



Catholic College Sale Sale

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Chris 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

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

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with, and involve our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



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 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 Cathedral Hall placed adjacent to St. Patrick's Campus.

The College currently has a student enrolment of 848 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 had a Strategic Plan for a four-year period from 2016 to 2019. The College has developed a new Strategic Plan 2020 - 2023 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:

- The continued enhancement and reinforcement of pedagogical practices throughout the College with a continued emphasis on improved student active learning and growth to improve all outcomes.
- The systematic collection of data to analyse and understand student learning and areas of need to support both students and teachers in the classroom.
- The detailed analysis of the 2016-19 School Improvement Plan to understand and acknowledge the achievement of students and staff while identifying deficiencies and gaps in achievement as well as areas of greater need and focus for the future.
- The development of the next School Improvement Plan 2020-2023 with a focus on whole school improvement through data collection and analysis and teacher collective efficacy. The areas highlighted will be Catholic Identity, Learning and Leadership. The goal will be to see growth and improvement in every student.
- The College continues its redevelopment of facilities for the amalgamation of the two campuses onto the St. Patrick's campus. Stage one has been completed and was Blessed and Opened in August 2019. Stage two commenced in December 2019 and completed in November 2020.
- The College continues to place an emphasis on students at risk and identifying ways of assisting these students in their academic growth, emotional and social needs. Increased priority is placed on working with outside resources to assist students outside of school hours and provide specialised expertise for students and families.

Principal's Report

As we reflect on our 2020 school year we realise how not only our school life but also the world has changed. COVID-19 has changed our lives and had a significant impact on how we work with our students and families to achieve their goals, aspirations and dreams.

Our school theme this year focused on our students: "Every Student, Every Day". How we interact with each other to ensure the opportunity to grow and develop within our spiritual life, academic life and social interaction. Our Marist theme for 2020 focused on "One Wild and Precious Life". We are invited to meditate on our life and its direction, and we are encouraged to take our cue from the vibrancy and beauty of nature. We are asked to consider what we value and who we want to become as we grow and develop within our gift of life. 2020 is an important milestone in our College history as we acknowledged 130 years of Catholic education in Sale. Our Lady of Sion Sisters arrived in 1890 and opened a school in the Bishops house in 1891. The Marist Brothers commenced their school at the St Patrick's site in 1922. We recognise the dedication of not only our religions and our educators, but the dedication of the Sale community that values Catholic Education and supports the growth of education for all, with continuing support for Catholic Education today.

At the beginning of the school year we celebrated the achievement of our 2019 VCE and VCAL students. We congratulate Ruby Heasley, Dux for 2019, and the 9 members of the 90+ club. 29 plus students also achieved apprenticeships by the end of the 2019 school year.

Unfortunately, a number of our school camps and Year 12 retreat were cancelled in February due to devastating bush fires. By the end of March COVID-19 was upon us and lock-downs began. Sadly, a number of school activities, camps and celebrations had to be postponed or cancelled throughout the school year.

However, new ways of engaging with our student and families emerged as we moved online for Remote Learning. I congratulate all students, families and staff for their adaptability and openness to new processes and skills to ensure students learning remained the focus of all our efforts. New processes were developed to assist with student engagement and wellbeing even though they were not present on site. Three examples of successful adaptability of school events were the Online Pathways expo and student subject selection process; the College's Annual Awards Evening, online; and the Year 12 Graduation ceremony held outdoors and COVID compliant in the new Charism garden and streamed live to families at home.

I congratulate how all in our school community moved smoothly from onsite, to remote, to onsite, to remote, and again onsite learning throughout the 2020 school year. Student adaptability in engaging in a continually changing learning environment is an enormous credit to themselves and their families.

Two significant planning jobs were achieved through the interrupted year. The College reviewed its 2016 - 2019 School Improvement Plan and developed a new School Improvement Plan for 2020 - 2023. This plan has an annual implementation strategy that is reviewed each year. The College reviewed its Pastoral structure for implementation in 2021. The review recommended a Vertical House structure with pastoral groups separated into Years 7-9 students and Years 10-12 students.

Throughout 2020 the College continued to develop its capital works program and assess its financial planning. Financial support was offered to all in the College community who suffered as a result of COVID restrictions. Two capital works programs were completed.

In November the College completed the John XXIII redevelopment. This redevelopment of 12 studios, 2 prayer rooms, large assembly hall and student and staff amenities and staff areas provided for continuity of learning. The project is also a key piece in the campuses' amalgamation process and goal. In October a new student courtyard was completed with seating, grass areas, gardens and shade sails. This courtyard is in the control hub of the College.

