



Catholic Regional College St Albans
10 Theodore Street, ST ALBANS 3021
Principal: Christina Utri
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Registration: 1765, E Number: E1301



**Melbourne Archdiocese
Catholic Schools**

2023

Annual Report to the School Community



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 2023 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 Mar 2024

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

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.

483 students were enrolled at the College in 2023. Students are from culturally and linguistically diverse backgrounds. The College CTC score is 81.

Key characteristics of the student population include the following:

- 271 (56%) received support through the Camps, Sports and Excursions Fund (CSEF)
- 208 (43%) were born overseas
- 63 (13%) had been in Australia less than five years
- 380 (78%) of students come from a Language Background other than English (LBOTE)
- 40 different cultural and ethnic groups are represented in student backgrounds.
- 163 33% 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 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, 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 2023 Annual Report. Throughout the year families and the broader community are updated on what is happening at the College through the newsletter, at community gatherings and on our website. The Annual Report draws together some of this. Hopefully, as you read the report, you will see evidence of a vibrant school community where faith, learning and wellbeing matter.

The College theme was *'To be Known and Loved'*. As social beings, we are born to connect; to find a place where we are known, loved and welcomed at the table. Throughout the year, we reflected on how we might know and love others more deeply and inclusively, and how we might make God known to the world.

After three years of disruption due to the pandemic, our focus for 2023 was on re-establishing the practices, routines and rhythms that support student wellbeing, engagement and learning. This work involved:

- Introducing consistent predictable routines that are used across the school.
- Reviewing the College Rights and Responsibilities to ensure that the College continues to be a place where all students feel safe and included, and are able to learn.
- Returning to a whole school recess and lunchtime.
- Extending the co-curricular program to ensure that students had many opportunities to be involved, and to build connections and belonging.
- Introducing the *Just Read* program at Year 7.

In Learning and Teaching, staff implemented growth focused rubrics; continued to teach and use consistent language around goal setting, metacognition and self-regulation, and worked on strategies to effectively build vocabulary across all learning areas.

With borders once again open, the College saw an increase in new and recent arrivals students, many with significant gaps in their schooling, To provide support for these students, the College employed additional EAL teachers and Multicultural Education Aides.

Whole staff professional learning focused on the ongoing implementation of the Berry Street Education Model and Restorative Practices. Dave Vinegrad worked with staff over two days to introduce the Restorative Practices continuum, and opportunities to practices restorative language and skills.

A highlight in Term 3 was the school production *Nightmare on Theodore Street*. A talented and enthusiastic group of students and staff worked for many months, after school, at weekends and during the school holidays to produce and perform this original musical written

by our Arts Leader, Clarence Marshall. It was a terrific cross age experience for everyone involved: cast, production team, audience and the community.

Other notable achievements for the year included:

- Winning the State Award in the Victorian School Gardens Awards for our community garden initiative.
- Excellent performances in SACCSS interschool sport, particularly in Chess (Junior Champions), AFLW (Division 2 Premiers), Badminton, Volleyball and Athletics.
- Installation of additional shade sails to create outdoor learning areas.

A highlight of the year was the completion of the new Design and Technology Centre in October. This much anticipated and long awaited learning space will be home to Food and Materials Technology, STEM, Visual Arts, Visual Communication and Design and a new canteen. With the opening of the new centre, the old Wood Technology was demolished and will be redeveloped into much needed active and passive recreation space.

Thank you to our staff who work tirelessly to care for students, and to provide them with quality learning experiences and varied co-curricular activities. Well done 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 thank members of the School Advisory Council, our Custodians of Mission, Melbourne Archdiocese Catholic Schools (MACS) staff and our many community partners who work tirelessly, often behind the scenes, to support our work and the learning of our students.

This community can be well pleased with all that was achieved in 2023. It provides an excellent foundation for continued growth in 2024.

