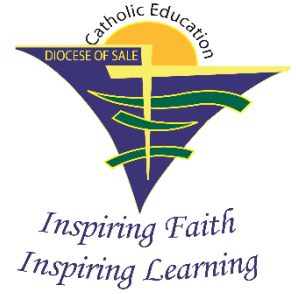


ANNUAL REPORT TO THE SCHOOL COMMUNITY

2018



Catholic College Sale



SCHOOL REGISTRATION NUMBER: 0425

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6 May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

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 & 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 Thompson River and Cathedral Hall placed adjacent to St. Patrick's Campus.

The College currently has a student enrolment of 816 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 of 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:

- The formation of the Mary's Project Committee to ensure all areas of the amalgamation of the two campuses of the College.
- The continual enhancement of pedagogical practices within the College with an emphasis on improving Student Active Learning and growth in improved outcomes. The beginning of a data supportive learning program for students and staff.
- The College continued in developing a planned and practical implementation of the Governors decision to ensure the future provision of Catholic Education in the Sale District. This included finalisation of Masterplan Stage One, the development of Stage Two, the John 23rd project with a supportive sustainable financial plan and tendering process.
- Continual formation of the College ten-year financial forecast and Masterplan.

Parent involvement continues to be a priority for the College in the Learner Advisor Program focused on Year 9 and in continuing the educational discussion with all students. The Parent Access Module (PAM) continued to be embedded within College pedagogy and has become a key component of parental interaction with the College.

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 and, social and emotional issues. In 2018 additional professional development and resources were provided to support the implementation of new programs to support students at risk through the increase of timely updated data, engagement of outside Wellbeing Authorities and the implementation of Child Safe Policies.

Principal's Report



Catholic College Sale continues its tradition of focusing on two themes thought the 2018 school year. Our Marist Theme 'Hope and a Future' draws our attention to a kind and loving God.

"For I know the plans I have for you to give you hope and a future" – Jeremiah 29:11

Students have been encouraged to consider choice, direction, decision and commitment within their lives. We have also focused on "Making a difference" as a College theme. How can each individual make a difference in their own lives and the lives of others? How can they improve their learning, assist the student next to them, at home and in projects within the wider community? Each student was presented with a badge, designed here at the College, to wear on their uniform as a reminder to "making a difference". Our students have awakened their belief in themselves, their compassion for others and joined in action throughout 2018.

Again, our students achieved great results in VCE and VCAL in the transition from 2018-2019. The number of high achievers and apprenticeships gained was a tribute to the hard work of students and dedication of staff. Improvement was evident across all levels of endeavour and it is always uplifting to see students that are challenged when learning to achieve their very best. They are our 'quiet achievers'. Our active learning program implementation continues to deliver learning goals for our individual students.

Student achievement this year has again been excellent. 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 Opening College Mass and Awards evening, the Regional Catholic Schools Peace Mass, Valedictory Mass and celebrations to name but a sample. Our student thirst for learning and opportunities continues and never ceases to amaze our College and wider community.

The building program at the College is proceeding well, timely and on budget. The St. Patrick's building stage will be available for use in the second half of 2019. In mid-2019, the College will re-develop the existing O'Connor Learning Centre into a Year 9 Learning Centre and hold six studies and a breakout area. The John XXIII project will commence in the second half of 2019 and grounds re-development in 2020. The new facility will be amazing and will provide each of our students with a wonderful learning environment for many decades into the future. The vision of the College's founding Bishops, backed by our community continues to evolve.

Our thoughts and prayers have been with our community in the last few months and especially our Year 12 students as we remember the loving and vibrant life of Tom Whiley. May Tom find eternal peace.

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 and Father Solomon Okeh for their presence throughout the College and the members of the College Advisory Board.

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.

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.

Goal 3 – The Wider Community: To engage with the local parish priests, local communities and parishes, Diocese, as well as broader state, national and world bodies, in order to enhance connections and assist the College in maintaining a strong Catholic Identity.

- 3.1. Promote the Catholic Identity of the College in the wider community.
- 3.2. Maintain and expand the connection with the local parishes.
- 3.3. Build partnerships within the wider community that enhance our Catholic identity.

