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Contact Details

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<tr>
<th>ADDRESS</th>
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<tr>
<td>PRINCIPAL</td>
<td>Kate Dishon</td>
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<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>
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<tr>
<td>WEBSITE</td>
<td><a href="http://www.crccs.catholic.edu.au">www.crccs.catholic.edu.au</a></td>
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Minimum Standards Attestation

I, Kate Dishon, 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.

23 May 2014
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 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 2013 the College had an enrolment of 651 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 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 programes 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

2013 was certainly a year of much activity and achievement. I love what I do and as I spend time with our community I see students and staff alike creating, performing, collaborating, debating, competing, experimenting, praying, reflecting, discussing, planning and often laughing. I clearly see that both students and staff love what they do too!

For such a vibrant community to flourish you need commitment, dedication and passion. As I reflect on all the things that have happened this year at Catholic Regional College Caroline Springs it is very obvious that the staff and students are truly committed to life here at the College. It never ceases to amaze me that along with the ‘normal’ classes that students are involved in, they also have the opportunity to immerse themselves in a range of sporting, artistic, creative, physical, social and justice activities. The students who avail themselves of these opportunities truly are living fully and acting justly.

I thank all the students and staff who have made a contribution to continuing to build this wonderful community. I thank the parents for their ongoing support of the students, staff and each other. Without your support and encouragement we would flounder.

We have a vibrant community that truly shines and I challenge each member of our community to continue to live fully and act justly.

God Bless.

Kate Dishon
Principal
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

- Sharing best practice regularly occurs at RE Meetings.
- Year level RE teams working with Federation Faith Development Coordinator on curriculum delivery.
- Homerooms have attended and participated in the morning Parish Mass, eg. Year 7 2013
- Social justice activities conducted across the college and at year levels, eg. Live Fully, Act Justly Day and Year 9 Outreach.
- Continued commitment to accreditation of staff with PD opportunities provided once a term at staff meetings by the Federation Faith Development Coordinator and College Faith Development Leader.
- Annually scheduled faith development day for staff.
- Regular participation in College liturgies, eg. Opening and End of Year Masses, Year Level Masses, Easter liturgy.
- Parents invited to attend liturgies.
- Continued connection to the St Catherine of Siena Church and Parish, utilising the Church and promoting Mass times and Parish activities in the College Newsletter.
- Liaising with the Archdiocese of Melbourne’s Office for Justice & Peace to encourage social justice within the school.
- Scheduled week in the calendar to highlight social justice with a focus at 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 AusVELS and the Sacred Landscape Framework.
- Implement Group 8 Performance Development and Coaching Program 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:

- Using the Student Performance Analyser (SPA) Program to analyse literacy and numeracy data from years 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.
- Staff PD in AusVELS and the Sacred Landscape Framework to develop skills to cater for a variety of learners.

Continue to provide opportunities for every individual to be successful and to attain to his or her fullest 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.
- Maintain and improve extra-curricular and co-curricular activities.
- Ensure 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 developing an academic and personal management skills program.

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

- Ensuring that staff understand and implement AusVELS and 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.

Achievements

- Provided meaningful learning experiences that linked to the community and are inquiry based.
- Participated in professional learning to improve Learning and Teaching.
- Enhanced and ensured well resourced units of work for years 7-10.
- Developed and delivered contemporary units for Years 7 - 10 in line with phase 1 AusVELS subjects.
- Analysed data and implemented strategies to support the individual learning needs of the students and to inform learning and teaching practices.
- Continued to enhance the Pathways Programs at Years 9 and 10
- 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
- Continued to keep staff informed in regards to the implementation of AusVELS
- Implemented the Group 8 Performance Development and Coaching program with staff.
- Held the first annual Parent Forum to collect feedback from parents in regards to learning and teaching at the College.
- Reviewed the elective program at years 9 & 10.
- Reviewed the MacBook program, leading to the decision to go 1:1 MacBoooks across all year levels in 2014.
### STUDENT LEARNING OUTCOMES

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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#### NAPLAN Year 7