Christina Utri

Principal

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

The College theme for 2023 was *'To be Known and Loved'*. This was explored through prayer, symbol, liturgy, community gatherings and school activities. Areas of development and improvement for 2023 included:

- Starting Year 7 R.E. classes with Christian Meditation. This was well received and will be implemented at Year 8 in 2024.
- Concluding the review and rewriting of the Religious Education curriculum by completing the final units at Year 7.
- Continuing to build teacher confidence and resources around scripture analysis using the LAaSMO approach to scripture analysis, focusing on the Year 8 Genesis unit.
- Partnering with Resurrection parish to support the development of a vocational secondary school in Bugaya, Uganda. Across the school, classes participated in the 120 Challenge, \$120 being the cost of educating one student at the school. The initiative was led by Year 10 students and stemmed from their study of Pope Francis encyclical *Fratelli Tutti*.
- Students, staff and families completed the *Enhancing Catholic School Identity (ECSI)* Surveys in Term 1. The results of this survey provide some excellent data for the school review in 2024.
- All staff participated in the CRC Federation Day where the guest presenter was Emeritus Professor John Warhurst who reflected on his experiences at the Plenary Council and also on the Catholic Church in Australia in 2023.
- Three staff members participated in the Federation Holy Land Pilgrimage. This was a personally and professionally enriching experience, and they have been able to share their learning and insights with students and staff.
- Students and staff continued to the work with Leila Gurruwiwi, MACS Indigenous Education Officer. Reconciliation Week was marked with a common unit taught across the school around the concepts on Uncounted, Unknown, Unloved to Counted, Known and Loved.
- Providing varied opportunities for accreditation and staff formation.

- Development of the *CRC St Albans Prayer Pilgrimage* which tells the story of the community through the installations, symbols and sacred spaces that have been developed over time.

Value Added

During 2023, students and staff participated in a range of curricular and co-curricular faith experiences. These included:

- Whole school masses to mark key points in the school year.
- Daily Prayer at briefing and in homeroom
- Reflection days at each year level.
- Choir
- Years 7 - 10 Social Justice Council
- Support for the Holy Eucharist Food Bank through fundraising and practical assistance.
- Fundraising for Project Compassion.
- Planning for the College Labyrinth to be included in the Landscaping project.
- Feast Day Mass and celebrations
- Year 8 Succulents Project as part of their work in the Care for Creation unit.
- Year 7 Prayer Walk
- *To be known and loved* community arts project.

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

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

Achievements

In 2023, the College:

- Introduced '*Just Read*' for 10 minutes after lunch at Year 7. This program aims to assist students in settling after lunch, and to encourage a stronger reading culture.
- Introduced new rubrics that incorporate a five point scale, focus on progression across a continuum and use positive language.
- Reviewed Year 10 VCE offerings.
- Reviewed electives and redesigned the unit selection process for Years 9 and 10.
- Continued to work with staff to develop an understanding of metacognition and how students might be best supported to develop this capability.
- Introduced a new format for Parent / Student / Teacher interviews with subject teacher interviews at the end of Term 1 and student led conferences in Term 3.
- Continued to broaden assessment tasks to ensure that there was scope for student voice and choice.
- Consolidated the Immersion Day program.
- Continued to support students impacted by COVID through the Tutoring program.
- Provided staff professional learning on strategies to develop vocabulary, reciprocal teaching and understanding the Highly Reliable Literacy Teaching Practices (HRLTP's).

- Focused on vocabulary development across learning areas.

MACS School Improvement Surveys (MACSSIS)

Student feedback in relation to Rigorous Expectations, School Engagement, Teacher - Student relationships, School Belonging, Learning Disposition and Student Voice are all above the MACS average for secondary schools. Year on year results have remained steady.

PIVOT Student Feedback

Student feedback in the PIVOT surveys conducted in May and October indicates a positive classroom environment, strong relationships between students and their teachers and student satisfaction with instruction. Students believe their teachers care about their wellbeing and respect who they are. They feel confident in asking for help, know what is expected of them, how well they are doing, and believe their teachers are knowledgeable, explain things in a way they understand and provide good feedback.