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, the Peace Mass with the Bishop of Sale, Bishop Patrick O'Regan, 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 revised RE Curriculum "To Live in Christ Jesus" was further developed with in-services attended by a number of key RE teachers to enable them to develop an understanding of the pedagogy and content of the course. This course very strongly asks students to raise questions and seek answers in a supportive yet challenging setting. The Catholic faith is the cornerstone for all study but students are encouraged to develop their understanding of their own faith journey in the light of their growing understanding of the Catholic Church's life and mission.
- At the end of 2018 staff were given time to reflect on how the revised curriculum would be developed assisted by an overview written by the Religious Education Co-ordinator which places the revised course in the light of the culture and story of Catholic College Sale.
- The Senior Choir RE classes and the Religious Education Service in Action (RESA) classes continued to grow with their particular focus in the light of the revised curriculum. Students were able to attend a number of events outside of the school which allowed them to develop their understanding of their learning in a broader setting. A past student also took the initiative to start a young people's St Vincent de Paul group and a number of Year 12's committed themselves to assisting with that group in 2019. Days of reflection were held at Years 7, 8 and 12 and our annual retreat started off the year for our Year 12's.
- Champagnat Day (6th June) – Awards were presented to selected staff and students who best characterised the qualities of Saint Marcellin Champagnat.

St. Marcellin Champagnat Award Winners 2018



- The College participated in the CEO Youth Ministry program by having students and staff attend the following events;
 - The Launch of Project Compassion.
 - The Social Justice and Leadership Camp.
 - The 'Shine Celebration' showcasing Youth ministry in our secondary schools.
 - The student leaders' conversations with Bishop Patrick.
 - Homeless Sleep out.
- Personal and spiritual developmental programs were conducted throughout the year including:
 - Year 7 Reflection Day.
 - Year 8 Reflection Day.
 - Year 12 Retreat.
 - Year 12 Reflection Day.
- Day of Dialogue – Year 11 students participated in this annual gathering of Christian, Jewish and Muslim Schools. This provided an opportunity for students of different faiths to enter into interfaith dialogue for students to meet and talk informally in small groups and to deepen the student understanding and respect for others of different faiths.

VALUE ADDED

- The Marist Mission and Life Formation Team conducted a half day program for all staff, with the focus being on Marist Solidarity.
- All new staff were involved in the College's Induction Program highlighting on what it means to be a staff member in a Catholic School. This included an overview of the Sion and Marist history and ethos.
- All new staff to the College also participated in the Marist Induction Program – In the Marist Way.
- Regular meetings of the POSEC group (Principals of Sale Education Committee) were conducted focusing on building connections and a sense of P-12 Catholic Education. A number of combined programs during the year included;
 - Opening of the School Year combined staff Mass and morning tea.
 - Peace Mass.
 - Student Partnership Program.
 - Combined media promotion program.
- The Staff Spirituality Day was conducted with Father Timothy Radcliffe OP as the guest speaker. Father Timothy's presentation focussed on "Teaching as an act of Friendship" and, "Let them be one": Catholic Identity as well as small group discussion groups. Staff from Catholic College Sale joined with staff from Lavalla Catholic College and some staff members from Nagle College, Bairnsdale.
- Year 11 students who attended the three immersions reported back on their experiences at college assemblies. Their enthusiasm about their learnings and experiences was evident and appreciated by staff and students.

- The Sion Schools conference was conducted at Marist Sion College, Warragul, involving all staff from Catholic College Sale, Marist Sion Warragul and Our Lady of Sion College, Box Hill. The focus of the conference was on the Sion Charism, understanding scripture, Dialogue and Catholic Identity. The day was facilitated by Sister Mary Raeburn nds and Dr Paul Sharkey from the Catholic Education Office, Melbourne.
- 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. The students are beginning to see this as an annual "pilgrimage" to honour St Marcellin.
- Senior Students participated in Marist Connect evenings at both a regional and state level during 2018. These sessions provided opportunities for enhancing an understanding of the Marist charism, leadership and networking/socialising of students from Marist schools.
- The College hosted the 'Courage to Care' display and presentation with all Year 9 students attending as well as students from other local secondary schools. The exhibition was conducted by a volunteer Jewish community from Melbourne. The focus of this was raising awareness of the Holocaust, as well as topics of racism, bullying, stereotyping and prejudice. The key message for the students was 'Each Person can make a Difference". To 'be upstanding rather than standing by/colluding with perpetrators'.
- There was support and assistance from the Catholic Education Office through the valuable involvement of RE leaders in course development and interschool activities including the annual Justice Camp.
- 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.
- 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 Solomon 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 in a less formal manner.
- The sudden passing of a respected and valued Year 12 student created much sadness within the College community. The College response included;
 - The support of Headspace personnel.
 - Individual support and counselling for staff and students.
 - Prayers.
 - Memorial Service.
 - Support for the family.
 - Quiet space for students.
 - Communication with parents.
- 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 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.
- The College Principal and Deputy Principal attended the Sion Schools International Conference in Paris. The program and the connections with the wider Sion family, gave a greater understanding of being part of 'Sion' as a sense in understanding and appreciating the Catholic Faith.
- The Royal Commission into Sexual Abuse and Historical Abuse cases associated with the College were testing times. However, this provided an opportunity for open and honest communication by the College with staff, students, parents and the broader community. It was essential in acknowledging the harm and damage caused as well as drawing a line between the past wrongs and the current comprehensive child safety expectation with the College today.
- During the year seven College staff participated in Marist Professional Development programs including;
 - Footsteps One.
 - Footsteps Two.
 - Marist Solidarity Retreat.
 - Marist Leaders Next Gen.
- The College theme and focus throughout the year was "Making a Difference". The theme and attention to it at assemblies drew attention to the Colleges values with the focus on how we could make a positive difference in the lives of people around us.



