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Contact Details

| ADDRESS        | 10-28 College Road  
<table>
<thead>
<tr>
<th></th>
<th>Caroline Springs VIC 3023</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Jamie Madigan</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Rev Joseph Olickal</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.crccs.catholic.edu.au">www.crccs.catholic.edu.au</a></td>
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</tbody>
</table>

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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017
Our College Vision

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

Our students are vital, enthusiastic young people 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 with whom we share our story and practice. We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities which are exciting and new. The staff who choose to work at Catholic Regional College Caroline Springs are skilled professionals. 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.

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 2016 the College had an enrolment of 756 students in Years 7-10. Catholic Regional College Caroline Springs is one of five colleges which forms the Federation of Catholic Regional College. The other Year 7-10 colleges are located at St Albans, North Keilor and Melton. Our students, once completing their compulsory years of schooling then have the unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VCAL options.

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

“Be merciful, even as your Father is merciful” (cf. Lk 6:36).

The theme for 2016 was ‘Compassion’. Compassion, along with Learning, Stewardship and Prayer is one of the four pillars that underpin and guide our beliefs at Catholic Regional College Caroline Springs and inspire us to ‘Live Fully and Act Justly’.

The pillar of Compassion was a strong focus for 2016 and was carried throughout the year in the opening and end of year masses, whole school assemblies and staff meetings.

The Gospel reading of the Good Samaritan, selected for our 2016 ‘Live Fully, Act Justly’ Feast Day mass, is one of the most recognizable and universally known passages in the New Testament. So much so that the saying ‘a good Samaritan’ is now commonly used in today’s contemporary secular society for a person who comes to the aid or rescue of another person.

The parable of the Good Samaritan from Luke’s Gospel certainly grabs our imagination. It illustrates well Luke’s understanding of Jesus as just and compassionate, and someone who cares for outcasts and those on the fringes of society. In 2016 through the theme of compassion we were asked to open our hearts to Jesus and the Holy Spirit and to deeply reflect on our own lives, our faith and spiritual journey.

2016 was also the Jubilee Year of Mercy and the following comment from Pope Francis emphasises his call to compassion:

“Let us ask the Lord for the grace to weep over our indifference, to weep over the cruelty in the world, in ourselves, and even in those who anonymously make socio-economic decisions that open the way to tragedies like this. “Who has wept? Who in today’s world has wept?”

Throughout 2016 we gathered together as a Catholic community to celebrate the Eucharist, break bread, laugh and smile together and also share our wonderful gifts and talents, always guided by our College motto of ‘Live Fully, Act Justly’.

The motto is made up of two components both of which are integral to the development of the whole person and both of these are represented in our school logo. The first statement ‘Live Fully’ comes from the Gospel of John and Jesus is talking about his dream for us. His hope is that with direction and guidance and with people to lead us, we will have life and have it to the full. The mission of our College as part of the broader Catholic Church is to offer that guidance and direction and as a result enable our students to do the same.

However, fullness of life can never be at the expense of others. Jesus’ desire that we may have life to the full is not an invitation to do whatever we like whenever we like; rather, it comes with a strong expectation of responsibility, not only for ourselves but also for others.

This leads us to the second part of our motto, ‘Act Justly’. The guiding principle that determines how we live fully is justice; justice certainly towards self, but justice always for the other as lived by the Good Samaritan. In seeking to be the best we are called to be, we encourage others to be the best they can be. As we celebrate our success we also acknowledge the success of others. As we enjoy the many opportunities with which we are provided, we actively work towards providing those same opportunities for others.

Catholic Regional College Caroline Springs is a vibrant and energetic place, where the many gifts and talents of students were shared throughout the College and wider community in 2016. There were many wonderful opportunities for students to be involved in the academic, 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.

2016 also saw the introduction of a new learning facility, the St Joseph’s Design, Creativity and Technology Centre. This new building, which also incorporates a senior Science laboratory, is indeed a great resource and facility for our students and provides us with the means of incorporating the latest in educational theory and technology.

The St Joseph’s Design, Creativity and Technology Centre opens up a wide range of possibilities for students to find a genuine, dignified and meaningful career pathway. This indeed marks a new era in the area of applied learning here at Catholic Regional College Caroline Springs.