We remember with sadness, Vivien Carrington, a passionate educator and dear friend to so many, who left us suddenly in early December. Our thoughts and prayers are with Viv and her family.

We welcome our new Bishop, Bishop Greg Bennet, Bishop of Sale, to our diocese. On behalf of our College Governor's, Bishop Greg Bennet 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 Fr. Jithin for their presence in our community through the year and Chris Morrison, Chair of the College Advisory Board. The College congratulates Emily Knobel and Murray Casella for their strong leadership and support of the College Cabinet and House Leaders, as well as our Sion Campus Leaders, Matilda Pendergast and Axl Cox. I especially thank the College Leadership Team including Cindy Foat, Assistant Principal Learning and Teaching and Tim Morrison, Deputy Principal Learning and Wellbeing; for their wisdom and guidance.

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.

School Advisory Committee Report

Due to COVID interruptions of the Advisory Council processes a report is not available for 2020.

Catholic Identity and Religious Education

Goals & Intended Outcomes

Catholic Identity

Goals and Intended Outcomes

- That there is a consistent articulation and application of Catholic Identity, supported by the Sion and Marist Charisms, and expressed dialogically within an increasingly diverse school community.

Religious Education

Goals and Intended Outcomes

- Post critical belief is promoted and enhanced through the recontextualised religious education curriculum, *To Live in Christ Jesus*, and the lived experience of the school.

Achievements

Catholic Identity

Achievements

- Provide appropriate staff formation and professional learning opportunities through involvement of Sion Sisters and Marist Formation Team.
 - Utilise appropriate recontextualised symbols, icons and spaces in support of the school's Catholic Identity.
 - Explore and redevelop the meanings of the recontextualised symbols, icons and spaces in a dialogical manner.
 - Develop rich, recontextualised and dialogical prayers, rituals and liturgies across the school community.
1. Offer frequent and quality opportunities.
 - Induct new staff into the Catholic Identity of Catholic College Sale.
 - Ensure staff are appropriately accredited.
1. Teach in a Catholic School.
 2. Teach Religious Education.
 3. Provided with Professional Development to achieve accreditation.

Religious Education

Achievements

- Develop Religious Education leaders and teachers' understanding of the progression of learning in the RE Curriculum *To Live in Christ Jesus*
1. Provide Professional Learning for specialist teachers through engaging the support of the CEO and Marist Formation Team.
 2. Engage all college staff in an understanding of the RE Curriculum through Staff Meeting Presentation and Workshop.

- Develop all teachers' understanding and implementation of the Sexuality in the Catholic School Resources.
- 1. Full day Professional Learning Workshop.
- Build staff understanding and use of Scripture
- 1. Marist Formation Team
- 2. Sion Sisters.
- 3. CEO
- 4. Staff Prayer
- Adequately resource Religious Education program
- 1. Time
- 2. Opportunity
- 3. Expertise

VALUE ADDED

Catholic Identity

Values Added

- Marist One Wild and Precious Life all staff gathering.
- Staff meeting on leading student prayer.
- Distribution of Parish bulleting with Sunday readings to all staff.
- Charism Garden and entrance areas have been used a great deal with Year 7 students and new staff in particular.
- Sion Leadership group formation day engaged with Catholic Identity of the school using appropriate symbols.
- Introduction of the Mary's Invitation statue.
- Development of booklet to explain some of the symbols around the St Patrick's campus (on-going).
- Use of charism garden and other symbols on Year 7 charism day.
- Exploration of charism garden for new staff induction.
- Indigenous crosses in all redeveloped classrooms.
- Introduced the use of scripture over a series of prayers to allow the story to develop in different contexts.
- Use of prayer in staff meetings to develop a sense of recontextualisation.
- Staff PD on use of prayer with students.
- Liturgies with whole school: Opening Mass.

- Smaller group liturgies: Year 12 Day of Reflection
- Ash Wednesday services (camp, cathedral, St Pat's and Sion all with separate liturgies).
- Introduction of prayer onto the daily bulletin to assist staff with developing prayer moments.
- Prayer added to morning remote briefing with staff and continued on SIMON notices daily.
- Sharing Marist Prayer resource daily during remote learning.
- Most new staff attended our first induction afternoon as well as being involved in all staff liturgies, prayers and PDs.
- New staff have attended Marist formation programs.
- Moved towards the new OPL system of having staff register before a school based PD.
- Some staff have submitted their accreditation data to CEVN for approval.
- Some PD activity were held before moving to online PD opportunities.

