

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



Catholic Regional College Caroline Springs



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Contact Details

ADDRESS	10 College Street Caroline Springs VIC 3023
PRINCIPAL	Mr Jamie Madigan
PARISH PRIEST	Rev. Fr Richard Rosse Rev. Fr Maurie Cooney (Canonical Administrator)
SCHOOL BOARD CHAIR	Bishop Mark Edwards OMI
TELEPHONE	(03) 9217 8000
EMAIL	principal@crccs.vic.edu.au
WEBSITE	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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020

Our College Vision

Our College 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 wellbeing, and are connected to their parishes which have nurtured their minds and spirituality.

Connection to the Federation of Catholic Regional College means we enjoy the collegial support of others with whom we share our story and practice. 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 a new 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, 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.

Learning: in all forms, styles and situations - formal and informal, mutual and collegial

Stewardship: of all in and of God's creation - self, others and the world

Compassion: which, guided by respect, moves us to action

Prayer: as a way of living and knowing

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 2019 the College had an enrolment of 885 students in Years 7-10. Catholic Regional College Caroline Springs is one of five College which comprise the Federation of Catholic Regional College. The other 7-10 colleges are located at St Albans and North Keilor, while Melton is a 7-12 college. 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 potential is the basis of our rich, diverse and faith-centred learning environment.



Principal's Report

"Mercy is the beating heart of the Gospel". Pope Francis

We can take so much personally from the inspiring words of wisdom from Pope Francis and reflect and then act upon them. Pope Francis said that in "the age of the computer, distances are increasing: the more we use the social media, the less social we are becoming... We need the Spirit of unity," he said, "to regenerate us as Church, as God's People and as a human family." Throughout 2019 we challenged our students to positively act upon these words and encouraged them, to let Mercy into their hearts, and to strive to be the best version of themselves that they are called to be.

In 2019 Catholic Regional College Caroline Springs achieved some significant accomplishments and I find the achievements of this community over the past year, quite remarkable.

I would like to thank and acknowledge all parents who assisted the College in any way this year. The education of young people is a shared undertaking between parent and school and your commitment to your child's school improves educational outcomes. I particularly thank those who have contributed through the Parents and Friends Association.

I thank and congratulate our Student Leaders who have flourished in their roles and have meaningfully and confidently impacted on the College. I would also like to express my heartfelt thanks to our wonderful teaching staff who are fully committed to providing the best learning experiences for all of our students. Thank you also to the administration, maintenance and support staff that provide outstanding service to the College community.

Our striving for excellence in all we do is supported by the ongoing development and upgrading of College buildings, grounds and facilities. The Performing Arts Centre, Cafeteria and the Siena general-purpose classroom building were all opened in 2019 and are now well and truly established. They have been a great inclusion for our community and the students are now reaping the rewards of these state-of-the-art facilities. These new facilities provide a rich and stimulating learning environment for all our students to flourish and reach their full potential.

On Friday 4 April 2019, over 200 staff, parents and distinguished guests gathered together as a College community to celebrate the formal blessing and official opening of our new Performing Arts Centre and Cafeteria. The opening also included a fantastic inaugural concert in which over 100 students performed various musical and drama pieces. Reverend Father Maurice Cooney conducted the prayer and blessing, and we were also privileged to have the Honourable Marlene Kairouz, Minister for the Consumer Affairs, Gaming and Liquor Regulation and Minister for Suburban Development address us and officially unveil our plaque.

Plans are also finalised for the Year 9 Learning Centre, with construction expected to start in early 2020, and to be completed for the start of the 2021 school year.

These new buildings are not only an outstanding state-of-the-art resource and facility for our students and our College, but they are also a great asset for our parishes, Catholic primary schools and indeed the wider community.

These new facilities, and those planned for in the future at Catholic Regional College Caroline Springs, provide us with the means of incorporating the latest in contemporary educational theory, practice and technologies. This opens us to possibilities, which are exciting and new.

The opening of the Performing Arts Centre marks a new era in Performing Arts at Catholic Regional College Caroline Springs. We aim to not only continue to build upon the already solid foundations within the area of Performing Arts at the College, but to also be well renowned within the community for our outstanding performing arts curriculum, programs, facilities and performances.

