



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Catholic Regional College Caroline Springs

10 College Street, CAROLINE SPRINGS 3023

Principal: Jamie Madigan

Web: www.crcs.vic.edu.au

Registration: 2044, E Number: E1385

Principal's Attestation

I, Jamie Madigan, attest that Catholic Regional College Caroline Springs is working in consultation with the Victorian Catholic Education Authority towards being fully compliant with:

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

Attested on 16 May 2025

About this report

Catholic Regional College Caroline Springs 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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 2024 the College had an enrolment of 1021 students in Year 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 their unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VPP 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-centered 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-centered learning environment.

Principal's Report

Throughout 2024, quality learning and teaching have remained at the heart of everything we do, with engaging lessons taking place each day in our classrooms. This year, the College further consolidated a school-wide Learning and Teaching Model to structure lessons more effectively. Students and educators worked together to build a shared understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria for every lesson.

Alongside academic achievement, our students have embraced the spirit of our College motto, Live Fully Act Justly, by participating in a wide range of co-curricular activities. These have included SACCSS sporting events and competitions, camps, excursions and incursions, faith and student development days, whole-school assemblies, Masses and liturgies, music and drama concerts, the Year 10 Formal Social, student leadership days, and the Live Fully Act Justly Feast Day. A particular highlight was our College musical production of Little Shop of Horrors, performed to sell-out audiences. This production was a shining example of students living fully by joyfully and purposefully sharing their gifts and talents:

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms." (1 Peter 4:10)

Students in Years 9 and 10 also took part in rich Cultural Immersion experiences, including:

- The Japanese Exchange Visit (Term 1)
- The Tasmania Cultural Immersion Tour (Term 2)
- The STEM with NASA Cultural Immersion Tour

Leadership has continued to be a defining feature of our community, with students taking on key roles to serve and inspire others. We are incredibly proud of our student leaders who have demonstrated responsibility, vision, and compassion—living out the values of Live Fully Act Justly. In particular, I extend my heartfelt thanks to College Captain Rita Youssef and Deputy Captains Tomaso Corrente, Lucas Previti, and Tileah Tabone. Their dedication to serving their peers and the wider community reflects the power of leadership grounded in humility and service:

"The greatest among you will be your servant." (Matthew 23:11)

We also acknowledge and thank the College School Advisory Council for their continued support and wisdom. In particular, I would like to thank SAC Chairperson Mr. Jason Kok and Custodian of Mission Fr. Richard Rosse, Parish Priest at St Catherine of Siena Parish. The Council has met regularly to discuss the day-to-day operations of the College, as well as future developments, including master planning and financial stewardship.

We are filled with excitement and anticipation as our new three-storey building nears completion. This state-of-the-art facility will include modern classrooms and versatile spaces designed to foster creativity, collaboration, and innovation. It will accommodate a new College entrance and reception area, conference and meeting rooms, the Business Manager and Finance Team offices, a second staffroom, additional staff offices, and associated spaces.

In addition, the building will house two Food Technology rooms with an adjoining dining area, two large collaboration zones, four Art classrooms, three Music rooms, a recording studio, and five general-purpose classrooms. This new building not only addresses urgent needs for specialist facilities and administration offices but also future proofs the site to allow for further development in response to projected enrolment growth.

Our partnership with the St Francis community in Kizinga Uganda continues to embody our College's mission in a deeply tangible way. Built on the foundations of friendship and shared humanity, this connection has brought meaningful change to the lives of many children and their families—individuals who might otherwise be denied the opportunity of an education. Thanks to the generous support of our students and wider community, we have seen the completion and equipping of three permanent classroom buildings, the launch of a food program, the improvement of the local church with a new concrete floor, and plans underway for the installation of essential water tanks. At Catholic Regional College Caroline Springs, values such as compassion, empathy, and love for others are central to all we do, and we remain incredibly proud of our continued dedication to the Uganda Project.

As Pope Francis said:

“The poor are at the heart of the Gospel. If we take away the poor from the Gospel, we cannot understand the whole message of Jesus Christ.”

