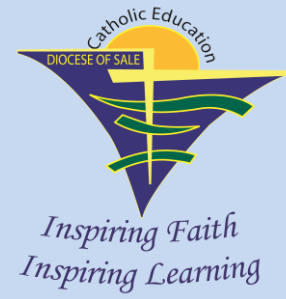


2017

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



CATHOLIC COLLEGE SALE

REGISTERED SCHOOL NUMBER: 0625



Secondary College

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Minimum Standards Attestation

I, Christopher Randell attest that Catholic College Sale 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2018

Our College Vision

The Vision of Catholic College Sale



As a member of the Catholic College Sale Marist – Sion family:

“I am strong of mind, gentle of heart and loved by God. Inspired by the life and message of Jesus and the example of Mary, I live with courage, simplicity and hope. I belong to a faith and learning community where I am known, cared for and valued.

I will live by welcoming and accepting the diversity in others, building relationships and making a difference in a complex and changing world. I will be open to learning opportunities that will enrich and enhance my personal journey. I will value and care for the environment, serve the marginalised and positively contribute to my community.

I will strive to be genuine, honest and will embrace the challenge of
achieving my full potential”

College Overview

Catholic College Sale is a co-educational Catholic Secondary College in the Marist Charism and Sion Tradition. The College is located on two sites: The Sion site established in 1890 as a school for girls, currently a Campus for Years 7 and 8, and the St Patrick's site, established in 1922 as a school for boys, currently a campus for Years 9 to 12. As well as these sites the College has extensive playing fields, St. Patrick's Ovals which are two blocks from the St. Patrick's Campus and a Rowing Shed on the Sale canal, connected to the Thomson River and Cathedral Hall placed adjacent to St. Patrick's Campus.

The College currently has a student enrolment of 850 students and offers a comprehensive and diverse curriculum to families in the Wellington Shire.

The College is jointly governed by the Bishop of Sale Diocese and the Provincial of Marist Australia. The Catholic Education Office of Sale Diocese and, Marist Schools Australia through the Regional Director and other Marist Ministries, oversee the strategic operations of the College. An Advisory College Council assists the Principal in the stewardship of the College. The College has a Strategic Plan for a four-year period from 2016 to 2019 and reviews this plan and the College Master Plan each year, in light of changing priorities and external regulations. The College Masterplan is focused on Facilities Re-development from 2017-2020, resulting in the amalgamation of two campuses onto the one campus. The Masterplan is extended for a further development from 2021-2026.

Current Priorities for the College include:

- Continuing to embed the VET offerings in the new Trade Skills Centre.
- The continual enhancement of pedagogical practices within the College with an emphasis on improving Student Active Learning and growth in improved outcomes.
- The College continued developing a planned and practical implementation of the Governors decision to ensure the future provision of Catholic Education in the Sale District. This included finalization of Masterplan stage one, a supportive sustainable financial plan and tendering process.
- Continual formation of the College Financial and Masterplans.

Parent involvement continues to be a priority for the College on the Learner Advisor Program and continuing the educational discussion with students and parents. In 2017, the Parent Access Module (PAM) continued to be embedded within College pedagogy and has been welcomed by the College Community.

The College reviewed its avenues communication with students, parents and the wider community. This review led to the re-development of and enhancement of the College Website providing a more 'user-friendly' site for the community to access College information. The College also embedded a more direct line of communication through the introduction of a ICT APP - 'SKOOLBAG' for parents and students to access.

The College continues to place emphasis on student active learning, reviewing options for the tracking of students at risk, especially in areas of academic attendance, social and emotional issues. In 2017 additional professional development and resources provided to support the implementation of new programs to support students at risk through an increase of timely update of data.

Principal's Report

As another exciting year at Catholic College Sale draws to a conclusion, it is great to reflect on all that has been achieved by so many. Our theme this year was "Awaken" which focused on the inspiring vision of St. Marcellin Champagnat, in this the Marist Bi-centennial year of celebrations. Awaken the Holy Spirit in each one of us, on a journey of discovery and action.

“Wake up the World!” Be witnesses for a different way of doing things, of acting, of living”. - Pope Francis.

Arise, Awake and Christ will shine on you (EPH 5:14)

Our students have awakened their belief in themselves, their compassion for others and joined in action throughout 2017.

The College continued its implementation of the 2016-2019 Vision and Mission Goals that were launched last year. These goals focus on the development of the whole student while ensuring there is continual improvement in processes, resources and facilities to support the teachers in the classroom. A particular focus this year has been the students as an 'active learner' and how we, as a College Community, can engage students in their own learning, facilitate motivation and create aspiring goals. College staff were excited and inspired by the excellent VCE results in 2016 and built on these with a stronger result in 2017. We celebrated student achievement in all areas of student academic and pathways endeavours. Catholic College Sale Students achieved one of the highest level of achievement of Catholic Regional Secondary Schools and was in the top twenty Catholic Schools in Victoria on a number of academic scales. The College continued to build on these student achievements but always with the focus in each individual student achieving their best possible goals at every level of personal abilities.

Student achievement this year has excelled as always. Involvement in Immersions, Retreats, Camps, Music, Sport, Debating and community and Diocesan projects and celebrations has been inclusive and an integral part of life at our College. Our celebrations have included the Bi-centennial Marist Mass and Awards, the Regional Catholic Schools Peace Mass, Valedictory Mass and celebrations to name but a sample. The student thirst for learning and opportunities is continually growing and never ceases to amaze our Community.

The Catholic College Sale Masterplan has progressed throughout the consultative and planning phase and the College is about to enter a significant building and re-development stage. Stages one and two of the re-development will be completed by mid-2020. Stage one includes a complete re-development of the St. Patrick's building with the addition of a new Learning Centre and VCE Centre. In addition, the College will re-develop a formal entrance with visual recognition of our Catholic Heritage through Our Lady of Sion and Marist Charisms. Stage two includes the re-development of the John XXIII building into a modern Years 7 and 8 Learning Centre with additional break out assembly and staff areas.

