



Catholic Regional College Caroline Springs

Caroline Springs

2021

Annual Report to the School Community



Registered School Number: 2044

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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 2021 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 Schools.

01/04/2022

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

2021 has been a momentous year for Catholic Education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

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.

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 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 of 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 2021 the College had an enrolment of 960 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

"Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands... learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person." - Pope Francis

As a College community we have again traversed our way through the very challenging and trying times that COVID-19 presented us with in 2021. However, overwhelmingly we have done so yet again in a very positive, composed, and unified manner. For that, I acknowledge and applaud the entire CRCCS community of staff, students, parents/carers, and families.

The ongoing unpredictable changes presented by the COVID-19 pandemic, and the ensuing extended period of remote learning and subsequent return to on-site learning, have again posed additional challenges to our College and wider communities. I would like to congratulate all students for their resilience and productivity in completing extended and intermittent periods of remote and on-site learning. A big thank you also to parents/carers and families who have supported the students through this unusual learning journey in 2021.

I would also like to express my thanks and gratitude to our teaching staff, who have worked tirelessly to ensure students had a positive remote and on-site learning experience. They have worked long hours and have diligently re-written curriculum, course outlines and assessment tasks to accommodate the many challenges incumbent in remote learning. They have also undertaken various new and contemporary modes of pedagogical delivery, including the use of flipped learning, various new digital resources, video conferencing and MS Teams throughout this period, to enhance the students remote learning experiences. These key learnings will benefit the students and ultimately have long term benefits for the College that will enhance future learning and teaching experiences.

We also thank the College I.T, maintenance, counselling, learning diversity, library, support, administration, and finance teams who have actively contributed to enhancing our College community.

Amidst the uncertainty and challenges surrounding COVID-19, 2021 has still been a very productive year for our College community. It was filled with many high-points and activities including:

- Opening College Mass
- Student Leaders Investiture Ceremony
- Easter Liturgy
- College 'Annie' Production
- Whole school and Year Level assemblies both on-site and via MS Teams
- School Choir live and virtual performances
- Swimming Carnival
- House Athletics Carnival
- SACCSS Premier League and Swimming Carnivals
- Year 7 Camp
- Year 8 Camp

- Student Leaders camp
- Uganda building and food project
- Year 10 Graduation (live-streamed to families)
- Presentation Evening (live-streamed to families)

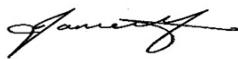
I thank and congratulate the increasing number of students acknowledged as Student Leaders. They have positively impacted the College. Each role continues to evolve and extend the student leaders responsibilities.

We continue to build on the very positive relationships that has been established between CRC Caroline Springs and St Luke's parish as well as our sister school St Francis primary school in Kizinga Uganda.

"In a world where there is so much wealth, so many resources to feed everyone, it is incomprehensible how there can be so many hungry children, so many children without an education, so many poor". Pope Francis

By reaching out in friendship and solidarity with the community of St Francis, Kizinga we have given hope to hundreds of children and their families who otherwise couldn't access education. The support of our students has enabled the construction and furnishing of a brick classroom; a food program; the refurbishment of the church with a concrete floor; and soon the installation of water tanks. Compassion, empathy, and love for one another are the cornerstones of our teaching at Catholic Regional College Caroline Springs, and we are immensely proud of our community for continuing to embrace the Uganda Project.

As the 2021 year concludes, I would like to thank everyone who has contributed to Catholic Regional College Caroline Springs. I continually feel blessed that I work in a school environment where the College motto of Live Fully Act Justly is lived, breathed, and enacted each and every day.



Jamie Madigan

Principal

Education in Faith

Goals & Intended Outcomes

Colleges include the goals and intended outcomes from the Annual Action Plan.

- Staff to gain and maintain accreditation to teach and lead in a Catholic school/ teach Religious Education.
- The faith dimension is embedded in curriculum and aligned with Horizons of Hope
- Establishment of a Faith and Mission Charter.
- The Respectful Relationships and Restorative Practices are reviewed and further implemented.

Achievements

In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.

- Establishment of Pillars Committee.
- Review of College Pillars to reflect our Catholic faith tradition.
- Establishment of leadership role - Religious Education and Formation to integrate the religious dimension in all disciplines.
- Pastoral Care program reviewed to reflect Catholic faith teachings.
- Dollar A Day Uganda Fundraiser.

VALUE ADDED

List a broad range of curricular and extra-curricular activities you were able to do in 2021. This may include a combination of onsite and remote learning activities.

