Catholic Regional College Caroline Springs
Caroline Springs

REGISTERED SCHOOL NUMBER: 2044

2011 Annual Report
to the School Community
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### Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>CAROLINE SPRINGS VIC 3023</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Kate Dishon</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr John O'Reilly</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Fr John O'Reilly</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9217 8000</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@crccs.catholic.edu.au">principal@crccs.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.catholic.edu.au">www.catholic.edu.au</a></td>
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Our College Vision

Catholic Regional College Caroline Springs
Vision Statement

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

Our students are vital, enthusiastic young people who are connected to families who are genuinely interested in them, and parishes which have nurtured their minds and spirits. Connection to the Federation of CRC means we enjoy the collegial support of others to whom we are connected in 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 CRC Caroline Springs are skilled professionals. However, in choosing to work at a new Catholic College, the staff make a strong commitment to hard work and shared responsibility. We are indeed privileged.

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

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

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

**Stewardship:** of all in and of God’s creation; self, others and the world

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

**Prayer:** as a way of living and knowing
In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God’s love.

**College Overview**

Our College is a new and exciting Year 7-10 school which commenced with Year 7 students in 2007. In 2011 the College had an enrolment of 485 students in Years 7-10. Catholic Regional College Caroline Springs is one of five colleges which forms what is called the Federation of Catholic Regional Colleges. The other Year 7-10 colleges are located at St Albans, North Keilor and Melton. Our students, once completed their compulsory years of schooling at one of the 7-10 colleges then have the unique opportunity to attend CRC Sydenham which offers an extensive range of VCE, VET and VCAL options.

Catholic Regional College Caroline Springs is a College that is about faith, learning and community. As our motto, Live Fully – Act Justly, reflects, our vision is to provide students with every opportunity to make the most of what life has to offer, to strive to be their very best and, in doing all that to remember to be just to themselves and to others. We ensure that the curriculum and programmes offered at the College also reflect the values embedded in our motto. A student centred approach to learning that ensures that all students are given every opportunity to reach their potential is the basis of our rich, diverse and faith centred learning environment.
Principal’s Report

2011 has been a year of great achievement at the College. As we continue to grow, staff and students have been involved in some amazing experiences that have enabled them to grow academically, physically, socially and spiritually. Our new flexible classroom block has provided students with opportunities to be taught in creative and collaborative ways. The Macbook program was introduced at Year 9 and has enabled us to integrate a rich array of digital learning experiences for the students. Year 8 students embraced the collaborative Sustainability Project and worked in collaboration with a team from Bunnings to build a frog pond here at the College.

Our Wellbeing Team and our Restorative Justice approach to student management has supported student wellbeing. A student Peer Support Group was introduced to assist in reducing bullying and providing peer support for students to solve issues. The students have been involved in numerous activities that have given them the opportunity to live fully and act justly.
Education in Faith

Goals & Intended Outcomes

- To deepen the College community’s faith journey and involvement within the Catholic tradition.
- That students are engaged in the Religious Education and faith development experiences of the College.
- That staff of the College support the religious education of students and engage in faith development experiences at the College.
- That families will feel more connected to their children’s faith journey.

Achievements

- Promotion of the College pillar of ‘prayer’ through liturgy and reflection experiences.
- Development of whole school faith celebrations including the Opening College Mass and End of Year Mass.
- Development of the weekly prayer room for staff and students.
- Continued offering and acceptance by staff of accreditation sessions.
- Reflection Days were revised and developed for each year level.
- Continued development of symbolism in our liturgies and assemblies.
- Religious Education curriculum has continually been updated particularly to make use of the Macbook program at Year 9 and for Year 10 in 2012.
- Masses conducted for year levels each term.
- Development of a social justice group made up of students.
- Promotion of social justice issues through raising awareness and fundraising.

VALUE ADDED

- Asylum seekers food hamper drive.
- Fundraising support for Caritas.
- Year 9 Outreach program.
- Participation in a Faith Reflection Day of each year level.
Learning & Teaching

Goals & Intended Outcomes

Ensure that there is continuing critical and honest enquiry and collegial reflection on classroom and overall work practices by:

- Ensuring Staff, Curriculum and Domain Professional Learning Team meetings provide an opportunity for teachers to demonstrate teaching practices that support the Sacred Landscape Framework.
- Beginning to develop coaching within domains to ensure best practice is evident in all classes.

