



Catholic Regional College Caroline Springs Caroline Springs

2022

Annual Report to the School Community



Registered School Number: 2044

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report.....3

Vision and Mission.....4

College Overview6

Principal’s Report7

Catholic Identity and Mission.....9

Learning and Teaching.....11

Student Wellbeing17

Child Safe Standards.....21

Leadership23

Community Engagement27

Contact Details

ADDRESS	10-28 College Road Caroline Springs VIC 3023
PRINCIPAL	Lucy Swan
TELEPHONE	03 9217 8000
EMAIL	principal@crccs.vic.edu.au
WEBSITE	http://www.crccs.vic.edu.au/
E NUMBER	E1385

Minimum Standards Attestation

I, Jamie Madigan, attest that Catholic Regional College Caroline Springs is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our school motto, Live Fully, Act Justly, makes two distinct claims on us as a Catholic school and invites us to recognise and appreciate the 'fullness of life' that the College community enjoys.

Our students are enthusiastic young people connected to their families who are genuinely interested in their Learning and Wellbeing and are connected to their parishes which have nurtured their minds and spirituality.

We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities, which are exciting and new. The staff who choose to work at Catholic Regional College Caroline Springs are skilled professionals. In choosing to work at an innovative and contemporary Catholic College, the staff make a strong commitment to hard work and shared responsibility. We are indeed privileged.

Our claim to be a school community, which acts justly, and challenges us to never take for granted what we enjoy.

We are called to ensure that our day-to-day contact reflects our commitment to be just to ourselves and to others. We are to seek actively for others what we ourselves experience; to share what we have, to question why others live without in a world which has enough for all, and to challenge structures and beliefs which work to keep people in poverty and oppression. Moreover, we are called to guard against complacency and comfort which can mask the call for us to do what is right and good and holy. In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

Prayer

We raise and open our hearts and minds to God.

"Let the words of my mouth and the meditation of my heart be acceptable in your sight, O LORD, my rock and my redeemer." (Psalm 19:14)

Learning

We seek what is true and good, guided by reason and illuminated by the light of Faith.

"If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free." (John 8:31-32)

Compassion

Motivated by the love of Christ, we are compelled to carry the needs and suffering of others.

"But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him?" (1 John 3:17)

Stewardship

We affirm our unity with all creation and humbly accept God's invitation to participate in his creative work.

“The LORD God formed every animal of the field and every bird of the air and brought them to the man to see what he would call them; and whatever the man called each living creature, that was its name.” (Gen 2:19)

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

College Overview

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic secondary education for the residents of Caroline Springs and surrounding suburbs. In 2022 the College had an enrolment of 1001 students in Years 7-10. Catholic Regional College Caroline Springs is one of four Colleges, which forms what is called the Federation of Catholic Regional College. The other 7-10 Colleges are located at St Albans and North Keilor. Our students, once completing their compulsory years of schooling at Catholic Regional College Caroline Springs, then have the unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VCAL options.

Faith, learning, and community are central to Catholic Regional College Caroline Springs. Our motto, Live Fully, Act Justly, urges students to take every opportunity to make the most of what life has to offer, to strive to be their very best and, in doing so, to remember to be just to themselves and to others. We ensure that the curriculum and programmes offered at the College also reflect the values embedded in our motto. A student-centred approach to learning that ensures that all students are given every opportunity to reach their full potential is the basis of our rich, diverse, and faith-centred learning environment.

Principal's Report

2022 proved to be another successful school year for Catholic Regional College Caroline Springs. It was indeed pleasing to return to a 'normal' school year. The key theme for 2022 was ***to find joy in the journey.***

Our students participated in many co-curricular activities, including SACCSS sporting events and competitions, camps, excursions, incursions, faith development days, whole school assemblies, masses and liturgies, music and drama concerts, Year 10 formal social, student leadership days, Live Fully, Act Justly feast day and a particular highlight was the performing of the College musical *Mamma Mia*, to sell out audiences.

In 2022, we provided many opportunities partner with our families in the development of the faith of our children. Dr Andy Mullins hosted a 'Parenting for Character' seminar which enabled our families to look at ways we can assist our children to grow in virtue. We continued to celebrate the importance of families with our annual Year 7 Welcome Day Mass and our Mother's and Father's Day Masses and breakfast.

We continued to work to improve our Religious Education curriculum with an emphasis on learning the faith through body, mind and heart and cultivating a culture of dialogue of faith between students and teachers. In our Religious Education Classes there were opportunities for our students to interact with consecrated men and women being exposed to their great witness of the Catholic Faith through many events such as 'Ask A Priest' sessions, National Vocations Awareness Week activities and Year Level Faith Formation Days.