This call to stand with the poor lies at the heart of our Catholic identity and continues to inspire our students to be generous, compassionate, and just.

I extend my deepest thanks to the College Leadership Team and teaching staff for their unwavering dedication and generosity. Their tireless efforts have ensured that significant College events could take place and that the lives of our students were enriched in countless ways. I am equally grateful to the I.T., maintenance, counselling, learning diversity, library, support, administration, and finance teams. Their work behind the scenes ensures that the College operates smoothly and effectively, providing a nurturing environment for learning, growth, and community.

At Catholic Regional College Caroline Springs, we remain deeply committed to acting justly, teaching our students the importance of fairness, service, and kindness. Whether through leadership opportunities, social justice initiatives, or community outreach, our students continue to answer the call to live with integrity:

“And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” (Micah 6:8)

As the year draws to a close, I extend my heartfelt thanks to our students, families, and staff for their ongoing commitment and partnership. It is through our shared dedication and sense of purpose that our school continues to flourish as a dynamic and faith-centred community. I look forward with hope and enthusiasm to all that we will achieve together in the future.

Catholic Identity and Mission

Goals & Intended Outcomes

- Develop a holistic approach that strengthens the connections between faith, wellbeing, learning and teaching throughout the whole school community.
- Analyse and use data and evidence strategically and systematically to inform student learning and wellbeing outcomes and Catholic identity.
- Our curriculum areas are synonymous with Religious Education in the spirit of Horizons of Hope.
- Use data from MACSIS to improve the Catholic Mission of the School.
- Ensure wellbeing programs are grounded in Catholic teaching and tradition.

Achievements

- Continued to add to the Catholic Iconography of the College.
- Continued to provide staff opportunity for Faith Professional Development – Staff Faith Day, Federation Faith Day, CTC Online Courses, FRG Ministry Encounter Courses, Staff Mary Mackillop Pilgrimage.
- Continued catechises on the Mass by Parish Deacon in preparation for Class Masses.
- Year 7 Family Welcome Mass.
- Opening College Mass.
- Feast of the Assumption Mass.
- Live Fully Act Justly Day Mass.
- Year 7-10 Class Masses.
- Year 7-9 End of Year Mass.
- Year 10 Graduation Mass.
- Social Justice - Social Justice Leadership Day, Caritas Project Compassion, Shrove Tuesday, Spread the Love, St Patrick's Day, 'Cary A Can' Campaign, Mother's Day Craft, Celebrating Refugees, NAIDOC Day, Uganda Project, Father's Day Craft, 'R U OK Day?', World Mental Health Day, World Teachers Day, St Vinnies Christmas Appeal. Prayer Day, Saint Feast Days, Easter Celebrations, Anzac Day.
- Opening College/Ash Wednesday Mass.
- Staff Lenten Program.
- Weekly Friday 8am Mass staff, students and families.
- Liturgies: Easter Liturgy (Stations of the Cross), Remembrance Day Liturgy.
- Year 7,8,10 Faith Formation Days.
- National Vocations Awareness Week.
- All Souls Day.
- Sacrament of Reconciliation.
- Mother's & Father's Day Mass & Breakfast.

- Student involvement in Ablaze Parish Youth Group.
- Catholic Education Week – St Patrick’s Day Mass for Catholic Schools.
- Staff Lenten Program.

Value Added

- Adoration for Year 7 students in Religious Education.
- Introduced notebook criteria to enhance student engagement in Religious Education.
- Adoration Club.
- Appointment of Youth Minister and College Chaplain.
- Encounter Youth Night.
- Staff Professional Learning – Reflect and Connect, Catholic Quirks: Catechism session to discover unique aspects of the Catholic Faith.
- Catholic Iconography – St Catherine of Siena Building.
- Included all staff, to Staff Prayer/Briefing roster.
- Introduced ‘virtues’ to Ignite Program.