Ensure there is an understanding of and commitment to the College shared vision of contemporary learning, purposeful pedagogy, student wellbeing, leadership and faith development by:

- Analysing literacy and numeracy data from Years 7-10 and formally comparing to ascertain trends; setting goals in reference to trends; developing processes to achieve goals; continuing to ensure data is accessible to all staff members.
- Staff PD in differentiation to develop skills to cater for a variety of learners.
- Ensuring staff begin to understand and implement the Sacred Landscape Framework for contemporary learning.
- Implementing explicit learning intentions to cater for contemporary learning (ie WALTS)
- Ensuring contemporary practices are embedded through the UCD’s at all levels and units.

Continue to provide opportunities for every individual to be successful and to attain his or her full potential by:

- Focussing on academic achievement by investigating a recognition program for students academic achievement and improvement.
- Maintaining immersion activities at all year levels each term.
- Maintaining and improving extra-curricular and co-curricular activities.
- Ensuring differentiation is happening in all classes to ensure all students are engaged and are challenged to achieve their best.

Build leadership capacity and empowerment at all levels in the school so that the College vision can be realised by:

- Auditing the current curriculum and developing an academic and personal management skills program.
Achievements

- Provided meaningful learning experiences that linked to the community and are inquiry based.
- Participated in professional learning to improve Learning and Teaching.
- Developed well resourced and well planned units of work for Years 7-10.
- Developed contemporary units for Years 7 - 10 in line with VELS.
- Analysed data and implemented strategies to support the individual learning needs of the students and inform learning and teaching practices.
- Explored e-learning options at Year 9 and 10 and implemented in Domains.
- Continued to enhance the Pathways Programs at Years 9 and 10.
- Developed a culture of team teaching at Year 9, utilising the open learning spaces and outdoor learning areas.
- Built on Learning and Teaching resources in all areas of the College.
- Year 7 and 9 students participated in Camp.
- Year 8 students participated in the Mind, Body, Soul program.
- All Year 9 students participated in the Deep, Engaged, Active Learning (DEAL) program.
- Built stronger community links through the Year 8 Sustainability program.
- Developed a common format for summative assessment tasks in all domains.
### PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

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### YEARS 9-12 STUDENT RETENTION RATE

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### MEDIAN NAPLAN RESULTS FOR YEAR 9

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Student Wellbeing

Goals & Intended Outcomes

- Provide positive learning and teaching environments which support the wellbeing of each student.
- Ensure staff implement the classroom management plan.
- Support staff to develop appropriate classroom management techniques and strategies.
- Ensure staff implement current wellbeing policies.
- Offer extra curricula programs.
- Provide transition programs and processes which address the educational, social and emotional needs from year to year.
- Support curriculum initiatives which address specific Wellbeing needs of students.
- Learning Development Leaders and Special Needs Co-ordinator attend Wellbeing meetings when appropriate.
- Support curriculum development of programs that support students in decision making, right choices, values education and Drug, Alcohol and Personal Development education.
- Build the student’s capacity to be resilient.
- Staff promote and implement the College Respect Policy, Bullying – No Way Policy etc. making clear connections between student actions and the policies.
- Implement resilience building programs within the Pastoral Care program.
- Develop and maintain links with wellbeing support agencies and organisations.
- Arrange for guest speakers to inform and educate the school community on issues pertaining to adolescences.
- Provide parent information sessions which support them in developing their child’s resilience.
- Adopt a Restorative Justice philosophy throughout the College.
- Introduce Restorative Practices to staff and provide Professional Learning to implement the philosophy.
- Incorporate Restorative Practices into the Classroom Management Plan and College policies.
- Instil a sense of community and a giving culture throughout the College.
- Organise activities within the Pastoral Care program which aim to develop the culture and community of the College.
- Provide Student Leadership opportunities (STaR, interest groups).
Achievements

