CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS
10-28 College Road Caroline Springs

REGISTERED SCHOOL NUMBER: 2044
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Contact Details

| ADDRESS       | 10-28 College Road
                | Caroline Springs VIC 3023 |
|---------------|----------------------|
| PRINCIPAL     | Mr. Jamie Madigan    |
| PARISH PRIEST | Fr John O'Reilly     |
| SCHOOL BOARD CHAIR | Fr John O'Reilly |
| TELEPHONE     | (03) 9217 8000       |
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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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

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 Catholic Regional College 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 Catholic Regional College 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

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic Secondary education for the residents of Caroline Springs and surrounding suburbs. In 2015 the College had an enrolment of 756 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 completing their compulsory years of schooling at one of the 7-10 colleges then have the unique opportunity to attend Catholic Regional College 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

"Be still and know that I am God” Psalm 46:10

The theme for 2015 was ‘Prayer’. Prayer, along with Learning, Stewardship and Compassion is one of the four pillars that underpin and guide our beliefs at Catholic Regional College Caroline Springs and inspire us to ‘Live Fully Act Justly’.

Quite simply, for followers of Jesus Christ, prayer is the best way to communicate with God. Prayer is the vehicle for daily conversation with the One who created us. The importance of daily communication through prayer cannot be overestimated. It is so important that it is mentioned over 250 times in Scripture. Prayer gives us an opportunity to share all aspects of our lives with God and gives us the chance to express our gratitude for the things He provides. Prayer also provides the platform for confessing our sin and asking for help in overcoming that sin. Prayer is an act of worship and obedience and is a way to acknowledge what is most important in our lives.

God also calls us to share our joys and triumphs with Him. Jeremiah 33:3 states, “Call to me and I will answer you and tell you great and unsearchable things you do not know.” God wants us to call on Him so that He can answer our prayers. He also wants to share with us incredible blessings that we might otherwise have missed had we not reached out to Him through prayer. James 4:8 tells us to “draw near to God, and he will draw near to you.” God wants us to be close to Him at all times.

"Be still and know that I am God” (Psalm 46:10), was the focus of our Year of Prayer and was carried through the Opening and End of Year Masses and throughout each whole school assembly and staff meetings.

"Be Still" also became the focus of Year 8 Soul Day which was trialled as a walking reflection day.

The 2015 Live Fully Act Justly Day also focused on the theme of Prayer. The opening prayer service and prayer workshops throughout the day guided students through the importance of personal prayer in their lives.

Daily prayer is a good way to understand this incredible truth and the marvellous privilege God has given us.

Catholic Regional College Caroline Springs is a vibrant and energetic place where the many gifts and talents that the students have were shared throughout the College and wider community in 2015. There were many wonderful opportunities for students to be involved in the spiritual and liturgical life of the College. There were also many House related activities, sporting events, external competitions, social justice activities, Immersion Days, camps, and assemblies. I would like to commend the staff and students who have been involved in organising and actively participating in these worthwhile events throughout 2015 and living the motto of ‘Live Fully Act Justly’

Jamie Madigan
Principal
Education in Faith

Goals & Intended Outcomes

- Students will participate in an engaging and challenging Religious Education program to grow their understanding of what it means to be a follower of Christ.
- Students and staff are given opportunities to develop their faith through participation in College activities.
- Students and staff are given opportunities to participate in social justice activities and connect these to their faith.
- That staff of the College support the religious education and faith development of students both explicitly and implicitly.
- That families will feel more connected to their children’s faith journey.

Achievements

- Continued access to Faith and Religious Education Professional Development for staff, both internally and externally.
- Annual Faith Development day scheduled for staff.
- Auditing and updating of Faith and Religious Education Professional Development records in order to support staff in becoming accredited to teach in a Catholic School.
- Continued updating of the Religious Education curriculum, assessment tasks and resources in order to be clear, relevant and engaging.
- Sharing of ‘Best Practice’ in Religious Education domain meetings.
- Celebration of Live Fully Act Justly Day.
- College Community gathering for Opening College Mass and End of Year Mass.
- Whole school prayer services held for Ash Wednesday, Good Friday, Easter, ANZAC Day and Remembrance Day.
- Celebration of our College Pillar of Prayer
- Prayer services held to commemorate staff members who died during the year.
- Scheduling of Year Level Masses with invitations to parents and guardians to attend.
- Scheduling of Homeroom classes to attend weekday Mass at St Catherine of Siena Parish Church.
- Reflection Day held for each year level.
- Increased participation in social justice activities being undertaken with term-long themes.
- Activities held for Social Justice Week.
- Increased integration of social justice into various curriculum areas and extra-curricular activities.
- Establishment and enhancement of relationships with Catholic Social Justice Agencies (Caritas, Catholic Care and Aboriginal Catholic Ministry).
- Centralian Experience offered to Year 10 students to connect with Indigenous people in Central Australia.
- Establishment of Liturgy and Social Justice student leaders.
VALUE ADDED