On behalf of our College Governors, Bishop Patrick O'Regan and Brother Peter Carroll fms, I wish to thank the Sisters of Our Lady of Sion and Marist Schools Australia, the Catholic Education Office and the College Advisory Council for their continued support of our College Community. We thank Dean Peter Bickley (Canonical Administrator) and Father Darren Howie and Father Solomon Okeh for their presence throughout the College.

Thank you to our College staff who have supported the development of our students in all aspects of their lives. A special thank you to our families and most importantly, to each of our students who enrich our lives and community.

Church Authority Report

Nil Report for 2017

College Advisory Committee Report

Nil Report for 2017

Catholic Identity and Religious Education

Goals and Intended Outcomes

Goal 1 - The Learning Catholic Community: Provide students, staff and the College community with challenging and engaging opportunities to grow in their faith and for staff and students to act as significant Christian role models.

- 1.1 Providing a Religious Education program that focuses on moving students from the literal to the post critical belief.
- 1.2 As part of the College's core philosophy of the education of the whole person, students and staff are supported in their own spiritual journey.
- 1.3 Provide all new students and staff to the College with an understanding of the Catholic identity of the College as well as the Marist and Sion charisms of the College.
- 1.4 Strengthen the understanding and ownership of both the Colleges' Sion and Marist charisms.
- 1.5 Assist all staff and students to appreciate their role as Christian Leaders within the College.

Goal 2 - The Active Catholic Community: To build an active Catholic Community that supports all to participate in opportunities that realise the mission of the Church and nurture their own spiritual growth.

- 2.1 Nurture and promote the formation of knowledge and skills in liturgy and prayer.
- 2.2 Understand the Gospels and how they are meaningful in the modern context so they can inspire actions.
- 2.3 Improve prayer and reflection in Pastoral groups.
- 2.4 Develop as an inclusive and supportive faith community.
- 2.5 Encourage students and staff to be actively involved in all areas of Catholic Social Justice.

Achievements

- The College was ably assisted by Dean Peter Bickley and other Priests from the district in the provision of liturgies. The College Opening Mass, Ash Wednesday Masses, Peace Mass with the theme of Diversity, Feast of Marcellin Champagnat Mass, Founders Day/Feast of the Assumption Mass, Valedictory Mass and End of Year Advent Mass. These were complimented by class Masses at the Sion campus throughout the year. We also held staff only Masses at the beginning and end of the school year.
- The College's three immersion experiences continued to Santa Teresa in the Northern Territory, East Timor and Dareton. This meant that a total of 18 Year 11 students and seven staff were involved in the immersions this year.

- 2017 saw the introduction of the revised Religious Education curriculum in a transition model. Staff received professional development at the end of 2017 to be informed about the form and pedagogical approach of the revised curriculum as well as being given some time to develop units which reflected some of these aspects.
- At the senior level the College redesigned the CSYMA courses and looks forward to the development in 2018 of a replacement 'Religious Education Service in Action' (RESA) course. Student numbers for this approach to Religious Education are still high. The Year 12 Texts and Traditions class received good results with every student achieving a Study Score over 30. New units were introduced to Year 10 students as a part of the curriculum revision. Also 2017 saw a total redevelopment of the Religious Education Seminar program in Year 12. This has a lot more classroom focussed exploration of topics and, a focus which very strongly adopted the recontextualisation model of teaching. Days of reflection were held at Years 7, 8 and 12 and our annual retreat started off the year for our Year 12's.



200 Years Celebration St. Marcellin Champagnat.
Brothers Paul, Ron and Bryan

- Champagnat Day (6th June) – Awards were presented to selected staff and students who best characterised the qualities of Saint Marcellin Champagnat.
- The College was represented at the annual Day of Dialogue at Our Lady of Sion College in Box Hill. This year there was an expanded number of Catholic, Islamic and Jewish schools participating.

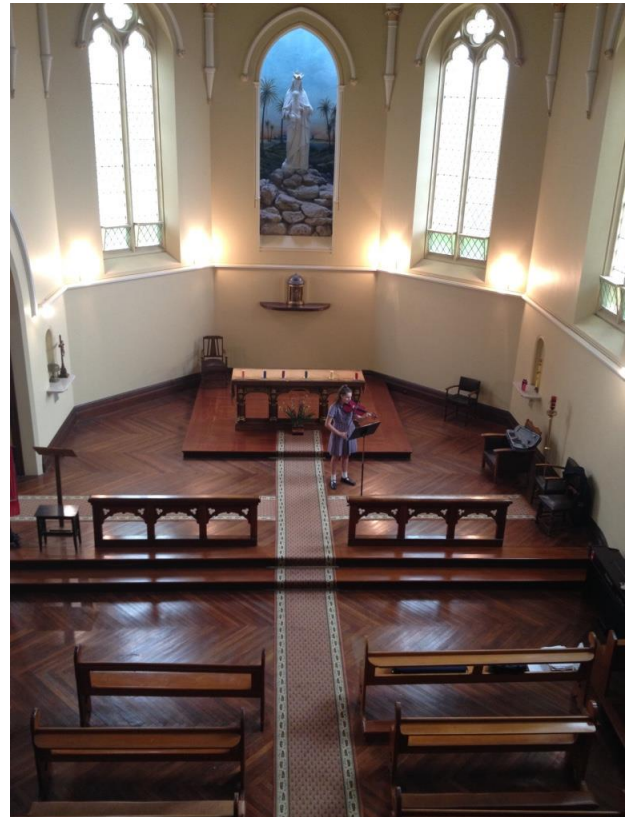
VALUE ADDED

- In the Marist Bicentennial year, members of the Marist Youth Ministry Team conducted sessions for our Year 12 students on the 2017 Marist Theme 'Awaken'.
- All College staff participated in the College's annual Spirituality Day focussed on:
 - "Our Christian Marist Story". Led by members of the Marist Mission and Life Formation Team.
 - Plus, a presentation on 'Education is not just the pursuit of knowledge, rather is a journey of the spirit' – by Jim Quillinan.
- The College's annual Walkathon continued this year on the Feast Day of St. Marcellin Champagnat. The focus this year was on awareness raising of the life of St. Marcellin through the 'Footsteps Walk' with sign posted 'stops' designating significant events in his life.
- There was support and assistance from the Catholic Education Office through he

valuable involvement of the Diocese Youth Minister (Lillian Davine) in our College events. Attending the Year 12 Retreat and the Years 7 and 8 Reflection days.