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 Engagement: Build intrinsic motivation to learn through strengthening student voice and establish contemporary teaching practice.

1.4 Create flexible learning environments.

We timetabled more team teaching, primarily focused in our VCAL, HPE and Maths Learning Areas. This allowed teachers to work together to support each other and to support differentiation of student needs. Team teaching enables ongoing reflection and analysis, particularly for developing strategies for high impact learning to take place.

We extended the hours of the library and made available more rooms for students to book to allow for greater peer tutoring and collaboration. This was used a great deal by our senior VCE students, who reported positive feedback regarding this arrangement. This improved personal and social development as well as increased motivation.

We refurbished St. Mary's Hall to upgrade facilities for collaboration in our performing arts areas. The resulted in a higher level of usage of these facilities, consequently, creating more opportunities for creative student collaboration.

Mission Goal 2 Growth: Celebrate the learning journey and achievement of all students

2.1 Build a metacognitive approach to student learning.

2.2 Promote reflection throughout the learning process.

2.3 Build a culture of feedback where learners seek and act on feedback.

The Leading Learning team that was created in 2017 continued to focus on improving learning outcomes for students. Focus areas in 2018 were growth, measuring growth and unpacking metacognition to teachers. Each teacher had a learning project where they gathered learning artefacts to share with other teachers to demonstrate alternative ways to measure student growth.

In association with the SEED program (learning/wellbeing program) students were required to reflect, outline goals, set learning targets and grade predictions weekly throughout the school year. Pages and space were devoted to this in our unique student diaries, supplied to all students. This was also incorporated into discussion at Learner Advisor Meetings with the Learner Advisor, student and parent/s present.

Continual Reporting via the Parent Access Module continued to be refined. Teachers were required to have a minimum of one comment per class every six weeks. 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.

The College again accessed Edrolo as a learning tool. Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to further assist students in their preparation for exams.

Year 10, 11 and 12 students were again 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.

At the start of each term teachers were distributed a comprehensive meeting schedule that outlined key priorities of the College. Early distribution of this schedule was introduced to maximise teacher involvement and therefore give them the opportunity to attend our regularly scheduled in house Professional Learning. Our focus was on learning forums and teachers being able to share best practice.

There was a significant focus on students being in control of their own learning. Delivered via open forum discussion and campus assemblies students were encouraged to ask questions and communicate with their teachers, not only in the classroom, but via email when at home or studying elsewhere. Also, making time outside of class to approach teachers and clarify any questions they may have to assist their understanding.

Engineers without Borders



Mission Goal 3 Excellence: Strive to build the capability/potential of all learners

3.1 Build strong learning partnerships between all students.

3.3 Encourage students to communicate when and how they have achieved excellence in their learning.

3.4 Identify teaching practices that promotes effective learning.

3.5 Focus on both the what and how students learn.

3.6 Encourage staff to identify the impact their teaching has on student learning.

To role model excellence we invited our previous years 90+ VCE students back to the College to address all Year 12 students, with an emphasis placed on how to achieve high results. A significant time during the session was devoted to a question and answer session. Tips from this session were compiled and distributed to all Year 12 students for frequent referral.

Through the Leading Learning Group, Learning Area Leaders encouraged teachers to mentor less experienced teachers with an open door policy. This created a more comfortable, open, environment with productive discussion and collaboration.

The system of commendations via our Learning Management System continued to be used and expanded upon. Student commendations, for a wider range of categories, were added by any teacher and appeared on the students Parent Access Module and on their end of Semester Report. For Year 12 students, these commendations contributed to their Graduate Certificate. Learning achievement was also acknowledged for the second year running, mid-year, at our Assembly. This was organised via selection of the top 10% from each year level based on summative assessment.

We continued to use 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 available on our Student Management System for relevant teachers to assist with planning and meeting individual student needs.