- Beyond The Horizon.
- Vocations Activity Week.
- Ask A Priest Online Session.
- Class Masses at St Catherine of Siena Parish Church.
- Year 8 Reflection Day.
- Year 10 Reflection Day.
- Virtual Rosary.
- Friday 8am Mass.
- Religion Teachers Professional Learning - Religious Education Planning Day.
- Online Faith Professional Learning.

- Staff Faith Day.
- 'The Search' Staff & Student Lenten Program.
- College Chamber Choir participation in FRG Ministry Online.
- Year 10 Graduation Mass.

Learning & Teaching

Goals & Intended Outcomes

Colleges include the goals and intended outcomes from the Annual Action Plan.

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

Teachers used data to inform personalised learning at students point of need via the creation of a 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 relayed an interpretation of NAPLAN Online results.

Progressive Achievement Test (PAT) testing branched to PAT Adaptive, creating personalised test pathways determined by student responses, giving a more precise picture of student achievement and even greater diagnostic power for teaching staff.

More specifically, within Professional Learning time, staff accessed the new NAPLAN Online platform and examined new reports NAPLAN Online delivers. The reports of focus were:

- Testlet Group Summary
- Student Item by Testlet
- Item Summary Report

These reports benefited staff with the ability to:

- Examine the ability level of classes by analysing their branched test pathways.
- Examine the achievement ability level (where a student achieved higher or lower than expected) of a group (cohort or homeroom) or student by analysing testlets.

- Examine the achievement ability level (where a student achieved higher or lower than expected) of all items a group (cohort or homeroom) answered.
- Examine and align achievement ability (where a student achieved higher or lower than expected) with Learning Area Achievement stands and skills.

Development and implementation of a consistent learning programme commenced, with each lesson including learning intentions; success criteria; accessing prior knowledge; new information; apply knowledge; summary/reflection.

Development and implementation of an Assessment Task Template, providing information about the nature, time allocated, materials required, and curriculum strands assessed.

Implementation of a new College Timetable of five 60-minute periods per day with anticipated outcomes including increased student engagement; improved student learning outcomes; increased academic rigor; improved continuity of learning.

Teachers were surveyed to determine the amount and quality of work students at Years 7, 8, 9 & 10 were completing during remote learning.

Reviewed the College's co-curricular program, to provide students with the opportunity to engage with curriculum outside of the classroom.

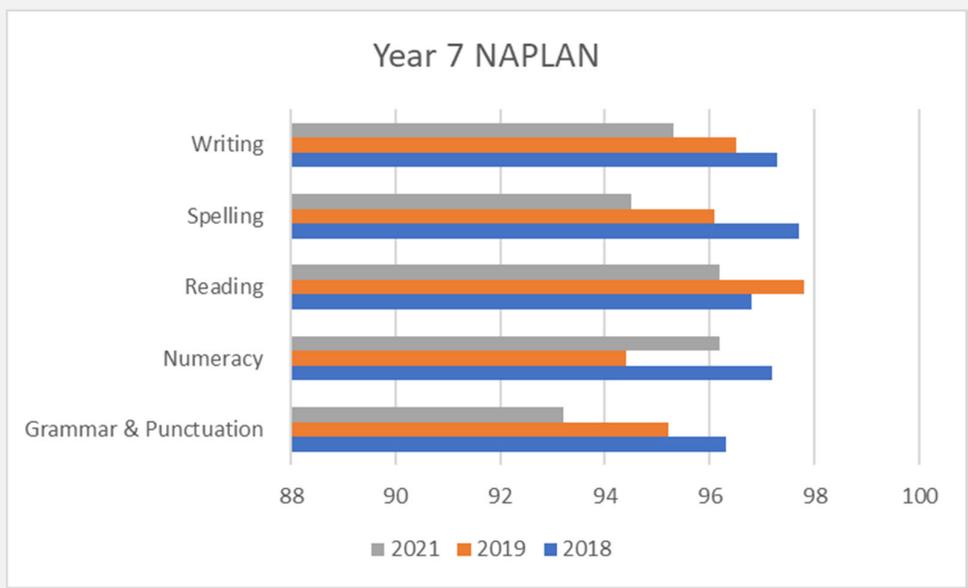
Interactive digital tools have been implemented for Mathematics, Science, Languages and English. These tools allow students to step through concepts and problems and manipulate objects they would not normally have access to. These tools increase student engagement with their learning and provide opportunities for students to revise topics and learn at their own pace.