2022, saw the introduction of a new timetable structure, with five 60-minute periods each day. Furthermore, the College has implemented a school-wide Learning & Teaching Model to structure lessons. Students and educators built a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria for every lesson. The change in timetable and its implementation improved student engagement with classes and increased academic rigour of lessons. The changes to the timetable, have also allowed for STEM to be introduced as a core subject at Year 7, and for Year 8 students to be able to select electives to study for the first time.

With remote learning no longer a consideration, the College has seen students return to participating in our Extra & Co-Curricular Programs. Students have been involved in activities including Premier League and SACCSS Sports, Run Club, Camps, Production, Maths Games Days, Beyond the Horizon, Choir, Bands, STEM Programs, Book Club, Chess Club and Craft Club.

This year selected students across Year 9 and 10 took up the opportunity to partake in either our *Tasmania Cultural Immersion Tour* in April or the *Cairns Cultural Immersion Tour* in July. Both tours were extremely well received by our participating students.

In Term 2 we had The Butterfly Foundation visit and the Police Protection Unit address students on safety, social media, public behaviour, and police expectations. We also had presentations for our Year 7 and 8 cohort around the effects of social media and the boundaries that are important when it comes to being cyber-safe. There were also information sessions provided to our Year 10's including the Pat Cronin Foundation who delivered a presentation to our students in Year 10. This program aims to empower young Australians to handle conflict, make good decisions and look after their friends.

We continue to build on the very positive relationship that has been established between Catholic Regional College Caroline Springs and St Luke's parish as well as our sister school St Francis Primary School in Kizinga, Uganda.

Through various fundraisers, such as casual clothes days, Live Fully Act Justly day, we have been able to make a significant difference to the St Francis Primary School community, through initiatives like building a schoolroom, church and establishing a meals program that ensures students are fed and are encouraged to attend school. The Uganda Project continued to play a fundamental part in bringing our College motto Live Fully, Act Justly to life.

We thank and acknowledge the inaugural members of the Catholic Regional College School Advisory Council, and those who have contributed through the Parents and Friends Association. We thank and congratulate the increasing number of students acknowledged as Student Leaders, who have positively impacted the College. We would like to thank all students, families and school staff for their unwavering support and cooperation throughout the year. We are confident that with our collective efforts, we can achieve greater heights in the upcoming year.

Lucy Swan (Acting Principal)

Catholic Identity and Mission

Goals & Intended Outcomes

Staff to gain and maintain accreditation to teach and lead in a Catholic school/ teach Religious Education

Members of the Leadership Team and POL 3's meet and collaborate on a regular basis to strengthen the connection between faith, wellbeing, learning and teaching throughout the whole school community

The faith dimension is embedded in curriculum and aligned with Horizons of Hope

Establishment of a Faith and Mission Charter

Achievements

- Continued to embed the faith dimension in curriculum through the offering of professional development relating to various disciplines in the school.
- Provided opportunity for staff to complete sponsored study of the Graduate Certificate in Religious Education at ACU.
- Collaborated with St Catherine of Siena Parish to strengthen student involvement in Parish Youth Group.
- Implemented the revision of our College Pillars to reflect Catholic Scripture and Tradition.
- Collaborated with Wellbeing Leadership Team to create Faith & Social Justice Student Leadership Position.
- Uganda Project - Introduction of a fundraising initiative.
- Provided Extraordinary Ministers of Holy Communion training for staff.
- Introduced opportunity for catechises on the Mass by Parish Priests in preparation for student class Masses.
- Blessed and officially opened St Thomas Aquinas Building.
- Hosted Parent information Night - 'Patenting for Character' presented by Dr Andy Mullins.
- Embedded and made clearer links with College Pillars in Social Justice initiatives.