![NAPLAN Year 7 chart]

#### NAPLAN Year 9

![NAPLAN Year 9 chart]
Student Wellbeing

Goals & Intended Outcomes

- Provide positive learning and teaching environments that support the wellbeing of each student.
- Empower students and build upon their leadership capacity to realise the College’s vision.
- Maintain and further develop student leadership opportunities and programs, such as College Captains, ‘STaR’ and other interest groups.
- Continue to investigate and implement an overarching, holistic understanding of wellbeing for our students.
- Maintain clear processes and strategies for implementing wellbeing policies and guidelines.
- Ensure staff continue to promote and implement wellbeing policies that make clear connections between student actions, College expectations and policies.
- Implement policies consistently to improve student behaviour, ie. Restorative Practices.
- Maintain a consistent implementation of the classroom management plan, utilising the ‘Traffic Light’ system, via visual displays of this Plan in each classroom, referencing the Plan at College assemblies and supporting staff to develop appropriate classroom management techniques and strategies.
- Ensure an understanding of and a commitment to the College’s shared vision to student wellbeing, particularly restorative practices.
- Provide new teaching staff with professional learning on restorative practices as part of their induction process.
- Provide the staff with regular professional learning in building positive student/teacher relationships and student engagement.
- Establish a focus on mental health and understanding teenage issues.
- Provide the staff with regular professional learning on mental health issues affecting young people so that they are further empowered to support them.
- Provide staff with regular professional learning in restorative practices.
- Continue to provide students with every opportunity to be successful and to attain his or her fullest potential.
- Continue to build community connectedness through College programs and activities.
- Continue to provide the College community with an awareness of contemporary issues affecting young people today, namely: mental health, anxiety, resilience, self harm, anger management, emotional intelligence, body image, self esteem and cybersafety.
- Continue to arrange ‘WellSprings’ parent information evenings with guest speakers to inform and educate the College community on issues pertaining to adolescents.
- Provide “Parent Forum” evenings that allow for parent opinions on various policies, programs, rules, expectations and possible future College direction.
- Continue to support student wellbeing via access to a Psychologist to complement the work of the current, full time Psychologist and Wellbeing Team, along with the Homeroom Teachers and general staff.
- Continue to develop and maintain links with wellbeing support agencies and organisations.
- Establishment of a ‘Postvention Suicide Plan’ for the College.
- Implement a ‘Contact Tree’ for all staff in the event of a critical incident.
- Explore the possibilities and commitment of all CRC Federation Schools in supporting a ‘Postvention Suicide Plan’.
- Explore joint professional learning in the area of wellbeing that address the specific and collective needs of the CRC Federation, along with their own personal professional learning needs in the area of wellbeing through the Deputy Principals (wellbeing) of all CRC Federation schools.
- Seek CEOM funding and support to establish collective ‘guiding principles’ for wellbeing across the Federation, over a student’s six year journey via the Deputy Principals (wellbeing) of all CRC Federation schools.
• Continue to implement a year level specific Pastoral Care program that addresses specific needs of students.
• Continue to provide and organise activities within the Pastoral Care program that aim to develop a culture and community heavily centred on social justice.
• Align Pastoral Care work with unit specific outcomes that are connected to AusVELS.
• Explore the possibility of making the Pastoral Care program outcomes “reportable”.
• Continue to offer ‘Seasons’ as a volunteer program to address the needs of grieving students.
• Continue to offer ‘My Friends’ as a volunteer program to address the social needs of students.
• Continue to offer ‘Tuning Into Teens’ parent program as a volunteer program to support the parents of our College community in dealing with adolescent issues facing their children.
• Continue to provide transition programs and processes that address the educational, social and emotional needs from year to year.
• Maintain and further develop the concept of ‘Blurring the Lines’ to demonstrate the connection between learning and teaching and wellbeing.
• Introduce the new College ‘Drug Education’ policy.
• Begin discuss amongst the Wellbeing Team for exploring a Mental Health Education Policy.
• Continue to support learning and teaching initiatives which specifically address the wellbeing needs of our students, such as; decision making, right choices, values education, emotional intelligence and resilience, personal development, drug and alcohol education and bullying.
• Review the role of the Homeroom Teacher to further empower the teacher as the first point of contact on disciplinary and general wellbeing matters.
• Develop ways for staff to communicate more effectively with the Wellbeing Team.
• Work towards incorporating the work and role of the Learning Support Leader as a member of the Wellbeing Team.
• Work towards incorporating a ‘Year 7 Team’ of teachers to support the transition and wellbeing of our new students to the College.
• Maintain regular dialogues, meetings, planning and program development between the Wellbeing Team and the Learning and Teaching Team.
• Work towards implementing a whole school approach to mental health.
• Explore the utilisation of SEQTA, the new College’s management system, to record information about student wellbeing.
• Explore how the College’s new management system, SEQTA, can inform parents about matters pertaining to their child’s wellbeing and learning.
• Continue to develop ways in which parents can be involved in their child’s education and wellbeing.