Learning and Teaching

Goals & Intended Outcomes

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

Intended Outcomes:

- Teachers engage in strategic classroom peer observation, feedback, and mentoring.
- Teachers have the capacity for improved contemporary pedagogy and assessment practices.
- Parents and families are partners in student learning.
- Teachers attend high-quality, professional learning which reflects specific goals set out in the school improvement plan.
- Leadership team's familiarisation with the Vision for Instruction. Build an understanding of the Vision and its implications through some presentations and professional learning.
- To provide a rigorous and appropriately challenging mathematics curriculum based on the principles of explicit teaching and instruction.

Goal: Develop a holistic approach that strengthens the connections between faith, wellbeing, learning and teaching throughout the whole school community.

Intended Outcome:

- Religious Education is embedded in other curriculum area, aligning with the vision of Horizons of Hope.

Goal: Analyse and use data and evidence more strategically and systematically to inform student learning and wellbeing outcomes and Catholic identity. Data analyses consider overall 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

- Introduction of High Impact Teaching Strategies, including:
 - a Moderation Policy.
 - creation of Worked Examples in coursework and assessments.
- Finalisation of College Artificial Intelligence Guidelines.
- Teacher support via their participation in Professional Practice Workshops that focused on:
 - Processes to support diverse learners in each class, including those with Personalised Learning Plans.
 - Annual Review Meeting AITSL goal setting.
 - Utilising PIVOT student surveys and their data.
 - Literacy strategic planning.
 - Peer observation.
 - Engaging with Generative Artificial Intelligence, including its various purposes in an education context and its limitations.
 - Embedding Worked Examples and conducting moderation.
- Collaborative Planning Meetings, which grouped Learning Areas.
- Professional Learning which focused on:
 - providing staff with the opportunity to utilise student data to tailor their teaching to the specific needs of their students and classes.
 - utilising a master data spreadsheet and the PAT Data Explorer Progress Report.
 - identifying students' learning gains and any potential gaps.
 - creating, editing, or refreshing at least one classroom activity, lesson plan or assessment task.
- Learning Area Weeks.
- Hybrid Student Parent Teacher Interviews.
- Extra and Co-curricular activities.
- PIVOT student surveys.
- Pilot Peer Observation Teacher Program.
- Facilitating Student Support Programs including Maths Support, English Support and Homework Support.
- Offering advanced pathway options including the study of VCE at Year 10.
- Experiential learning experiences.
- Feedback opportunities.
- Access to collated student data via a master data spreadsheet, including subject, NAPLAN and PAT data, to assist in measuring student growth.
- Access to the ACERs Online Assessment and Reporting System which contains student Progressive Achievement Data, to assist in measuring student growth.
- Access to the SEQTA Learning Management System to enter and track student achievement and growth.

Student Learning Outcomes

Student learning outcomes

Median NAPLAN Results - Year 7

Test	School Median	State Median
Grammar and Punctuation	538	542
Numeracy	532	542
Reading	535	547
Spelling	546	546
Writing	560	555

Median NAPLAN Results - Year 9

Test	School Median	State Median
Grammar and Punctuation	539	559
Numeracy	547	571
Reading	548	576
Spelling	562	571
Writing	586	588

The NAPLAN tests of Spelling and Writing were a relative strength for Year 7 and 9 students. The recent embedding of a literacy rubric in College assessment tasks may have supported student achievement and clarity in these areas. Reading and Numeracy test data communicate that these are areas for improvement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	537	62%
	Year 9	538	45%
Numeracy	Year 7	536	71%
	Year 9	547	59%
Reading	Year 7	538	71%
	Year 9	550	56%
Spelling	Year 7	543	77%
	Year 9	559	74%
Writing	Year 7	562	78%
	Year 9	587	70%

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

Student Wellbeing

Goals & Intended Outcomes

- All College staff promote and support wellbeing and positive behaviour processes. Consistent wellbeing and behaviour management policies and processes are reviewed, implemented and updated.
- All College staff promote high expectations when it comes to uniform, attendance, punctuality, classroom processes and attending college events.
- Implementation of consistent classroom practices at the beginning and conclusion of all lessons.
- Restorative practices are reviewed and modelled to staff. SEQTA data is closely monitored and followed up as appropriate.
- The College's Wellbeing Program of Student Development Days have been developed and implemented across the Year 7-10 cohorts.
- Collection of wellbeing data through piloting the Pivot program at Years 8 and 9 and completion of the SEW survey at Year 7 to help monitor, track and support student wellbeing and learning