Student Learning Outcomes

With the introduction of the new NAPLAN proficiency standards there is no growth or five year trend data available for 2023.

Year 9 NAPLAN results in numeracy and writing are above those of schools with similar ICSEI scores (941) and at 'close to' in reading.

The 2023 NAPLAN data shows that 53% of Year 9 students performed at the strong or exceeding levels of proficiency in Reading, 49% in Numeracy, and 58% in writing.

The Year 7 data presents a similar picture with around half the students achieving at the strong or exceeding level in Numeracy and more than 50% in Reading and Writing. When compared to schools with a similar ICSEI (941), results are above those of schools with similar students.

PAT Reading and Numeracy tests are used by the College to measure year on year growth. In Year 7 Reading and Numeracy, students made on average, twice the expected growth against the Australian norms (ACER 2022 Update).

In Reading, Years 8 and 9 students made the expected levels of growth or greater, with students who had previously been at or above the 50th percentile making the greatest progress over the year.

In Numeracy, Year 9 students, particularly the middle 50%, made more than expected growth and Year 8 results show steady growth.

Of the 95 students at Year 9 in 2023, 15 (16%) have been in Australia for less than five years with some only recently transitioning from the Western English Language Centre. These students have significant gaps in their learning due to being displaced for 4 - 6 years. Many had little access to education in this time. These students are supported through an EAL program that runs parallel to English and Languages. On average, it takes seven years for EAL learners to become proficient in academic English. For students from refugee backgrounds this can take longer.

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 a MaqLit, and other reading and numeracy programs are used to support students with learning gaps.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | 514 | 50% |
| | Year 9 | 518 | 41% |
| Numeracy | Year 7 | 516 | 59% |
| | Year 9 | 539 | 49% |
| Reading | Year 7 | 509 | 56% |
| | Year 9 | 542 | 53% |
| Spelling | Year 7 | 526 | 66% |
| | Year 9 | 545 | 62% |
| Writing | Year 7 | 523 | 59% |
| | Year 9 | 555 | 58% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

Our approach to pastoral care and wellbeing is based on Jesus' call to 'Love one another as I have loved you'. His life of unconditional love shapes the way in which we hope to care for each other and is the basis for living a full life.

All students and staff have the right to learn and teach; and to feel comfortable, included and safe. We believe that it is our individual and shared responsibility to create a community where this can happen.

In Student Wellbeing we endeavor to create a dynamic and positive learning community, one in which, student ownership, engagement and achievement are enhanced. The current focus for development is on:

- Aligning whole school processes around expectations for learning and behavior, behavior management, consequences and restoration.
- Building the social and emotional literacy of students.
- Implementing *Response to Intervention* for student wellbeing.
- Enhancing student wellbeing through connectedness to school

Achievements

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

- Reviewing and recommitting to the College *Rights and Responsibilities*.
- Implementing *Consistent and Predictable Routines* across the school.
- Extending the lunchtime and afterschool activities program to ensure that there were additional opportunities for engagement and connection to the school community.
- Introducing a whole school approach to restorative practices, initially through staff professional learning with Dave Vinegrads.
- Supporting emotional literacy and self awareness about wellbeing through extending *Well-being Pulse Checks* to Year 7, and introducing the Berry Street diary across the school.
- Implementing a Peer Support Program.
- Continuing to implement the Berry Street Education Model and trauma informed practices.
- Further refining the Place Based Partnerships mentoring program.
- Trialing the *Girls Circles* program at Year 10.
- Developing a student friendly version of the Complaints Handling procedures.

- Providing peer to peer education around proactive conflict resolutions strategies.
- Working with the Cyber Safety Project team to develop a multi-lingual Cyber Safety Education Night for families.
- Exploring further Tier 2 and 3 interventions for student wellbeing and behavior.
- Growing Connections day led by the Child Safety Committee to build positive relationships across the school.