The Maths Pathways Program which was piloted in Semester Two to Year 7's in 2017 was rolled out across Year 7 and 8. This will work towards the vertical grouping of Year 9 and 10 Maths students into Advanced Maths with the intent of these Year 9 students completing Unit 3/4 Further Maths in Year 11 with other VCE Maths options. Maths Pathways is based around the mastery of each topic, before progression. Teachers were again given professional learning opportunities specific to Maths Pathways.

There was a greater emphasis on recording of information regarding students. Teachers and Counsellors were encouraged to use our Learning Management System's Notes regularly and for all contact so that all relevant staff were fully informed regarding students. This provided opportunity for maximising student support and consequent learning results.

We created a student database of VET and VCE subject requests for those students wanting to complete an accelerated course of study in Year 10 or 11. This database drew information from our academic review meetings and consultation with Year Level Leaders to make recommendations on student selection. This more refined approach, allowed for more opportunity for greater student success in these subjects.

STUDENT LEARNING OUTCOMES

Analysis of our incoming cohort data over the past three years indicates in areas of Reading and Writing, Grammar and Punctuation and Numeracy Catholic College Sale Year 7's are coming in with similar results each year over the period 2016-2018. We have seen improvement in Year 7 Numeracy in the 90th percentile. There was improvement in the overall Year 7 data from 2016 to 2017, but there was a slight drop from 2017 to 2018.

Analysis of the Year 9 data over the past three years indicates Numeracy has seen significant Improvement from 2017 to 2018 after a near same result from 2016 to 2017. All quartiles in 2018, have improved. Below the 75th percentile, are results exceed the State.

Results in Spelling, continued to show some improvement with Grammar and Punctuation and Writing both maintaining similar results from previous years.

Reading also showed a significant improvement from 2017 to 2018 after a change in the format of the English program. 2016 to 2017 results in reading also indicated growth.

The biggest reading growth occurred below the 75th percentile.

- **Proportion of Students Meeting the Minimum Standards**

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes%	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	96.7	95.3	-1.4	93.2	-2.1
YR 07 Numeracy	98.0	99.2	1.2	97.9	-1.3
YR 07 Reading	95.3	97.7	2.4	93.1	-4.6
YR 07 Spelling	94.8	98.4	3.6	89.8	-8.6
YR 07 Writing	98.0	93.8	-4.2	91.2	-2.6
YR 09 Grammar & Punctuation	93.7	88.7	-5.0	92.5	3.8
YR 09 Numeracy	99.2	97.9	-1.3	99.2	1.3

YR 09 Reading	95.3	96.4	1.1	93.9	-2.5
YR 09 Spelling	91.3	94.3	3.0	85.0	-9.3
YR 09 Writing	89.8	87.2	-2.6	79.7	-7.5

- **Median NAPLAN Results for Year 9**

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	581.5
Year 9 Reading	568.2
Year 9 Spelling	568.6
Year 9 Writing	534.6

- **Senior Secondary Outcomes**

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	100%

- **Post-School Destinations as at 2018**

Tertiary Study	50.8%
TAFE / VET	1.5%
Apprenticeship / Traineeship	10.8%

Deferred	21.5%
Employment	13.8%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.5%



Geography Field Trip

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.
 - Regular opportunities for teachers to engage in coaching conversations.
- To develop and enhance the 7 - 12 Pastoral structure of the College
 - Continue to gather student reflections, evaluate and refine and implement the findings.
- Interweave a peer to peer support structure throughout the College.
 - Implement action plan developed in 2017.
- Develop a culture of feedback and support to improve collegiality.
 - Focus on using sources of feedback for teaching planning and professional learning.
- Provide more opportunities for positive College community interaction.
 - Continue and develop positive parent evenings with relevant speakers.
 - 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.
 - Professional Learning Reams to develop learning and wellbeing priorities.
- To build a culture of co learning between teachers and students.
 - Develop and enhance reflection strategies.
 - 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.
 - Continue to implement, refine and reflect previously evaluated successful elements of the Learner Advisor/Pastoral 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 staff and students. Part of this pastoral care is to assist staff and students in the latest understanding of how we can look after ourselves and others and also get the most out of life. Our pastoral care S.E.E.D. program has been created to engage and nurture the students in four areas: Self, Empowerment, Engagement and Drive.

Each year the SEED program is linked closely with the College Theme, in 2018 this was “Making a Difference”.

Term one started with a ‘focus day’ which enabled students to set goals and look at how they plan to make a difference in their own lives. Through the setting of clear and thoughtful goals students start to create their own self-motivation and drive. This was also followed by a session on GRIT and being resilient in the face of challenges.