Finally, throughout 2016 we remembered that God, who came to live among us as Jesus, modelled a full, just life and remains our constant reminder that we are called to be like him. And to be more like Jesus we can simply choose to live, breathe and enact these four beautiful words: Live Fully, Act Justly.
Education in Faith

Goals & Intended Outcomes

- To further deepen the College community’s faith journey within the Catholic tradition
- That the opportunity to be an engaged and active member of a Catholic school community be further embraced by students, staff and parents
- That student engagement in Religious Education is strengthened through enhanced pedagogical practices

Achievements

- Establishment of a College ‘Ministry Team’ to work with and support the Faith and Mission Leader
- Celebration of the College pillar of ‘Compassion’ with a particular focus on the Jubilee year of Mercy
- Celebration of the Live Fully, Act Justly Feast Day, with the introduction of a College fair and talent quest. All monies raised were donated to Mercy Hospice.
- Links made with Mercy Hospice as part of the College focus on Mercy and Compassion
- Strategic plan prepared regarding increasing Catholic iconography within the College
- Increased student and staff participation in preparing, planning College liturgical celebrations
- Increased participation in social justice activities being undertaken with term-long themes
- Continued access to Faith and Religious Education Professional Learning for staff, both internally and externally
- Annual Faith Development day held for all staff
- Auditing and updating of Faith and Religious Education Professional Learning 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
- College Community gathering for opening College mass, Live Fully, Act Justly Feast Day and end of year mass
- Whole school prayer services held for Ash Wednesday, Easter, ANZAC Day and Remembrance Day
- 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
- Activities held for Social Justice Week
- 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
- Further strengthening of the Liturgy and Social Justice student leaders
VALUE ADDED

2016 was a celebration of our Pillar of ‘Compassion’ with a particular focus on the Jubilee year of Mercy. Being guided by the words of Pope Francis,

“What does it mean to ignore man’s suffering? It means to ignore God! If I do not approach that man, or that woman, that child, that elderly man or elderly woman that is suffering...I do not come close to God”

Members of our College community were encouraged to show compassion and mercy and find God in their lives and everyday activities. The theme was carried through our College masses, assemblies and staff meetings.

Live Fully, Act Justly Day became a full College Feast Day celebration in 2016. For the first time as part of this day the College gathered together to celebrate the Eucharist as a College community, with a focus on our motto. Following the mass, we then celebrated together with a fair in which staff, students and parents took part in various games and activities and ate from the many food stalls provided by each Homeroom. The final part of the Feast Day involved staff and students sharing their gifts and talents in a ‘Talent Quest’.

Links were made with Mercy Hospice as part of the College focus on Mercy and Compassion and $5,120.76 was raised from the Live Fully, Act Justly Feast Day.

The College buildings were named in 2016, reflecting our Catholic faith, motto and pillars. The following names were selected:

- **Romero (Administration)**
  Named after Archbishop Oscar Romero, representing our Pillar of Prayer

- **MacKillop (Library & Year 8/9 Building)**
  Named after St Mary of the Cross MacKillop, representing our Pillar of Learning

- **McCormack (Year 7 Building)**
  Named after Sr Irene McCormack, representing our Pillar of Compassion

- **Assisi (Year 10 Building)**
  Named after St Francis of Assisi, representing our Pillar of Stewardship

- **Glowrey (Science Building)**
  Named after Dr Sr Mary Glowrey, Australian nun and missionary medical doctor

- **St Joseph (Technology Centre)**
  Named after St Joseph, the carpenter and Patron Saint of Workers

- **Hogan (Arts Building)**
  Named after Ellen (Sr Mary Gabriel) Hogan
The Centralian Experience ran for the third time with ten students and two teachers travelling to Alice Springs to connect with remote Catholic communities. Students visited the Santa Teresa School and Church, Our Lady of the Sacred Heart College 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 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.

Faith education was supported further by Reflection Days for students in Years 7-10. These days provided students with various opportunities to deepen their spiritual self and relationship with God, through presentations from guest speakers and teachers. The purpose of these days was to provide another way to develop their faith and community.

For the second year, Student Leaders 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. Student Liturgy Captains took the opportunity to be role models for Christian leadership within the College developing knowledge and skills in social justice, prayer, and liturgy. Liturgical celebrations were a time for us to celebrate our faith and spirituality as a community.
Learning & Teaching

Goals & Intended Outcomes

- Through a whole school learning and teaching vision, ensure the College engages, excites and challenges students in their learning
- That student learning outcomes in literacy and numeracy improve.
- That student engagement is strengthened through enhanced pedagogical practices

Achievements

In 2016 the Learning and Teaching Leadership Team worked to foster a stronger focus on individual student academic achievement at each year level, including specialised programs.

