



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Catholic Regional College Caroline Springs

10 College Street, CAROLINE SPRINGS 3023

Principal: Jamie Madigan

Web: [www.crccs.vic.edu.au](http://www.crccs.vic.edu.au)

Registration: 2044, E Number: E1385

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## Principal's Attestation

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

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

Attested on 27 Mar 2024

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## About this report

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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](#).

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## Governing Authority Report

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

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

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

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

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

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

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

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

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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.

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## College Overview

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Catholic Regional College Caroline Springs was established in 2007 to provide Catholic secondary education for the residents of Caroline Springs and surrounding suburbs. In 2023 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.



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## Principal's Report

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2023 proved to be another successful school year for Catholic Regional College Caroline Springs, where we continued to have quality learning and teaching occurring onsite, every day in the classrooms. We saw the introduction of a new timetable structure, with four 70-minute periods each day, feedback received from staff, students and families about the new timetable structure was very positive. The change in timetable and its implementation improved student engagement with classes and increased academic rigour of lessons. Furthermore, the College further consolidated a school-wide Learning & Teaching Model to structure lessons. Students and educators built a shared understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria for every lesson.

There were many opportunities for students to be involved in various co-curricular activities, including SACCSS sporting events and competitions, camps, excursions, incursions, faith and student development days, whole school assemblies, masses and liturgies, music and drama concerts, Year 10 formal social, student leadership days, live fully act justly feast day and a particular highlight was the performing of the College musical 'High School Musical', to sell out audiences. Students across Year 9 and 10 took up the opportunity to partake in the following Cultural Immersion experiences:

- Japanese Exchange Visit – Term 1.
- Italian Exchange Visit – Term 1.
- Tasmania Cultural Immersion Tour – Term 2.
- STEM with NASA Cultural Immersion Tour – Term 2.
- Central Australia Cultural Immersion Tour -Term 2.
- Japanese Cultural Immersion Tour – Term 4.

We thank and congratulate the increasing number of students acknowledged as Student Leaders. I would particularly like to thank our College Captain and College Deputy Captains for doing a great job in their roles and for being outstanding role models for all our students. Each student leadership role continues to evolve and extend the student leaders' responsibilities.

We thank and acknowledge the College School Advisory Council. I would like to particularly thank the SAC Chairperson Mr. Jason Kok and the Custodian of Mission Fr. Richard Rosse, parish priest at St. Catherine of Siena parish. The SAC have met regularly to discuss important information regarding the day to day running of the college as well as future developments, including master planning and finance.

We are filled with excitement and anticipation as the construction on our new triple storey building has now begun. The new building will encompass modern classrooms, and versatile

spaces designed to inspire creativity, collaboration, and innovation. This building will accommodate a new College entrance, administration reception office and foyer, conference room, meeting rooms, offices of the Business Manager and Finance Team, a second Staffroom and additional Staff Offices and associated spaces.

Additionally, this building will allow for two Food Technology rooms, with an adjoining dining room, two large collaboration spaces, four Art classrooms, three Music rooms and a recording studio and five general classrooms. This three-storey building will not only meet the urgent needs of the College for specialist classrooms and administration offices but will also future proof the site and ensure additional land is available for future building projects to meet projected enrolment growth.

***"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 two brick classroom blocks; 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.

We would like to sincerely thank Ms Lucy Swan who did an outstanding job as Acting Principal during various periods of the 2023 school year. Lucy led the College with confidence and poise and ensured the College continued to flourish under her leadership. We also thank the College leadership team and Dr. Brendan Jackson (Acting Deputy Principal Learning and Teaching), for the great work they throughout the year. We also thank our teaching staff for their efforts as they have been extremely diligent and generous with their own time to enable the significant events listed in this article to take place. We acknowledge the I.T, maintenance, counselling, learning diversity, library, support, administration, and finance staff who have worked diligently to ensure the College runs so effectively and smoothly.

Finally, we would like to thank all students, families and school staff for their unwavering support and cooperation throughout the year. We are sure that with our combined efforts, we can reach greater heights in the future.