The new cafeteria offers students the opportunity to purchase a wide range of healthy food options and also a place to gather together, socialize and enjoy the company of others in a bright, inviting comfortable environment. This space will also be extensively used for a variety of College, community and parish events, as well as provide another versatile space for contemporary learning to occur.

We sincerely thank the Victorian Government Capital Funding Program, which generously allocated a grant of \$500,000 towards the project.



Finally, as a result of the generous support last year by the staff, students and the entire CRC community, we were able to successfully raise \$18,000 to continue our support of St Francis Kizinga Catholic Primary School in Uganda. This money was used to build a two-classroom building. It is also providing all students at the school with a healthy breakfast of porridge. Stage 3 of the project will be launched in 2020 and it is hoped that water tanks and a dam can be installed, a lunch program introduced, classroom furniture purchased, the church floor concreted as well as the purchase of some adjacent land for cropping and a sustainable food source.



As a catholic college, we are proud to model our values on the message of Jesus in the Gospels, and we do this daily, through our commitment to our College motto of 'Live Fully Act Justly'.

Jamie Madigan

A handwritten signature in black ink, appearing to read 'Jamie Madigan'.

Principal



Education in Faith

Goals & Intended Outcomes

To increase awareness and involvement in social justice issues within the College community

To introduce community service in Year 7 & 9 as outlined in the Faith in Action Program

To continue to review current Reflection Day/Retreat programs

To embed College Pillars in Year 7-10

To increase the Catholic Identity of the College

To increase the opportunity for staff to engage in faith and spiritual formation

Achievements

- Continued the scheduling of class masses with St Catherine of Siena Parish
- Continued scheduling of year level masses with invitation to parents/carers to attend
- Continued offering 8:00am Friday Mass for staff and students
- Continued to support staff in achieving Religious Education Accreditation and Accreditation to teach in a Catholic School
- College community gathering for Opening College Mass, Live Fully Act Justly Feast Day and End of Year Masses
- Honoured Holy Day of Obligation – The Assumption of Mary Mass
- Whole school liturgies held for Ash Wednesday, Easter, ANZAC Day, Remembrance Day
- Provided opportunities for students to attend Archbishop's conversation with students, Caritas Leadership Day, Mass for Catholic Schools St Patrick's Cathedral, RISE Melbourne
- Participated in the Western Region Sacred Music Festival
- Provided opportunities for students to experience Catholic Faith through Year Level Reflection Days
- Maintained Year 10 Religious Education as a faith-based model taught in homeroom blocks
- Offered the opportunity for staff and students to participate in the Sacrament of Reconciliation and Adoration
- Continued to offer the Alice Springs Immersion Tour to Year 10 Students to connect with the indigenous culture
- Continued to offer interfaith dialogue through World Religions Excursion
- Continued to support Caritas Project Compassion and St Vincent De Paul Winter/Christmas Appeal
- Participated in the St Vincent De Paul College Conference Day
- Participated in the Caritas Leadership Day
- Offered faith professional learning opportunities for staff
- 'Staff Faith PL Day' – staff engaged in offsite day to explore College motto and pillars
- All teachers of Religious Education are accredited to Teach Religious Education
- Investigated Enhancing Catholic School Identity Survey Results with staff (ECSI Data)
- Participated in Federation Day Faith PL – Dr Carmody Grey

VALUE ADDED

- Implemented Year 7 Welcome Mass to welcome Year 7s and their parents to our College community
- Introduced a Mother's Day and Father's Day Mass and breakfast recognising the gift of motherhood and fatherhood
- LIHM Sisters 'Living Rosary' to commemorate October as the month of the Rosary
- Invited various religious speakers during Year 10 Vocations Week
- Introduced Theology of the Body unit into Year 9 RE (2019-2020) to better support cross-curricula links with Health and PE human sexuality units
- Provided academic support to the Year 9 Program for community service in the Year 9 Religious Education program
- Introduced CRC Youth Fellowship student faith group
- Staff and students attended the Australian Catholic Youth Festival, Perth
- Implemented community service in the Year 9 Program
- Continued to imbed College Pillars in Year 7-10
- Introduced Social Justice Leadership Day