Learning and Teaching in 2016 focussed on the following:

- a review and reworking of Assessment and Reporting with feedback given by staff, students and parents
- numerical scores were applied to all assessment tasks and included on the Reports
- rubrics were reviewed and re-written in all subject areas
- all subject area programs were updated to be consistent with the introduction of the Victorian Curriculum in 2017
- delivery of literacy and numeracy support programs including homework support and differentiated learning activities
- ensuring Staff meetings, Curriculum meetings and Domain Professional Learning Team meetings provided an opportunity for teachers to demonstrate best teaching practice for contemporary learning
- the introduction of a Grade 6 testing day to gain valuable data around the literacy and numeracy needs of incoming Year 7 students
- professional development of staff in the area of data analysis and in the use of the Student Performance Analyser (SPA). The ACER website was used to identify trends in data across each cohort
- staff Professional Learning Day foci addressed the areas of assessment, reporting and student feedback in the College’s learning management system (SEQTA)
- redesigning and restructuring the Year 9 and 10 elective program with particular reference to Humanities subjects,
- providing students with a wider subject choice with a view to better preparing them for the challenges of VCE
- introduction of the Science Technology Engineering and Mathematics subject (STEM) as a Year 10 Elective
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>-0.2</td>
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### NAPLAN Year 7

- **Writing**: 2014, 2015, 2016
- **Spelling**: 2014, 2015, 2016
- **Numeracy**: 2014, 2015, 2016

### NAPLAN Year 9

- **Writing**: 2014, 2015, 2016
- **Spelling**: 2014, 2015, 2016
- **Numeracy**: 2014, 2015, 2016
The College has continued to focus on a whole school approach to Literacy and Numeracy and has identified areas from NAPLAN and PAT testing data that are in need of improvement. The Year 7 and 8 Skills Programs is targeted at improving our results by using this data to plan curriculum and classroom experiences linked to the Literacy and Numeracy outcomes.

In addition to in-class assistance, additional support is provided for identified students in Literacy and Numeracy. Teachers from the Literacy team are also part of an inter-school network. Staff used the Student Performance Analyser (SPA) to identify strengths and areas of improvements in data and then used these findings to plan programs aimed at specific needs of our students.

In 2016 our Year 7 and Year 9 students were assessed by the National Assessment Program for Literacy and Numeracy (NAPLAN). The College continues to have average NAPLAN scores at or above the national average. At Year 7 in most domains of the NAPLAN testing more than 96% of students achieved national minimum standards. Over the past three years, Year 7 results have continually shown 96 - 99% of students reaching national benchmarks. Results in numeracy testing have been particularly strong hovering between 97 - 100% of students meeting national minimum standards.

At Year 9, in all domains of the NAPLAN testing greater than 90% of students achieved national minimum standards, with more than 99% of students achieving national benchmarks in numeracy. Over the past three years NAPLAN results at Year 9 have fluctuated. The College focus on literacy, the foundations of which were established during 2016, was designed in response to student data showing a need for improvement in this area.

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.

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<th>MEDIAN NAPLAN RESULTS FOR YEAR 9</th>
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<td><strong>Year 9 Writing</strong></td>
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<tr>
<td><strong>Year 9 Numeracy</strong></td>
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</table>
Student Wellbeing

Goals & Intended Outcomes

- To develop a whole school approach to student wellbeing characterised by high expectations, respect, pride, ownership and responsibility for self and community, in a safe, supportive and stimulating environment
- 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 policies consistently to improve student behavior
- Ensured an even allocation of cases to Student Wellbeing Leaders via Case Management Record Documentation and allocation by Student Wellbeing Team Leader
- Provided Professional Learning in Restorative Practices to all staff, and began planning for re-accreditation of Restorative Practices in 2017
- Provided Professional Learning for all staff in the area of student management and relationships by working with the Berry Street program
- 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
- Reviewed the timetabling of the Pastoral Care program resulting in year levels being allocated a double period, resulting in the removal of the 2.50pm early finish for 2017
- Utilised SEQTA to record information about Student Wellbeing
- Continued to provide the ‘Tuning into Teens’ 6-week program for parents
- Continued to raise awareness and acceptance of mental health issues in the student population
- Ongoing support of staff in the prevention and implementation of classroom management issues via professional learning
- Implementation of a Primary Links committee to work with the associated feeder primary schools to further develop transition programs for students from Grade 6 into Year 7
- Strong orientation and induction for Year 7 students via Orientation Day, Welcome Day, Reflection Day and Camp
- A member of the Wellbeing Team attended monthly ‘Melton Youth Advisory Network’ and ‘Police and Schools Consultative Committee’
- Collaborating with external services such as DHHS, Headspace, Origin, RCH, Caroline Springs Police and others to enhance the wellbeing outcomes of students and staff
- Strengthening of the Student Leadership program through regular meetings, focused planning and projects and explicit training for students
- Introduction of Student Leadership days and then use of the ‘Teach the Teacher program’