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## Catholic Identity and Mission

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### 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 more strategically and systematically to inform student learning and wellbeing outcomes and Catholic identity.
- 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.
- Religious Education is embedded in other curriculum area, aligning with the vision of Horizons of Hope.
- Establishment of a Faith and Mission Charter.

### Achievements

- Continued to embed the religious dimension in curriculum through the offering of professional practice workshops.
- Continued to develop the student position of Faith and Social Justice Captain.
- 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.
- Catholic Identity and Mission Position of Leadership restructure.
- Introduced opportunity for catechises on the Mass by Parish Priests in preparation for student Class Masses.
- Catholic Identity and Mission Strategic Planning Day - Analysis of MACSIS Data.
- Creation of a College Catholic Identity and Mission Charter.
- Year 7 Family Welcome Mass.
- Opening College Mass.
- Shrove Tuesday.
- Spread the Love.
- St Patrick's Day.
- Ash Wednesday Mass.
- Caritas Project Compassion.
- 'Cary A Can' Campaign.
- Weekly Friday 8am Mass staff, students and families.
- Easter Liturgy – Stations of the Cross.
- Year 7,8,9,10 Faith Formation Days.
- Celebrating Refugees.
- NAIDOC Day.

- St Vinnie Christmas Appeal.
- Feast of the Assumption Mass.
- Live Fully Act Justly Day Mass.
- All Souls Day.
- Sacrament of Reconciliation.
- Class Masses.
- Year 7-9 End of Year Mass.
- Year 10 Graduation Mass.

## Value Added

- Staff Emerging Leaders World Youth Day, Lisbon.
- Student pilgrimage to World Youth Day, Lisbon.
- Staff Mary Mackillop Pilgrimage.
- Student involvement in Ablaze Parish Youth Group.
- Social Justice Leadership Day.
- Mother's Day Craft.
- Mother's Day Mass & Breakfast.
- Catholic Education Week - St Patrick's Day Mass for Catholic Schools.  
Staff Lenten Program.
- 'Ask A Priest' Student Sessions.
- Staff Faith Professional Learning Day – Exploring 'Created and Loved.'
- National Vocations Awareness Week.
- Father's Day Mass & breakfast.
- Lunchtime Rosary.
- Wednesday Sessions – LIHM Sisters.
- Remembrance Day Liturgy.
- VPP Students – Parish Gardening Project.

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## Learning and Teaching

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### Goals & Intended Outcomes

**Goal:**

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

**Intended Outcome:**

- Teachers engage in strategic classroom peer observation, feedback, and mentoring. Teachers have the capacity for improved contemporary pedagogy and assessment practices.
- Develop and implement, learning intentions; success criteria; matching assessment tasks with rubrics; differentiation of curriculum; and quality and timeliness of feedback (Responding to the changing timetable structure).
- 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.

**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 areas, 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

In 2023, we introduced a new four-period, 70-minute timetable. We further developed the use of our College Instructional model that specifies Learning Intentions and Success Criteria for each lesson and provides students with an opportunity to engage with prior knowledge about the topic. Students learn new information before having the opportunity to apply that new information to consolidate their understanding of the content. Each lesson concludes with a lesson summary or reflection. This model has helped students to understand the purpose and goals of each lesson, to monitor their own learning progress and to have opportunities to consolidate their learning in each subject.

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

Staff at the College attended external professional learning linked to goals set in their Annual Review Meetings. Staff were provided with commendations for their work throughout the year in their Annual Review Meeting, in addition to receiving recommendations for improving their performance in 2024. Teachers were also asked to reflect on how they incorporated the Catholic Faith into their teaching practice and interactions with students and the wider College Community.

In the area of Digital Learning technologies, College policies relating to staff and student use of laptops and ICT were updated to reflect our use of digital technologies today. The Staff ICT Use Policy and the Student ICT Use Policy included guidance about privacy, safe, responsible and respectful use of digital tools and information, and managing storage of data. Both the Staff and Student ICT Use policies also address our roles as learners, citizens, and collaborators in the current digital world.