Learning & Teaching

Goals & Intended Outcomes

To ensure the whole school learning and teaching vision is living in every classroom

To communicate clear expectations for students to learn successfully and set high expectations for student engagement and outcomes

To develop and implement a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments

To develop a culture of continuous professional improvement that includes classroom-based learning, mentoring and teacher feedback arrangements

To develop school-wide policies and programs to assist in identifying and addressing the learning needs of individual students, including high-achieving students

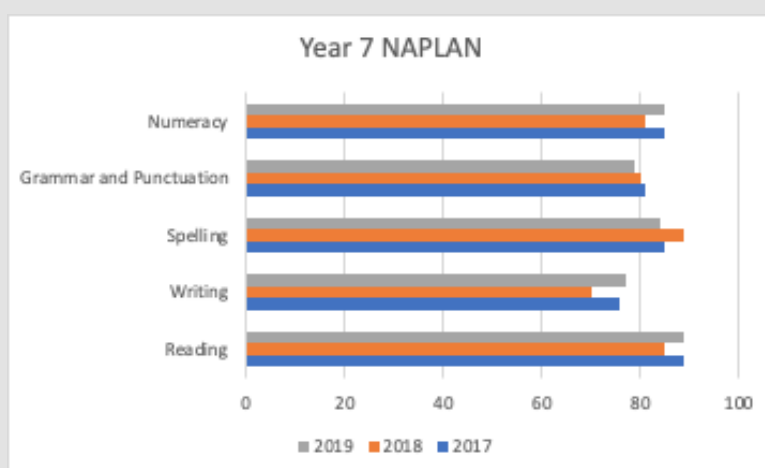
Achievements

- Regular homework catch-up sessions run every Tuesday and Thursday designed to assist student completion of homework
- Continued annual collection of Progressive Achievement Test (PAT) data for Maths and Reading domains of Year 7, 8 and 9 students; this was made available to staff on the College Learning Management System
- Continued annual collection of Australian General Achievement Test (AGAT) for incoming Year 7 students; this was made available to staff on the College Learning Management System
- Facilitated Professional Practice Workshops (PPWs) for staff, including data at CRCCS
- Italy cultural immersion offered in September 2019 (Istituto di Istruzione Superiore Cambi Serrani in Falconara Marittima, Ancona, Le Marche) for Year 9 and 10 students
- Learning & Teaching Team facilitated Professional Teaching Teams (PTT) run on alternating Tuesdays. This time has enabled teachers to work collaboratively to develop staff capacity and model best pedagogical practice in specific learning and teaching areas
- Development of new *Student MacBook Agreement*
- Comprehensive revision of email distribution lists to ensure reliable yet confidential communication channels
- Languages curriculum taught year-long in Year 8, offering Italian or Japanese
- Developed a novel Year 9 Program, in conjunction with the 2018 Deep Engaged Active Learning review, focusing on four key areas: Rock & Water, Careers, Community Service and City Experience
- Introduced new extra-curricular STEM Program at Years 7, 8 & 9 focusing on Robotics, 3D Printing and Rocketry respectively, to provide students with extension learning opportunities
- Successful facilitation of STEM with NASA International Experience for Year 10 students to immerse themselves in real-world STEM applications
- Implementation of a College *Extra & Co-curricular Guidelines* for staff to increase participation in such activities with students
- Development of an extra & co-curricular participation summary for students as part of the Semester Report
- Improved the Semester Report, to provide parents/carers with a clearer indication of their child's progress against the Victorian Curriculum Standards
- Increased academic purpose of excursions for students through the ACE platform on EMS360
- Successful completion of the Year 10 Work Experience and Structured Workplace Learning program