- The College hosted the Diocesan launch of Project Compassion.
- The College hosted the annual meeting and dialogue between Year 12 leaders from the Secondary Colleges of the Diocese and Bishop Patrick O'Regan.
- Year 11 student, Abbey Walsh was awarded the Father James Wall Bursary.
- The Principal, Deputy Principal Community and Catholic Identity and Religious Education Co-ordinator collaboration with staff from Marist-Sion Warragul and Our Lady of Sion College, Box Hill put a great deal of time into the development of a Sion Charism Day. This development aimed to create a full staff day from all Colleges in 2018.
- Local clergy were engaged in classroom activities during the year – Dean Peter Bickley spoke to some Year 9 classes about the Catholic Church's approach to death and dying and Father Darren Howie from Maffra led Masses at the Sion Campus for each class. Father Solomon from St. Mary's Cathedral also visited the school on a number of occasions.
- Students from the school attended the; Bishop's dialogue day, Caritas' Project Compassion Launch, the Diocesan Year 9 Spirituality Day hosted by Catholic College Sale, the Homeless Sleep-out hosted by Lavalla College and a number of other smaller activities locally organised by the St. Vincent de Paul Society.
- The College also hosted the St. Vincent de Paul day for disadvantaged youth Where a number of our students who participated as leaders for the day. One of these students has since moved on from Year 12 to work with the Young Vinnies as part of their Outreach Programs.
- Some staff and students attended the 200th Anniversary of the Marists at Marcellin College where our students joined in a larger 'Marcellin Schools Choir' during the liturgy. Some of our students spoke afterwards about what it meant to them to attend a school with a Marist only Charism.
- Our Year 11 CSYMA students attend the 'LEAD' Conference
- To mark the Bicentennial year of the Founding of the Marist Brothers Order, the College hosted four of the touring Marist Paintings which signified events in the life of St. Marcellin Champagnat. Each year level participated in a special service to understand the significance of the paintings.
- The continuation of the regular Sion Schools Meeting (Our Lady of Sion, Box Hill, Marist-Sion Warragul and Catholic College Sale) with the aim of furthering the understanding of the Leadership Teams and College Staff of the elements of the Sion Charism.

- Some College staff attended a presentation by Father Timothy Radcliffe.
- Father Peter offered a morning mass for staff before school commenced. These were held at both the Sion and St. Patrick's campuses.
- Commencement of staff and student conversation café.



Learning and Teaching

Goals and Intended Outcomes

At Catholic College Sale we foster an environment that encourages all learners in our community to strive for excellence and extend their potential. Continual reflection and improvement cultivates learning opportunities that are personalised to the individual journey. Our belief is that effective learning is built on engagement, growth and excellence whilst nurturing the whole person. Students who are challenged, cared for and nurtured are more resilient learners and active citizens.

- Mission Goal 1 Engagement: Build intrinsic motivation to learn through strengthening student voice and establish contemporary teaching practice.**
- Mission Goal 2 Growth: Celebrate the learning journey and achievement of all students.**
- Mission Goal 3 Excellence: Strive to build the capability/potential of all learners.**

Achievements

Mission Goal 1.2 – Engagement: Maximise student –centred learning opportunities where students make decisions that impact on their learning.

We continued to unpack the Learning Framework introduced in 2016, to guide teaching practice. We created the Leading Learning group that had Active Learning projects to share with their Learning Areas and role model best practice. This introduced teachers to new learning tools and encouraged them to empower students to be more invested in the learning process.

Mission Goal 2.1 – Growth: Build a metacognitive approach to student learning.

Mission Goal 2.2 – Growth: Promote reflection throughout the learning process.

Mission Goal 2.3 – Growth: Build a culture of feedback where learners seek and act on feedback.

Continual Reporting via the Parent Access Module was rolled out across the College. This allowed for reflection and deeper learning conversations to take place via the three-way partnership of home, school and the student. Students and parents were guided to access this feedback in a timely manner so strategies could be put in place for consistent and improved learning.

After consultation in 2016 it was decided to reintroduce hard copy diaries across the College. The new hard copy diary was deemed to be a success through better time management and the setting of learning and wellbeing goals as well as an opportunity for reflection throughout the year. Feedback from students and parents indicated that this was a learning strategy that was working and the decision was made to continue hard copy diaries into 2018.

The opportunity was created for students to access the library outside of class time in order to give them more flexibility and allow them more control of their own learning. Extended hours at the library were accompanied by the introduction of homework help and specialised English and Maths tutoring services.

The College accessed Edrolo as a learning tool. Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams.

Year 10, 11 and 12 students were given sessions with the Elevate Education team. Elevate works on behavioural change and study skills, they help students improve their study techniques, increase motivation, build confidence, and lift exam performance. Elevate sessions were also provided to teachers and parents to support the students.

Mission Goal 3.1 – Excellence - Build strong learning partnerships between all students.

Mission Goal 3.2 – Excellence - Acknowledge and celebrate improvement in approach to learning and achievement.

Mission Goal 3.4 – Excellence - Identify teaching practices that promotes effective learning.

Mission Goal 3.5 – Excellence - Focus on both the what and how students learn.

Mission Goal 3.6 – Excellence - Encourage staff to identify the impact their teaching has on student learning.