With a change in the senior secondary model, the College adapted their alternate program at Year 10. The Vocational Pathways Program was introduced as a replacement to the Foundation VCAL Certificate, enabling specific students an applied education. Additionally, an inaugural VCE Physical Education class was introduced, providing an understanding of the Human Body in Motion, Physical Activity, Sport and Society. These students were immersed in several practical based learning activities in the community, showcasing the vast resources that the local facilities in Caroline Springs possess.

As a College, we have used NAPLAN and PAT Testing data to identify areas of student literacy skills for improvement. We have implemented targeted interventions and strategies to

support students in developing their reading, writing, speaking and listening skills across the curriculum.

We have used student voice to improve teaching practice through PIVOT student surveys. These surveys provided feedback to teachers on their pedagogy and classroom climate. Teachers have used this feedback to reflect on and adjust their practice to enhance student learning and engagement.

Our students have participated in a variety of co-curricular activities including Chess, Craft, Book club, Debating and Languages, the APSMO Math's Olympiad, NASA's Growing Beyond Earth Program and the Australian Space Agency's Kids in Space Program. These activities have enriched their learning experiences, fostered their creativity, curiosity and collaboration skills and exposed them to new challenges and opportunities.

Students have participated in after school Homework, Math's and English Support classes. These classes have provided extra assistance and guidance to students who need it, as well as extension and enrichment for those who seek it. The classes have been run by dedicated teachers who have volunteered their time and expertise to support our students.

Our Student Parent Teacher Interviews were conducted as a hybrid model for the first time, allowing parents to choose to either come onsite or to do so online through Microsoft Teams. This model has increased the accessibility and convenience of the interviews for parents, while maintaining the quality and effectiveness of the communication between teachers, students and parents.

Teachers attended and participated in Professional Practice Workshops to improve student learning outcomes. Topics included:

- Data analysis: the PAT Data Explorer was utilised as a diagnostic tool to determine the learning stage/next learning stage of a student or groups of students.
- Literacy and Numeracy: through the investigation of the 'Literacy Toolkit' and 'Numeracy for all Learners' Government publications, staff were encouraged to amend or add to current lessons to provide a clear literacy and numeracy focus.
- EAL: the Teaching and Learning Cycle (TLC) and scaffolding strategies were reintroduced to support differentiation.

## Student Learning Outcomes

### Median NAPLAN Results – Year 7

Test	<i>School Median</i>	State Median
Grammar & Punctuation	525	544
Numeracy	516	541
Reading	530	545

Spelling	539	544
Writing	547	549

**Median NAPLAN Results – Year 9**

Test	School Median	State Median
Grammar & Punctuation	535	564
Numeracy	545	572
Reading	551	574
Spelling	562	573
Writing	573	582

Student learning outcomes were analysed and supported through targeted Professional Practice Workshops in response to student data. Topics included:

- Literacy: teachers were supported to move students from informal to formal registers for academic writing.
- Literacy: teachers utilised strategies to improve student punctuation use in every classroom.
- Data analytics: staff viewed and analysed NAPLAN Data and were provided the NAPLAN Writing Marking Guide. Staff had the opportunity to apply the criteria by marking a sample piece of work.
- Literacy: Learning Areas were empowered to teach and assess literacy skills via a new literacy rubric with the criteria: Punctuation, spelling and grammar; Writing structure; Technical vocabulary and Speaking and presenting.

NB: Comparison data is not included considering the change in NAPLAN assessment practices. NAPLAN 2023 data was communicated via new assessment Proficiencies.



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	528	59%
	Year 9	540	47%
Numeracy	Year 7	524	65%
	Year 9	544	55%
Reading	Year 7	530	70%
	Year 9	549	57%
Spelling	Year 7	533	71%
	Year 9	555	69%
Writing	Year 7	548	69%
	Year 9	572	58%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### 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.
- Consistent classroom practices and restorative practices are reviewed and modelled to staff.
- Student Wellbeing data is closely monitored and followed up as appropriate.
- Student Development days have been developed and implemented across the Year 7-10 cohorts.