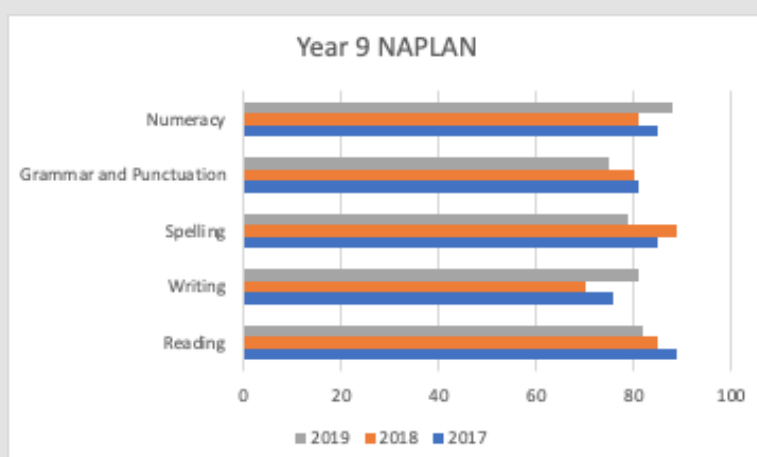
- Implementation and delivery of inaugural VCE programs - Health and Human Development and Psychology
- Development of Student Academic Achievement Policy for the end of year awards

STUDENT LEARNING OUTCOMES

In 2019, our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The proportion of students who exceeded the National Minimum Standard is as follows:



This chart indicates that in 2019, the Year 7 cohort achieved higher in Numeracy, Writing and Reading than the previous year. Furthermore, between 77% and 89% of Year 7 students exceeded national benchmarks across the five modes.



This chart indicates that in 2019, the Year 9 cohort achieved higher in Numeracy and Writing than the previous year. Furthermore, between 75% and 88% of Year 9 students exceeded national benchmarks across the five modes.

NAPLAN results at Years 7 and 9 over the past three years indicate improvement in some areas. These results have compared favourably with national averages.

Major gains in test achievement can be seen with Year 7 Reading, Writing and Numeracy, together with Year 9 Writing and Numeracy, where negative percentage differences from 2017 to 2018 were reversed with positive percentage changes from 2018 to 2019.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	92.5	96.3	3.8	95.2	-1.1
YR 07 Numeracy	99.1	97.2	-1.9	94.4	-2.8
YR 07 Reading	99.1	96.8	-2.3	97.8	1.0
YR 07 Spelling	96.7	97.7	1.0	96.1	-1.6
YR 07 Writing	95.7	97.3	1.6	96.5	-0.8
YR 09 Grammar & Punctuation	95.1	97.0	1.9	94.1	-2.9
YR 09 Numeracy	97.8	98.0	0.2	99.5	1.5
YR 09 Reading	89.7	97.0	7.3	94.6	-2.4
YR 09 Spelling	96.2	95.0	-1.2	97.5	2.5
YR 09 Writing	91.8	88.1	-3.7	95.1	7.0

These results are encouraging, highlighting the importance teachers place on literacy and numeracy at Catholic Regional College Caroline Springs.

The College continually audits the curriculum, ensuring that teaching and learning programs focus on what is important, and making it the crux of essential learning goals in all lessons.

Additionally, in alignment with the *Professional Development Policy*, teachers attended numerous professional development with direct links to improving the literacy and numeracy learning outcomes of students.

Vertical curriculum planning continued in the English Learning Area with the VCE English Areas of Study such as 'Reading and Creating Texts', 'Reading and Comparing Texts' and 'Analysing and Presenting Argument' featuring appropriate proficiency skill and activity levels in Years 7, 8, 9 and 10. Vocabulary lists also featured heavily within Learning Areas to introduce topics.

The inaugural Year 7 English Skills Course began in 2019 aided by the select collaboration of staff. This course was structured to enable students who require additional supportive assistance with reading, writing and speaking and listening in smaller English classes. These students still completed the mainstream English course but in a more intensive and supported manner.

Extensive planning was undertaken in 2019 to best support students in their development of numeracy. Consideration was given to ensure that the development of this program did not come at the expense of other learning area time, and a structured model was developed to support students through a subset of

their scheduled mathematics time. A timetable restructure ensured that all Year 7 students were able to access support once per week through Maths Skills sessions.

