



Catholic College Sale Sale

2022 Annual Report to the School Community



Registered School Number: 625

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022.
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/04/2023

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

Catholic College Sale Ltd came into existence as a Company Limited by Guarantee on 1 July 2022. The creation of the Company brought very significant change for the governance of the College with a Board of Directors appointed with responsibility for the strategic direction of the College, its financial management and policy settings.

The College continues to be jointly owned by the Diocese of Sale and the Marist Brothers, Star of the Sea Province, with the Bishop of Sale, Most Reverend Greg Bennet and the Provincial of the Marist Brothers, Brother Peter Carroll, as the Members of the Company. The new model captures the long tradition of the College having shared ownership but also establishes a contemporary governance framework as required by the regulator, VRQA.

The Board of Directors appointed on 1 July 2022:

- Leonie Keaney, Chair (independent appointment)
- Martin Dixon (Diocese of Sale appointment)
- Melanie Saba (Diocese of Sale appointment)
- Jeff Robbins (Marist appointment)
- Brother Paul Kane (Marist appointment)

In 2023 a sixth Director will be appointed:

- James Sullivan (joint Diocese of Sale and Marist appointment)

The Board meets eight times per year. Since July, the agenda for the Board meetings has included a focus on Child Safe Standards, the new Enterprise Agreement for staff, management of finances, consideration of the College Master Plan, ongoing development and review of policy and decisions about College Review and Strategic Planning.

Marist Schools Australia will oversee the review of the College commencing in Term 2 2023 and following that the Board will lead the development of a new Strategic Plan for 2024-2028. The Board receives a detailed report at each meeting from the Principal which informs Directors about events and programs in the College as well as operational matters and decisions.

The Board's Finance, Audit and Risk committee meets prior to each Board meeting and provides a detailed report including budget updates. The College's Child Safeguarding Committee includes a Board Director and reports to each Board meeting.

It has been a great pleasure to begin to work with the leadership team, staff and students of Catholic College Sale. All Directors appreciate the opportunity to be involved with such a fine school with its long and proud tradition and a confident and optimistic future.

Leonie Keaney

Chair of Board of Directors

Catholic College Sale Ltd

Vision and Mission

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 situated on one site, with St Patrick's campus receiving significant upgrade and refurbishment in 2021 to combine the original Sion campus for girls (established 1890) and St Patrick's campus for boys (established 1922). In addition to the main campus, the College has extensive sporting fields including the St Patrick's College Ovals and facilities at 'Cathedral Hall'.

The College currently has a student enrolment of 880 students and offers a comprehensive and diverse curriculum to families in the Wellington Shire.

The College was jointly governed by the Bishop of Sale Diocese and the Provincial of Marist Australia. On the 1st July 2022 the College moved to an incorporated body 'Catholic College Sale Limited' with two members of the Company being the Bishop of Sale Diocese and the Marist Provincial (Provincial of Marist Brothers Star of the Sea Province). The Company has established an independent College Board to govern the College.

The College has a Strategic Plan 2020-2023 and reviews this yearly to update the Annual Improvement Plan. The College has an established Master Plan that was developed in 2016 and reviewed in 2019. Significant redevelopment has taken place in the College and the Master Plan will be reviewed again in 2023.

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 development of the Annual 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. Stage One was completed in 2019, Stage Two was completed in 2020, Stage Three is ongoing and includes the development of the Trade Skills area and student facilities.
- The College continues to place an emphasis on identifying students at risk and assisting them in their academic growth and supporting their emotional and social needs. Increased priority is placed on working with outside resources to assist students outside of school hours and providing specialised expertise for students and families.

Principal's Report

As we reflect on the school year, we are always amazed at how quickly the year has passed and how much has been achieved and celebrated.

In 2022 our key theme has been 'Known and Loved, Dignity for All'. Through the image of 'Our Lady of Loreto with Refugees' Cloak' we celebrated the sacredness of human life, especially the sacredness and dignity of all those who are victims of cruelty, war and racism.

Through Mary, we were called to recognize the preciousness and sacredness of every person and to welcome God into our hearts and homes.

This year we also recognised and celebrated two significant milestones in the life of the Marists and Catholic College Sale. We celebrated 150 years of Marist presence in Australia and the establishment of the first Marist school at 'the Rocks' in Sydney. We also celebrated the 100 years of Catholic College Sale (St Patrick's). We give thanks for the presence of the Marists in our community and their marvellous educational gift of 'Making Jesus Known and Loved'.