### Achievements

- The Wellbeing Team contribute to and model the positive behaviour processes of the College.
- Student in Focus Team (SIFT) comprises of key Wellbeing members who meet fortnightly at each year level. These meetings facilitate strategic monitoring and management of 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 actioned.
- 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 Wellbeing and Director of Student Wellbeing meet fortnightly for a partnership meeting to organise Student Development Days, monitor whole year level trends and respond to any needs of a particular cohort through collaborative dialogue and planning.
- The Deputy Principal Wellbeing and Director of Student Wellbeing meet fortnightly for a Child Safety meeting to discuss any concerns regarding any child safe matters.
- The Child Safety Team which comprises of the Deputy Principal 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 Wellbeing and Director of Student Wellbeing meet College Counselling twice a term to collaborate on any counselling initiatives, professional learning opportunities and wellbeing matters.

- The Director of Student Wellbeing facilitates Student Development Days from years 7-10. Each cohort has three per year which focus on key wellbeing themes such as Risk taking Behaviours, Bullying, Mental Health, Positive Coping, Respectful Relationships, Diversity and Identity and Belonging.
- Deputy Principal Wellbeing facilitates guest speakers for Student Development Days and College Wellbeing Program from external providers such as Headspace, BullyZero, Dr Andrew Wake, Susan Mclean, Asylum Seeker Resource Centre, College Counselling Team, Butterfly Foundation, Safe Partying, Pat Cronin Foundation and Police Protection Unit.
- The Wellbeing Team have also introduced the roles of a Community Liaison Officer and Transition Co-ordinator.
- 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, Catholic Care, Foundation House and external psychologists and pediatricians to meet the growing needs of students.
- Year Level Leaders conduct fortnightly meetings 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.
- A formal Student Leader Investiture Ceremony was held and parents were invited to join in the College community in celebrating the induction of College student leaders for 2024. A former College captain was guest speaker.
- 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-ordinators facilitates the transition of new students for Years 8-10.
- 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.
- The College Learning Diversity Team facilitate extra Orientation program for students with diverse needs.
- The Primary Links Team successfully planned and co-ordinated the Year 7 Community and Partnership Day, Orientation Day, Welcome Days, Cyber-Safety Presentation Evening for Year 7 families.
- The Primary Links Team implemented a new Parent Information Evening for 2026 Year 7 students.
- The Year 7 House Building activities were facilitated by the House and Student Leadership Co-ordinator and House Captains.

- College events such as the Year 10 Formal, Student Leadership Camp, Year 7 and 9 Camp, Year 7 Parent Information Night and Community Conversation Evening were all supported and 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.
- Investiture of all students.
- Year 8-10 Student Leadership Camp.
- Year 7-10 Student Development Days.
- Community Conversation Evening.
- 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 Agency.

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 169 referrals. 77 of those were student self-referred and 92 referrals were made by the College Wellbeing Team.

### Student Attendance

As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System-SEQRA. An attendance report is generated weekly for each cohort 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 after Period 2, 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 off site 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y07	92.9%
Y08	89.6%
Y09	89.0%
Y10	89.8%
Overall average attendance	90.3%

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## Leadership

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### Goals & Intended Outcomes

- Develop a whole school strategic approach to building a performance and development culture.
- 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 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.
- Develop a whole school understanding of, and approach to student wellbeing that leads to consistent practices.

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.
  - Establishment of a Faith and Mission Charter

### Achievements

- Administration Staff position descriptions were further consolidated to best support improved capacity within roles, including re-structuring of positions.
- Leadership Team two-day strategic planning retreat was held.
- Position of Leadership structure was reviewed, and positions descriptions updated.
  - Introduction of 4 X 70-minute period timetable, with positive feedback from all key stakeholders.
- The College Master Plan was reviewed and updated with Clarke Hopkins Clarke Architects.
- Assisi building was refurbished to accommodate the facilities of Art, Visual Communication & Design, Food Technology.
- Refurbishment of the portable classroom to accommodate Music and Instrumental Music classrooms and studios.
- 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.