Term two looked at how we interact with those closest to us, our friends and family. We discussed the need to look out for one another as well as the potential influence our actions have on other people. This included a talk to the Year 9 and 10 students about safety online and respectful relationships.

Term three moved further afield looking at how we as a school or community can make a difference to the broader community and those less fortunate than ourselves. We looked at taking the benefits of saying yes to the opportunities around us, in particular those offered at school, such as immersions and leadership positions.

In term four the focus was on the end of the year and reflecting on what we have achieved or strived to achieve. Students looked at both success and failure and understanding that a lot can be learnt from both. Students were given the opportunity to express gratitude to those that have helped them throughout the year.

The SEED program also incorporated the Learner Advisor meeting in Year 9, where pastoral staff sit down with each student and their parents and review how they are progressing on a holistic level. The LA meetings allow parents and students to review all subjects, behaviour and wellbeing and set achievable goals for the semester.

Throughout the year all students are also involved in the SEED House Challenge which has three components. The Film Clip Challenge – where students create a film clip to a theme song. The Big Quiz – where students compete in a trivia style quiz. The Mini Olympics – where students compete in novelty style sporting events. The aim of these simple challenges is to build community and camaraderie within the college.

As a result of the SEED Program, a number of positive outcomes have been evident.

Our students are:

- Actively connected to their learning and have positive and respectful relationships and experience a sense of belonging to their school and community.
- Respected, valued, encouraged, supported and empowered to succeed.
- Developing the knowledge and skills to grow and flourish, do well and prosper in all areas of life.

Our Staff:

- Engaged in nurturing professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- Enable success by contributing to a positive, supportive and encouraging learning environment.
- Allow students to thrive by delivering high quality learning experiences.
- Develop proactive teaching methods in response to a greater understanding of the students they teach.

The Broader School Community are:

- Equipped to actively participate in the school and in helping students to develop positive connections.
- Empowered to actively participate in supporting and reinforcing student learning.
- Able to understand how to support and enable the aspirations of every student.



VALUE ADDED

In addition to a host of annual extra-curricular activities, Catholic College Sale has hosted several successful community events during 2018.

- 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.
- Involvement with Community groups including; Red Cross Society, St. Vincent de Paul the Cancer Council, Meals on Wheels and visiting local aged care centres.
- Student Cabinet led performances, events and activities around the College throughout the year, enriching College life.
- Involvement in the Partnership Program at Years 7 & 8 with local Catholic Primary schools.
- Excellent representation in community events such as Public Speaking, Art Shows and Dramatic Productions.
- 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.
- A variety of camps and excursions both curricular and extra-curricular
- Immersion opportunities to Timor Leste, Santa Teresa in the Northern Territory and Dareton.
- VET Hospitality students participated in a 'Singapore Food Tour' involving cooking, serving and eating at various hospitality venues in Singapore.
- Year 10 Excursion to Tasmania.
- 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.
- Senior School Production - "But we Don't".
- Junior School Production – "Cesar and the Pirates"
- Local and State Eisteddfods.
- College Music Concerts for families, staff and students.
- Students from Years 10, 11 & 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'.
- Year 11 Students participated in 'P.A.R.T.Y' program facilitated by the Alfred Hospital in Melbourne
- Year 11 Presentation Ball
- Years 7 & 8 participation in the Wellbeing 'Brainstorm Production'.
- CCS hosting the 'Courage to Care' roadshow promoting social awareness for the College Community.
- Staff 'MasterChef' Competition

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.

STUDENT ATTENDANCE

Non-attendance without notification is followed up with an SMS home every day this occurs. When there is no response this is followed up by a phone call, firstly to the main contact and secondly to an emergency contact if there is no response.

A pattern on non-attendance may be case managed by the counsellor in consultation with the Pastoral Teacher/Learner Advisor, House Leader/Year Level Leader, and the Assistant Principal – Learning and Teaching. This can escalate to consultation with the CEO and external agencies, facilitated by the Assistant Principal of Learning and Teaching.

Attendance is closely monitored by our regular compilation of Student Mapping Data. This data highlights attendance below 85% and requires feedback and follow up from Pastoral Teacher/Learner Advisor, House Leader/Year Level Leader and Counsellor where appropriate.