- Successful implementation of a case management approach to Student Wellbeing by the Wellbeing Team which includes the Student Wellbeing Leaders, the Student Development Leader and the Deputy Principal.
- Staff induction included Professional Development on the various classroom management plans, techniques and strategies promoted by the College with a particular focus on Restorative Justice.
- All Staff Meetings included a minimum of 10 minute session addressing a range of Wellbeing needs and issues. Philosophical approaches, practical strategies, current information and data were all addressed during these meetings.
- Ongoing support of staff in the prevention and implementation of classroom management issues via professional development (both internal and external) and personalised support.
- Implementation of WellSprings for Teachers, an information sheet offering practical advice regarding a range of Wellbeing issues amongst the student community.
- Establishment of the Act Justly group, addressing a range of social justice issues.
- Several curriculum areas offering a range of lunchtime activities eg. PE; Humanities etc.
- Pastoral Care program addressed the areas of bullying; cyberbullying; masculinity and femininity; anger management; Rock and Water; community outreach; community building; friendship issues; being your best; living fully and acting justly; resilience.
- Meeting with Year 5 and 6 parents of our future student community regarding not only the College’s philosophy and mission but also the policies and practices embedded in the community.
- Activities to support transition between the year levels.
- Strong orientation and induction for Year 7 students via focus days and activities.
- Participation of a number of staff in the AGQTP funded by the CEOM. A core group of Year 7 teachers shadowed Year 6 teachers in our feeder schools of St. George Preca and Christ the Priest Caroline Springs. The Year 6 teachers reciprocated by shadowing a Year 7 homeroom through an average day.
- Planning and implementation of Transition initiatives funded by the AGQTP and CEOM. Video interviews of teachers, students and parents during and after transition initiated.
- Special Needs Leader attended Wellbeing meeting bi weekly.
- Ongoing implementation of curriculum across learning areas that support College policies regarding a range of Wellbeing issues.
• Growing Teenagers Forums regarding Drug and Alcohol Education and Cyberbullying held for parent support and information.
• Guest speaker Karen Marsh from DEET Victoria participated in the Growing Teenagers Forums.
• A member of the Wellbeing Team attended monthly Melton Youth Advisory Network meetings to contribute to discussions and research regarding a range of youth issues concerning teenagers in the Shire of Melton.
• Continued work with OnPsych counselling services.
• Collaboration with local GPs; pediatricians; individual counsellors; Larmenier Special School; Victoria Police; Bicycle Victoria; Melton Shire.
• College Captains, ST@Rs and House Captains elected and offered several training and leadership opportunities.
• CyberWellbeing Leaders elected and trained to deal with cyberbullying issues in the College.
• Peer Support Leaders assisted members of the school community on a range of Wellbeing and academic issues.
• Cyberbullying performance for whole school.
• Participation in the CEOM’s Student Wellbeing Performance in June.
• Opening of the Wellbeing Centre.
• Year 7 Camp to Camp Manyung in Mount Eliza in May.
• Year 8 MindBodySoul Program over three days in March.
• Year 9 Camp at Bimbi Park in the Otways in October.
• Launch of WellSprings website - an online library of information for parents on a range of wellbeing issues.
STUDENT ATTENDANCE RATE

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<table>
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<tr>
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<tbody>
<tr>
<td><strong>92.5%</strong></td>
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### VALUE ADDED

Students participate in a range of wellbeing activities primarily implemented in the Pastoral Care Program addressing several wellbeing issues. Students’ spiritual, intellectual, physical, emotional and social wellbeing is addressed by the many extra and co-curricular activities organised by the College including sports days; a range of learning area based activities such as debating and Chess Club; prayer room; counselling; lunchtime concerts; camps etc. Teachers also benefitted from a range of wellbeing activities that not only support staff in their work with students but also in their own wellbeing, including training in Restorative Justice, gym sessions at Recreation and one on one support from the Wellbeing Team. Parents work in partnership with the College in a range of activities that support their child’s wellbeing including participation in the Growing Teenagers Forums; Parent/Teacher/Student Interviews; access to WellSprings; and one on one support from the Wellbeing Team.