A system of commendations was introduced via our Learning Management System. These student commendations, for a range of categories, can be added by any teacher and will then appear on the students Parent Access Module. Learning achievement was also acknowledged for the first time, mid-year, at our Assembly. This was organised via selection of the top 10% from each year level based on summative assessment.

We continued rolling out Progressive Achievement Testing (PAT) for reading and maths for all students in Years 7 to 10 to measure growth of knowledge and understanding. This data, along with NAPLAN data and previous student reports is now available on our Student Management System for relevant teachers to assist with planning and meeting individual student needs.

A full review was conducted of our Mathematics Learning Area to support improvement and excellence. The Maths Pathways Program was piloted in Semester Two to Year 7's to assist students build on existing knowledge and fill gaps. It is based around the mastery of each topic, before progression. Teachers were given professional learning opportunities specific to Maths Pathways.

A new website was launched and an emphasis on improved communications from the College to the community. This included an improved Newsletter and promotion of our Skoolbag App. These all focus and emphasise our vision of learning and teaching and the promotion of students to strive for excellence. They also promote and celebrate student achievement.

We continued to focus on professional learning. During the staff week at the end of Term 4 we spent a day focusing on learning tools that can improve student focus and helping them to be active learners. Learner Area Leaders ran small workshops and shared practice from their active learning projects. This empowered the message that we have experts in the school and we don't always need to go outside of the school to seek answers. All teachers undertook a learning excursion to schools that had developed new contemporary learning spaces to provide example and ideas on how we could improve within our own environments and make informed decisions.

STUDENT LEARNING OUTCOMES

Analysis of our incoming cohort data over the past three years indicates that in areas of Reading and Writing Catholic College Sale Year 7's are above the National average and demonstrating steady improvement. However, they are still below the State average. In terms of Grammar and Punctuation we are below both the State and National average, although there has still been an improvement. In terms of Numeracy we are again below the State and National figures but there has been a significant improvement from previous years. The total number of the cohort has dropped to 129 students in comparison to the five-year average of 146.4.

Analysis of the Year 9 data over the past three years indicates Numeracy has held, neither improving or falling significantly with an increased number of participants from the previous two years. In terms of students both above and below the 50th percentile, Numeracy results mimic the State. Results in Spelling, continued to show some improvement with Grammar and Punctuation and Writing both maintaining similar results from previous years.



POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	36.0%
TAFE / VET	11.0%
APPRENTICESHIP / TRAINEESHIP	18.0%
DEFERRED	11.0%
EMPLOYMENT	21.0%



College Community and Student Wellbeing

At Catholic College Sale, we strive to cultivate a supportive, caring and challenging environment that enables rich learning to occur within the context of the overall health and wellbeing of our students and staff, both within their school environment and for their life beyond. As a health promoting school, we believe that a happy and fulfilling life is built on the ability to nurture faith, explore connections with others, build relationships with those we interact with and develop the resilience to cope with adversity.

Goals and Intended Outcomes.

Goal 1: Connections: Develop the understanding and the skills necessary for making positive connections with those around us.

- Building effective conversations between stakeholders based on honesty, feedback and evaluation.
 - All staff to be engaging in coaching conversations.
- To develop and enhance the 7 - 12 Pastoral structure of the College
 - Gather student reflections for each topic in the Pastoral Program. E.g. what did they learn from this? How will they use these ideas in life? How could they make this topic better? What did they think were the key ideas around this topic?
- Interweave a peer to peer support structure throughout the College.
 - Action learning project around peer to peer support. Investigated and evaluated for implementation.
- Develop a culture of feedback and support to improve collegiality.
 - Teachers to explore using sources of feedback with a focus on improving their practice.
- Provide more opportunities for positive College community interaction.
 - Explore further opportunities for interactions e.g. Learning Expos, LA Evenings, guest speakers, community forums.
 - Continue to provide learning opportunities for parents to become more informed about current educational pedagogy and wellbeing issues.

Goal 2: Relationships - Provide the opportunities and support that will enable the development of caring and supportive relationships for all.

- Ensure a learning framework is interwoven into all aspects of school life.
 - Develop critical buddy system into professional learning teams.
- To build a culture of co learning between teachers and students.
 - Providing professional learning opportunities that promote the importance of forming solid relationships to maintain the mental health wellbeing of students and staff.
- Expanding and enhancing the Learner Advisor role to incorporate the concepts of the College wellbeing approach.
 - Implement previously evaluated successful elements of the Learner Advisor/Wellbeing Program.

- Building a culture based on respect, responsibility and the valuing of our relationships.
 - Continue to develop and reinforce a whole school approach to the importance of our interactions and behaviours towards each other.
 - Continue to ensure all processes and protocols are based on respect, responsibility and valuing our relationships - a restorative approach.



Goal 3: Resilience - Build through a culture of high expectations for the social-emotional skills and competencies necessary for leading a productive and fulfilling life as lifelong learners.

- Build a culture of student and teacher reflection and articulate how learners achieve excellence
 - Continue to build a culture of professional conversations.
- Identify what makes student management effective and what needs improvement.
 - Continue to reflect and evaluate findings for ongoing implementation.
- Further development of College processes to reflect life skill expectations necessary for being a contributing member of the Community.
 - Implement refined processes from data analysis, with continual reflection and review.

Achievements

Catholic College Sale prides itself on the pastoral care provided to our students and staff. Part of this pastoral care is to assist students and staff in the latest understanding of how we can look after ourselves and get the most out of life. Our pastoral care SEED program has been created to engage and nurture the student in four areas: Self, Empowerment, Engagement and drive.

In 2017 the SEED Program was tailored around the theme of Awaken, asking students to awaken to the possibilities that lie before them and the potential within them.