VALUE ADDED

- Beginning of Year Staff Mass
- Year 7 Welcome Thanksgiving Mass

- Opening College Mass
- Social Justice Leadership Day
- Caritas Project Compassion Fundraising Appeal
- Weekly Friday 8am Mass
- Mother's Day Craft
- Mother's Day Mass & Breakfast
- Shrove Tuesday
- Ash Wednesday Liturgy
- St Patrick's Day
- Staff Lenten Program
- Easter Liturgy
- Positive Vibe Day
- Jeans for Genes Day
- Beyond The Horizon Group
- Year 7,8,9,10 Faith Formation Days
- 'Ask A...' Student Sessions
- Uganda Fundraiser Casual Clothes Day
- Staff Faith Professional Learning Day
- National Vocations Awareness Week
- Feast of The Assumption Mass
- Father's Day Mass & Breakfast
- Father's Day Craft
- 'R U OK Day?'
- World Food Day
- Lunchtime Rosary
- St Francis of Assis Feast Day
- Remembrance Day Liturgy
- Lunchtime Sacrament of Reconciliation
- Year 7-9 End of Year Mass
- St Vincent De Paul Christmas Appeal

Learning and Teaching

Goals & Intended Outcomes

Goal: Develop a whole school strategic approach to building a performance and development culture.

Intended Outcome: Teachers engage in strategic classroom peer observation, consistent classroom practices, feedback and mentoring.

Teachers develop and implement, learning intentions; success criteria in each lesson; match assessment tasks with rubrics; differentiate curriculum; and improve quality and timeliness of feedback (in response to the changing timetable structure).

Goal:

Develop a holistic approach that strengthens the connections between faith, well-being, learning and teaching throughout the whole school community.

Intended Outcome:

Teachers assessment of the capabilities is collaborative and consistent across the College.

Goal: *Analyse and use data and evidence more strategically and systematically to inform student learning and well-being outcomes and Catholic Identity. Data analyses consider school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with other schools and measures of growth across the years of school.*

Intended Outcome:

Teachers use data to inform personalised learning at student's point of need and monitor student learning growth.

Achievements

The College implemented a school-wide instructional teaching model, based on the GANAG framework by Marzano. All lessons at Catholic Regional College Caroline Springs begin with the teacher outlining the *Learning Intention* and *Success Criteria* for the lesson, before providing students with an opportunity to *Access Prior Knowledge* about the lesson topic. Students then explore *New Information* related to the topic, before being provided with an opportunity to *Apply the Knowledge* learnt. At the conclusion of the lesson, students *Summarise or Reflect* on what they have learnt.

Teachers participated in a Course Review process, where feedback was provided by both Learning Area Leaders and the College's Learning & Teaching Team to improve the structure, content and delivery of lessons across the College. Feedback focused on what had been done well within each course, where and how improvements could be made within the course, before planning what changes to the courses would be made for the remainder of the year.

An Assessment Task Template was developed for each summative assessment task at the College. The template provided information about the nature, time allocated, materials required, and curriculum strands assessed for each assessment task for students and parents/carers.

Staff at the College attended external professional learning programs linked to goals set in their Annual Review Meetings. Staff were provided with commendations for their work throughout the year in their Annual Review Meeting, in addition to receiving recommendations for improving their performance in 2023. Teachers were also asked to reflect on how they incorporated the

Catholic Faith into their teaching practice and interactions with students and the wider College Community.

With the implementation of the new College Timetable (five 60-minute periods per day), students were provided with an increase in the frequency of contact with each subject teacher. This resulted in each lesson being able to focus on a specific topic and provided opportunities to deepen the level of understanding students attained about each topic, through incorporation of the Capabilities into the learning process. Other benefits of the new timetable included increased student engagement; improved student learning outcomes and increased academic rigor.

Interactive digital tools have been implemented for Mathematics, Science, Languages and English classes. These tools allow students to step through concepts and problems, increase student engagement with their learning and provide opportunities for students to revise topics and learn at their own pace.

The College has also continued to improve teacher skills and confidence within the Office 365 platform. Office 365 provides tools and opportunities for students to collaborate with peers and teachers. The increased use of Office 365 aims to improve not only learning outcomes, but to also increase students' digital literacy and ICT skills.

The College reviewed and updated its co-curricular program, to provide students with new opportunities to engage with curriculum beyond the classroom. New opportunities for students included Glee Club, SACCSS Girls Cricket and a Sustainability Working Group. These compliment a wide range of Sporting, Performing Arts, STEM and Club-based activities in the co-curricular program.

Teachers used data to inform personalised learning at students' point of need via the Master Data Spreadsheet. The spreadsheet contained student Progressive Achievement Test (PAT) data, National Assessment Program Literacy and Numeracy (NAPLAN) data and previous Semester Results data. Staff participated in a Staff Meeting that explored interpretation of NAPLAN Online results. Within the session, staff accessed the new NAPLAN Online platform and examined the new reports NAPLAN Online delivers.