Expectations on student behaviour are high with a very consistent and collegial approach to maintaining standards adopted by staff. Student attendance rates demonstrate that students feel respected, safe and supported and want to attend school. The following support this:

- Wellbeing Policies and Services
- Homeroom Teacher role
- Restorative Practices

The College handles student non-attendance using a range of means. Attendance is taken every period including Homeroom and a permanent record is kept in the Learning Management System- SEQTA.
Parents are able to see their child’s attendance by the parent portal on SEQTA. Parents are notified of non-attendance at the beginning of the day by SMS. Non-attendance of two or more days is followed up with direct communication between the student’s Homeroom teacher and their primary contact. Strategies are put in place to support students and families to maximise attendance to support student progress.

<table>
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<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
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<tbody>
<tr>
<td>Y10</td>
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<td>Y07</td>
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<tr>
<td>Overall average attendance</td>
<td>93.80</td>
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**VALUE ADDED**

Student leaders were involved in a ‘Community Conversation’ leadership day in which they provided valuable feedback about all aspects of College life. In particular they focused on the specific areas, ‘What’s Working Well?’ and ‘Even Better if’.

Building relationships with our associate primary schools is pivotal in the transition process for our incoming Year 7 students. A number of staff visited our primary schools to build links.

Students participated 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 in curriculum-based projects, such as DEAL and SKILLS. The importance of connecting parents to their child’s education and wellbeing needs to be continually addressed through parenting support in programs such as Tuning Into Teens, direct intervention by the Student Wellbeing Team, the College Newsletter, the website and individual support.
Child Safe Standards

Goals and Intended Outcomes

- Catholic Regional College Caroline Springs continuously reviews the Child Safe Standards and how they apply to our students.

Achievements

Catholic Regional College Caroline Springs has a Child Protection Program using resources from the CEM, Education Victoria and CompliSpace. This is regularly reviewed and updated in line with both external requirements and new resources made available that can be incorporated into our program.

A range of policies and supporting materials are available to staff on SEQTA including:

- information: www.crccs.catholic.edu.au

The College is in the process of developing and implementing a number of training and awareness raising strategies including:

- Making available materials for staff training including online in-house training modules and assessment tools
- Presentations to staff as part of College professional learning
- Information and articles in the College newsletter and other social media channels
- Advertisements and posters placed in public areas of the College
- Information related to our Child Safe stance made visible at Reception where visitors sign in, as well as attached to the signature of outgoing College emails
- Presentations to students at assemblies

The College is also reviewing, developing and implementing Human Resources practices that are compliant with the Child Safe Standards including:

- Ensuring that all new staff, third party contractors and external educational providers are aware of our Child Safe policy
- Ensuring that all new staff, third party contractors and external educational providers meet our requirements in line with the expectations of the Ministerial Order No. 870 and agree to abide by our Code of Conduct
- Ensuring advertising, recruitment, screening, interviewing and induction processes and materials have been updated to conform with the requirements of Ministerial Order Number 870
Leadership & Management

Goals & Intended Outcomes

- To build leadership capacity and empowerment at all levels in the College
- That there is a commitment to the College shared vision of contemporary learning, purposeful pedagogy, student wellbeing, leadership and faith development

Achievements

Professional learning opportunities were offered as followed:

- Teachers with Positions of Leadership attended numerous activities designed to develop leadership skills
- The newly appointed principal and his leadership team attended team building activities
- Newly appointed staff including pre-service teachers participated in a mentor program
- All staff participated in a variety of professional development activities throughout the year, these activities included issues related to: Learning and Teaching; Wellbeing and Catholic Identity.

The process of allocation of Professional Learning opportunities for staff was based on the identified needs of the College.