These sessions will continue to be refined in 2020 in terms of their structure (i.e. early intervention of complex mathematical concepts and structured numerical support) through a planning team and professional development sessions for staff. This structure allows all Year 7 students the opportunity to undertake the standard Year 7 Mathematics course, along with the structured support in Maths Skills for a subset of students (as required) to help improve their performance in that Year 7 course.

The College is able to compare the results of the 2018 NAPLAN tests with the 2019 NAPLAN results in terms of the percentage of change in the proportion of students at the College who met the national benchmarks. 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. The College is working towards literacy and numeracy improvement and anticipates future improvement in overall trends. 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 slightly lower.

Median NAPLAN Results for Year 7	
Year 7 Reading	543
Year 7 Writing	510
Year 7 Spelling	536
Year 7 Grammar and Punctuation	535
Year 7 Numeracy	538

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 higher in Writing and Spelling.

Median NAPLAN Results for Year 9	
Year 9 Reading	583
Year 9 Writing	585
Year 9 Spelling	591
Year 9 Grammar and Punctuation	573
Year 9 Numeracy	588

Senior Secondary Outcomes	
VCE Median Score	N/A
VCE Completion Rate	N/A
VCAL Completion Rate	99%



Student Wellbeing

Goals & Intended Outcomes

Continue to develop a whole school understanding of, and approach to student wellbeing that leads to consistent practices.

That the school environment continues to nurture in students a sense of belonging, positive relationships and resilience.

Achievements

- After being implemented in 2018, the structure and makeup of the Wellbeing Leadership Team was now embedded by the end of 2019
- Two Year Level Leaders (YLLs) were responsible for half the cohort each
- The Head of Student Wellbeing (HSW) role clearly became responsible for the day-to-day wellbeing of students
- The Deputy Principal Wellbeing role relinquished much of the day-to-day running of the College
- A second College Psychologist was appointed
- The College Counselling Team now consisted of two psychologists (1.4 FTE) and a 1.0 FTE counsellor
- The philosophy of the College providing appropriate pathways to external diagnostic services for at-risk students was embedded
- Students in Focus Teams (SIFT) were embedded at each Year Level consisting of DPW, HSW, YLLs, the College Counselling Team, Diverse Learning Coordinator and Assistant; the purpose being to enable a forum where high needs and at-risk students were monitored closely and followed longitudinally
- SIFT meetings continued to enable group discussion around individual solutions, pathways and management of these students as well as 'keeping a finger on the pulse' of each Year Level in a collaborative format
- SIFT meetings continued to be the forum for discussing and actioning student self-referrals
- Wellbeing Leadership Team meetings were scheduled for every cycle
- POL time allotment for Year 7 YLL was increased to 12 periods per cycle
- SEQTA was further refined in relation to the wellbeing needs of staff and students, and a number of changes were implemented, including more efficient functionality and clearer formatting, particularly regarding Wellbeing Reports
- A formal Student Leader Investiture ceremony was held for the second time and parent numbers were higher than any other event. All staff and students attended and were privileged to hear from a Waddawurrung elder as special guest speaker who also lead a smoking ceremony and Welcome to Country
- The Points system to manage lateness and uniform infringements was refined, as was the Recall system held at lunch time on Wednesdays and after school on Thursdays
- The ban on mobile phones, introduced the previous year in 2018, was reinforced by the government also supporting similar bans across the state
- Continued to participate in wellbeing networks that included CEM Western Region Office Secondary Wellbeing Leaders Professional Learning Network; City of Melton Police & Schools Consultative Committee Principals Network; Brimbank/Melton Local Learning & Employment Network; DET, Wellbeing and Local Working Group (LWG) network