To further enhance teachers' understanding of student Literacy and Numeracy skills, Progressive Achievement Test (PAT) Adaptive testing was implemented to assess students' progress across the previous 12 months. The PAT Adaptive tests create personalised test pathways determined by student responses and provide a more precise picture of student achievement allowing for more targeted improvement in student literacy and numeracy levels by teaching staff.

Teachers participated in a Professional Learning session, focusing on how to identify and improve the Literacy skills in their Learning Area. Teachers also explored how to differentiate their curriculum to cater for students with an EAL or Diverse Learning background through Professional Learning programs.

Students, parents and teachers meet using Microsoft Teams to discuss student progress and future learning goals, twice across the course of the year as part of Student-Parent-Teacher Interviews.

STUDENT LEARNING OUTCOMES

In 2022, 92% of Year 7 students met and exceeded national benchmarks across all five testing modes and 90% of Year 9 students met and exceeded national benchmarks across all five testing modes.

Proportion of students meeting the minimum standards - Year 7

Test	2021	2022
Grammar & Punctuation	93%	94%
Numeracy	96%	93%
Reading	96%	97%
Spelling	94%	92%
Writing	95%	95%

Proportion of students meeting the minimum standards - Year 9

Test	2021	2022
Grammar & Punctuation	85%	90%
Numeracy	94%	98%
Reading	87%	90%
Spelling	92%	94%
Writing	87%	95%

The College is able to compare the results of the 2021 NAPLAN tests with the 2022 NAPLAN results in terms of the proportion of students at the College who met the national benchmarks, in addition to Median and Mean results for each test. Growth data (from Year 7 to 9) is unavailable for the 2022 Year 9 cohort due to NAPLAN not being conducted in 2020. It is important to acknowledge that from year-to-year results can and do fluctuate based on a variance of students' abilities from one year level group to the next, in addition to the social factors of remote learning and COVID-19. The College is working on improving student literacy and numeracy skills and anticipates future improvement in overall trends and growth data for students. The College forwards the individual results of NAPLAN tests to parents.

The following median scores represent the average Standard Level achieved by students in Year 7. In comparison with state median averages, the College Year 7 results are equal in Writing.

Median NAPLAN Results - Year 7

Test	School Median	State Median
Grammar & Punctuation	522	538
Numeracy	537	550
Reading	534	550
Spelling	549	557

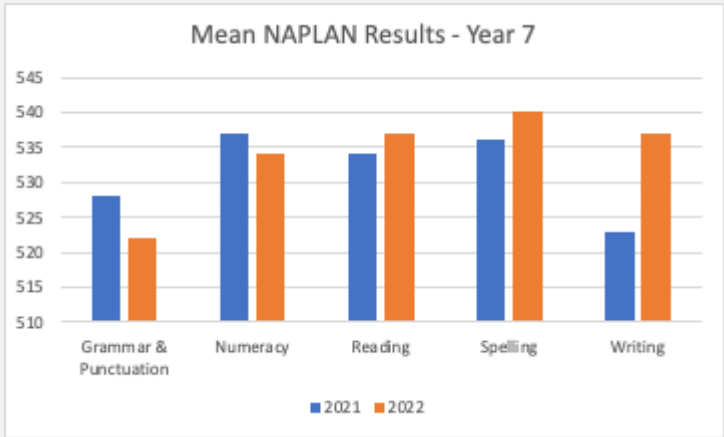
Writing	547	547
---------	-----	-----

The following median scores represent the average Standard Level achieved by students in Year 9. In comparison with state median averages, the Year 9 results are level with Writing.