We started the year again under the cloud of COVID and a number of school events and camps were postponed from February to later in the year. The adaptability of students and staff together with their resilience was again amazing. Clearly, there was disappointment but again the determination to ensure the best possible outcomes was amazing.

At our opening School Mass we celebrated our College theme for the year 'Known and Loved, Dignity for All'; inducted our College Captains Gabrielle Stephenson and Sebastian Pendergast; recognized the achievement of our Dux for 2021 Madison Connors; and celebrated members of the 90+ Club Charlotte Perkins, Marni McCubbin and Avril Hadden. Congratulations to our School Captains and High Achievers!

On 1st July 2022 the College moved to a new era in governance. 'Catholic College Sale Limited' was established with two Members of the Company: Bishop Greg Bennet and Br Peter Carroll (Marist Provincial). To oversee this new entity a CCSL Board was commissioned:- Leonie Keaney (Board Chair), the Hon. Martin Dixon, Br Paul Kane fms, Melanie Saba and Jeff Robbins. The Board has been extremely active since its commissioning and on behalf of the school community I thank them for their wisdom and support of the College.

The Sisters of 'Our Lady of Sion' continue to support the College in so many ways. One of the highlights of Staff Professional Development this year was a visit and presentation by Sr Mary Reaburn NDS. Sr Mary expounded on the Sion Charism through a discussion on the Seven Sisters of Sion that have been named by Israel as 'Righteous Among the Nations' for their work in saving Jewish people during the Holocaust of the Second World War. Sr Mary's presentation humbled us at the courage of the Sisters, inspired us to do the difficult, and challenged us to make a difference.

Again, I thank all our beautiful students for their hard work and dedication throughout the year, our teachers and staff for their dedication to the education of our students, and all families for your support of the College.

The College pays its respects and gratitude to Maria Kirkwood (Director, Catholic Education Diocese of Sale) who is retiring after 10 years of dedicated service and leadership of the Diocese. We wish her a well-earned rest and joyful retirement.

I acknowledge the wisdom and tremendous support Julie Ryan (Regional Director, Marist Schools Australia) has given our College over the last five years and wish her all the very best

on her retirement. We welcome Darren McGregor as the new Regional Director (Marist Schools Australia).

Finally, I would like to acknowledge the support of the College Leadership Team: Cindy Foat, Tim Morrison, Kaitlyn Abrahall, Julie Harrison, Rachael Bown, Jeff Hobbs, Ken Holmes and Jim Sutton. Their hard work, wisdom and dedication to our students and community is outstanding.

We wish all students and staff that are leaving the College a safe and wonderful journey ahead.

Thank you to all members of our community for making Catholic College Sale the wonderful place it is.

Catholic Identity and Mission

Goals & Intended Outcomes

It was anticipated that 2022 would be a year of returning to normal after two years of fairly constant interruption by COVID lockdowns. While this was true, there were still moments of disruption and response to change. This became most apparent with the need to reschedule the retreats for the Year 12s from the beginning of the year to mid-year.

The Religious Education Curriculum was modified from being mostly online to being back in the classroom. This took some adjusting to not only the method of delivery but also to the content. Courses needed to take into account the discontinuous nature of the previous years of learning and be modified to enable students to become more engaged in the learning concepts.

Achievements

The College started the year with a school gathering for an opening liturgy. The students were introduced to the College Marist theme of 'Known and Loved' which became a guiding motto for the work undertaken in the Catholic Identity area during the year. Our College leaders continued the tradition of signing the College Bible and students were introduced to our new Dean of the Cathedral, Fr Francis Otobo.

Our Year 7 students were introduced to the charisms of the Sisters of Our Lady of Sion and the Marist Brothers on their 'welcoming day'. This immersion into the faith life of the College is an important introduction to all new members of the College community. While COVID still had an impact, the College was able to have days of reflection, school liturgies and masses to celebrate our heritage and faith.

The College continued its connection to our Sion heritage by inviting Mark Walsh, Sion Formation Leader, to come to the school. Mark was very impressed by the number of pointers to Sion already present in the school, from the Charism Garden to building and room names, the history corridor and the curriculum. We explored ways to continue the spirit of the Sion Sisters in the school.