The College has also moved to using Office 365. The switch to Office 365 provides students with the latest office tools to produce school work and practical experience in using productivity tools they will use in their own working lives. Office 365 also includes tools that students can use to collaborate in their learning.

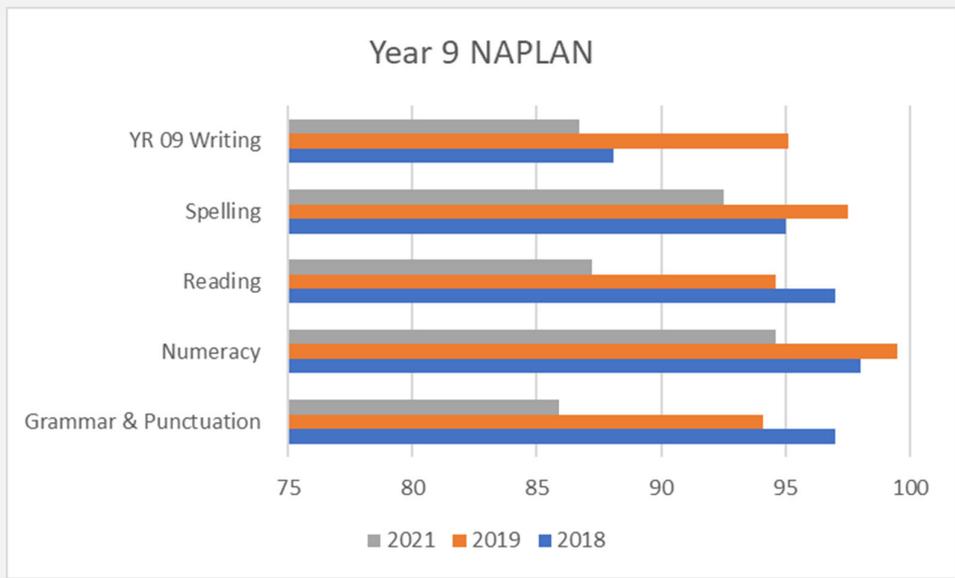
STUDENT LEARNING OUTCOMES

Students, parents and teachers meet using MS Teams to discuss student progress and future goals as part of Student-Parent-Teacher Interviews.

In 2021, our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN). The proportion of students who met and exceeded the National Minimum Standard is as follows:



This chart indicates that in 2021, the Year 7 cohort achieved higher in Numeracy than the cohort from the previous testing year. Furthermore, between 93% and 96% of Year 7 students met and exceeded national benchmarks across the five testing modes.



This chart indicates that in 2021, between 85% and 95% of Year 9 students met and exceeded national benchmarks across the five testing modes.

Gains in test achievement can be seen with Year 7 Numeracy, where negative percentage differences from 2018 to 2019 were reversed with positive percentage changes from 2019 to 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
<u>NAPLAN TESTS</u>	2018	2019	2018 - 2019	2021	2019 - 2021
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	96.3	95.2	-1.1	93.2	-2
YR 07 Numeracy	97.2	94.4	-2.8	96.2	+1.8
YR 07 Reading	96.8	97.8	+1	96.2	-1.6
YR 07 Spelling	97.7	96.1	-1.6	94.5	-1.6
YR 07 Writing	97.3	96.5	-0.8	95.3	-1.2
N.B.: <u>NAPLAN</u> was cancelled in 2020.					
YR 09 Grammar & Punctuation	97.0	94.1	-2.9	85.9	-8.2
YR 09 Numeracy	98.0	99.5	+1.5	94.6	-4.9
YR 09 Reading	97.0	94.6	-2.4	87.2	-7.4
YR 09 Spelling	95.0	97.5	+2.5	92.5	-5
YR 09 Writing	88.1	95.1	+7	86.7	-8.4
N.B.: <u>NAPLAN</u> was cancelled in 2020.					

The College is able to compare the results of the 2019 NAPLAN tests with the 2021 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, in addition to the social factors of remote learning and COVID 19. 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 higher in Writing.

Median NAPLAN Results for Year 7	
Year 7 Reading	537
Year 7 Writing	529
Year 7 Spelling	543
Year 7 Grammar and Punctuation	527
Year 7 Numeracy	539

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 on par with Writing.