Value Added

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

- Publishing writing and artwork in the Shared Stories publication.
- Participating in the *Writer in Residence* program.
- Being on the Yearbook Committee.
- Contributing to the *To be Known and Loved* art installation.
- Harmony Day
- Williams Cup: Inter-house Competition.
- Competing in the Readers' Cup.
- Fund-raising for, and assisting with the 'Loaves and Fishes' Food Bank.
- Working in the Community Garden.
- Year level and whole school assemblies.
- Year 10 Graduation.
- Immersion Days
- Camps at Years 8, 9 and for Outdoor Education.
- Careers Education
- Years 10-11 pathways planning.
- Inter-house Athletics and Swimming Carnivals.
- Ball Sports Day.
- Student Leadership opportunities which include School Captains, SRC, House Leaders, Social Justice Captains, Year Level Councils and a range of focus groups.
- Counselling service.
- End of year activities.
- Homework Club.
- Transition programs (6-7 and 10-11).
- Year 10 Work Experience program
- SACCSS inter-school sport, including premier league.
- Volleyball, Health, Basketball, Cricket, Badminton, Soccer and Cricket Clubs.
- School Production *Nightmare on Theodore Street*
- Breakfast Club
- Canteen service.
- Choir.
- Family Nights

- Mothers' and Fathers' Day breakfasts
- Community Garden program.
- Student led conferences
- Images Arts exhibition
- Feast Day Carnival.
- Year 7 Kindness Cup
- Images 2023 Art 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, particularly with the relational component of the learner-teacher dynamic. Students feel supported, and that their teachers respect them for who they are and believe that they can achieve. They are very clear about behavior expectations and feel very comfortable in asking for help. All these areas rated above 5 in the surveys.

Resilient Youth Surveys indicate that most students have a teacher who cares for, and encourages, them. Positive results for these questions are well above those for schools across Australia. Similarly, students see that the College has clear rules and enforces them fairly.

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 recorded for each lesson on the SIMON LMS.
- In the case of unexplained absences, families are contacted after 10am of the day of the absence, initially by sms and then with a phone call.
- Administration staff monitor the attendance module in SIMON throughout the day to identify irregular absences.
- Alerts are generated for Pastoral Care teachers, Year Level Leaders and the Deputy Principal (Pastoral Care) when attendance hits levels of concern.
- 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 by phone and / or a meeting.
- Wellbeing staff 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.

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y07 | 93.2% |
| Y08 | 91.3% |
| Y09 | 92.8% |
| Y10 | 88.5% |
| Overall average attendance | 91.5% |

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 maximized.

Achievements

During 2023, the College:

- Reviewed and further developed Performance Development and Coaching structures and processes.
- Further refined skills in data storytelling, and in using data to evaluate the impact of pedagogy on learning outcomes.
- Implemented the VCMEA 2022, including 'time in lieu', the reduction in face to face teaching and new arrangements to address teacher workload.
- Implemented a new schedule for the use of afterschool time.
- Continued to develop the use of Timperley's 'spiral in inquiry' in PTT's to optimize student growth in learning and wellbeing.
- Updated and implemented policies as per the MACS policy framework.
- Adjusted College Risk Management processes in light of the MACS risk management policy and procedures.
- Implemented the annual risk assessment program.
- Participated in the MACS OHS review and the WorkSafe Project 5000 review in relation to Manual Handling, Occupational Violence and Anaphylaxis.
- Expanded the School Advisory Council by including School Captains in its membership.
- Pastoral Leaders worked with Chris Daicos to develop leadership capabilities around vision and implementation of annual action plans.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Teachers participated in a range of professional development activities during 2023. An overview of topics includes:

- First Aid Training.
- Anaphylaxis, Asthma and CPR updates.
- VCAA NAPLAN data service workshop
- MaqLit Training
- Performance Development and Coaching.
- Using Highly Reliable Literacy Teaching Practices (HRLTP's)
- Warden Training.
- Emergency Management Procedures and Drills
- Child Safety and Mandatory Reporting
- SALT online training modules
 - Workplace Health and Safety
 - Ergonomics and Manual Handling
 - Slips, Trips and Falls
 - Driver Awareness and Fatigue Training
 - Working at Heights
 - Camps and Excursions
- Numeracy
- Restorative Practices (whole staff x two days)
- Personal and Social Capabilities
- John Warhurst: The Plenary Council and the Church in Australia
- A1 in Education
- Learning Area networks and conferences
- Mental Health First Aid
- Course fees for staff undertaking postgraduate study.
- Holy Land Pilgrimage for three staff.
- Leadership development for the Pastoral Team with Chris Daicos
- Indigenous history and story
- Christian Meditation
- Accreditation
- MACS Northern Collaborative Leadership network.

| | |
|---|-----------|
| Number of teachers who participated in PL in 2023 | 54 |
| Average expenditure per teacher for PL | \$1548.00 |

Teacher Satisfaction

Whilst the impacts of the pandemic on student wellbeing and learning are ongoing, and therefore challenging for teachers, 2023 was a more settled year. The return to whole school recess and lunch, and the move away from online meetings were much appreciated and enjoyed by staff. This assisted people in reconnecting and in enjoying the collegial and social aspects of work that are so important to wellbeing.

MACSSIS staff feedback was very strong, with improvement evident against most indicators. The percentage of staff who gave a positive response was at the MACS average in four domains, below in one and well above the MACS average in eight domains. The most pleasing growth was in School Climate (11%), Feedback (17%) and Professional Learning (8%). This improvement could be attributed to a stronger focus on the Performance Development and Coaching process in 2023.

There continues to be a strong sense of Catholic Identity and Mission across all dimensions of the school. 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.

| Teacher Qualifications | |
|--------------------------|-------|
| Doctorate | 1.2% |
| Masters | 15.1% |
| Graduate | 23.3% |
| Graduate Certificate | 2.3% |
| Bachelor Degree | 48.8% |
| Advanced Diploma | 7.0% |
| No Qualifications Listed | 2.3% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 54 |
| Teaching Staff (FTE) | 47.6 |
| Non-Teaching Staff (Headcount) | 48 |
| Non-Teaching Staff (FTE) | 38.5 |
| 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 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

- Engaging with families through events such as Family Nights, Mothers' and Fathers' Day breakfasts, Performance Evenings, Image 2023, Term 3 Community Conversation and rites of passage such as Year 10 Graduation.
- Partnering with Resurrection Parish to support the establishment of a Vocational Secondary College in Buyaga Parish, Uganda.
- Partnering with Holy Eucharist parish to provide support (fundraising and practical help) for the *Loaves and Fishes* Food Bank.
- Working with other Colleges in the CRC Federation through the weekly Principals' meeting, networks for Deputy Principals and Faith Leaders, and the Intercampus Professional Learning Day.
- Contributing to a range of local networks like the Police and Schools meetings, *Place Based Partnerships network*, Careers and learning based networks.
- Student led fundraising projects.
- Continuing development of the community garden.
- Annual meetings between the Student Leaders and the local representatives to the State and Federal parliaments.
- Sharing of the school facilities with community groups such as the Polish and Vietnamese community languages schools, Al Anon and the Women's Peace Circle Collective.
- Partnering with Edmund Rice Community Services (Victoria) 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.
- Introducing a new model for Family Engagement through the Multi-Lingual Cyber Safety Education evening.

Parent Satisfaction

Feedback from families through the MACSSIS surveys was affirming as the percentage of positive responses was higher than the MACS average in 6 of the 7 domains. Families are particularly pleased with the Catholic Identity of the College, School Fit, School Climate, and Communication between school and home.

Feedback through Community Conversations, Family Nights, Parent Teacher Student interviews and through engagement with Multicultural Education Aides is also 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 and the annual Mother's Day and Father's Day breakfasts are all indicators of a readiness to engage and be involved.

Attendance at Parent / Teacher / Student interviews in Term 1 and student led conferences in Term 3 is around the 90% mark. This is a good indicator of family's 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.

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.

For more detailed information regarding our school please visit our website at www.crcstalbens.catholic.edu.au