Religious Education

Values Added

- PLT meetings have allowed for general overview of the theory and methodology of the new curriculum.
- Further development of units by reviewing last year's work and building on it.
- Creation of developmental rubrics for RE units.
- The first of two introductions to the Diocesan sexuality guidelines.
- All staff attended a PD on prayer with students with a modelling of 1 of 2 PDs provided by CEO.
- Marist PD on "One Wild and Precious Life" held at the start of year.
- Ongoing work with staff on prayer using scripture.
- PLTs have allowed for more gathering of staff to develop program.
- Shared time allows for sharing of expertise.
- Accreditation programs onsite were cancelled. Staff were enrolled in online programs and encouraged to participate.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching Goal - Teachers to use student evidence to inform practice of high impact teaching strategies

- That we have a shared understanding of effective learning and teaching practice through collective teacher efficacy.
- That teachers engage in universal and targeted assessment to meet the needs of students.
- That teachers have a deep knowledge of the VCAA Learning Progressions.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

Learning and Teaching Goal - Use evidence and data to understand student progression and inform high quality planning and targeted teaching.

- That leaders and teachers have the capacity to read, interpret and action data and evidence for school and student performance.
- That assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented.

Leadership Goal - To enable all leaders to be Instructional Leaders and to promote evidence-based practices to improve student learning.

- Provide Support and Resources for the development of an appropriate meeting schedule.
- That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus.
- That effective leadership structures and practices are in place that ensure the growth and performance of evidence based teacher practice.

Leadership Goal - To meet the changing needs of the College community through policies, procedures and physical infrastructure.

- That student outcomes drive the allocation of school resources.
- That purposeful, effective and contemporary learning spaces are provided.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.

Achievements

Catholic Identity and Religious Education Goal - To strategically move the College to a recontextualised, post critical and dialogical community.

- A Marist "One Wild and Precious Life" all staff gathering was held.
- A Staff meeting on leading student prayer was held.
- Distribution of Parish bulletin with Sunday readings to all staff
- Charism Garden and entrance areas have been used a great deal with year 7 students and new staff in particular.
- Sion Leadership group formation day engaged with Catholic Identity of the school using appropriate symbols.
- Introduction of the Mary's Invitation statue.
- Use of Charism Garden for Valedictory service.
- Introduced the use of scripture over a series of prayers to allow the story to develop in different contexts.
- Introduction of prayer onto the daily bulletin to assist staff with developing prayer moments.
- PLT meetings have allowed for general overview of the theory and methodology of the new curriculum.

Learning and Teaching Goal - Teachers to use student evidence to inform practice of high impact teaching strategies

- Introduced Professional Learning Teams. Meet once a week with Learning Focus which is connected to Staff Meeting Agenda.
- Literacy Collective Team established. Identified the Inquiry Question and put in place goals going forward. **Strategy 1** - Clarification of Vocabulary, Expanding Vocabulary
- To support the key focus of teachers of engaging in universal and targeted assessment Ben Lawless was engaged to present a whole day session on developmental rubrics. This included ongoing consultation with Ben.
- Greater focus on Learning Intentions and Success Criteria

Learning and Teaching Goal - Use evidence and data to understand student progression and inform high quality planning and targeted teaching.

- Annual PAT testing was conducted in Term 3.
- Learning Adjustment Team presented at Whole School PL Day Term 1.

Leadership Goal - To enable all leaders to be Instructional Leaders and to promote evidence-based practices to improve student learning.

- Staff meetings have discussed Strategic Intent for the 2020 Implementation Plan
- "Every Student, Every Day" Banners, Posters and Badges have been produced and distributed.
- Two levels of leadership are actioned: Strategic and Operational.
- POL review completed.

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN the College relied heavily on previous Progressive Achievement Testing (PAT). All students, Years 7 - 10, had been tested the prior year. Teacher judgement was also used and College data was reviewed more frequently in terms of student engagement and progression. Specific emphasis was placed on developmental rubrics to ensure students had an understanding of the next step in their learning.

MEDIAN NAPLAN RESULTS FOR YEAR 9 *

Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	93.2	98.1	4.9		
YR 07 Numeracy	97.9	99.4	1.5		
YR 07 Reading	93.1	99.4	6.3		
YR 07 Spelling	89.8	95.5	5.7		
YR 07 Writing	91.2	96.2	5.0		
YR 09 Grammar & Punctuation	92.5	90.1	-2.4		
YR 09 Numeracy	99.2	99.2	0.0		
YR 09 Reading	93.9	92.6	-1.3		
YR 09 Spelling	85.0	94.7	9.7		
YR 09 Writing	79.7	82.2	2.5		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

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 adversities.