Achievements

• The formulation of a joint Learning and Teaching and Wellbeing ‘Drug Education policy’.
• The successful implementation of the ‘Blurring the Lines’ concept within various learning environments that assists in the development of the ‘whole’ learner/student.
• The successful use of ‘Google.docs’ by staff and students to report, record and refer wellbeing matters to members of the Wellbeing Team.
• The introduction of the ‘Phoenix’ program at Year 10 to re-engage students with their learning whilst simultaneously addressing their wellbeing needs.
• Altering the role of the Homeroom Teacher to further empowering them to manage low level student behaviour and address wellbeing matters, as the first point of contact at the College.
• Incorporating the Learning Support Leader as a member of the Wellbeing Team to further assist those students with additional needs.
• Arrange access to a part time Psychologist from ‘Ranges Psychological Services’ to support the wellbeing of specific students, as well as the work of the Wellbeing Team by providing general information and strategies of support.
• Continued successful implementation and conduct of a case management approach to Student Wellbeing by the Wellbeing Team, which includes the Student Wellbeing Leaders, the Student Development Leader, School Psychologist and the Deputy Principals, with the addition of the Learning Support Leader and a College Psychologist (part time).
• Continued professional learning on Restorative Practices and the ‘traffic light’ approach for existing staff and the induction of new staff in these areas.
• The continued inclusion of sessions during staff meetings, 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 learning (both internal and external) and personalised support.
• Pastoral Care program addressing the areas of bullying; cyberbullying; masculinity and femininity; 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 Day, Reflection Day, and Camp.
• The establishment of a ‘Year 7 Team’ that addresses issues of transition, wellbeing and learning for our new students to the College.
• Continued 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.
• The creation, use and distribution of a Transition Video through the AGQTP program, with interviews of students and parents at various stages of the transition process.
• ‘WellSprings’ Forums held for parent support and information: Drug and Alcohol Education, Cyberbullying, Sexualisation and The Rise of Pornography.
• ‘Parent Forums’ held to provide parents with the opportunity to provide the College with input on how they perceive what constitutes ‘an exceptional learner, an exceptional teacher and an exceptional school’ for CRC Caroline Springs.
• The advertisement and encouragement of parents to attend the CEOM Wellbeing Parent Seminar Series.
• A member of the Wellbeing Team attended monthly ‘Melton Youth Advisory Network’ and ‘Police and Schools Consultative Committee’.
• The introduction of a ‘Postvention Suicide Plan’ for the College.
• The planning and establishment of a CRC Federation Wellbeing Charter as a set of ‘guiding principles’.
• The College’s commitment, in varying degrees and capacities, to supporting the professional learning of staff with formal qualifications in wellbeing and counseling.
• Parents are requested to ring the Front Office by 9am to report a student absence.
• Parents who have not notified the College are sent an SMS asking them to contact the College.
• Absences are followed up by Homeroom Teachers, with a signed note from the parent/guardian required to explain their absence.
• Regular non-attendance is followed up, initially by the Homeroom Teacher, with a phone call and, subsequently, an interview if needed. If required, the Wellbeing Team is notified and/or asked to intervene.
• When a student arrives late to school, the following process occurs, in accordance with the College’s Restorative Practices philosophy:
  1. Four (4) “lates” by a student will result in a telephone call being made to the parent(s) by the Homeroom teacher to discuss the matter.
  2. Eight (8) “lates” by a student will result in a telephone call being made to the parent(s) by the Homeroom teacher to arrange a meeting at the College to explore the reasons for the continual lateness. A course of action should be determined at this meeting and then communicated to the Wellbeing Team by the Homeroom Teacher. These should include support structures, but may also include consequences.