PARENT SATISFACTION

- Parents believe that the College provides a safe and focussed learning environment for their children to grow and expand their learning opportunities.
- 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 particular learning needs, ensuring a smooth transition from primary to secondary school.
- Parents believe that College teaching staff and administration are very approachable and work to resolve social, academic and administrative issues for families.
- Parents are very supportive of the extensive extra-curricular opportunities that are available to students, not only in the sporting arena but inclusive of the Arts and learning opportunities.
- 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 is an extremely enjoyable and successful evening for all families. The evening begins with the sharing of a meal followed by a short information session, an opportunity to mix with teachers and other families, concluding with 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, including cricket and Australian Rules Football and are regularly encourage to provide 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 continues to 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 & Technology evening.
- ❖ Individual interview with all prospective students and parents.
- ❖ Senior School Production.
- ❖ Junior School Production.
- ❖ Invitation to parents to attend a 'Wellbeing Awareness' session for their children, facilitated by 'Headspace'.
- ❖ Invitation to parents to assist with SSV Sports.
- ❖ Invitation to parents to assist with Marist Sports.
- ❖ Invitation to parents to assist with the Year 7 camp and Year 10 excursion to Tasmania.
- ❖ Invitation to parents to join in celebrative Masses including, Open College Mass and Community Peace Mass.
- ❖ 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.

- Year 9-12 Student Retention Rate**

Years 9 to 12 Student Retention Rate	69.7%
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- Average Student Attendance Rate by Year Level**

Y07	92.1
Y08	90.7
Y09	89.5
Y10	90.0
Overall average attendance	90.6

Child Safe Standards

Goals and Intended Outcomes

- To ensure all students are safe at all times. This is achieved by ensuring all legislative, DOSCEL and Marist requirements for Child Safe Schools are known, implemented and achieved.
- To ensure that Child Safe Standards are a continual focus through all aspects of the College. By updating the Child Safety Policy, the Child Protection Code of Conduct Policy and Staff and Student Professional Boundaries Policy. To notify staff of any changes to these policies.

Achievements

- **Student participation and empowerment strategies:**

A Child Friendly Child Protection Committee was formed in 2018. The focus of the committee is to ensure all requirements of Child Safe Schools are known and implemented through the development of a positive safe school culture. A Student Voice Plan was developed and is being implemented. The Committee has developed a Child Friendly Child Protection policy that will be presented by a student representative group, to the College community in term two, 2019.

- **The embedding of policies and commitments into every day practice:**

Child safety is consistently on College meeting agendas. Child safety is also discussed in various areas of the curriculum and is enacted in the College's Students' SEED program.

- **Training of teachers, non-teaching staff and volunteers:**

Child safety is a large part of Catholic College Sale staff induction program. This includes any volunteers within the College. Policies are readily accessible on SIMON. All staff are required to complete legislative training module requirements.

- **Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'**

There are PROTECT posters in all areas of the College and this topic is covered in College Assemblies. The College has two Counsellors on staff who are available for students at all times. Information of this has been sent to parents initially and is also available on the College Website and Parent Access Portal (PAM).

- **Strategies addressing the principle of inclusion:**

The continuation of embedding strategies though the curriculum, staff meetings and school assemblies. College assemblies consistently emphasise inclusion for all and regularly reminds students of their right to raise issues of concern.

- **Child Safety Team/Committee structures:**

The College has a committee that meets no less than four times annually. This committee comprises of staff members that students feel comfortable to approach, with evolving membership that ensures they are engaged and active participants.

- **Engagement of Families and communities in promoting child safety:**

The College continually promotes child safety through its website, PAM and community forums which have included engaging consultants from outside of the College including 'Headspace'.

- **Human Resources practices:**

The College Child Safety Statement is promoted within its recruitment practice and staff/volunteer induction processes. The College, as required, encourages professional development with individual staff members which involves an understanding and appreciation of not only current issues, but the broader implications and activities that have direct impact on young people. Priority is given to staff who request or are identified as staff that would benefit from Child Safe professional development.

- **Child safety – Risk Management practices:**

The College is compliant with all DOSCEL and Human Resource requirements for camps, excursions and sporting activities. Risks have been limited with procedures such as an 'electronic sign-in' which has a connection to Working with Children, Victoria. Current significant physical development priorities with child safe environments in all areas.

Leadership

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.
 - Refine Immersion and Professional Development approaches.
- Provide leadership that is inclusive and strategic at all levels
 - Evaluate forums for focused leadership conversations.
- Development of best practice in educational provision and learning.
 - Evaluate leadership practices within the College.
 - Embedding best educational practice as part of day to day operations.
- Communication procedures that are informative, clear and promote inclusiveness.
 - Evaluate and continue to upgrade different models for communication.
- Build professional practice that supports individual learning and goals of students and staff.
 - Explore additional processes for building professional practice based on VIT/AITSL standards.
 - Ongoing evaluation, refinement and implementation of the College's model of 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.
 - Identify with staff 2018 priorities.
 - Review criteria for capacity building into all roles
 - Ongoing evaluation of leadership structure and roles.
- Develop greater opportunities for student leadership initiatives that contribute to the College Community.
 - Explore leadership opportunities at a variety of levels.