The Vision for the College is to welcome and accept the diversity in others, build relationships and make a difference in a complex and changing world. Our intent is for students to be open to learning opportunities that will enrich and enhance the learning journey for every student.

Goals and Intended Outcomes

1. To strategically move the College to a recontextualised, post critical and dialogical community. That there is a consistent articulation and application of Catholic Identity, supported by the Sion and Marist Charisms and expressed dialogically within an increasingly diverse school community.
2. Teachers to use student evidence to inform practice of high impact teaching strategies. The wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.
3. That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus. The vision and strategic intent are known by all stakeholders in the College community.
4. That effective leadership structures and practices are in place that ensure the growth and performance of evidence- based teacher practice.

Achievements

- Ensuring members of the College Leadership Team were actively engaged at the Sion Campus to provide direct feedback from staff and students to both the Operational and Strategic Leadership Teams in preparation towards a successful transition to one campus.
- Establishing clearly defined strategies and programs during the amalgamation period to ensure the transition process was clearly stipulated for all members of the College Community.
- Evaluation, planning and implementation of a new Positions of Leadership (POL) structural to ensure teaching and learning are centre to the organisational structure, along with a new House Structure that enhances College community engagement and learning and wellbeing support for all students.
- Continued to align the Whole School Approach to Positive Behaviour Support program focus with the POL review and re-structure ensuring the Student Personal Development Coordinator position to have a strong focus towards the WSAPBS. The Term 1 DOSCEL Positive Behaviour workshop was to be attended by three staff but was postponed.
- Establishing processes to conduct school-wide assemblies and presentations by both Leadership and Students via ZOOM to remain connected to the College Community throughout the challenges of 2020. This was evident particularly for the Year 12 students

during the Year 12 RE Seminar lessons in attempt to uphold both their engagement in the final phase of their learning and to provide a supportive and caring environment for all students.

- Whilst following all COVID-19 restrictions, the College celebrated with the students the completion of Year 12 through conducting an on-site Valedictory for students only, whilst being supported by families and friends via live streaming.

VALUE ADDED

- Giving opportunities for students from the Sion Campus to attend the St. Pat's Campus to become familiar with the surroundings to assist younger students with personalised learning plans to assist with their adjustment to their new surroundings at the time of the amalgamation.
- The Charism Garden and entrance areas have been used to introduce, develop and enhance the understanding for Year 7 students about both the Sion and Marist Charism.
- Student Leadership Formation for Year 8 Student Leaders, providing opportunity to broaden their understanding of the ethos of the school in preparation for the amalgamation in 2021.
- Year 12 Closing student liturgy at Sion Campus Chapel to reflect on their educational journey and give thanks towards the community members that have journeys with them.
- The College POL review included wide consultation with staff through the involvement of a working party to discuss House Structures that best align with the amalgamation of campuses and to support the wellbeing and learning needs for all students.
- A new Student Leadership Program being developed to ensure Student Leaders model the way for others and reach out to all student House members to celebrate Learning, Spirituality and Community activities throughout all areas of College life.
- Representation at the Marist Student Leadership Online Conference by 2021 elected College Captains.

STUDENT SATISFACTION

- Students at Catholic College Sale have indicated that students feel safe within the learning environment and students feel well-supported by all staff including the College Counsellors.
- Although regular audits identify a low number of wellbeing concerns, the challenges of COVID-19 and Remote Learning challenged students, therefore, additional support was provided by the College to wellbeing concerns, while encouraging engagement with the students learning.
- Students have also identified that they are encouraged to engage in their learning especially, numeracy and literacy programs.

STUDENT ATTENDANCE

Daily Attendance Register

Catholic College Sale keeps a register of the daily attendance of all students at the College through SIMON student management software. The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Class passes for exemption from class for a limited period of time; reason for absence; and
- Documentation to substantiate reason for absence. Attendance is checked regularly throughout the day, including every period that a student has been assigned and at the beginning and arranged interval times on excursions/activities.

Monitoring Daily Attendance

Catholic College Sale has implemented the following systems and procedures in attendance order to monitor the daily attendance of students and identify absences from

College or class:

- Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification may be provided via the Parent Access Module, email or by telephoning the College and should be made prior to the start of the College day.
- Class teachers take the class roll promptly at the commencement of each Pastoral Group lesson as well as each assigned lesson.
- All absences are recorded using SIMON student management software which then cross checks against the absentee notifications that have been provided to the College that day.