Twelve (12) “lates” by a student will result in a telephone call being made to the parent(s) by the Student Wellbeing Leader to arrange a meeting at the College to explore the reasons for the continual lateness. A discussion of the previous “plan” as determined between the Homeroom Teacher, parent(s) and student will be discussed. A further course of action should be determined at this meeting and then communicated to the Wellbeing Team by the Student Wellbeing Leader. Support structures and/or consequences should be implemented, which support our Restorative Practices philosophy.

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 sporting activities to curriculum-based projects, such as DEAL or Sustainability. Wellbeing Team staff have continued to implement one-one counselling and support sessions for a wide range of students concerns, as well as modeling 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 learning and teaching and wellbeing. The importance of connecting parents to their child’s education and wellbeing needs continued to be addressed through parenting support in the College newsletter, Parent (WellSprings) Forums, the website and individual support.
STUDENT SATISFACTION

On reflection of the SIF Data relating to students, teachers and parents of the College, it appears the area of student management is an ongoing challenge. While the College utilises a Student Management Plan, there seems to be some inconsistency with its implementation that will be a focus for 2014. Student responses to classroom behaviour indicate that our students are concerned about the behaviour being displayed within the classroom by their fellow peers and the subsequent management of that behaviour by the classroom teacher.

The SIF Survey results indicate that student safety and connectedness to peers are strengths at Catholic Regional College Caroline Springs. There have been many opportunities for students at our College to partake in activities that encourage positive peer relationships and promote safety both physical and mental. Such programs include: Student Leadership, Camps, ‘Mind Body Soul’ Day, Pastoral Care, Rock and Water, Social Justice events, Active Transport Day, Live Fully Act Justly Day, House events and many more.

Students also state that they are motivated. This may be due to the priority of ensuring staff build positive relationships with their students that will ultimately enhance their learning and enjoyment within the classroom environment.
Leadership & Management

Goals & Intended Outcomes
Build leadership capacity and empowerment at all levels in the school so that the college vision can be realised by:

- Develop a formalised induction program for new POL staff.
- Continue to develop and implement leadership PD for POLs.
- Implement mentor programs for new staff and graduate staff
- Continue a term meeting for support staff.

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:

- Domain Leaders to ensure that all staff are planning, implementing and teaching from the Unit Planners consistently.
- Providing PD for Staff on Contemporary learning and AusVELS

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

- Organising annual health checks and flu vaccinations.
- Maintain the process for the allocation of PD
- Inform staff of the VIT program to record PD
- Providing PD in First Aid Training, C.P.R. and anaphylaxis as required to meet legal requirements.
- Providing opportunities for staff to build community

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

- Maintain an ARM for non-teaching staff.
- Implement Group 8 Performance Development and Coaching Program to ensure best practice is evident in all classes.
- Distribute ARM goals at start of the year.

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

- A formalised Induction Program for new POL staff is continuing to be developed.
- A full day and two twilight leadership development sessions designed to develop leadership skills for POLs were delivered in 2013.
- A formalised mentor program for new staff and graduates has been developed and delivered.
- Regular meetings are held with support staff to provide them with training and address any issues or concerns.