Achievements

- The Wellbeing Team contribute to and model the positive behaviour processes of the College.
- Implementation of two new Wellbeing roles for 2025, Head of Junior School and Head of Senior school
- Student in Focus Team (SIFT) comprises of key Wellbeing members who meet fortnightly at each year level. These meetings are facilitated by the Director of Student Wellbeing and monitor and manage any students at risk, pastoral concerns, learning needs, trauma, behaviour concerns, conflict, family concerns and mental health issues.
- Attendance and late data is also monitored and follow up is actioned.
- A number of Wellbeing staff completed the Youth Mental Health First Aid course.
- Year Level Partnership meeting scheduled each fortnight for Year Level Leaders to discuss and action any students concerns regarding behaviour, uniform, attendance, punctuality, conflict and pastoral concerns.
- The Deputy Principal Student Wellbeing and Director of Student Wellbeing meet fortnightly to organise Student Development Days, monitor whole year level trends, discuss high risk students, analyse wellbeing data and respond to any needs of a particular cohort through collaborative dialogue and planning.
- The Deputy Principal Student Wellbeing and Director of Student Wellbeing meet fortnightly for a Child Safety meeting.
- The Child Safety Team which comprises of the Deputy Principal Student Wellbeing,

Director of Student Wellbeing, College Psychologist, a Year Level Leader and Learning Diversity Leader meet each term to discuss any child safe matters, collaborate regarding compliance and update child safe standards.

- Deputy Principal Student Wellbeing and Director of Student Wellbeing meet College Counselling team twice a term to collaborate on any counselling initiatives, professional learning opportunities and wellbeing matters.
- Members of the College Counselling Team promote positive psychology education through fortnightly posts and facilitated various initiatives throughout Mental Health Week.
- Members of the Learning Diversity Team led the Empowerment program which develops the social skills and needs of selected Year 7 students.
- The Director of Student Wellbeing and Deputy Principal Student Wellbeing facilitate the Student Development Days from years 7-10. Each cohort has a full day per term which focus on key wellbeing themes such as Risk-taking Behaviours, Bullying, Mental Health, Positive Coping, Respectful Relationships, Identity and Diversity.
- Deputy Principal Student Wellbeing organise guest speakers for Student Development Days from external providers such as Headspace, BullyZero, Susan Mclean, College Counselling Team, Safe Partying, Pat Cronin Foundation and Proactive Policing Unit.
- SEQTA has been further updated to meet the wellbeing needs of staff and students. Changes have been implemented that align more closely with the processes and policies the Wellbeing team have in place.
- The Wellbeing Team continue to network with external providers such as Headspace, DHHS, The Orange Door, RCH, Foundation House and external psychologists and paediatricians to meet the growing needs of students.
- Year Level Leaders conduct fortnightly briefings with their homeroom teacher to discuss upcoming events, student concerns and wellbeing matters.
- Year Level Leaders conduct fortnightly Communal Homerooms to stay connected with students about any upcoming College events, College expectations, social justice initiatives and any concerns relevant to the cohort.
- House and Student Leadership Co-ordinator met with student leaders each week.
- A formal Student Leader Investiture Ceremony was held and parents were invited to join the College community in celebrating the induction of College student leaders for 2024. A former College captain was guest speaker.
- Student leaders submitted a number of proposals to College Leadership Team.
- College tours are led by students leaders from Years 7-10.
- The Primary Links team continued to meet regularly to assist in the transition of Year 7 students.
- The Transition Co-ordinator facilitates the transition of new students for Years 7-10.
- The Primary Links Team revised the transition form for primary schools that provides the College with information regarding the wellbeing and learning needs of Year 7 students for 2025.
- House leaders facilitated House Building Day for new Year 7 students.