2015 was a celebration of our Pillar of Prayer. Being guided by the words of the Psalmist, “be still and know that I am God”, members of our College community were encouraged to still themselves and find God in the lives and everyday activities. The theme was carried through our College Masses, assemblies and staff meetings.

Live Fully Act Justly Day took on a new format this year with input from staff and student representatives. The day celebrated our College motto along with the Pillar of Prayer through a morning prayer service, student workshops and a talent quest. Staff, including teachers and learning support officers, ran thirty-three different workshops under the three banners of Live Fully, Act Justly and Prayer. Workshops included students making packages with the Caroline Chisholm Society to support young mothers, cooking with Burmese refugees through Catholic Care, knitting for the St Vincent de Paul Society, making prayer stones and prayer flags, and various physical pursuits.

The Centralian Experience ran for the second time with eight students and two teachers travelling to Alice Springs to connect with outback Catholic communities. Students visited the Santa Teresa School and Church, Our Lady of the Sacred Heart College’s Early Learning Centre and Year 10 classes, along with Uluru and other attractions around Alice Springs. The relationship forged with Our Lady of the Sacred Heart’s Early Learning Centre was continued after the visit with students from Year 9 making toys and cushions for the Centre through the Deep Engaged Active Learning (DEAL) program.

Student Leaders for the first time were given a Liturgy and Social Justice portfolio. These students led prayer at whole school events and in their year levels and organised social justice activities. Of note, the social justice issues that were supported included global poverty and inequality through Caritas and Project Compassion, Indigenous issues including connecting with the Aboriginal Catholic Ministry and promoting Reconciliation Week, local poverty and homelessness through St Vincent de Paul, and refugees and asylum seekers via Catholic Care.
Learning & Teaching

Goals & Intended Outcomes
The Goals and Intended Outcomes for Learning and Teaching in 2015 were as follows:

- Ensure that learning experiences at the College are challenging and have the level of rigour in order to develop student learning outcomes in all learning areas.
- Ensure Staff, Curriculum and Domain Professional Learning Team meetings provide an opportunity for teachers to demonstrate teaching practices that support AusVELS and best practice models.
- Ensure that staff can identify areas for improvement using a range of data collected throughout the year and to use these findings to develop programs that target areas for improvement.
- Implement a Year 7 and 8 Skills program to address the numeracy and literacy needs as highlighted by NAPLAN and PAT data.
- Use the Student Performance Analyser (SPA) Program to analyse literacy and numeracy data from Year 7-10, formally comparing to ascertain trends; set goals in reference to trends; develop processes to achieve goals; continue to ensure data is accessible to all staff members.
- Consolidate the use of SEQTA by updating unit planners on a regular basis, continuing to offer targeted professional learning opportunities for staff and develop a standard approach to assessment and reporting on SEQTA.
- Focus on the academic rigour in the classroom.
- Ensuring that courses reflected the required level expected and looking beyond to the next stages of education including VCE expectations.
- Conduct a review and reflection on the Year 9 Program, Deep Engaged Active Learning (DEAL) to ensure the program is meeting the needs of all Year 9 students.

Achievements
2015 saw a change in the structure of the Learning and Teaching leadership team at the College. This change in structure has fostered a closer focus on individual student academic achievement at each year level as well as leadership to oversee the specialised programs at each year level. This has been a positive step in the way of Learning and Teaching leadership at the College.