- In Term 1 students looked at their hopes and dreams and what they wish to achieve this year. The first SEED challenge was creating a film clip for the song 'Eye of the Tiger' highlighting the hard work that may be needed to achieve these goals.
- Term 2 focussed student's attention on the people around them and how they can influence their actions. We also looked at the largely unknown influence we have on other people. The second SEED challenge was a Trivia session where students worked as a team to answer various questions.
- To coincide with the 200th Anniversary of the formation of the Marists in Term 3 the students closely studied the foundations of Catholic College Sale and in particular the

origins of the six Houses. Students were exposed to all the opportunities available to them from sports to music, cultural immersions to academic competitions. The last SEED House challenge was a Mini-Olympics featuring a water run, tunnel basketball and relay tic tac toe.

- Together, staff and students reviewed the 2017 'the year that was', celebrated with the finishing class of 2017 and thanked them for their contribution to the College. The students also took the time to prepare for their end of year exams, look back at the efforts they made and celebrated their achievements.

Non Attendance

The College has in place processes and procedures to identify track, monitor and support non-attendance students.

The College produces a register that not only includes absenteeism but behavioural difficulties and overdue work requirements.

Through regular monitoring of attendance and absentee patterns, the College reviews explanations for absences. The College may identify that a student is at-risk of becoming disengaged or failure to achieve minimum standard to complete senior school.

After attendance data is established, contact home is made and where necessary a series of progressive attendance letters are sent. Meetings with parents, student and counsellors are arranged. If a student is identified as a school refuser the counsellor is made the primary point of contact for the family and strategies to support a return to school are put in place. Where necessary, external agencies are contacted for involvement.

VALUE ADDED

In addition to a host of annual extra-curricular activities, Catholic College Sale has hosted several successful community events during 2017.

- Structured Pastoral program involving the expansion of the College SEED Program focussing on student engagement, development and achievement of goals.
- Participation in a wide variety of sporting events and sporting carnivals through the Marist and School Sports Victoria networks, both local, district, State and interstate. Marist Carnivals include: Netball, Basketball and Cricket Carnivals. SSV Sports include: Swimming, Athletics, Tennis, Football, Netball, Soccer, Equestrian, Clay Target Shooting to name but a few
- Excellent representation in community events such as Public Speaking, Art Shows and Dramatic Productions.
- Involvement with Community groups including; Red Cross Society, St. Vincent de Paul, Cancer Council and Meals on Wheels.
- Student Cabinet led performances, events and activities around the College throughout the year, enriching College life.
- Involvement in the Partnership Program at Years 7 and 8 with local Catholic Primary schools.
- Successful Performing Arts Festival, encouraging all student participation and highlighting

the talents of many current students.

- College and Campus assemblies that celebrate achievements and talents of current students in a variety of areas, encouraging a high standard and emphasising the importance of stepping out of one's comfort zone.
- Immersion opportunities to East Timor, Santa Teresa and Dareton, and involvement with social justice classes, events and activities.
- Student facilitated fundraising – raising awareness of local, and international issues providing assistance to those in need.
- Participation in the “Day of Dialogue” program with other students from schools including Jewish, Islamic and Catholic faith.
- College musical productions – Senior School Production ‘Into the Woods’ and local and State Eisteddfods.
- Junior School Production – “Sampson the Musical”
- College Music Concerts for families, staff and students.
- Students from Years 10, 11 and 12, together with parents and staff participated in Study Skill programs offered by ‘Elevate’. These programs are designed to assist students in developing appropriate study skills and re-inforce the three-way partnership between students, parents and the College.
- Victoria Police presentation to Year 12 graduating students on safety during ‘Schoolies’ and end of year activities and Year 11 ‘Party Safe’.

STUDENT SATISFACTION

Students continue to identify the College as a safe environment. They feel they are well supported in their emotional well-being which is supported by feedback through College Counsellors, Student Well-being audits (including bullying), LA and PST interviews and Pastoral Activities.

- Students continue to identify the high level of engagement in their learning and feel that opportunities are provided to assist in additional learning processes motivational activities. This is again supported through the volume of student involvement in learning opportunities, extracurricular activities and Pastoral activities.
- Students feel the College works with students to provide a strong learning and safe environment.
- Student engagement in a diverse range of extracurricular activities is very high and caters for most students.

Student involvement in College performance in both internal and external activities are well supported indicating a high level of peer recognition and support.

PARENT SATISFACTION

- Parents believe that the College provides a safe environment for their children to grow and develop.
- The Colleges pro-active transition program continues to provide for the needs of all students. Parents are especially pleased with the professional attention provided to students with special needs ensuring a smooth transition from primary to secondary school.
- Parents believe that College teaching staff and administration are approachable and work to resolve issues for families.
- Parents are supportive of the extensive extra-curricular opportunities that are available to all students.
- The Sion family evening in February continues to be well attended each year. A significant number of Year 7 and Year 8 families attend this evening. This was an extremely enjoyable and successful evening for all families. The evening began with a bar-b-que which was followed by a tour of the Sion Campus and classrooms.
- Parents are encouraged to become actively involved in College events, Presentation Ball, Year 7 camp and associated sporting clubs and are regularly asked for feedback on College activities.
- Families continue to support the College Learning Advisor and Parent/Student/Teacher interview program. The College is aware that the introduction of the Parent Access Module (PAM) provides parents with information on-line of their students' progress on a regular basis and will monitor the changing requirements of parents into the future.
- Parents are pleased that students feel connected to their peers and are developing high levels of social skills.
- Continued development of opportunities for positive interaction with families.
 - ❖ Family Night for all Sion parents.
 - ❖ VCAL and VCE information evening.
 - ❖ Pathway Evening and Expo.
 - ❖ Year 8 into 9 information evening.
 - ❖ Year 6 into 7 information evening and orientation day.
 - ❖ Grade 5 Taster Day.
 - ❖ PST/Learning Advisor Student Parent Interviews.
 - ❖ Senior Art and Technology evening.
 - ❖ Individual interview with all prospective students and parents.
 - ❖ Senior School Production.