Following up Unexplained Absences

Catholic College Sale has implemented the following systems and procedures in order to follow up unexplained absences from the College:

- Where an absence has not been explained by 10.00am, an SMS Text message is forwarded to the student's parent/guardian notifying them of the absence and requesting that they immediately contact student services.
- If the parent/guardian does not respond by 11.00am, student services will make contact via telephone with any of the contacts listed.
- If no verbal verification has taken place with any contact, a voice message will be left with one of the contacts.
- Where the absence remains unexplained the matter will be reported to the House Leader for investigation and follow up.

- All information in relation to unsatisfactory attendance is recorded on students' SIMON files and information with respect to attendance is provided in each student's school report via the school portal/SIMON PAM.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	72.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.1%
Y08	93.0%
Y09	91.8%
Y10	91.0%
Overall average attendance	91.2%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

PARENT SATISFACTION

Parents express confidence that the College is a safe and engaging learning environment for their children. Parents frequently comment at enrolment that they are impressed with the variety of Pathways offered to students.

The proactive transition program for students from the large number of primary associate schools is appreciated and students and parents engage in this process. Additional resources are applied to families that have children with particular learning and transition needs.

College events when possible are well-supported by parents' presence, especially information evenings and the Year 7 and 8 Welcome evening. Recently online connections have been well accessed by parents due to COVID restrictions.

Parent support for Parent Student Teacher interviews, especially in Year 7 is high and very positive. The introduction of the Parent Access Module which communicates student progress in a timely manner has resulted in a decrease in parent presence in person and online.

Parents regularly comment on the approachability of staff and the timely response to queries.

The following opportunities are offered to families, but many were cancelled in 2020 due to COVID restrictions:

- Family Night for all parents.
- VCAL and VCE information evening.
- Pathway Evening and Expo.
- Year 8 into 9 information evening and Year 6 into 7 information evening.
- Year 7 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 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

Child Safe Standards

Goals & Intended Outcomes

- To continue to improve appropriate protocols and procedures to ensure Catholic College Sale complies with all legislative and authorities MSA Child Safeguarding Standards
- To continue to provide annual refresher training and professional development for all College staff members
- To develop annual refresher training for Direct Volunteers and Contractors
- To continue to provide awareness and relevant information within the College curriculum

Achievements

- The College has continued it's working relationship with Complispace to ensure the highest standards possible in implementing the updated MSA Child Safeguard standards
- To continue to follow the National Catholic Safeguarding Standards
- The College has implemented the updated MSA Child Safeguarding policies
- College staff meetings and electronic modules have been accessed to provide relevant training for all staff members
- The Child Safe Committee continue with the auditing of existing child safe standards in preparation for the implementation of new guidelines in Child Safe Standards
- The College continue to improve protocols and procedures through Human Resources Practices for the induction of new Employees and Visitors
- The College continues to work with the Student Voice Committee to improve empowerment for students.

Leadership

Goals & Intended Outcomes

Overall Goal — To meet the changing needs of the College community through policies, procedures and physical infrastructure.

Specific Goals

- Provide Support and Resources for the development of an appropriate meeting schedule.
- That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus.
- That effective leadership structures and practices are in place that ensure the growth and performance of evidence based teacher practice.

Process

- Develop protocols outlining Staff Meetings/Gatherings. Expectations.
 1. Develop master agendas.
 2. Accurate minutes recorded and distributed.
- Ensure that strategic goals are on each Staff Meeting Agenda.
- Each agenda item benefits student learning.
- Regular bulletins provided by the Principal and College Leadership Team
- Updates of the instructional vision and strategic intent are distributed to all staff.
- Formulation of a strategic leadership taskforce
 1. Strategic Leadership team to ensure implementation of College Strategic Plan, focused on teacher practice.
 2. Completion and implementation of POL review for leadership structural change. With implementation in 2021.

Specific Goals

- That student outcomes drive the allocation of school resources.
- That purposeful, effective and contemporary learning spaces are provided.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.

Process

- A School Master Plan is established through a process of consultation with College staff and stakeholders.
- Implementation of College Master plan.
- Purposeful recruitment of staff, targeted induction program and ongoing professional learning opportunities to all staff.

- Further development of College Compliance team for the continual auditing of VRQA and DOSCEL requirements.