Furthermore, there was a focus on the following:

- Ensuring Staff meetings, Curriculum meetings and Domain Professional Learning Team meetings provided an opportunity for teachers to demonstrate best teaching practices that supported AusVELS and best practice for contemporary learning.
- To support the professional development of staff in the area of data analysis. Professional learning sessions were run in whole staff settings and year level teams to support staff in the use of the Student Performance Analyser (SPA) and ACER website to ascertain trends in data across cohorts.
- Staff Professional Learning Day foci was in the areas of assessment, reporting and student feedback in SEQTA, differentiation of curriculum to develop skills to cater for a variety of learners and data analysis.
- Developed an academic skills program at Year 7 and 8. The programs are targeted at developing literacy and numeracy skills informed by data.
- Further development of cross-curricula Immersion activities at all year levels.
- Organised a shadowing day for Year 10 teaching staff to visit VCE schools and speak to Year 11 and 12 teachers in relevant subject areas about academic expectations at VCE level to build rigour and raise expectations in our courses.
- Redesigned the Year 10 Science program for 2016 to an elective style to enable students to choose two fields of Science they wish to study in depth. Courses reflect knowledge and skill required to fully prepare students for the rigour of VCE Science.
- Maintain and improve co-curricular activities. Additions included: Science Inquiry Race Car Competition; Geography Competition; ICAS Science Competition.
- Using the Student Performance Analyser (SPA) Program to analyse literacy and numeracy data from Years 7-10 to ascertain trends, set goals in reference to trends, develop processes to achieve goals and continue to ensure data is accessible to all staff members.
- Conducted a student review of the Year 9 program DEAL which resulted in 91% of students acknowledging the importance of knowledge and skills learned in DEAL and appreciating their application to wider aspects of their lives in and out of school.
- Continued to develop Careers Curriculum within the Year 9 and Year 10 programs and held the second annual Engaging Parents in Career Conversation program which was well attended.

**STUDENT LEARNING OUTCOMES**

*In 2015 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN).*

<table>
<thead>
<tr>
<th></th>
<th>Proportion of Students meeting National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Reading</td>
<td>98.7</td>
</tr>
<tr>
<td>Year 7 Writing</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 7 Spelling</td>
<td>98.1</td>
</tr>
<tr>
<td>Year 7 Grammar &amp; Punctuation</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 7 Numeracy</td>
<td>100.0</td>
</tr>
<tr>
<td>Year 9 Reading</td>
<td>98.8</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>96.9</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>88.7</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>96.9</td>
</tr>
</tbody>
</table>
The proportion of students meeting National Minimum Standards in Literacy and Numeracy are encouraging and reflect the emphasis teachers place on numeracy and literacy at Catholic Regional College Caroline Springs.

The College has taken a whole school approach to Literacy and Numeracy and has identified areas from NAPLAN and PAT testing data that are in need of improvement. Targeted programs such as the Year 7 and 8 Skills Programs use this data to plan curriculum and classroom experiences linked to the Literacy and Numeracy outcomes that are identified as areas which need to be focussed on with our students.

In addition to in-class assistance, additional support is provided for identified students in Literacy and Numeracy and teachers from the Literacy Team are part of an inter school network.

There was a focus in whole staff meetings to familiarise staff with the Student Performance Analyser (SPA) to identify strengths and areas of improvements in data and to use these findings to plan programs targeted to the needs of our students.

It is important to acknowledge that from year to year results can and do fluctuate based on a variance of student abilities from one year level group to the next. The College is working towards Literacy and Numeracy improvement and anticipates future improvement in overall trends.
**Student Wellbeing**

**Goals & Intended Outcomes**
That the school environment at Catholic Regional College Caroline Springs nurtures students' sense of self, positive relationships and resilience.

**Achievements**

- Maintained clear processes and strategies for implementing Student Wellbeing policies and guidelines.
- Implemented clear processes for punctuality, attendance and uniform.
- Implemented policies consistently to improve student behaviour.
- Ensured an even allocation of cases to Student Wellbeing Leaders via Case Management Record Documentation and allocation by Student Wellbeing Team Leader.
- Improved communication with all stakeholders via email and one-to-one conversations.
- Provided Professional Learning in Restorative Practices to all staff.
- Provided strategies and Professional Learning to support staff in building positive student/teacher relationships and student engagement with a focus on mental health and understanding teenage issues.
- Implemented and integrated “growth mindset” across the curriculum.
- Provided Professional Learning for all staff in the area of “growth mindset”.
- Offered professional development to staff on mental health issues affecting young people so that they are more empowered to support them.
- Continued to implement a year level specific Pastoral Care Program that addresses the age specific needs of students via Year Level Morning Briefings and allocated meeting times.
- Created a clear scope and sequence of the Pastoral Care Program at all year levels, ensuring a broad range of social and emotional skills were explicitly taught.
- Investigated and modelled outcomes for each unit of Pastoral Care work, connected to the AusVELS.
- Utilised SEQTA to record information about Student Wellbeing.
- Continued to provide parent forums around issues regarding Student Wellbeing.
- Continued successful implementation and conduct of a case management approach to Student Wellbeing by the Wellbeing Team, which includes the Student Wellbeing Team Leader, Student Wellbeing Leaders and the School Psychologist with the addition of the Learning Support Leader and an external College Psychologist (part time).
- Continued to raise awareness and acceptance of mental health issues in the student population.
- The continued inclusion of sessions during staff meetings addressing a range of Student 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 learning (both internal and external) and personalised support.
- Pastoral Care program addressing the areas of bullying; cyberbullying; masculinity and femininity; growth mindset; anxiety; anger management; community building; friendship issues; being your best; living fully and acting justly; resilience and sexting.
- 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.
- Strong orientation and induction for Year 7 students via Orientation Day, Welcome