- ❖ Junior School Production.
- ❖ Graduating Dinner and presentation of awards for VCAL Students and families.
- ❖ Year 12 Graduating Mass and Dinner where each student is recognised.
- ❖ Awards Presentation Evening for Years 7 – 12.



Opera Scholars Workshop 2017

Child Safe Standards

Goals and Intended Outcomes

- All staff to complete relevant modules in CompliSpace.
- The update and completion of the Child Safety Policy, the Child Protection Code of Conduct Policy and Staff and Student Professional Boundaries Policy. To educate staff of these policies.

Achievements

The embedding of policies and commitments into everyday practice

The College uses CompliSpace which has a very good child protection component that consists of the above mentioned policies and procedures in which all staff have received face to face and online training. Staff are required to read and understand these policies through CompliSpace by completing a short test at the end of each module.

The College also has a Child Safety Committee that ensures staff, students and the Community are informed and updated.

Training of teachers, non-teaching staff and volunteers

All staff have completed eleven modules on Child Protection. Contractors, visitors and volunteers have inductions and sign in and out of the College.

Consultation with the community

All our Child Safety policies and statements are placed on the College Website. They are also available on request.

Human Resources practices

It is now standard procedures when advertising vacancies that Catholic College Sale is a 'Child Safe School'. New staff are required to participate in induction training and complete the child safe modules on CompliSpace.

Student participation and empowerment strategies

Students engage in Child Safety awareness through various in-house surveys (bullying and School Climate Survey) and their Pastoral Program SEED – (Self-Empowerment Engagement Drive).

Child safety – Risk Management approaches.

CCS Risk Management is controlled by a live 'Sign in and out' procedure (PASSTAB) that records and holds relevant data pertaining to visitors, contractors and casual relief teachers. People who use this device must record either their Victorian Teaching Registration number and/or their working with children number.

All staff who are employed at CCS must have either VIT registration or hold a current Working with Children Check. These numbers and expiry dates are recorded and followed up when necessary.

- To develop appropriate implementation protocols and procedures to ensure Catholic College Sale complies with all legislative and authorities Child Safe Standards
- To provide relevant up to date professional development for all College staff members
- To introduce awareness and relevant information into the College curriculum
- To develop appropriate training and induction protocols for all College Contractors and Volunteers

Leadership and Stewardship

Leadership

At Catholic College Sale we provide effective faith inspired leadership that is inclusive of all within our community while valuing clearly communicated goals that provides growth and fosters responsibility within each individual. We strive to keep student learning at the centre of our educational focus through distributive decision making and the promotion of best practice.



Goals and Intended Outcomes

Goal 1: Culture: Celebrate the wisdom of the past with a passion to provide for the present and build for the future.

- The history of the College is acknowledged and celebrated as a part of our heritage and growth while continuing education in the Marist and Sion traditions.
 - Continue to provide opportunities for students and staff to explore a deeper understanding of the Marist and Sion charism through Immersions and Professional Development.
 - Provide an evaluation of all College Immersion Programs.
 - Be respectful of historical symbols.
- Provide leadership that is inclusive and strategic at all levels
 - Continue to develop strategies for focused leadership conversations.
- Development of best practice in educational provision and learning.
 - Continue to explore best practice in other educational environments.
- Communication procedures that are informative, clear and promote inclusiveness.
 - Evaluate the effectiveness of improved communication for staff.
 - Implement communication strategies to all members of the school community.
- Build professional practice that supports individual learning and goals of students and staff.

- Continue to provide opportunities to build professional practice based on VIT/AITSL standards.
- Develop and implement a model of contemporary professional learning.

Goal 2: Leadership Development: Encourage and foster a strong desire to develop leadership skills in all areas of the College community.

- Provide procedures and processes that build capacity within all members of the College community.
 - Refresh understanding of College Strategic Plan for 2017 and beyond.
 - Continue leadership conversations with staff.
 - Embed updated leadership structures and role descriptions.
- Continue to develop policies and processes that reflect community expectations and provide an enhanced working and learning environment
 - Continue further policy development.
 - Continue to monitor implementation and compliance of policies

Goal 3: Responsible Decision Making: Build capacity and practice throughout the college community for involvement in decision making that is consultative, respectful for the needs of all and responsible.

- Build the capacity of individual community members to contribute to a distributive leadership model that acknowledges appropriate responsibility.
 - Monitor and reinforce the understanding of the distributive leadership model throughout the College.
- Student learning and faith development are the central focus of all decision making within the College.
 - Continue to develop the process for continual reflection on how decision making impacts on student learning.
- The strategic plan is referenced when making decisions about future development of the College while acknowledging the wisdom of the College Governors and embedding sustainable financial practice.
 - Audit the progress of enacting the Strategic Plan.

Achievements

Culture:

The College celebrates our Marist and Sion charisms throughout the year. The College is an active member of Marist Schools Australia and provides professional development to deepen their understanding of the Charism. This includes network meetings, single day professional development on site and externally, conferences of 2 – 3 days and overseas immersions to Jerusalem, Rome and Lavalla in France. The whole College participated in the celebrations of St. Marcellin Champagnat and the Marist Formation in 1717 (200 years).

Leadership Development:

The College continued its review of the Leadership structure and re-focused its role descriptions to ensure a focus on learning and well-being within all positions. The College continued to work with CompliSpace to review policies and ensure up to date,

appropriate and consultative policies are developed. In 2017, the College focussed on its Child Safe and Privacy policies.

Decision Making:

The College continue to embed its distributive leadership model by providing a deeper understanding of appropriate levels of decision making, accountability and consultative processes. Staff meetings are held on a regular basis, these provide minimal administrative explanation and have developed a focus on staff professional development through discussion and a consensus of understanding issues and policies. Staff have been very appreciative of the change in staff meeting structure.

Stewardship

Catholic College Sale is blessed with a vibrant heritage of provision for the Sale community. We work to ensure sound governance practices, prudent financial management, sustainable facilities and strategic planning for the future.