Whole staff internal professional learning activities included the following:

- Child Safe Standards
- Staff Faith Formation
- Using Data to Inform Teaching
- Assessment and Reporting
- Learning Area Specific Professional Learning
- Student Wellbeing
- Restorative Practices
- Teachers with a position of leadership: Leadership Workshops
- Leadership
- OHS updates: Anaphylaxis, First Aid, Workplace Bullying, Emergency Management (Dynamiq)

Individual Professional Learning activities:

- subject specific conferences
- Faith development activities
- leadership development
- attending national conferences
- Catholic Education Melbourne (CEM) Sponsored Study Program

<table>
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<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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### Staff Retention Rate

| Staff Retention Rate | 88.46% |

### Teacher Qualifications

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<th>Qualification</th>
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### Staff Composition

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<tr>
<td>FTE Non-Teaching Staff</td>
<td>19.616</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### Expenditure and Teacher Participation in Professional Learning

**Description of PL Undertaken in 2016**

- OH&S
- Curriculum
- Development
- Emergency Management
- E-learning
- Leadership
- Periodical Journals
- Student Wellbeing
- Conferences
- First Aid
- Domain Area Professional Learning

<table>
<thead>
<tr>
<th>Number of Teachers Who Participated in PL</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Expenditure per Teacher for PL</td>
<td>$1056.76</td>
</tr>
</tbody>
</table>
College Community

Goals & Intended Outcomes

- To ensure all sectors of the Catholic Regional College Caroline Springs community are represented, feel welcomed, valued and have a voice
- To strengthen community connectedness and partnerships
- That College families, Parishes and local associations will be more actively engaged with the school

Achievements

- ‘Family School Partnerships - Community Conversation’ evening held
- Family School Partnerships Action Team was formed and met regularly
- ‘Live’ College tours introduced and conducted fortnightly
- Grade 6 testing day introduced with a student-led parent forum and College tour
- 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/Carer and Teacher interviews
- A number of new networks have been formed for 2017 including Professional Learning Networks for Secondary Schools in the Western Region.
- Connections with community service providers for student wellbeing
- 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

2016 saw the introduction of a ‘Family School Partnerships - Community Conversation’ evening. Over 55 parents/carers attended and engaged in an open, honest conversation and dialogue based on how families and the College can work together to build stronger family school partnerships. These conversations proved very important in breaking down any barriers that may have impeded parents and the College building positive relationships based on mutual trust, respect and support.

During the community conversation evening, parents and the College Leadership team discussed many areas of common interest. These included the importance of family - school partnerships, the students’ spiritual and holistic development, quality learning and teaching and the way in which the school operates.

Parents were then able to work in smaller groups to further discuss and document their overall priorities and hopes as well as ways in which the College can support them as parents and build strong partnerships. The conversation involved the parents/carers listening, exploring and sharing.

There were three questions that were used to guide the conversation and each group shared their group response back with the main group, which again prompted open and honest discussion:

- What do you think this school does really well?
- What do you think the school can get better at?
- How could this school support you as a partner in your child’s learning?
As a result of the community conversation evening a Family School Partnerships Action Team was formed and met regularly.

Parents also discussed various ways in which they could implement key priorities, strategies and actions to further improve and develop the College. Feedback was also sought from the Family School Partnerships Action Team by the College Leadership team on proposed changes to the assessment and reporting structures and the use of electronic textbooks at Year 9 and 10. At Catholic Regional College Caroline Springs parent partnership in their child’s education is valued and their feedback and input is highly regarded. The Family School Partnerships Action Team met on a regular basis both formally and informally. A Student Leadership Community Conversation to gain important feedback from a student perspective on key aspects of the College community was also held.
Future Directions

The College, as part of its vision and mission, aims to provide excellence in learning. This will be supported by ongoing development and upgrading of College buildings, grounds and facilities.

The College master plan is currently under development and will cover all aspects of the College including buildings, landscaping and Catholic imagery and iconography.

A new Performing Arts Centre adjoining the current hall is one of the major developments that will be available to students in the near future. This centre will be a great inclusion for our community and students will reap the rewards of this state of the art facility. Another major development, as part of the Performing Arts Centre infrastructure, is a new cafeteria and student dining area. Again this facility will benefit our school community in many ways.

These new facilities will provide a rich and stimulating learning environment for all our students to flourish and reach their full potential.
NOTE:

The School’s financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

Victorian Registration and Qualifications Authority