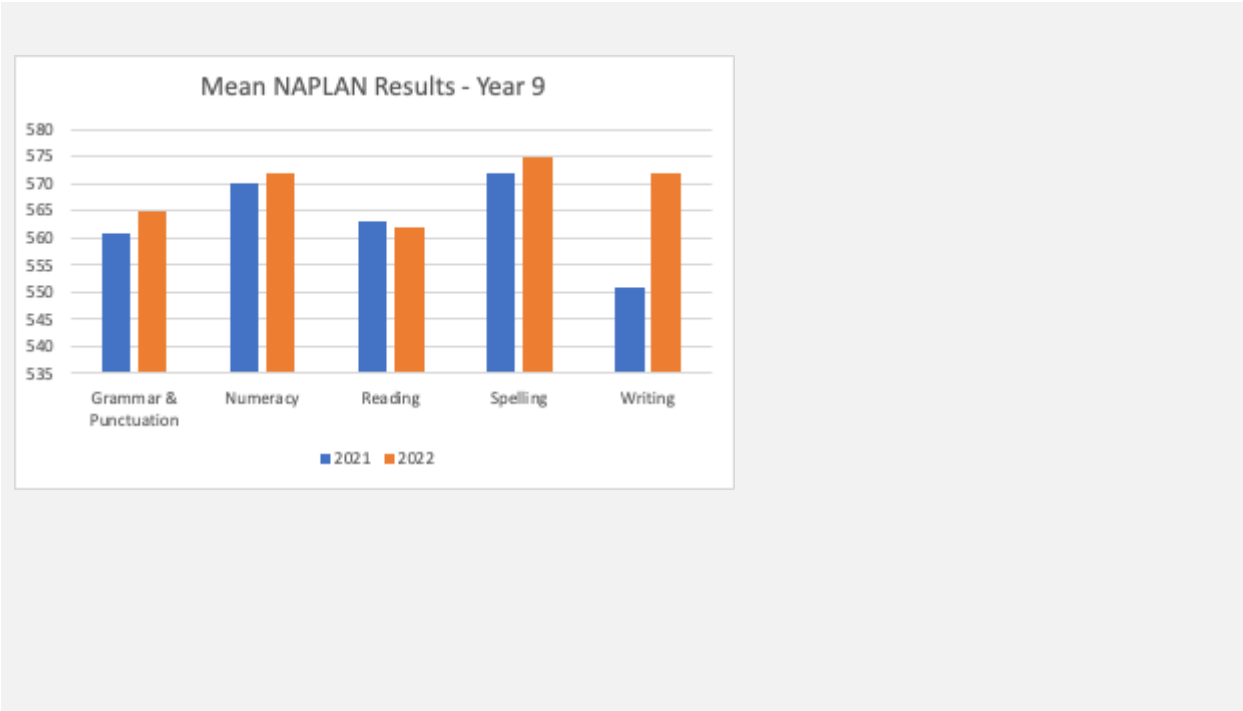
Median NAPLAN Results - Year 9

Test	School Median	State Median
Grammar & Punctuation	571	582
Numeracy	570	587
Reading	566	590
Spelling	579	586
Writing	573	573

The following figure highlights an improvement in mean results for Reading, Spelling and Writing from 2021 to 2022 at Year 7.



At Year 9, the figure indicates an improvement in mean results for Grammar & Punctuation, Numeracy, Spelling and Writing compared to 2021.



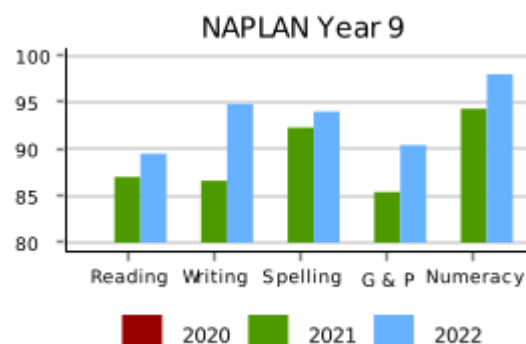
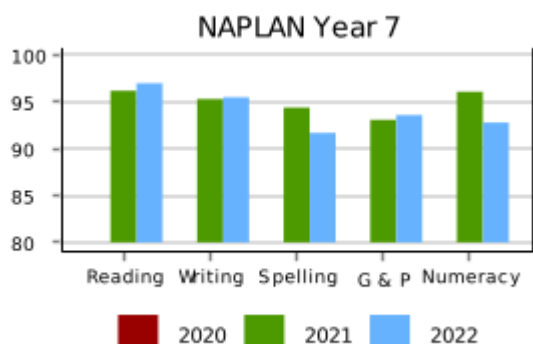
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	570.8
Year 9 Numeracy	569.6
Year 9 Reading	565.5
Year 9 Spelling	579.1
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	93.1	-	93.6	0.5
YR 07 Numeracy	-	96.1	-	92.8	-3.3
YR 07 Reading	-	96.2	-	97.0	0.8
YR 07 Spelling	-	94.4	-	91.7	-2.7
YR 07 Writing	-	95.3	-	95.5	0.2
YR 09 Grammar & Punctuation	-	85.4	-	90.4	5.0
YR 09 Numeracy	-	94.3	-	98.0	3.7
YR 09 Reading	-	87.0	-	89.5	2.5
YR 09 Spelling	-	92.3	-	94.0	1.7
YR 09 Writing	-	86.6	-	94.8	8.2