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:

- Domain Professional Learning Team meetings continued in 2013 and a major focus at these meetings was on sharing best practice
- Providing PD for Staff on Contemporary learning and AusVELS
Continue to provide opportunities for every individual to be successful and to attain to his or her fullest potential by:

- Organising annual health checks and flu vaccinations.
- Maintain the process for the allocation of PD
- Inform staff of the VIT program to record PD
- Providing P.D. in First Aid Training, C.P.R. and anaphylaxis as required to meet legal requirements.
- Providing opportunities for staff to build community

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

- Maintain an ARM for non-teaching staff.
- Implement Group 8 Performance Development and Coaching Program to ensure best practice is evident in all classes.
- Distribute ARM goals at start of the year.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

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### TEACHER SATISFACTION

Results from the 2013 School improvement Surveys indicate a high degree of staff satisfaction in the areas of Individual Morale, School Morale, Individual Distress and School Distress. Results in the staff climate area of the report places staff climate in the 50% percentile.
College Community

Goals & Intended Outcomes

- Provide opportunities for parent involvement in College life.
- Promote the four cornerstones of the school’s Mission Statement – STEWARDSHIP, LEARNING, COMPASSION & PRAYER.
- Continue to enhance the work of the Parents and Friend.
- Creating opportunities for parents to be involved in school curriculum.
- Develop and implement the use of a Parent Portal via SEQTA as a means of communication with parents.
- Invite parents to participate in forums encompassing the College’s vision and policies.
- Hold seminars for parents about issues concerning raising adolescents.
- Continue to subscribe to, link to and publish articles from ‘Insight’ by Michael Grose.
- Strengthen our links with our local parish primary schools.
- Strengthen our links with the wider community.
- Continue to add to resources for the school community.
- Promote the College website as a form of information and communication for the school community.

Achievements

- Members of the college community participated in the opening and closing College Masses.
- Parents assisted in a number of College events.
- The majority of parents attended scheduled Parent/Student/Teacher interviews.
- Cybersafety and e-learning forums for parents.
- The Parents and Friends provided students with the opportunity to purchase a Subway lunch once per term.
- The Parents and Friends provided raffles for Easter and Christmas fundraising.
- College website was a conduit for communication including Newsletter, PTO online and information websites have been linked to it for school community convenience.
- Parent information nights were held to provide parents with information about relevant College policies, programs, learning and wellbeing needs.
- Parents were consulted on a range of issues via the newsletter and discussions at the Parents and Friends meetings.
- Parent forums were held to discuss College policies and procedures.
- A school Expo night was held to open the school up to prospective parents and students so as to inform them of the College capacity.
- Parents and students were involved in the SIF surveys and discussions.
- Connected to local wellbeing networks including Melton Youth Advisory Network; Schools and Police Network; headspace; Orygen; CAMS; Child First; local health providers.
- Fully implemented a structured program for Structured Workplace Learning within the community.
- Connected to and collaborating with outside sources to support individual learning needs of students.
- Closer links with our local parish, St. Catherine of Siena.
- Year 7 Transition Program planned, implemented and evaluated with the assistance of AGQTP.
VALUE ADDED

- Ride2School program implemented with the assistance of Bicycle Victoria and Melton City Council.
- Year 9 Outreach program linking with a variety of local organisations.
- Local Primary Schools visited our College to support transition.
- Art Show
- Production
- Lunchtime picnics and concerts
- Afternoon tea with parents and friends of the community
- Forums

PARENT SATISFACTION

- According to the SIF ‘Parent Opinion’ survey, the parents are very happy with the school learning environment and indicated that because of this their child demonstrated a connectedness to the school and engagement with their learning, which articulated into improved learning goals.
- According to the SIF ‘Parent Opinion’ survey results, the parents agreed that the school environment was welcoming and that staff behaviours ensured they were well informed and included in their child’s learning journey.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>606,097</td>
</tr>
<tr>
<td>Other fee income</td>
<td>70,152</td>
</tr>
<tr>
<td>Private income</td>
<td>122,287</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,465,560</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>5,123,239</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>7,387,335</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>5,072,111</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>2,374,162</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>7,446,274</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>1,511,929</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,500,326</td>
</tr>
<tr>
<td>Other capital income</td>
<td>174,298</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>3,186,553</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>2,235,471</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>6,478,754</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>5,995,710</td>
</tr>
</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.