Mission Goal 1: Governance and Management: Sound governance practices are embedded to ensure a responsible and strategic approach to the management of the College.

- Support strong governance through effective and transparent accountability and management.
 - Updating risk management practices that exist within the College.
 - Manage the compliance requirements of the governors.
- Create a culture of stewardship that is respectful of our heritage and builds for the future.
 - Develop new ways to communicate with stakeholders and work with the community to create increased awareness.
 - New staff induction includes both the Marist and Sion charisms.
- Ensure all policies and procedures are in line with current legislative Marist and CEO requirements.
 - Update policies and procedures to ensure compliance.
 - Utilise and review CompliSpace software.

Mission Goal 2: Sustainability: Increase the sustainability of the College through strong financial planning and provision of resources into the future.

- Develop and implement a financial model that ensures the continued viability and sustainability of the College now and into the future.
 - Continue to implement practices that support ongoing parent affordability.
 - Continue to maximise the financial performance of the College through the use of Business Intelligence applications and other monitoring tools.
- Develop a Masterplan that is innovative, flexible and meets the future vision and direction of the College.
 - Seek funding to implement building projects that were identified.
- Continue to build the resources of the College to create a contemporary learning environment.
 - Implement best practice in schools in relation to learning spaces.
 - Work with architects to develop plans for contemporary learning spaces.

Mission Goal 3: Facilities and infrastructure: Strive to ensure best practice in the development, use and maintenance of all College facilities and infrastructure.

- Use of College resources in an appropriate and effective manner.
 - Continued maintenance procedures to ensure uninterrupted ICT provision.
 - Continue to ensure equipment is kept fit for purpose via an established maintenance program.
 - Audit equipment to ensure OHandS compliance.
 -

Achievements

Governance and Management:

The College continue to explore pathways for clear communication to ensure the College is governed in an enhanced and sustainable manner. Processes have been developed to assess the risk management of all College practices and the College Governors receive regular information through Consultants, Directors and reports. There is a clearly defined Organisational decision making process. This process will be reviewed in 2018

Sustainability:

The College continues to improve operational practice to ensure financial sustainability into the future. The College is well placed to support programs and provide for future development of programs and professional development of educational pathways, professional development and Master-planning.

Facilities and infrastructure:

The College continued its Master-plan development in preparation for amalgamation of the two campuses. This Masterplan focussed on the St. Patrick's campus and included physical design for future provision, financial sustainability for implementation of the College Masterplan and sourcing appropriate financial support for implementation of the College Masterplan.

The College continued to work towards facilitating the recommendation of the College Governors in implementing a one campus secondary school. Stage one of the new Masterplan will commence in 2018.

This year the College re-developed its Metal and Woodwork facilities including safe machinery areas, improved welding facilities and a sound proof room. For the first time the College was able to establish, through the purchase of additional facilities, a designated VCAL educational facility including; classroom and internal and external work areas.

The College has implemented recommendations from the ICT review. Continued its strategic planning as well as re-developing its maintenance program in line with its new goals and continues to ensure OHandS requirements are being achieved, especially in the manual-skills area.

The College aims to continue delivering practical and functional learning areas that work towards providing the best learning environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

2017 VCE Literature Network

Good Grief Connections/ Seasons For Growth program

5th International Game Sense Conference

ACHPER Conference 2017

ASELL Schools - Workshop on Laboratory Learning

Assessing Texts and Traditions Papers

Atelier Mind Masterclass/ TSSM Food Studies revision session

Autism Professional Learning

CEO Warragul - Service in Action - CYSMA

Child Safe Standards: Next Steps on the Journey

Child Safe: Next Step Journey

Clickview Academy

Clickview Workshop

Cluster meeting

Comview Annual commercial teachers conference

Creating an Inclusive Learning Environment: for Students with LD- Melbourne

Digital Technologies Workshop

Drama Victoria Annual Conference

Eastern Languages Cluster Meeting

First Aid cert 2 with CPR

Food Security in Sale Forum

GTAV Annual Conference

Health and Human Development New Study Design PD	
Hearing Loss	
HHD New Study Design Session	
Hippos 'stayin' alive'	
Home Economics Victoria Annual Conference	
Implementation of 2018 Study design	
Intentional Fun-enjoying Maths for all its worth.	
Introduction to Autism, Positive and practical strategies to support Behaviour, Learning and Social success	
Introductory Robotics Workshops Coding Made Easy	
Italian National Day -Mass, presentations	
LABCON 2017	
Language teachers meeting	
Languages Cluster Meeting	
Learning and Teaching Network - Term 3 (East 1)	
Legal Studies External Exam Assessment Training Day	
Maths Association of Victoria Annual Conference	
Maths Online	
Maths Pathways Trainer Retreat	
VCE Further Maths workshop	
MAV Maths conference	
New Study Design Media	
Pathways Transition Seminar	
New VCE Physical Education UNITS 3and4	
RE Accreditation Course, Warragul	
RE Curriculum Writing Day	

REC meeting	
REC Meeting Term 2	
Leaders of Religious Education Conference	
Religious Education Course Writing Day	
Seasons for Growth Re-connector session	
Senior Geography Conference	
Servicing Microscopes	
2018 Whole Day VCE Workshop GIPPSLAND	
SIMON user group workshop	
SWD Briefing day	
VCE Biology Unit 1 Overview	
Synergetic training - Introduction to crystal reports	
Teaching and Supporting Students with Special Needs	
Meet the Assessors, English	
2018 Whole Day VCE Workshop GIPPSLAND	
Teaching VCE History in 2018 Units 1-4	
Unit 4 Outcome 2 and Question 4 PD	
VALA Master Class -Meaningful and Engaging WRS	
VATE CONFERENCE	
VCAA Assessor Extended Investigation Critical Thinking Test	
Marist PD and Pilgrimages	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	55
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1207.42