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Student Wellbeing data is systematically monitored and actioned as appropriate
- Restorative Practices are reviewed and modelled
- All College staff promote student well-being and positive behaviour
- Consistent well-being and behaviour management policies, processes and practices are reviewed and further implemented
- The Student Wellbeing Team collaborate and improve ways to improve a sense of school belonging
- Promote high expectations around attendance, uniform, attending college events, learning and classroom processes
- Student Development Days have been developed and reviewed across Year 7-10

Achievements

- The Students in Focus Teams (SIFT) comprising key members of the well-being team meet fortnightly for each year level. These teams are developed to be the central forum for strategic monitoring and management of any students at risk, including students who are experiencing pastoral concerns, trauma, academic and behaviour concerns, conflict, family breakdown and mental health issues
- SIFT meetings also enable monitoring of whole year level trends and changes, therefore responding to the needs of the cohort through collaborative dialogue and planning
- The Wellbeing Team continue to foster relationships with external health providers to provide the necessary support for any students at-risk
- The Wellbeing Team continue to form partnerships with alternative educational settings to assist in supporting and creating pathways for students
- SEQTA was further updated in relation to the wellbeing needs of students and staff. Changes were implemented that align more closely with the processes and policies the Wellbeing Team have in place
- A formal Student Leader Investiture Ceremony was held and parents joined the student community in celebrating the induction of College leaders for 2022. A former College Captain was the guest speaker
- College tours were held and led by student leaders from years 8-10
- The Wellbeing Team continued to engage with DHHS, Headspace, The Orange Door, Foundation House, Mackillop Family Services, RCH, Catholic Care and external psychologists and paediatricians to meet the needs of high needs students
- Year Level Leaders conducted fortnightly Communal Homerooms to stay connected to students and address any concerns relevant to the cohort

- The Deputy Principal of Wellbeing and Head of Student Wellbeing implemented Student Development Days for each year level which focussed on a particular well-being issue e.g. bullying, help seeking, safe socialisation, positive gender relations
- The Primary Links team continued to meet regularly to assist in the transition of Year 7 students and new students in Years 8-10
- The Primary Links Team revised the transition form for primary schools that provides the College with information regarding the wellbeing and academic needs of Year 7 students for 2024
- The Primary Links Teams successfully planned and coordinated the Year 7 Testing Day, Orientation day, Primary school visits, Welcome Days and the Cyber-Safety Presentation evening for Year 7 students and their families
- The Year 7 House Spirit day was facilitated by the Student Leadership Team
- College events such as the Year 8 Social, Year 10 Formal, Year 7 and 9 camp were all supported and facilitated by the College Wellbeing Team
- Implementation of Student management Grid for staff and College community

VALUE ADDED

- Year 7 Testing Day
- Year 7 Orientation Day
- Year 7 Welcome Days
- Cyber-Safety presentation evening and Macbook roll-out
- Year 7 House Building Day
- Investiture of all Student Leaders
- Years 8-10 Student Leadership Camp
- Years 7-10 Student Development Days
- Information Nights
- Year 8 Social
- Year 10 Formal
- Years 7 and 9 Camp

STUDENT SATISFACTION

Data from the Student MACSIS survey suggested above average or improved results in the following areas:

- Student voice – The extent to which students feel they have opportunities to have an impact on their school.

Data from the Student MACSIS survey suggested the following areas be addressed by the College Wellbeing and Leadership Team

- School Belonging
- Student Safety
- Teacher-Student Relationships

The College utilised the platform of PIVOT to complete wellbeing checks on all students in Years 7-10.

The Counselling Team reported 198 referrals, 102 of those were student self-referred and 96 referrals were made from the Wellbeing Team.

STUDENT ATTENDANCE

As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System – SEQTAAn attendance report was generated weekly for each year level by admin staff and discussed at SIFT meetings. If attendance becomes problematic, the SIFT meeting will action a plan to re-engage students and work closely with families and external support networks to help re-engage a student with their learning.

Parents received communication via school newsletters around the importance of regular school attendance and how they can support their child from home.

During normal school time, late-coming students and early exit students continued to use the electronic signing system which connects the data to SEQTA. Teachers are aware that it is compulsory to record attendance for every class in every lesson. If after Period 2 a student is recorded as not in attendance, then notification was sent to parents/carers from reception staff.