Achievements

- Masterplan has been presented to all staff. Feedback invited.
- Priority given to student learning spaces.
- John XXIII redevelopment completed.
- Fortnightly site meetings held with architects and builder to ensure progress is upheld.
- Reassessment of the Capital works program has taken place, in light of the 2020 School budget and possible effects of COVID-19.
- Projects have been scaled back with amalgamation to still take place January 2021
- The College continues to source expert staff in a variety of areas: leadership, NCCD, finance and compliance, teaching, facilities.
- Staff have completed compliance modules
- Check VIT registrations and Working with Children Check on a weekly basis.
- Check of fire escape access
- All staff PD for fire safety and evacuation procedures.
- Compliance with current directives regarding COVID-19.
- Distribution of bulletins to school community regarding COVID-19
- Increased Remote Learning has slowed the compliance module role out.

Achievements

- Agendas and Minutes available in a timely manner to all staff via SIMON
- Meeting schedule available at start of each term.
- Adapted for remote Learning
- Staff meetings have discussed Strategic Intent for the 2023 Implementation Plan
- 2020 Implementation Plan has been presented and discussed
- "Every Student, Every Day" Banners, Posters and Badges have been produced and distributed
- Principal update bulletins are regularly distributed
- SIMON notices keep staff and students informed
- Three issues of the College Newsletter produced and distributed to school community.
- Through staff meetings and staff workshops
- Development of the College website
- Two levels of leadership are actioned: Strategic and Operational.
- POL review has been completed with staff working parties and consultation. New structure to be implemented in 2021.

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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2020	
<ul style="list-style-type: none"> • Marist 'One Wild and Precious Life' • Ben Lawless — Developmental Rubrics and Learning Intentions • Professional Learning Teams scheduled each week. • VIT Effective Mentoring Program • VATE Meet the Assessors • Leader Adjustment Leader Induction Day • Middle Leader Induction Workshops • Secondary Learning and Teaching Network Meetings • Literacy Collectives • Eastern Cluster Network Meetings • Positive Behaviour Seminar 	
Number of teachers who participated in PL in 2020	95
Average expenditure per teacher for PL	\$350

TEACHER SATISFACTION

Teachers have had a very challenging year in developing their pedagogical practise and engaging with students. Their willingness to meet new challenges and adjustability has been a credit to themselves, and their collegial support.

Teachers embraced the need to be flexible in their pedagogical practise as they moved in and out of onsite and Remote offsite lesson delivery to students. There was clear appreciation of the standard and practical support provided as teachers developed new skill sets or developed existing skills.

Clear development was shown in teacher comfort levels, support for each other, clarity of roles, a team work approach to problem solving and ownership of decision-making.

Teachers expressed improvement in continual support and growth in student processes and pastoral care. Significant improvement was experienced in curriculum processes with improved consultation.

Understandably areas of student motivation and ability to engage with parents were continual challenges given the constant changes to onsite and offsite learning. There is a solid partnership between school, students and parents; with all working for positive outcomes for students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.9%
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TEACHER QUALIFICATIONS

Doctorate	1.5%
Masters	12.3%
Graduate	35.4%
Graduate Certificate	9.2%
Bachelor Degree	84.6%
Advanced Diploma	15.4%
No Qualifications Listed	9.2%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	79.0
Teaching Staff (FTE)	70.5
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	47.6
Indigenous Teaching Staff (Headcount)	1.0

Future Directions

The College will continue to implement its Strategic Improvement Plan across the three domains of Catholic Identity, Learning and Leadership. In particular, a review of Catholic Identity engagement beyond the classroom is important. Our learning focus on literacy and numeracy will continue with a special emphasis on literacy across the whole school. The College will engage specialised expertise to assist in this process.

The College is keen to embed the Marist and Sion Charisms together and explore ways in which the Charisms are explored together while maintaining their uniqueness in the promotion of the Catholic faith.

The two College campuses will be officially amalgamated together on the current St Patrick's campus. The Sion campus will be officially closed by the College and returned to the Diocese of Sale for Governance. The College will be known by one name 'Catholic College Sale'. All students Years 7 - 12 will be on the one site.

The capital improvement agreement will continue with the completion of two covered outdoor learning areas. A covered playing court and a covered practical technology learning space. A new staff entrance and carpark will also be completed. Later in the year security fencing of the site will also be finished.

2021 will also see further refinement of the Student Child Safe program with the restructure of the Student Committee for child safety and the continual development of the Student Voice program.

The College will also initiate a review of its ICT process and procedures as well as a review of its Master planning and Financial planning for the next 10 years.