Median NAPLAN Results for Year 9

Year 9 Reading	571
Year 9 Writing	560
Year 9 Spelling	575
Year 9 Grammar and Punctuation	562
Year 9 Numeracy	575

Senior Secondary Outcomes:

Nil

MEDIAN NAPLAN RESULTS FOR YEAR 9

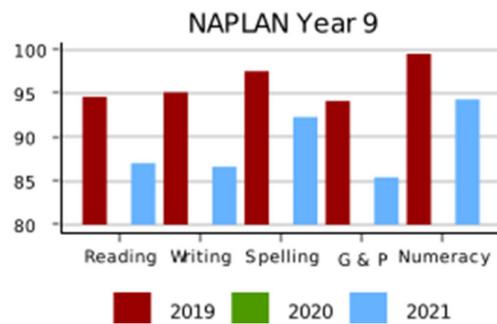
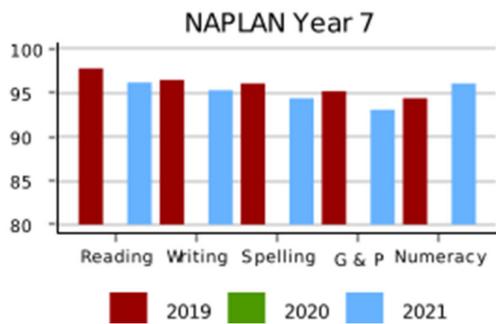
Year 9 Grammar & Punctuation	562.1
Year 9 Numeracy	575.2
Year 9 Reading	570.9
Year 9 Spelling	574.5
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020 Changes	2021	2020 – 2021 Changes
	%	*	*	%	*
YR 07 Grammar & Punctuation	95.2	-	-	93.1	-
YR 07 Numeracy	94.4	-	-	96.1	-
YR 07 Reading	97.8	-	-	96.2	-
YR 07 Spelling	96.1	-	-	94.4	-
YR 07 Writing	96.5	-	-	95.3	-
YR 09 Grammar & Punctuation	94.1	-	-	85.4	-
YR 09 Numeracy	99.5	-	-	94.3	-
YR 09 Reading	94.6	-	-	87.0	-
YR 09 Spelling	97.5	-	-	92.3	-
YR 09 Writing	95.1	-	-	86.6	-

* 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.
- The Berry Street model and Restorative Practices are reviewed and further implemented.
- Teaching staff promote student wellbeing and positive behaviour.
- Consistent wellbeing and behaviour management policies, processes and practices are implemented.
- Implement alternative and complimentary whole school wellbeing programs.
- The Pastoral Care program is reviewed and sequenced across Year 7-10.

Achievements

The Students in Focus Teams (SIFT) comprising of key members of the wellbeing team was further developed to be the central forum for strategic, longitudinal monitoring and management of students at risk, including students:

1. with physical or mental health concerns.
 2. with academic concerns.
 3. who self-referred.
 4. from dysfunctional family settings.
 5. in conflict.
 6. presenting with behavioural issues.
 7. dealing with loss, grief, or trauma.
 8. experiencing family breakdown.
 9. struggling with gender identity.
- SIFT meetings continued to implement individual strategies, solutions, and pathways for these students.
 - SIFT meetings also enabled monitoring of whole year level trends and changes and responded to the needs of the whole cohort through collaborative planning and implementation.
 - The College continued to strengthen relationships with external health providers and alternative educational settings to provide appropriate mental health and educational pathways for at-risk students.
 - SEQTA was further refined in relation to the wellbeing needs of staff and students, and changes were implemented, including more efficient functionality and clearer formatting, particularly regarding Wellbeing Reports.
 - A formal Student Leader Investiture ceremony was held for the fourth time and parents joined via an online forum. Inaugural CRCCS College Captain Mariam Koslay was the Guest of Honour.

- College tours, conducted by students from Year 7-10 student leadership team were held.
- Guidelines for Remote Learning and Student Wellbeing were further refined and disseminated to students and families.
- Whole-school daily wellbeing survey checks were further developed by the Wellbeing Leadership Team (WLT) to monitor real-time mental health status and progress.
- Introduction of 'Catch-up days' and 'Wellness' days on a rotating fortnightly basis during remote learning. Catch-up days meant no formal on-line classes were conducted; whereas Wellness days were student free days that encouraged everyone to shut down and spend time away from technology completely. These days were very well-received and contributed positively to the mental health of students and staff.
- The WLT continued to participate in on-line 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.
- The WLT continued to collaborate with external services such as DHHS, Headspace, RCH, Catholic Care, MacKillop Family Services, private practice psychologists and paediatricians when working with high needs students.
- Year Level Leaders (YLL'S) developed on-line forums to stay connected to students and conducted assemblies via pre-recorded Teams events.
- The Primary Links team continued to maintain regular communication to assist with the transition process of new students beginning the following year.
- The Primary Links team again revised the transition google doc, gathering information on incoming Year 7s and again used the Class Solver program to advantage to develop class lists.
- The Primary Links team successfully planned and coordinated the Year 7 Orientation Day program which was held on-site at the College.
- A Year 7 Welcome Day was held, as was the Year 7 House Spirit Day facilitated by the Student Leadership Team.
- The House & Student Leadership coordinators worked with the leaders to present on-line regularly to the student body.