Parents have on-line, up-to-date access to their child’s attendance via a parent portal. Non-attendance at excursions, off-site activities, sports days, reflection days and camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	0.0%
--------------------------------------	------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.6%
Y08	88.8%
Y09	87.5%
Y10	87.2%
Overall average attendance	88.3%

Child Safe Standards

Goals & Intended Outcomes

The Federation Compliance Officer continued to work with the Deputy Principal Student Wellbeing and the Head of Student Wellbeing on all child safety systems, protocols and practices ensuring the young people in our care are safe and nurtured. The risk register was implemented across all relevant documents and policies were reviewed and updated accordingly. Staff are aware of their responsibilities in terms of vigilance and reporting procedures and our policy and procedures are visible and accessible to the whole community.

Achievements

The embedding of new MACS policies and commitments into everyday practice.

Wellbeing policies and practices were rolled out at whole staff forums and published on the College website. Child Safety is a permanent agenda item on all Leadership and Staff meetings.

The College continued to include the Respectful Relationships curriculum as part of key teaching and learning

Professional Learning

- All staff completed the mandatory reporting e-Learning modules, and their certificates were recorded.
- Members of the WLT completed various professional learning courses and attended forums and seminars.

Implementation of PROTECT

The PROTECT protocols are prominently displayed in every office and study area in the College. Staff are regularly taken through the key steps and supported by a member of the WLT when making a report.

Strategies addressing the principle of inclusion

Student demographics have been presented to staff. Staff have been directed to refer to students with African background as African-Australian when referencing those students in general terms. Refugee students are referred to as EAL students. The College has increased the number of students from Iraq to 52 and continues to be a destination school for this demographic. All students arriving with refugee status are supported financially for their first three years in terms of fees, uniforms, and books. The College has no students who identify as Aboriginal or Torres Strait Islander, but continues to promote indigenous issues through curriculum initiatives, cultural immersions, and guest speakers. The College supports families through fee relief and reduced fee payment plans.

Child Safety Committee structures

The Child Safety Officers were updated according to changes in the College Leadership Team, the Wellbeing Leadership Team and the Learning and Teaching Team.

The College implemented a Child Safety Team which audited the new Child Safety Standards

Engagement of families and communities in promoting child safety

All Child Safety policies are made public. New sign-in practices were implemented and entry and exit gates were reviewed and re-designated students only or parents/public only.

Deputy Principal of Wellbeing engaged with d=families through the School Advisory Council and Parents and Friends Association to introduce the new Child Safety Standards as of July 1st 2022

Human resources practices (recruitment, supervision, performance review)

In line with recruitment policy, all applicants are referee checked and asked specific Child Safety questions during this process. A Staff Conduct of Conduct was reviewed and implemented, and the Reportable Conduct policy was further embedded. The DPW and HSW attended professional learning relating to the Reportable Conduct policy and discussed this at staff meetings. The contracts have child safety standards in them which are signed off by all staff.

Child Safety-Risk management practices

The Federation Compliance Officer met weekly with relevant staff and most management practices were reviewed and updated.

All communications and processes, including literature and recruitment are in accordance with the requirements of Ministerial Order Number 870.

Leadership

Goals & Intended Outcomes

- Middle leaders will have improved capacity.
- Support staff will have improved capacity.
- Members of the Leadership Team and POL 3's meet and collaborate on a regular basis to strengthen the connection between faith, wellbeing, learning and teaching throughout the whole school community.
- Teachers attend high-quality, professional learning which reflects specific goals set out in the school improvement plan.
- The design and implementation of Stage 2 of the Master Plan and building of new facilities meets future college options, growing enrolment numbers and the curriculum needs of the College.

Achievements

- The School Improvement Team (SIT) was further consolidated to bring together aspects of Student Wellbeing, Learning & Teaching and Faith.
- Administration Staff position descriptions were consolidated to best support improved capacity within roles, including re-structuring of positions.
- Leadership Team two-day strategic planning retreat was held.
- Position of Leadership structure and time allocations reviewed and updated to reflect the new 70-minute periods to be introduced in 2023.
- Stage 2 of the College Master Plan updated with Clarke Hopkins Clarke Architects.
- Plan for the re-purposing of the Assisi building to accommodate the facilities of Art, Visual Communication & Design, Food Technology to meet student enrolments.
- Plan for the re-location of the Music classroom and recording studios by re-purposing and re-furbishing portable classrooms.
- All staff had the opportunity to highlight their professional learning goals using the EMS360 platform and were provided with opportunities to discuss this with members of staff in positions of leadership.
- Built further relationships with Sister School in Seishin High School in Okayama, Japan
- MACS Policies and Governance procedures were shared with staff, reviewed, and implemented as required.
- Extra and co-curricular staff points allocation reviewed and updated.
- Staff further studies encouraged including formal studies such as those relating to Graduate and Masters Certificates (e.g. TESOL, Religious Education, Educational Leadership), accreditation to teach in a Catholic school and teach Religious Education.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Entire Teaching Staff Participation

Catholic Regional College Caroline Springs continued the structure of Professional Teaching Teams (PTTs) and Professional Practice Workshops (PPWs) in 2022. All Teachers in the College participated in both the PTT’s and PPW’s. The PTT’s provided an opportunity for guided course development, guided by the Learning and Teaching Team, training all Teachers on the use of SEQTA for auditing, recording and building upon course documentation. This was scaffolded to support the implementation of a new timetable and curriculum delivery structure for 2023.