It was wonderful to see more opportunities for whole school gatherings as the year progressed, and we celebrated a number of significant occasions during the year. A series of large posters were created for Champagnat Day to allow students to reflect on the 150-year history of the Marist Brothers in Australia. Students journeyed from one station to the next with activities at each major poster site.

The College farewelled our Year 12 students at St Mary's Cathedral for the first time since 2019. We also had final liturgies for the rest of the school and then the staff in the final weeks of 2022.

VALUE ADDED

- Members of the College Leadership team attended the 2022 Marist Schools Australia conference in Brisbane to engage in the diversity of ways schools around the country use the Marist charism to inspire great learning in students.

- Staff were able to attend Professional Development days at The Hermitage in Mittagong NSW to further develop the Marist charism in the school community.
- New staff attended the Marist Schools' afternoon of reflection 'In the Marist Way'.

Learning and Teaching

Goals & Intended Outcomes

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

- Increase formal and informal opportunities for collective efficacy:
 - Communicate 2022 meeting schedule in advance with Intention. (Possible hyperlink to AIP).
 - Schedule meetings with middle Leaders regularly to review teaching and learning engagement and discuss opportunities to increase student growth.
 - Promotion and development of a CCS teacher coaching model reflection on practice.
 - Coaches own PL.
 - Plan to roll out coaching opportunities focusing on Year 7-9.
 - Professional Learning opportunities for teachers (internal and external), VCAA & Subject Association.
 - Encourage staff to enrol in Masters Qualifications.

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

- Revisit the explicit Professional Learning including:
 - Explicit Instruction, for example - Learning Intention and Success criteria.
 - Improve Student motivation through feedback using developmental rubrics.
 - Continue promoting Gradescope, SIMON submission and teaching teams to moderate year level assessment.
 - Formative assessment, in the form of pretesting to determine what students can do, say, make and write, team planning and summative assessment for reporting.
 - Focus Area for 2022 the Professional Learning Teams - Learning Progressions and use of data to identify student levels
 - Embed Learning Progressions into all Developmental Rubrics.
 - Develop a meaningful process of giving feedback to student assessment through the creation and use of Developmental Rubric.
 - All Teaching Staff and LSOs Learning Adjustment workshops - led by the Learning Adjustment Team.
 - Timetable Learning Area subjects. With a priority for English & Maths to enable collegial practices to be visible and to give teachers opportunity to provide opportunities for explicit differentiated practice.
 - Continue the English Curriculum Review led by Ross Huggard. Explicit strategy to focus on skills from Year 7-10.

- Numeracy Curriculum Review established and key priorities established.
- Measure and improve Whole School Improvement Agenda for 2023.
- Analyse the recommendations of the CEAV Benchmarking report for Careers Education.

Learning and Teaching Goal - Develop teacher capabilities to implement evidence-based teaching. Develop teacher knowledge of the progression of learning in reading.

- Focus Area for 2022 the Professional Learning Teams - Learning Progressions and use of data to identify student levels:
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 - Continue the English Curriculum Review led by Ross Huggard. Explicit strategy to focus on skills from Year 7-10.
 - Numeracy Curriculum Review established, key priorities to measure and improve Whole School Improvement Agenda for 2023.
 - Analyse the recommendations of the CEAV Benchmarking report for Careers Education.

Learning and Teaching Goal - Build staff capacity to collegially analyse NAPLAN, PAT and VCE data in order to identify common student errors to support targeted teaching.

- Key focus for all teachers in 2022 at CCS is to improve their Data Literacy and find ways to support targeted intervention:
 - Introduction of SIMON Analytics through Learning Area.
 - Development of a CCS Teachers guide for accessing Student Data.
 - PL of teachers using data.

Learning and Teaching Goal - That assessment practices ensure students requiring a learning adjustment are identified early and effective adjustments implemented.

- Presentation of 'Professional Responsibilities' to all teaching staff.
- Development of documentation of reasonable and ongoing learning adjustments for students with PLPs.
- Continue to review and assess the effectiveness of teacher evidence collection for NCCD.