VALUE ADDED

- Year 7 Welcome Day.
- Year 7 House Building Day.
- Investiture of Student Leaders.
- Year 9 & 10 Student Leadership camp.
- Year 7 Orientation Day.
- Student Wellbeing Daily Check-in surveys.

- Student Leaders on-line bulletins.
- Information nights.
- Tele-health sessions with College Counselling Team.

STUDENT SATISFACTION

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

1. Rigorous expectations - How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
2. School engagement - How attentive and invested students are in school.
3. School climate - Perceptions of the social and learning climate of the school.
4. Teacher-student relationships - The strength of the social connection between teachers and students, within and beyond the school.
5. School belonging - How much students feel they are valued members of the community.
6. Learning disposition - Students mindset about themselves as learners.
7. Student safety - Perceptions of student physical and psychological safety while at school.
8. Enabling safety - Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.
9. Student voice - The extent to which students feel they have opportunities to have an impact on their school.
10. Catholic identity - Student perceptions about the Catholic identity of the school.
11. The students were surveyed regularly during remote learning

They completed daily wellness check-ins which were monitored by the Wellbeing team for individuals who were struggling on a given day to students who indicated negative emotions over an extended period. Data indicated that for many students their levels of anxiety correlated with increases in workload and expectations.

More comprehensive surveys were conducted at each year level about engagement with the remote learning curriculum. Generally, students were coping with the demands.

Overwhelmingly, student dissatisfaction around remote learning centred on being unable to see friends.

On both return-to-school events, transition days and activities were organised that enabled students to re-acclimatise and debrief their Covid experience. This contributed to a smooth return logistically.

There was a large increase in the number of self-referrals over the remote learning period and this translated to the College Counselling having an increased number of appointments.

Most students preferred to be back on-site at school, which highlighted a strong desire for community and connectedness.

STUDENT ATTENDANCE

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

During remote learning, students indicated their attendance every lesson via a direct message, which was monitored by the attendance officer.

An attendance report was generated weekly by the Executive Assistant to the Deputy Principal Wellbeing (DPW), which was scrutinised by the YLL's, and regular non-attendance was then followed up.

The subject teachers would notify parents via e-mail of repeated non-attendance to scheduled lessons.

Parents received documentation regarding how they can monitor student attendance during remote learning.

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. 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	0.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.6%
Y08	92.0%
Y09	91.1%
Y10	91.0%
Overall average attendance	92.2%

Child Safe Standards

Goals & Intended Outcomes

The Federation Compliance Officer continued to work with the DPW and Head of Student Wellbeing (HSW) 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 most 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.

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.

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.

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 & Management

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 formed to bring together aspects of Student Wellbeing, Learning & Teaching and Faith.
- Administration Staff position descriptions were re-written to best support improved capacity within roles, including re-structuring of positions.
- Leadership Team meetings focused more on strategic intent, rather than day to day operations.
- Leadership Team two-day strategic planning retreat was held.
- Position of Leadership structure and time allocations reviewed and updated to reflect the new 60-minute periods to be introduced in 2022.
- Stage 2 of the College Master Plan updated with Clarke Hopkins Clarke Architects.
- Aquinas general purpose classroom building project completed.
- MS Teams and outlook Office 365 consolidated.
- Administration staff ARMS were re-developed and re-launched through the EMS360 platform.
- Staff utilised the EMS360 reflection tool to evaluate and provide feedback on Professional Learning and had the opportunity to include this as part of their ARM process.
- 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.
- New Cultural Immersion interstate trips were developed and offered to students and staff in response to providing students with cultural immersive experiences through the pandemic. These included: Cairns Adventure Trek, Central Australia Tour, Cairns Immersion Tour, and a Tasmania Immersion.
- MACS Policies and Governance procedures were shared with staff, reviewed, and implemented as required.