- Continued to collaborate with external services such as DHHS, Headspace, RCH, Catholic Care, private practice psychologists and paediatricians when working with high needs students
- Conducted the 'Tuning in to Teens' program for parents again
- Introduced the ICAN program for students on the autism spectrum
- YLLs continued to develop a program of formal and informal assemblies, briefings and community homerooms at each year level
- The Primary Links team remained at ten members, including four general staff filling voluntary roles
- The Primary Links team again revised the google doc, gathering information on incoming Year 7s. It was comprehensive, with over fifty pieces of data on each student. This also aided the introduction of the Class Solver program to develop class lists for the following year
- The Primary Links team planned and coordinated the Year 7 orientation, induction and reflection days
- A Year 7 Welcome Day was held for the second time, as was the Year 7 House Spirit Day facilitated by the Student Leadership Team
- Year 7s again attended camp for three days at Camp Manyung in Mt Eliza
- The House & Student Leadership coordinators developed further programs for student leadership, including a two-day camp and College tours
- A revision of the House branding and identity is still in progress
- House spirit continued to increase particularly at College events such as the swimming and athletics carnivals
- Lunch time sports, including soccer and basketball were continued as House competitions

VALUE ADDED

- Formal Year Level assemblies in the PAC
- College tours
- ICAN program
- Mother's Day and Father's Day breakfast and mass
- Investiture of Student Leaders
- Year 7 Welcome Day
- Year 7 House Building Day
- Student Leaders Camp
- Lunchtime House Sports
- Student lead House Spirit activities at Swimming and Athletics carnivals
- Live Fully Act Justly Day again focussed on social justice awareness raising
- The day raised \$18000 for St Francis Primary School Kizinga
- A staff tour to Uganda took place in the June holidays with six members of staff

STUDENT SATISFACTION

Indicators of student satisfaction and connectedness are included in the School Improvement Survey domains of School Engagement, School Climate and School Belonging. The programs and strategies put in place to improve student wellbeing, satisfaction and connectedness have seen cultural change across the College. This was particularly demonstrated by 2019 Year 7 cohort who indicated positive responses well above the CEM average for secondary schools in all categories. This can be seen clearly from the data extracted below.

Some extraordinary results were recorded in the areas of eagerness to participate (12% above CEM average); behaviour of students affecting learning (11% above CEM average); and support from adults (15% above average). Of most significance were the overall results for School Belonging where the

students' responses were scored 11% above the CEM average. This is a very satisfying result as the College developed programs directly aimed at connecting the Year 7s to the community and it would seem that they have had immediate impact. This should naturally move through the whole student cohort in the near future.

Domain 2: School engagement	CEM average SEC school comparison (n=39,083)	Year 7 (n=101)
	33%	42%
2.1 How excited are you about going to your classes?	30%	39%
2.2 How often do you get so focused on activities in your classes that you lose track of time?	28%	39%
2.3 In your classes, how eager are you to participate?	41%	53%
2.4 When you are not in school, how often do you talk about ideas from your classes?	21%	27%
2.5 Overall, how interested are you in your classes?	47%	52%

Domain 3: School climate	CEM average SEC school comparison (n=39,083)	Year 7 (n=101)
	44%	50%
3.1 How often do your teachers seem excited to be teaching your classes?	39%	49%
3.2 How fair or unfair are the rules for the students at this school?	41%	51%
3.3 How positive or negative is the energy at this school?	52%	54%
3.4 How pleasant or unpleasant is the physical space at your school?	59%	60%
3.5 At your school, how much does the behaviour of other students harm or help your learning?	27%	38%

Domain 5: School belonging	CEM average SEC school comparison (n=39,083)	Year 7 (n=101)
	54%	65%
5.1 How well do people at your school accept you for who you are?	58%	71%
5.2 How much support do the adults at your school give you?	47%	62%
5.3 How much do you enjoy being together with students in your class?	69%	83%
5.4 How often are people in your class kind and helpful?	57%	61%
5.5 How much do you matter to others at this school?	41%	52%
5.6 Overall, how much do you feel like you belong at your school?	52%	58%

STUDENT ATTENDANCE

Late-coming students and early exit students continue to use the electronic signing system which connects the data to SEQTA. The points system linked to consequences continued to be used and was successful in addressing lateness statistically. As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System – 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 an automatic notification is sent to parents/carers from Reception. Non-attendance of three consecutive days will also prompt a homeroom teacher to make contact with home.

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. If attendance becomes problematic, the SIFT meeting will action a plan to ensure that it doesn't develop into school refusal.