The PPW commenced in Term 1, and were led by staff from the College to share collegial best practice in a range of areas. These included opportunities for staff to participate in a variety of professional learning opportunities that encompassed; learning diversity and NCCD, Literacy that allowed teacher to identify and explore the literacy needs in their learning areas, EAL, allowed teachers to explore the EAL curriculum and how it can be used as a differentiation tool in supporting EAL students in learning and faith formation.

Staff were provided several structured opportunities throughout the year to update their knowledge on various aspects of compliance in schools, and complete online training to demonstrate their understanding. This included participating in information sessions relating to Occupational Health and Safety, Mandatory Reporting, Emergency Management Procedures and First Aid practices. The use of the SALT platform was consolidated for all staff compliance training. Andrew Fuller presentation on the Neuroscience of differentiation and

Individual Teacher Professional Development

All staff were enrolled in the Teacher Learning Network (TLN), which provided them with on-demand access to professional learning opportunities in a range of topics, as decided by the individual teacher.

Teachers utilised further opportunities to participate in professional development through individual applications through the EMS360 platform. The topics for these professional development opportunities ranged from Middle Leadership Program, Emerging Leaders Program, Learning Area Specific Programs, Student Wellbeing Programs.

All staff were trained and accredited in First Aid during our end of year professional development program.

Number of teachers who participated in PL in 2022	76
Average expenditure per teacher for PL	\$365

TEACHER SATISFACTION

Data from the Staff MACSIS survey suggested above average or improved results in the following areas :

1. Staff-leadership relationships – Perceptions of the quality of relationships between staff and members of the leadership team.
2. Feedback - Perceptions of the amount and quality of the feedback staff receive.
3. School leadership – Perceptions of the school leadership’s effectiveness.
4. Staff safety - Perceptions of staff safety in the school.
5. Psychological Safety - How safe it feels to take risks and make mistakes in this school.
6. Professional Learning - Perceptions of the quality and coherence of professional learning opportunities.
7. Collaboration in Teams - How well teachers work together in teams to improve teaching and learning.
8. Support for Teams - Teachers' perceptions of how well leadership sets the conditions for teams to collaborate effectively.
9. Catholic identity – Teachers’ perceptions of the principal’s faith leadership and of particular dimensions of Catholic identity in school life.

Our overall school positive endorsement is above average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.9%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	26.1%
Graduate Certificate	5.8%
Bachelor Degree	82.6%
Advanced Diploma	10.1%
No Qualifications Listed	5.8%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	83.0
Teaching Staff (FTE)	75.5
Non-Teaching Staff (Headcount)	49.0
Non-Teaching Staff (FTE)	45.1
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

- Strong links formed with alumni.
- Families form strong partnerships in their child's wellbeing and learning

Achievements

- Alumni committee introduced.
- Regular Leadership communication to the College community
- Publication of College newsletters
- Social media updates through College Facebook and Instagram page
- Marketing and Communications Coordinator role consolidated
- Staff Association role strengthened
- Increased opportunities for staff, student and parent collaboration and feedback e.g. uniform policy, Student Management Grid

VALUE ADDED

- Increased opportunities for staff, student and parent collaboration and feedback.
- ALUMNI committee further developed and database created
- Continued building on the positive relationship with St Catherine of Siena Parish.
- Parish use of College facilities increased.
- Primary Links Committee consolidated to increase links with the Primary schools and develop transition programs.
- Links with local businesses to support Live Fully Act Justly Day

PARENT SATISFACTION

There is a high level of satisfaction with Catholic Regional College Caroline Springs from the parent/carers, indicated by such things as the:

- Informal feedback provided by families when interviewing for enrolment.
- Informal feedback through Parents and Friends Association
- Increasing student enrolments in recent years.
- Increasing student retention and attendance statistics.
- Improved attendance numbers and feedback from student parent/teacher interviews.