Achievements

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

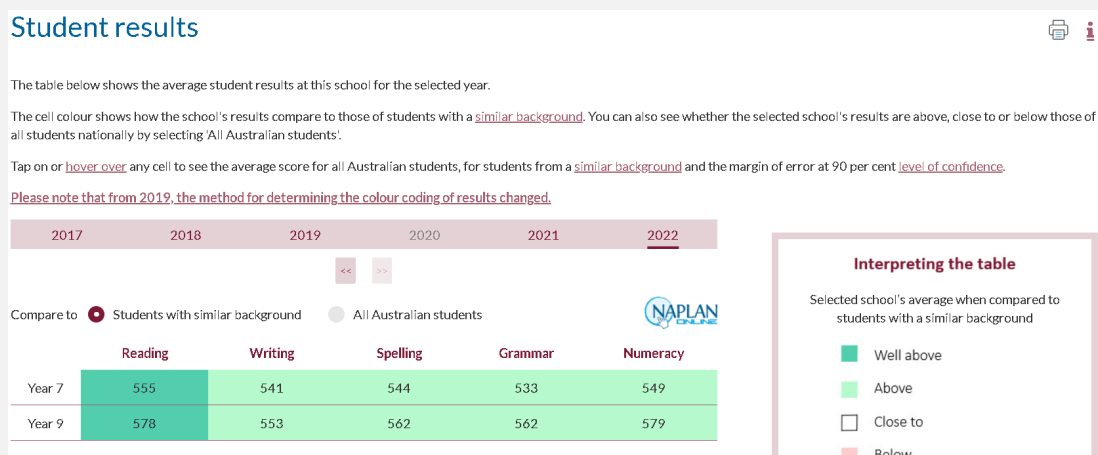
- Meeting Schedule distributed at the start of the Semester with overview of purpose of each meeting. Meeting focus on student learning.
- Learning Area Teams. Meet once a week with Learning Focus, which is, connected to the Staff Meeting Agenda.
- Regular middle Learning Area Leaders and Deputy Principal Learning and Teaching meetings to support two-way communication and shared understanding of teaching environment and student needs.
- Continued to embed English Review findings with support of external consultant Ross Huggard.
- Completed Maths Review with support of external consultant including quantitative data to review the numeracy growth.
- Literacy Collective Team continued to explore Inquiry Question and put in place specific strategies to clarification of vocabulary, expanding vocabulary as a cross curriculum priority.
- Continual emphasis and re-enforcement of the use of high impact teaching strategies of learning intentions, success criteria and opportunities for student collaboration. This was included in the College’s Action Plan for Remote Learning. Learning Coaches have interviewed all teachers and reviewed HIT strategies.
- Uploaded curriculum planning to centralised Google Drive for Curriculum Sharing.

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 at Staff Meeting.
- Staff were trained on the use of Data Analytics to inform teaching.

STUDENT LEARNING OUTCOMES

The collated NAPLAN results were published on the myschool website. These results were very positive when compared with other like secondary schools. Further details can be reviewed via the website. Below is Catholic College Sale’s results.



A great deal of emphasis has been placed on Data Literacy and the value of it for teachers in the College. All teachers have access to standardised testing results on SIMON for each student. The value of this data, along with PAT data, helps teachers with key areas for support and extension for students. It also is an evidence base to support teacher judgement.

When comparing to like schools in our Diocese across all domains of NAPLAN, Catholic College Sale appears above the like student cohorts. However, when comparing to State data Year 7 and 9 Reading is equal to the State mean. In Numeracy Year 7 are just below the state mean and Year 9 we are below the state mean. Although we see evidence of growth in both groups, the College will continue to make this a focus in future planning and implementation.

MEDIAN NAPLAN RESULTS FOR YEAR 9

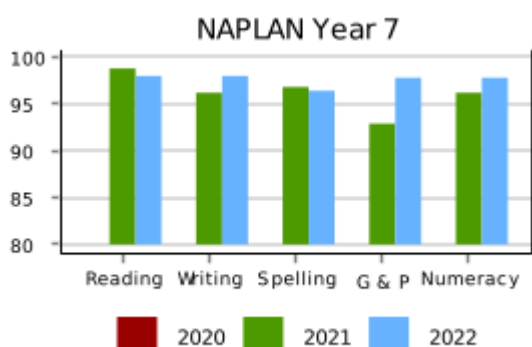
Year 9 Grammar & Punctuation	554.1
Year 9 Numeracy	577.5
Year 9 Reading	581.7
Year 9 Spelling	569.0
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	92.9	-	97.8	4.9
YR 07 Numeracy	-	96.2	-	97.8	1.6
YR 07 Reading	-	98.8	-	98.0	-0.8
YR 07 Spelling	-	96.8	-	96.4	-0.4
YR 07 Writing	-	96.2	-	98.0	1.8
YR 09 Grammar & Punctuation	-	94.1	-	90.3	-3.8
YR 09 Numeracy	-	99.3	-	97.3	-2.0
YR 09 Reading	-	96.8	-	96.0	-0.8
YR 09 Spelling	-	94.8	-	90.3	-4.5
YR 09 Writing	-	91.5	-	91.7	0.2

* 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.