- Ongoing collaboration with year level teams to address issues of transition, wellbeing and learning for our new and all students to the College.
- The use and distribution of a Transition Video through the AGQTP program, with interviews of students and parents at various stages of the transition process.
- A member of the Wellbeing Team attended monthly ‘Melton Youth Advisory Network’ and ‘Police and Schools Consultative Committee’.
- Celebration of Mental Health Week.
- Clearer processes and procedures around the area of Student Management and Wellbeing, particularly in the areas of attendance, punctuality and uniform.
- Collaborating with external services such as DHHS, Headspace, Origin, RCH, Caroline Springs Police and others to enhance the wellbeing outcomes of students and staff alike.
- Strengthening of the Student Leadership program here at the College through regular meetings, focused planning and projects and explicit training for students.
- Implementation and delivery of a range of support groups focused on particular social/emotional needs eg. My Friends.
- Supporting parents through the Tuning Into Teens program offered after school for six weeks.

**VALUE ADDED**

Students participate in a range of wellbeing activities through the Pastoral Care Program addressing several wellbeing issues. This program is continually reviewed, updated and expanded to address current issues presented by students. A range of activities is on offer for students to participate in and develop their connection to the College community and build relationships with each other. These include sporting activities to curriculum-based projects, such as DEAL or SKILLS. The Student Wellbeing Team has continued to implement one to one counselling and support sessions for a wide range of student concerns, as well as modelling and/or leading restorative sessions with students and teachers. The importance of developing relationships with students has been a focus of professional learning with staff throughout the year, leading to an increase in an understanding of the value of ‘blurring the lines’ between Faith, Learning and Teaching and Student Wellbeing. The importance of connecting parents to their child’s education and wellbeing needs continued to be addressed through parenting support in the programs such as Tuning Into Teens, direct intervention by the Student Wellbeing Team, the College Newsletter, the website and individual support.
STUDENT SATISFACTION

The College has made steady improvements and demonstrated positive growth in many areas in Student Wellbeing over the past few years. Students feel a strong connectedness to peers and to school and indicated in our SIF data that relationships across the board were strong. Students feel safe and cared for at the College. The strength of our Wellbeing Program lies in the Student Wellbeing Team and their role in supporting staff, students and parents. Another strengthening factor is the Restorative Practices approach to school culture.
Leadership & Management

To foster high quality, modelled distributed leadership and management at all levels that is collaborative and consultative.

Goals & Intended Outcomes

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

- Implementing the new leadership structure of the College.
- Continuing to develop a formalised induction program for new Position of Leadership staff.
- Continuing to develop and implement leadership Professional Learning for Positions of Leadership.
- Implementing mentor programs for new staff and graduate staff.
- Co-ordinating an approach to Professional Learning based on set priorities, curriculum, faith and wellbeing.
- Improving the structure of Leadership Team Meetings.

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:

- Learning and Teaching Leaders ensuring that all staff are planning, implementing and teaching from the Unit Planners on SEQTA (LMS).
- Providing Professional Learning for Staff on Contemporary Learning and AusVELS.
- Providing forums for Staff to discuss ways of building leadership capacity.
- Ensuring the attainment of AITSL/VIT standards for all staff.

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

- Organising annual health checks and flu vaccinations.
- Maintaining the process for the allocation of Professional Learning.
- Informing staff of the VIT program to record Professional Learning.
- Providing Professional Learning in First Aid Training, C.P.R. and anaphylaxis as required to meet our legal requirements.
- Providing opportunities for staff to build community.
- Providing opportunities for staff to contribute to decision making at the College.
- Creating and maintaining a healthy school culture.

Achievements

A formalised Induction Program for new POL staff is continuing to be developed and implemented.

A full day and one twilight leadership development session designed to develop leadership skills for Positions of Leadership were delivered in 2015.