- Explore leadership opportunities at a variety of levels.

2018 Student Leaders

- 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.
 - Review all process for development and implementation of policies within the College.

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.
 - Evaluate the understanding and implantation of the distributive leadership model throughout the College.
- Student learning and faith development are the central focus of all decision making within the College.
 - Evaluate 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.
 - Refocus the Strategic Plan for further implementation.

Achievements

Culture:

The College continued to celebrate our Marist and Sion charisms at special events throughout 2018. The College is an active member of Marist Schools Australia and provides professional development to deepen student and staff understanding of the Charisms of the College. This includes; student gatherings, staff network meetings, single day professional developments on site and externally, conferences of 2 – 3 days and overseas immersions to Jerusalem and Timor Leste.

In 2018 there was a special focus on our Sion Charism with College representatives attending the International Sion Schools Conference in Paris. Catholic College Sale staff, together with all staff from the two other Australian Sion Charism Schools in Warragul for a full day conference on scripture and dialogue.

Continual evaluation of College professional procedures and practice was carried out by the College Leadership Team through a variety of meetings and processes.

Leadership Development:

The College continues to review its Leadership structure and adjust 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 2018, the College continued to focus on its Child Safe Privacy policies as well as reviewing financial provision and accountability processes.

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 continued to be appreciative of the change in staff meeting structure.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

2018 Secondary Graduates' Conference
 Seminar 1 : Managing Difficult Conversations
 2018 ACHPER Conference
 2018 ATOM Vic. State Conference: Refresh
 2018 Mental Health in Schools Conference
 2018 Secondary Graduates Conference
 2018 Whole Day VCE Workshop GIPPSLAND
 2019 ACHPER State Conference
 ACHPER Conference
 ACHPER International Conference 2019
 ACHPER Secondary and VCE Health and Physical Education Conference
 Arts Education Victoria Conference
 Assessor - Extended Investigation Critical Thinking Test
 ATOM PD Units 3 & 4 Exam Revision Seminar (New Study Design)
 ATOM State Conference 2018
 Business Management PD
 Careers Practitioners Forum
 Catholic Identity Leader and REC meetings
 Catholic Secondary School Student Welfare Support Network Annual State Conference
 CECV Workload Forum
 Certificate of RE – Unit 2 Catholic School Identity
 Chainsaw course
 Clickview
 Cluster Meeting
 Comview Conference and Expo 2018
 Curriculum Development
 DATTA (Design And Technology Teachers Association)
 EWP - Worksafe High Risk
 Extended Investigation Prep
 Food Studies 2018 Teacher SAC Step Up Session
 Food Studies Year 12 Curriculum Audit

Footsteps- Making Jesus known and Loved
 Gabfest_Food Studies presenters and networking
 GTAV Meet the Examiners
 History Levels 7–10 and the Victorian Curriculum
 Home Economics Victoria Conference
 HSR Initial OHS Training Course
 HSR Refresher OHS Training Course
 HTAV Annual Conference
 IEU Laboratory Technician's OHS Seminar
 In the Marist Way: New Staff Induction
 Jerusalem Information Session
 Jewish World of Jesus
 LABCON2018
 Languages PL Program facilitated by Dr Andrea Truckenbrodt: Continuity in Language Learning
 Law for School Counsellors
 Leaders of Religious Education Conference
 Learning Area Leaders Day - Mathematics
 Legal Studies Assessors day
 Marist Leaders Next Generation 2
 Maths Pathways
 MAV VCE Further Maths Workshop
 Meet the Assessors, English
 MLTAV 2018 Annual Conference
 Multilingual Language Learning Cluster Meeting
 NAPLAN - using data course
 NAPLAN ONLINE Training Course
 Observing in a Primary classroom
 Orbost VCAL Showcase
 PATH18
 PATH18 Maths Pathway
 Peak Physical Education Discovery Conference 2019
 Practical Tools for Teaching and Supporting Students with Dyslexia and other Learning Difficulties
 Primary and Middle Years History Conference
 Professional Practise Day
 PRT Seminar (VIT - moving from provisional to full registration)
 Psychology Assessing
 Real libraries : Reading the world
 Recontextualising the Bible for Catholic RE
 Regional Multi Sport Teacher Professional Development Program
 Responsible Service of Alcohol
 SCHOOL LAW CONFERENCE 2018