TEACHER SATISFACTION

- All college staff were requested to complete the Insight SRC Survey in 2017. The results again, identified a variety of areas that are achieving best outcomes and areas for further improvement.
- The College continues to achieve, high standards in a number of areas including: Student behaviour in the classroom and school, respect for students and individual moral, student safety, transition and reporting and school improvement plan.
- Throughout 2017, the College focussed on engagement of students in the classroom, the development of teacher practice and planning for an improved learning environment. A number of College appraisals were completed and steps were taken to increase recognition of the contribution of community members.
- Catholic College Sale continues to focus professional development practices on support for pedagogical improvement within the classroom and extra-curricular activities including assistance with developing support practices for diversity and curriculum engagement within the classroom.
- College Staff became actively involved in a number of committees which contributed to the consulting and planning of specific school improvement projects including the St. Patrick's project, the new VCE and Learning Centre, the John XXIII project and College grounds.
- The continuation of student high VCE results in 2017 again reflected the commitment and hard work of all College staff who celebrated student achievement. In particular, 16 VCE teachers assisted students in receiving a Study Score of 40 or above in 21 subjects. The College recognised that these results are contributed to through all year levels.



Future Directions

The theme for 2018 is 'Making a Difference' encouraging students and staff to make a difference in their learning practice and personal development.

Catholic College Sale will continue to focus on individual student learning pathways examining how individual student skills can be improved through pedagogical change in the classroom. Differentiation in the classroom will continue to be a driver in improving individual student potential and allowing each student to achieve their personal best outcomes.

The College will expand its study skills environment by providing additional after school study facilities and assistance as well as engaging external motivational facilitators and programs.

Policy review will continue in line with the Legislative, Diocese of Sale and Marist Policies. In 2018, the College will continue to work with CompliSpace, with a continued focus on Child Protection and a full review and update of Occupational Health and Safety policies and Student Duty of Care policies.

In January 2018, builders will commence the Stage One redevelopment of the College which includes; the St. Patrick's redevelopment and the new VCE and Learning Centre. Planning will continue on the John XXIII redevelopment and it is hoped to go to tender in late 2018 for a Stage Two commencement early in 2019.

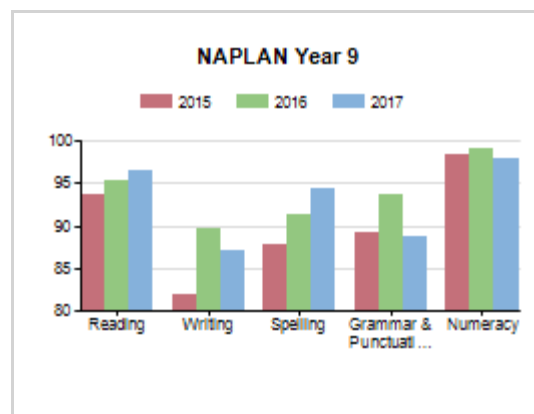
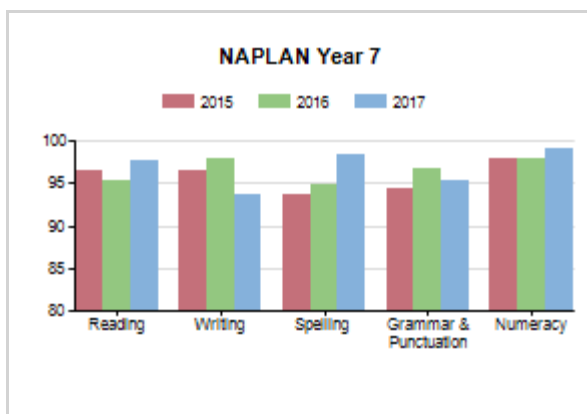
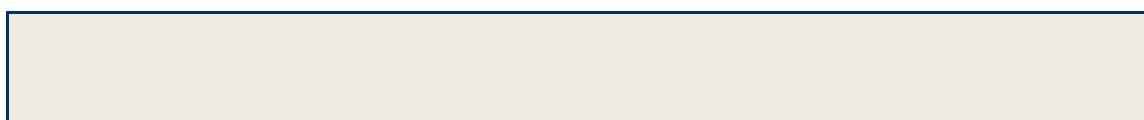


VRQA Compliance Data

VRQA Compliance Data

E4006 Catholic College Sale, Sale
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	94.5	96.7	2.2	95.3	-1.4
YR 07 Numeracy	97.9	98.0	0.1	99.2	1.2
YR 07 Reading	96.6	95.3	-1.3	97.7	2.4
YR 07 Spelling	93.8	94.8	1.0	98.4	3.6
YR 07 Writing	96.6	98.0	1.4	93.8	-4.2
YR 09 Grammar & Punctuation	89.2	93.7	4.5	88.7	-5.0
YR 09 Numeracy	98.3	99.2	0.9	97.9	-1.3
YR 09 Reading	93.8	95.3	1.5	96.4	1.1
YR 09 Spelling	87.7	91.3	3.6	94.3	3.0
YR 09 Writing	82.0	89.8	7.8	87.2	-2.6



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	74.35%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	92.47
Y8	89.81
Y9	90.94
Y10	89.95
Overall average attendance	90.79

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.62%

STAFF RETENTION RATE	
Staff Retention Rate	77.63%

TEACHER QUALIFICATIONS	
Doctorate	1.52%
Masters	10.61%
Graduate	39.39%
Certificate Graduate	7.58%
Degree Bachelor	84.85%
Diploma Advanced	18.18%
No Qualifications Listed	4.55%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	91
FTE Teaching Staff	81.597
Non-Teaching Staff (Head Count)	53
FTE Non-Teaching Staff	47.716
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	574.30

Year 9 Writing	546.20
Year 9 Spelling	568.60
Year 9 Grammar & Punctuation	553.60
Year 9 Numeracy	563.30

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	100%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	36.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	18.0%
Deferred	11.0%
Employment	21.0%

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>