A two day Professional Learning program for the development of the new Leadership Team.

A formalised mentor program for new staff and graduates is continuing to be developed and implemented.

Two whole school Professional Development days were held, one on Contemporary Learning for all teachers, Wellbeing Issues and Faith Development.
Process of allocation of Professional Learning opportunities for staff was based on the identified needs of the College. Professional Learning opportunities in 2015 included the following:

- Differentiation, Learning Management System and Assessment and Reporting, MindMatters
- Student Wellbeing and Welfare
- First Aid and Mental Health Training
- Leadership
- OH&S

Training in First Aid, C.P.R, Anaphylaxis, Workplace Bullying and OH&S issues was provided to staff.

Annual Review Meetings were held with all staff.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF Professional Learning UNDERTAKEN IN 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>OH&amp;S</td>
</tr>
<tr>
<td>Curriculum Development</td>
</tr>
<tr>
<td>Emergency Management</td>
</tr>
<tr>
<td>E learning</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Periodical Journals</td>
</tr>
<tr>
<td>Student Wellbeing</td>
</tr>
<tr>
<td>Conferences</td>
</tr>
<tr>
<td>First Aid</td>
</tr>
<tr>
<td>Domain Area Professional Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN Professional Learning</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR Professional Learning</td>
<td>$1980</td>
</tr>
</tbody>
</table>

### TEACHER SATISFACTION

Results from the 2015 School improvement Surveys indicate a high degree of staff satisfaction in the areas of Curriculum Processes, Individual Morale, School Morale, Teamwork and Student Behaviour

2015 School Improvement Results

**Organisational Climate Aggregate Indicator:** 60.1

**Teaching Climate Aggregate Indicator:** 66.6
College Community

Goals & Intended Outcomes

- That the partnership of the College and the community continues to grow.

Achievements

- Annual Parent Forum held to open dialogue with parents and guardians.
- Implementation of a Learning Management System including a Parent Portal to increase communication between the College and parents/guardians.
- Use of the College Website to communicate with families and the broader community, including a fortnightly College Newsletter.
- Invitations to families to attend Year Level and Whole School Masses.
- Regular scheduling of Parent/Guardian and Teacher interviews.
- Participating in Parents and Friends led fundraising events.
- College Expo Night held to invite current and potential families and community members into the College.
- Connections with community service providers for student wellbeing through the Melton Youth Advisory Network, Schools and Police Network, Headspace, CAMHS, Orygen and local health providers.
- Work Experience for Year 10 students in the community.
- Links with St Catherine of Siena Parish through attendance at weekday Masses.
- Links with Primary Schools for Year 7 Transition.

VALUE ADDED

- Year 5 Primary School visits to the College
- Lunchtime concerts
- Staff participation in the Biggest Morning Tea
- Year 9 Outreach program through DEAL classes
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$1,477,409</td>
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<tr>
<td>Other fee income</td>
<td>$113,579</td>
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<tr>
<td>Private income</td>
<td>$195,942</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$1,709,009</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>$6,109,179</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>$9,605,119</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$6,117,252</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$2,533,750</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>$8,651,001</strong></td>
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<tr>
<td>Capital income and expenditure</td>
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</tr>
<tr>
<td>Government capital grants</td>
<td>$767,194</td>
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<tr>
<td>Capital fees and levies</td>
<td>$984,708</td>
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<tr>
<td>Other capital income</td>
<td></td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>$1,751,902</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>$1,338,862</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$5,413,865</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$5,000,825</strong></td>
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</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
## VRQA Compliance Data

### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y07</td>
<td>95.00</td>
</tr>
<tr>
<td>Y08</td>
<td>93.77</td>
</tr>
<tr>
<td>Y09</td>
<td>93.39</td>
</tr>
<tr>
<td>Y10</td>
<td>92.86</td>
</tr>
<tr>
<td>Overall average</td>
<td>93.76</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.83%</td>
<td></td>
</tr>
</tbody>
</table>

### Staff Retention Rate

<table>
<thead>
<tr>
<th>Staff Retention Rate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.00%</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>19.23%</td>
</tr>
<tr>
<td>Graduate</td>
<td>34.62%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>11.54%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>86.54%</td>
</tr>
</tbody>
</table>
### Diploma Advanced

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Advanced</td>
<td>13.46%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.92%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>57</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>52.225</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>20.202</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>583.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>583.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>554.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>576.80</td>
</tr>
</tbody>
</table>