- Consolidated the relationship with Sister School in Seishin High School in Okayama, Japan.
- MACS Policies and Governance procedures were shared with staff, reviewed, and implemented as required.
- Extra and co-curricular staff points allocation further reviewed and updated.  
Consolidation of the School Advisory Council.
- Staff further studies encouraged including formal studies such as those relating to Graduate and Masters Certificates (e.g. TESOL, Religious Education, Educational Leadership), accreditation to teach in a Catholic school and teach Religious Education.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

The College introduced fortnightly Collaborative Planning Teams (CPM) in 2023 to bring together common focus areas for each learning area within the College. These provided opportunities for teachers to share best practice classroom strategies, and continue building towards developing consistent classroom practices with our GANAG lesson structure. These sessions provided an ongoing opportunity for guided course development, continuing aspects of training for all Teachers on the use of SEQTA for auditing, recording and building upon course documentation. This was scaffolded to support the consolidation of new timetable and curriculum delivery structure implemented in 2023.

Professional Practice Workshops (PPWs) were also continued in 2023, allowing targeted opportunities for professional development for teaching staff on a fortnightly basis. These sessions provided staff with guided opportunities to develop their professional capacity in a variety of areas including; learning diversity and NCCD, Faith Formation, Literacy and Numeracy, the use of data informed practices, and wellbeing strategies inside and outside of the classroom.

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

Guest speakers were invited to the College to present various initiatives to teaching staff, including a whole day professional development session with Greg Mitchell on classroom behaviour strategies. The College Leadership Team engaged the services of Dr Andrew Wake and participated in a workshop with Dr Wake to help support our ongoing commitment to student wellbeing, and plan for staff professional development in 2024.

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 were also encouraged to continue to individualise their approach to professional learning, with many opting to participate in self-initiated professional development through making an application via the EMS360 platform. The topics for these professional development opportunities ranged from Faith Formation, Sustainability Practices, STEM Education and Practices, Wellbeing Interventions and Respectful Relationship Training and Learning Area Specific Programs.



<b>Expenditure And Teacher Participation in Professional Learning</b>	
All staff were offered the opportunity to participate in Fire Extinguisher training, and 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 2023	78
Average expenditure per teacher for PL	\$644.00

### **Teacher Satisfaction**

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

1. Staff-leadership relationships — Perceptions of the quality of relationships between staff and members of the leadership team.
2. Staff safety - Perceptions of staff safety in the school.
3. Psychological Safety - How safe it feels to take risks and make mistakes in this school.
4. Professional Learning - Perceptions of the quality and coherence of professional learning opportunities.
5. Catholic identity — Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.
6. The College implemented additional methods for gathering staff feedback through additional staff survey via the platform BambooHR. The College was able to use this data to affirm processes within the school that support satisfaction amongst teachers, but also identify and work towards areas that would further improve teaching satisfaction.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	16.0%
Graduate	14.2%
Graduate Certificate	4.7%
Bachelor Degree	50.9%
Advanced Diploma	4.7%
No Qualifications Listed	9.4%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	87
Teaching Staff (FTE)	79.7
Non-Teaching Staff (Headcount)	50
Non-Teaching Staff (FTE)	45.5
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

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

### Achievements

- Continued work with the alumni committee and introduction of Alumnly.
- Ongoing communication to College community through Leadership.
- Publication of College newsletter twice a term.
- Launch of College magazine 'Insight'.
- Social media updates through Instagram page and Facebook.
- Staff Association role strengthened.
- Deputy Principal Wellbeing and Director of Student Wellbeing form strong links with local businesses and organizations and collaborate regarding child safe matters.
- Increased opportunities for parents, staff and student collaboration and feedback e.g. updated College policies, student proposals.

### Value Added

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

### Parent Satisfaction

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

- Feedback through Parents and Friends Association.
- Parent attendance at College events such as Community Conversation Evening, Parent Information Nights, Year 7 Cyber-safety Evening, Community and Partnership Day, Headspace Program for College families, Tuning into Teens and Student Parent Teacher Interviews.
- Informal feedback provided by families when conducting student enrolment interviews.
- Increasing student enrolments.

- Increasing student retention and attendance statistics.
- Improved attendance numbers and feedback from Student Parent Teacher Interviews.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.crccs.vic.edu.au](http://www.crccs.vic.edu.au)