2019 attendances were consistent with the previous year. Notably the Year 8 cohort dropped by 1.9% while the Year 10 cohort increased by 1.9%.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	92.8
Y09	90.8
Y10	93.0
Overall average attendance	92.5



Child Safe Standards

Goals and Intended Outcomes

As 2019 was a VRQA review year, all child safety systems, protocols and practices to ensure the young people in our care are safe and nurtured were reviewed, updated and communicated to staff, parents and students where applicable. 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

From the VRQA review, a child safety team was formalised and communicated to staff and parents.

The Reporting protocols and procedures as set out in the Protect package were a focus of staff training and professional development. New copies of reporting instructions and recording templates were displayed prominently in every office in the school and staff room. Specific time was devoted to the implementation of the Protect protocols and understanding and implementation of the support materials.

All staff again completed the mandatory reporting e-Learning modules and their certificates were recorded.

The College ensures that visitors to the school, including parents, guests, presenters and contractors are aware of their obligations relating to the child safe standards. The electronic system for signing in and out continued to be used by visitors who are required to have their photo taken when using this system.

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



Leadership & Management

Goals & Intended Outcomes

To embed a vibrant professional culture based on innovation, creativity and collaboration

Achievements

Aspects related to Leadership and Management include:

- Developed and implemented a sequenced VRQA and CEM school review timeline and plan
- Used the CECV 'Guidelines to the Minimum Standards for School Registration' documentation to ensure compliance was met
- Provided mentoring and targeted Professional Learning for all staff in the area of leadership
- Deputy Principals and Faith and Mission Leader used the 360⁰ AITSL Feedback and formal review to develop an Action Plan and Action Strategies
- Continued to work with the Masterplan Committee and Architects firm ClarkeHopkinsClarke to further develop the College Masterplan
- Plans developed and finalized for the new Year 9 Learning Centre
- Formal external review of the Administration staff roles and reception and office areas
- The College leadership teams have continued to run 'Live' tours each month
- Further review and evaluation of the College ARM processes and procedures was undertaken, resulting in a more rigorous ARM process, with more on-going feedback and goal setting
- EMS 360 software embedded to manage all leave requests as well as requests for Professional Learning, Camps and Excursions and all ARM documentation
- Planning for the redesign and relaunch of the College website
- Principal four-year external review conducted



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

Staff internal professional learning activities included the following:

- Professional Teaching Teams
- Professional Practice Workshops
- Child Safe Standards
- Staff Faith Formation
- Using Data to Inform Teaching
- Assessment and Reporting
- Differentiation
- Course Convenor Workshops
- CEM Intervention Framework
- Students with diverse learning needs
- Learning Area Specific Professional Learning
- Scope and Sequence documentation of Victorian Curriculum and General Capabilities
- Student Wellbeing
- Staff Leadership
- Restorative Practices
- OHS updates: Anaphylaxis, First Aid, Workplace Bullying, Emergency Management (Dynamiq)

Individual Professional Learning activities:

- Subject specific conferences
- Faith development activities
- Twilight theology sessions
- Leadership development
- Attending national conferences
- Catholic Education Melbourne (CEM) Sponsored Study Program
- ACU RE Accreditation - Sponsored Study Program

NUMBER OF TEACHERS WHO PARTICIPATED IN PL-2019

94

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$934.89

TEACHER SATISFACTION

Data from the CEMSIS survey suggested above average ratings in the following areas:

- A very strong Catholic culture within the college and amongst staff and students
- Staff are supported and encouraged to pursue further professional development
- Staff feel supported in the area of child safety
- Respectful relationships exist amongst staff, students and parents
- High levels of collegiality amongst staff
- Staff feel supported and listened to by school leaders

- There is a clear vision for teaching and learning
- Feedback is frequent and thorough
- Positive school culture
- Staff feel safe and any concerns are quickly addressed
- Staff work collaboratively on curriculum planning and documentation
- Staff have adequate time set aside to effectively meet in teams

