing

---

### Goals & Intended Outcomes

In Student Wellbeing we endeavor to create a calm, respectful and engaging learning environment; one where, student safety, engagement and learning outcomes are enhanced. In 2025, the focus was on improving student engagement by:

- building staff capacity in explicitly teaching and monitoring behavior expectations through the ongoing implementation of consistent school-wide routines and restorative practices, and
- building student capacity to interact safely in the online space.

### Achievements

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

- Continuing to implement a whole school approach to Restorative Practices.
- Implementing the *Wheel of Choice* to provide students with strategies to better manage conflict with peers;
- Whole staff review of MACS Behavior Support policy / procedures.
- Partnering with Classroom Mastery to develop a whole school Behavior Curriculum which clearly articulates norms, expected behaviors, routines, rules and consequences.
- Whole staff professional learning day to prepare for the implementation of the Behavior Curriculum in 2026.
- Supporting emotional literacy and self awareness through *Wellbeing Pulse Checks*.
- Auditing and further developing the Health, Pastoral Care and Digital Technologies curriculum to support online safety and positive digital citizenship.
- Reviewing the mobile phone and digital devices policy and procedures.
- Developing and implementing a *Self Harm and Suicidal Ideation* policy.
- Incorporating input around online safety into Family Nights.
- Further develop wellbeing hubs throughout the school.
- Undertaking an external review of the wellbeing support services offered at the College to identify needs and how these might be more effectively met.
- Partnering with Dogs Connect to introduce a school wellbeing dog.

## 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.
- Contributing to the *I am...* community arts installation.
- Strong participation in afterschool clubs: Homework Support, Volleyball, 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.
- Williams Cup Interhouse Competition.
- Readers' Cup.
- Year level and whole school assemblies.
- Immersion Days.
- Camps at Years 7, 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.
- School Production: *High School Musical*

## 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 above the MACS average.

All improvement targets in Student Wellbeing were met or exceeded. There was a 3% plus improvement in positive responses across the domains, with excellent growth evident in School Climate (5%), Teacher Expectations (5%) and School Belonging (6%). Rigorous

Expectations, Teacher - Student Relationships, Student Dispositions and Student Voice continue to be 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. The pulse checks also show a decrease in self-reported levels of anxiety, and an increase in strategies to seek help and support.

A focus for 2025 was to reduce student anxiety and to improve readiness to learn. The Resilient Youth Survey does not show an appreciable difference in the healthy mind and ready to learn indicators, however, confirms the PIVOT feedback that significant numbers of students have a teacher who cares and encourages them, and that, school rules are clear and enforced fairly.

## 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

<b>Average Student Attendance Rate by Year Level</b>	
Y07	93.75
Y08	90.96
Y09	92
Y10	91.02
Overall average attendance	91.93

---

## Leadership

---

### Goals & Intended Outcomes

To build the dispositions and capabilities of staff for effective educational leadership.

To ensure that all staff have access to feedback, reflection on practice and coaching, and are able to access professional learning related to individual and whole school goals.

To build staff capacity and improve student learning, wellbeing and faith outcomes through coaching (leadership, instructional and peer).

### Achievements

Key achievements in 2025 in Leadership and Management included:

- Further refining the Performance Development and Coaching process.
- Broadening Performance Development and Coaching to include Learning Support Officers.
- Developing an instructional coaching model based on Jim Knight's Impact Cycle to be trialed and implemented from 2026 to 2028.
- Two staff completing the Teach Well Instructional Leadership Fellowship
- Continuing to develop the use of Timperley's 'spiral of inquiry' in Purposeful Teaching Teams with a particular focus on effectively using data in planning.
- Updating and implementing policies as per the MACS policy framework.
- Inducting leaders new to the school and their role.
- Developing a Professional Learning policy for non teaching staff.
- Participating in the trial of an Operational Teaching Assistant.
- Inducting new members on to the School Advisory Council.
- Working with Glas Landscape Designers to develop a masterplan for the College grounds.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
<p>Teachers and non-teaching staff participated in a range of professional learning activities in 2025. These included both internal and school based activities. An overview of topics included:</p> <ul style="list-style-type: none"> <li>• Working at Heights</li> <li>• Safe Use of Machinery course (Technology Teachers).</li> <li>• Subject area conferences.</li> <li>• OHS Training and HSR refresher.</li> <li>• Emerge program for Middle Leaders.</li> <li>• Warden Training.</li> <li>• Mental Health First Aid.</li> <li>• First Aid Training.</li> <li>• Federation Professional Learning Day with Fr. Polk</li> <li>• SALT online compliance training (Child Protection &amp; Mandatory Reporting, Code of Conduct, Fraud Awareness, Privacy).</li> <li>• Canteen Supervisor Training</li> <li>• Flourishing Learner's Conference</li> <li>• Accidental Counsellor Training</li> <li>• Teach Well Quarter Turn Workshop for teaching staff</li> <li>• Year of Jubilee</li> <li>• Instructional Lead Fellowship</li> <li>• Classroom Mastery</li> <li>• Support for Postgraduate Study (Inclusive Education / Careers / RE and Theology)</li> </ul>	
Number of teachers who participated in PL in 2025	58
Average expenditure per teacher for PL	\$2231.00

### **Teacher Satisfaction**

MACSSIS staff feedback was again very strong with results in nearly all domains at or above the MACS average. The College is particularly pleased with the ongoing strength of Staff-Leadership Relationships; Instructional Leadership; School Leadership; Psychological; Professional learning and support for teams.

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	54
Advanced Diploma	3
No Qualifications Listed	4

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	58
Teaching Staff (FTE)	53.1
Non-Teaching Staff (Headcount)	55
Non-Teaching Staff (FTE)	43.19
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### 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 2025 include:

- Engaging with families through events such as Family Nights, Mothers' Day breakfast, Performance Evenings, Image 2025 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) 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.
- Sharing the facilities with community groups such as the Polish and Vietnamese community language schools.

- Providing access to Dinka, Chin, Arabic and Vietnamese Multicultural Education Aides to assist home-school communication.
- Conducting a multi-lingual Cybersafety Education night.
- Partnering with CRC Sydenham and Scouts Victoria to offer Scouts as an after school activity.
- Developing an updated College branding and collateral to be introduced in 2026.

## Parent Satisfaction

Although the sample size was relatively small (21 responses), feedback from families through the MACSSIS surveys was very positive with results at or above 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, student 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.

---

## Financial Performance

---

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)