### STUDENT SATISFACTION

The SIF Survey results indicate that connectedness to peers is a strength at Catholic Regional College Caroline Springs, rating in the 78th percentile. There have been many opportunities for students at our College to partake in activities which encourage positive peer relationships. Such programs include: PUMP, Student Leadership, Camps, ‘Mind Body Soul’ Days, Pastoral Care, Rock and Water, Social Justice events, Ride to School House events and many more.
Leadership & Management

Goals & Intended Outcomes

- Develop fair and equitable workloads for all staff.
- Develop a shared vision and mission for Catholic Regional College Caroline Springs.
- Develop the leadership capacity of staff and students.
- Ensure that the College community understands and continues to develop our vision for learning.
- Promote a leadership approach in the College that is consultative, collaborative and transparent.
- Ensure that Occupational Health and Safety regulations are adhered to.
- Establish a culture of collaborative Professional Learning.
- Develop a culture that promotes staff professionalism that is clearly linked to the VIT standards for teachers.
- Provide sufficient time for staff to develop policies and curriculum.
- Provide opportunities for staff to reflect on their performance.
- Provide opportunities for staff to develop their leadership potential.
- Develop a plan to ensure that there are processes and procedures in place to ensure all compliance requirements are met.
- Develop policies and procedures that support the vision and mission of the College and adhere to Government and CEO requirements.
- Continue planning for future building requirements.

Achievements

- Staff roles and workloads were developed in consultation with staff and in line with the Victorian Catholic Education Multi-Employer Agreement 2008.
- Professional Development sessions held to explore the College’s mission and vision.
- Student and staff involved in Leadership skills training.
- A three year Position of Leadership structure was developed.
- Homework policy reviewed in consultation with staff, students and parents.
- Staff, students and parents were involved in the Catholic Education Office Melbourne School Improvement Framework.
- An eLearning and Faith Development Leader were appointed.
- Chairing of staff meetings was rotated amongst all staff.
- All staff participated in Emergency Management training.
- The roles and responsibilities of all POLs were viewed, updated and published in the
staff handbook.

- The Occupational Health and Safety Committee met on a regular basis to address any OH&S issues.
- Stage four of the College building program was completed; this involved the building of the Educational Resource Centre and two additional Science rooms.
- An outdoor learning area was constructed.
- Future building and maintenance plans were updated.

### TEACHING STAFF ATTENDANCE RATE

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### STAFF RETENTION RATE

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### TEACHER QUALIFICATIONS

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### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2011

- Curriculum Development
- Leadership
- OH & S
- Emergency Management
- Periodicals & Journals
- Student Wellbeing
- Conferences
- Domain Area PL

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<td></td>
<td>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</td>
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<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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TEACHER SATISFACTION

There has been a significant increase in staff satisfaction in all areas of the School Improvement Teacher Surveys for 2011. The results in the areas of Individual Morale, School Morale, Individual Distress and School Distress has shown significant improvement. Most of the results in the staff climate sector of the report places staff climate in the 50% percentile.
College Community

Goals & Intended Outcomes

- Invite parents to participate in forums encompassing the College’s vision and policies.
- The school diary be an integral part of daily communication between parents and teachers.
- Further develop our established links with our feeder Primary Schools.
- The College needs to further develop community links, particularly in the areas of Pathways.
- Opportunities for parents to be involved in school curriculum.
- Utilising the website as a channel of communication and information between school, families and the community.
- The College could aim to improve the Parish Priests’ presence at the College by inviting them to more events, masses and other activities.
- To continue to grow the College local and wider community’s connectedness.

Achievements

- Newsletter utilised to invite Parents and Friends to Macbook introduction night, Year 7 Parent Information Night, Homeroom teacher’s letter and information booklet to parents.
- Attendance to our College’s Wellbeing Forums on Growing Teenages, Drug and Alcohol awareness, and Cyber bullying.
- Each domain working towards parental involvement in one activity during the year as in the 2011 Science Expo.
- Reconstruction of school website which includes photo ordering and introduction of Wellsprings forum and parenting information on teenage issues.
- The AGQTP Transition Program is underway and aims to build a shared understanding and support of each other’s work between us and two of our feeder Primary Schools, Christ the Priest and St George Preca.
VALUE ADDED

Great parent participation at College events like Active Transport Day, Macbook Introduction Night, Year 7 Parent Information Night, and Drug Awareness Forum. The partnership of the College and the community continues to grow. Parents involved in school curriculum through updated website, and classroom teachers’ utilisation of online social-education forums. Continuing to build community connectedness as a dimension of College programs and activities. Smooth and less stressful transition for Grade 6 primary students moving onto Year 7 at Catholic Regional College Caroline Springs.

PARENT SATISFACTION

The results of the Parent Opinions Section of the School Improvement Survey indicates that parents are very satisfied with the teaching and learning programs and the support that the students and parents receive from staff at the College.
## Financial Performance

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</tbody>
</table>

Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.