- Class Solver processes and procedures were reviewed and updated for optimisation of class lists.
- Pivot Student Surveys reviewed and updated, including those relating to wellbeing check ins.
- Extra and co-curricular staff points allocation reviewed and updated.
- Staff further studies encouraged including formal studies such as those relating to graduate certificates (e.g. Data Analytics or Religious Education), accreditation to teach in a Catholic school and teach Religious Education, and holistic programs such as the Rock & Water professional development series.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Entire Teaching Staff Participation

Catholic Regional College Caroline Springs continued the structure of Professional Teaching Teams (PTTs) and Professional Practice Workshops (PPWs) in 2021. 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 2022.

The PPW commenced in Term 2, 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; flipped learning, faith formation, explicit teaching of the Capabilities within the Victorian Curriculum and approaches to data driven practice in schools.

While the shift to remote learning and teaching due to COVID-19 impacted upon our usual progression of PTT and PPW throughout the year, staff were still provided with time for ongoing professional development opportunities through either small group face-to-face formats or remote/online environments.

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.

Individual Teacher Professional Development

While most Professional Learning opportunities were cancelled due to the impact of the COVID-19 pandemic, Teachers were provided with a number of options for continued learning through an online structure.

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 engagement in online forms of professional learning (e.g. webinars and online conferences).

Through these online means, teacher participation was supported in a range of subject areas, including rich opportunities for faith development during the remote learning period.

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 2021	76
Average expenditure per teacher for PL	\$552

TEACHER SATISFACTION

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

1. Student safety - Perceptions of student physical and psychological safety while at school.
2. Staff-leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team.
3. School leadership - Perceptions of the school leadership's effectiveness.
4. Collaboration around an improvement strategy - Perceptions of the coherence of the school's improvement strategy.
5. Collective efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction.
6. Catholic identity - Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	93.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.5%
Graduate	27.9%
Graduate Certificate	4.4%
Bachelor Degree	85.3%
Advanced Diploma	10.3%
No Qualifications Listed	4.4%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	83.0
Teaching Staff (FTE)	74.7
Non-Teaching Staff (Headcount)	45.0
Non-Teaching Staff (FTE)	41.6
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- Strong links formed with alumni.
- Parents and families are partners in student learning.

Achievements

Alumni committee introduced.

- Staff, Students and Parent remote learning surveys consolidated.
- Regular Principal video messages to the community.
- Student Community Conversations via MS Teams introduced.
- Marketing and Communications Coordinator role consolidated.
- Staff Association role strengthened.
- Increased opportunities for staff, student and parent collaboration and feedback e.g. policy, uniform, points system.

VALUE ADDED

- Increased opportunities for staff, student and parent collaboration and feedback.
- ALUMNI committee further developed.
- Staff, Students and Parent remote learning surveys introduced.
- Weekly Principal video messages to the community introduced.
- 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.

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 and feedback from student parent/teacher interviews.

Family Satisfaction

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

1. Family engagement - The degree to which families are partners with their child's school.
2. Communication - The timeliness, frequency, and quality of communication between the school and families.
3. Catholic identity - 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, ClarkeHopkinsClarke who are now overseeing stage two of the College Masterplan.

Construction of the new Aquinas building began in January 2020 and was completed in May 2021. This building provides eight additional classrooms, break out spaces and an outdoor learning area.

The Performing Arts Centre, cafeteria and the Siena general-purpose classroom buildings 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.

The College Architects ClarkeHopkinsClarke have significantly redesigned the college Masterplan which includes an additional 'Stage 2A and 2B Redevelopment'. This has identified some significant concerns and shortfalls in the Arts, Technology, Music, General Purpose Learning Areas (GPLA's) and Administration facilities within the college.

The proposal is for the construction of a multi-storey building to accommodate a new college entrance, administration reception office and foyer, conference room, finance precinct and additional staff office spaces.

Additionally, this building will allow for two Food Technology rooms, with an adjoining dining room, various collaborative learning spaces, four Art classrooms, various Music rooms and four General purpose classrooms.

This new building would provide the growing population of students the opportunity to ensure the rapidly increasing number of students selecting Art, Technology and Music subjects, can all be accommodated for in suitable specialist classrooms. The provision of this building will enable students to further develop their gifts and talents and increase pride, connectedness, and overall involvement in College life.

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.

In 2007 when the College first opened there were only 82 students and 11 staff members. In 2021, we had 960 students and 101 staff.

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.