- The College Learning Diversity Team facilitate extra Orientation program for students with diverse learning needs.
- The Primary Links Team successfully planned and co-ordinated the Year 7 Community and Partnership Day, Orientation Day, Primary School Visits, Welcome Days and Cyber-Safety Presentation Evening for Year 7 families.
- The Primary Links Team facilitated a Year 7 Parent Information Night for prospective families of 2026.
- College events such as the Year 10 Formal, Student Leadership Camp, Year 7 and 9 Camp, VPP Camp, Year 7 Parent Information Night and Community Conversation Evening were all supported or facilitated by the College Wellbeing Team.

Value Added

- Year 7 Community and Partnership Day
- Year 7 Orientation Day
- Year 7 Orientation Mornings (Learning Diversity)
- Year 7 Welcome Days
- Year 7 Parent Information Night
- Year 7 2026 Parent Information Night
- Cyber-Safety Presentation evening for Year 7 Families
- Headspace Parent Information Session (online)
- Year 7 House Building Day
- Student Investiture Ceremony
- Year 8-10 Student Leadership Camp
- Year 7 Student Leadership Workshops
- Year 7-10 Student Development Days
- Year 10 Formal
- Year 7 Camp
- Year 9 Camp
- VPP Camp

Student Satisfaction

Data from the MACSSIS survey suggested above average results in the following areas:

- Student Voice
- Rigorous Expectations

Data from the MACSSIS survey suggested the following areas be addressed by the College Wellbeing and Leadership Team:

- School Belonging
- Student Safety
- Teacher-Student Relationships

The Counselling Team reported 128 self-referrals in 2024 with 121 students actively participating in counselling.

Student Attendance

As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System-SEQTA. An attendance report is generated weekly

and sent to the Wellbeing Team by admin staff and discussed at SIFT meetings and Year Level Leader Partnership meetings. If a student's attendance becomes problematic, Year Level Leaders or the Director of Student Wellbeing will conduct a parent meeting and action a plan to re-engage students and work closely with families and any external support networks to help re-connect a student with their learning.

College families receive communication via school newsletters and SMS around the importance of regular school attendance. Students and parents/carers have been made aware that College events will now be included in Semester reports.

During normal school time, late students and early exit students continue to use the electronic signing system which connects the data to SEQTA. Homeroom and subject teachers are aware that it is compulsory to record attendance for every class in every lesson. If a student is recorded as a non-attendance before recess, then a SMS will be sent to parents/carers from admin staff.

Parents have online and up-to-date access to their child's attendance via a parent portal. Non-attendance at excursions, offsite activities, College sport days, Student Development Days, Reflection Days and Camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher or Year Level Leader if necessary.

Average Student Attendance Rate by Year Level	
Y07	90.7
Y08	90.8
Y09	87.3
Y10	87.5
Overall average attendance	89.1

Leadership

Goals & Intended Outcomes

In 2024, the College focus was on deepening collaborative professional learning and fostering a culture of reflective practice. The Annual Action Plan prioritised the development of a structured peer observation model, the continuation of collaborative planning, and the expansion of targeted professional development.

Achievements

Key initiatives and achievements included:

- **Peer Observation Pilot:** A pilot peer observation program involving 20 teaching staff was embedded within the Annual Review Meeting (ARM) process. This initiative supported teachers in reflecting on their practice, engaging in collegial dialogue, and observing effective teaching strategies within their peers' classrooms.
- **Professional Learning and Curriculum Implementation:**
 - All staff completed their annual CPR refresher training.
 - Staff engaged in targeted professional development to support the rollout of the Victorian Mathematics Curriculum 2.0.
- **Collaborative Planning and Assessment Moderation:** Our regular Collaborative Planning Meetings continued, with an extended focus on **assessment moderation** and discussion around best practice in assessment design and implementation.
- **Professional Practice Workshops:** These continued as a core component of staff development, offering a platform for teachers to share and explore best practices. Workshop themes in 2024 included:
 - Student wellbeing
 - Data literacy
 - Digital innovation in the classroom
- **Consistent Classroom Practices and the 4Rs:** Through after-school workshops, staff revisited the College's **Consistent Classroom Practices** and the **4Rs** framework. This supported the 2024 College theme of Respect – for self, others, and the environment, reinforcing a unified approach to student engagement and behaviour.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Dr Andrew Wake – Emotional Literacy and Behavioural Response: Dr Wake delivered whole-staff professional learning on the 4Cs approach to managing strong emotions and challenging behaviours. He also facilitated sessions for the College Leadership Team and led targeted follow-up workshops with staff, further enhancing relational pedagogy and behaviour management strategies. • Leadership Development: Several middle leaders participated in the MACS Igniting Leadership Potential Program, a formative program designed to inspire and support emerging and aspiring leaders within Catholic education. Participants explored key leadership attributes such as being purposeful, growth-focused, brave, and authentic storytellers of the school's vision. • Self-Directed Professional Learning: Teachers were also encouraged to personalise their professional growth through self-initiated learning. Many staff submitted applications via the EMS360 platform to pursue development aligned with their interests and goals. Topics included: <ul style="list-style-type: none"> ◦ Effective mentoring programs ◦ Faith formation ◦ STEM education ◦ Artificial intelligence and virtual reality in education ◦ Wellbeing interventions ◦ Learning area-specific programs 	
Number of teachers who participated in PL in 2024	86
Average expenditure per teacher for PL	\$1167.00

Teacher Satisfaction

Data from the 2024 MACSIS Staff Survey indicated strong or improving results in several key areas. The College continued to see consistently strong results in:

- **Staff–Leadership Relationships** – Reflecting positively on the quality of relationships between staff and members of the leadership team.
- **Catholic Identity** – Indicating sustained confidence in the principal's faith leadership and the integration of Catholic values into school life.

The survey also showed **marked improvement** in the following areas:

- **Psychological Safety** – Increased perceptions of safety in taking professional risks and making mistakes without fear of negative consequences.
- **Staff Safety** – Enhanced feelings of physical and emotional safety among staff.

- **Professional Learning** – Improved perceptions of the quality, coherence, and alignment of professional learning opportunities.

Teacher Qualifications	
Doctorate	2
Masters	21
Graduate	19
Graduate Certificate	6
Bachelor Degree	63
Advanced Diploma	4
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	84
Teaching Staff (FTE)	78.2
Non-Teaching Staff (Headcount)	61
Non-Teaching Staff (FTE)	48.27
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

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

Achievements

- Ongoing communication to College community through Leadership.
- Publication of College newsletter twice a term.
- Publication of College magazine 'Insight'.
- Social media updates through Instagram and Facebook.
- Staff Association role strengthened through various events and functions.
- College Feast Day-Live Fully Act Justly Day.
- Mother's and Father's Day Mass and Breakfast.
- Deputy Principal Student Wellbeing and Director of Student Wellbeing formed strong links with local businesses and organisations to collaborate regarding child safe matters.
- Deputy Principal Student Wellbeing attends Principal Network meeting facilitated by the Proactive Policing Unit.
- Continued work with the alumni committee.
- Primary feeder schools attend College production.
- Transition Co-ordinator facilitates College tour for primary feeder school leaders.
- Community Liaison Officer networks with local business to support families with fruit and veg boxes and school resources.

Value Added

- Opportunities for students, staff and family collaboration and feedback.
- Primary Links Committee consolidated to increase links with Primary schools and develop transition programs.
- Links with local businesses to support College families, Live Fully Act Justly Day and Breakfast Club.
- Continued positive relationship with St Catherine of Siena Parish.
- Parish increased use of College facilities.

Parent Satisfaction

There is a high level of parent satisfaction with Catholic Regional College Caroline Springs from families, indicated by:

- Increasing student enrolments.
- Feedback provided by families when conducting student enrolment interviews.
- Increasing student retention and attendance data.
- Improved attendance numbers and feedback from Student Parent Teacher Interviews.
- Feedback through School Advisory Council, Parents and Friends Association and MACSSIS survey.
- Parent attendance at College events such as Parent Information Nights, Student Parent Teacher Interviews, Year 7 Cyber-safety Evening, Community Conversation Evening, Dr Andrew Wake Presentation, Headspace Program and Year 10 Graduation.

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.crccs.vic.edu.au