School Visit
 Screen printing
 Secondary Graduates Conference
 Seminar 1 Managing Difficult Conversations
 Seminar 2: Words and the Art of Communication
 SIMON User Group
 STAVCON18
 Steps to Sustainability Conference
 Teaching VCAL students with learning specific issues
 The Jewish Context of the Life and Words of Jesus
 Understanding, managing and treating school refusal
 Unit 3 : Narrative and Ideology
 Using our Physics Equipment
 VASS PD
 VATTT Conference (Texts and Traditions)
 VCAA Chemistry Assessment
 VCAA Exam Assessor Training
 VCAA VCE Leaders Briefing
 VCAA VET Briefings
 VCE Biology Unit 1 Overview
 VCE Business Management 2018 - Survive to Thrive in Units 1 and 3
 VCE Further Maths workshop
 VCE Media Unit 2 and 4
 VCE Subject Reviewers' Meeting
 VCE Unit 3 History Conference and Examination Report
 VCE VET Structured Workplace Learning Recognition Workshops 2018
 VET Qualification Update
 Victorian Curriculum F-10 Implementation Support
 VIT Mentoring Seminar
 Women in leadership
 Words and the Art of Communication
 Year 8 Camp

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	65
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1473.29

TEACHER SATISFACTION

- Each Year, the Staff at Catholic College Sale are encouraged to complete the Insight SRC Survey. The results again, for the 2018 survey 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.
- Areas of significant improvement include; focus on student safety, individual transition plans for students, reporting outcomes for students and parents and increased involvement in reviewing and adaptation of the school improvement plan.
- In 2018, the College again focussed on engagement of students in the classroom, the development of teacher practice and planning for an improved learning environment.
- Catholic College Sale continue its focus on professional development practices which on supported 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 began to see the fruition of the work completed by a number of planning groups and the active involvement in the number of committees. This involvement contributed to the consulting and planning of specific school improvement projects including the St. Patrick's project, the new VCE and Learning Centre, the Year 9 Learning Centre and the John XXIII project.
- College staff were particular appreciative of the engagement of 'Headspace' through a particular difficult community wellbeing issue in the latter half of 2018.
- The continuation of student achievement in their chosen pathways in 2018, through College VCE VCAL and access to apprenticeship/traineeship programs. Again, this reflected the commitment and hard work of all College staff who continually celebrate student achievement. In VCE, 6.6% of students gained an ATAR above 90 and 7.2% of students received a study score of 40 or above across a wide range of subjects. The College recognised that these results are contributed to through all year levels.

- **Teaching Staff Attendance Rate**

Teaching Staff Attendance Rate	84.0%
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- **Staff Retention Rate**

Staff Retention Rate	82.6%
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- **Teacher Qualifications**

Doctorate	0.0%
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Masters	8.2%
Graduate	42.6%
Graduate Certificate	9.8%
Bachelor Degree	85.2%
Advanced Diploma	19.7%
No Qualifications Listed	4.9%

- **Staff Composition**

Principal Class (Headcount)	4
Teaching Staff (Headcount)	95
Teaching Staff (FTE)	87.1
Non-Teaching Staff (Headcount)	55
Non-Teaching Staff (FTE)	46.1
Indigenous Teaching Staff (Headcount)	0

SHOW CHOIR 2018 WINNERS



Future Directions

The theme for 2019 is ‘Giving with Gratitude’. This theme encourages all in our Community (students staff and families) to be aware of the gifts, skills and opportunities they have been blessed with and to give to others less fortunate than themselves.

Catholic College Sale will be entering a year of Review and Reflection on all aspects of College Operations. There are three main themes that will be focussed on in the review.

- Catholic Identity and Religious Education
- Learning and Teaching including Wellbeing.
- Leadership including Financial Planning and provision of resources.

As well as acknowledging work that has taken place, the review will identify areas of priority and needs. This information will then be used to formulate the basis of Catholic College Sale planning and planning for the next four years, 2020 – 2023.

The College will expand its analysis of student academic performance through the use of data. Implementation of the Sale Diocese Policy on tracking students from Year 3 to Year 9 with the use of NAPLAN data, together with a variety of assessment tasks and activities will identify individual needs and their learning focus for the future. Insight SRC data will also be analysed and interpreted to gauge a number of school climate priorities and assist in targeting appropriate adjustments if and where required.

Policy reviews, together with internal organisational reviews will also assist the College in planning for the future.

In mid-2019 the College will open its refurbished ‘St. Patrick’s complex’ and new ‘VCE Centre and Learning Resources Centre’. A rejuvenated Year 9 Learning Centre will be completed in the third term 2019 and work will commence on stage two of the College Redevelopment Program, the John XXIII project.

Note: 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 www.acnc.gov.au