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.3%
ALLSTAFF RETENTION RATE	
Staff Retention Rate	84.7%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.6%
Graduate	27.1%
Graduate Certificate	6.8%
Bachelor Degree	88.1%
Advanced Diploma	11.9%
No Qualifications Listed	3.4%
STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	73
Teaching Staff (FTE)	65.6
Non-Teaching Staff (Headcount)	31
Non-Teaching Staff (FTE)	28.5
Indigenous Teaching Staff (Headcount)	0

College Community

Goals & Intended Outcomes

To develop dynamic community and family school partnerships

Achievements

- Provided further opportunities for parents to attend College events
- The number of parents attending College events increased
- Further strengthened the relationship with our sister school St Francis Primary School Kizinga Uganda. \$18,000 was to help build a three-classroom building. The College is committed to assisting the school in Uganda for a 5-year minimum period
- Further strengthened the relationship with 'Liceo Scientifico Livio Cambi' school in Falconara Italy. Conducted our second Italy Exchange visit in September
- The second STEM NASA International trip to Florida was conducted with 21 students and 4 staff attending in the July school holidays
- Sought feedback from parent/carers regarding school programs and practices, via electronic surveys and parent focus groups
- Further embedded the student leadership strategic plan
- Further embedded the House System strategic plan

VALUE ADDED

- Further developed and embedded the Parents and Friend's Association
- Increased attendance at the Mother's Day and Father's Day Mass and breakfast
- Introduction of a family Bingo evening in collaboration with the local parishes
- Introduction of Year 9 Community Service Program
- Tuning into Teens emotionally intelligent parenting program has been facilitated by our College Counsellor and Psychologist

PARENT SATISFACTION

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

- Informal feedback provided by families when interviewing for enrolment
- Increasing student enrolments in recent years
- Increasing student retention and attendance statistics
- Improved attendance numbers at parent/teacher interviews

Data from the CEMSIS survey suggested above average ratings in the following areas:

- Families' perceptions of how well a school matches their child's developmental needs
- Families' perceptions of the social and learning climate of the school
- Perceptions of student physical and psychological safety while at school
- The timeliness, frequency, and quality of communication between the school and families
- Families' perceptions of and engagement with the overall Catholic identity of the school

Future Directions

Our striving for excellence in all we do will be supported by ongoing development and upgrading of College buildings, grounds and facilities. The College is working closely with architect firm, Clarke Hopkins Clarke who are now overseeing stage two of the College Masterplan. This has identified some significant concerns and shortfalls in the Arts, Technology, Music, GLAs and Administration facilities within the College. This will form the next stage of possible building projects at the College.

The Performing Arts Centre, cafeteria and the Siena general-purpose classroom building were all opened in 2019. They have been a great inclusion for our community and the students are now reaping the rewards of these state-of-the-art facilities. These new facilities provide a rich and stimulating learning environment for all our students to flourish and reach their full potential. Plans are also well underway for the construction of the Year 9 Learning Centre, with construction expected to start in early 2020, and to be completed for the start of the 2021 school year. When completed this will allow for the renovation and extension of the College library into the existing MacKillop building, doubling the size of the library.



Year 9 Learning Centre



Year 9 Learning Centre

Caroline Springs and the surrounding suburbs including Plumpton, Fraser Rise and Deanside are a rapidly growing area and vastly expanding. Enrolments at the local Catholic and Government schools are high and are continuing to grow. Caroline Springs has a large Catholic demographic and demand for Catholic education has been steadily increasing. Our current percentage of Catholic enrolments at the College is 98%.

In 2007 when the College first opened there were only 82 students and 11 staff members. In 2019 we had 885 students and 102 staff. The recent and future projected enrolments are as follows:

Proposed Enrolment Numbers:

Year Level	2019	2020	2021	2022	2023
7	238	261	261	280	280
8	228	242	261	261	261
9	214	225	242	261	261
10	205	200	225	242	261
Total:	885	928	989	1044	1063

It is the curriculum vision of the College, that we provide learning experiences that are engaging, meaningful and truly reflect the Victorian Curriculum and the associated general capabilities. In order to do this, we need to develop classroom and specialist facilities that enable us to continue to develop a contemporary approach to learning and teaching, whilst meeting the urgent needs resulting from growing enrolments.