Student Wellbeing

Goals & Intended Outcomes

Commencing the 2022 school year with the scars of Covid hopefully in the rear-view mirror, we looked forward to continuing to develop a strong and cohesive College community for our students, staff and families. We welcomed large numbers of new families to the College with the aim of coaching the younger students in the ethos of the Marist Brothers and Sion Sisters, while at the other end of the spectrum we prepared our Year 12's for the future that lay ahead.

Our primary focus involved enhancing the social interactions of young people, through coming together and enjoying friendship and social interaction throughout their school day. We continued to establish clear routines for all members of the College community, ensuring a supportive, caring and challenging environment to enable learning and personal growth. Maintaining a strong focus on the wellbeing of our students and staff, both within their school environment and in their life beyond was significant as we played our role in overcoming the impacts of the lost years. Whilst impossible to quantify there is no doubt that there has been a significant gap in the development of our younger students, especially from a social perspective. Their ability to interact socially has been impacted, due to the fact that these interactions took place for quite some time through cyberspace. This has meant that there are now greater challenges in returning to the real world. We saw this through the number of students who felt challenged in returning to school and the number of school refusers. Our Counsellors and Wellbeing team worked overtime during the year with families and students who struggled to reintegrate. This is an ongoing issue; however, the balance is slowly being restored due to the hard work of these care teams and the College's House system.

The Vertical House System played its role in providing a place for students to belong. In continuing to provide the opportunity for every student to be welcomed into Catholic College Sale students began to feel more comfortable in the knowledge that they were a valued member within their House and Pastoral Groups. These groups consist of students from Years 7- 9 and students from Years 10-12. All members of the Pastoral group are supported with their learning and wellbeing via the student's Pastoral Care Teacher, House Leader and additional support from the two College Counsellors. The student leadership team which incorporated leaders from each of the houses was outstanding and lead from the front during 2022, steered by our School Captains, Gabrielle Stephenson and Sebastian Pendergast. This was never more evident than at our Performing Arts day when they set the tone for the day and acted as the keepers of the culture of Catholic College Sale.

Throughout the year our theme of 'Every Student Every Day – Known and Loved' permeated and this was woven into our celebrations of 150 years of Marist involvement in Australia. The high point of which was our Footsteps pilgrimage through the school where we celebrated the history of the arrival of the Marists in Sale.

Achievements

- The College's Behaviour and Management policy and procedures were once again reviewed with a team of staff to ensure management strategies are consistent throughout the College, whilst providing support structures for all students with learning and wellbeing.
- Continued work by the Whole School Approach Working Team. They worked towards the implementation of the Whole School Approach to Positive Behaviour - Universals,

whilst working collaboratively with the DOSCEL WSAPBS facilitator throughout this process. The working team met regularly throughout the year and presented progress reports and engaging activities during staff meetings. They also surveyed staff, students and parents as input and investment in this process was sought.

- Collaboration with DOSCEL WSAPBS facilitator to undertake a review of data from the staff, student and parent survey. The Universal pillars of Respect and Responsibility were chosen as the first key elements to be explored in terms of developing behaviours and actions that depict these behaviours congruent with the College ethos.
- The College celebrated the Year 11 Presentation Ball, Year 7 Spirit and Tradition Day and camp to Licola (Term 1), Year 10 camp to Ballarat (Term 2), Year 12 Retreat and Reflection Days (Term 1 & 2) and Year 12 Valedictory held off-site with students and their families celebrating together at the Cathedral and Memorial Hall.

VALUE ADDED

- Continued to modify daily operational procedures (including additional Yard duties) to ensure student safety at all times and additional support for teachers on duty.
- Establishing Student Care Teams for students challenged by returning to on-site learning and engagement, whilst working towards ensuring flexible structures were implemented to support student wellbeing and learning.
- The College invested in The Resilience Project to be delivered to the students in Year levels as part of our Pastoral Care program. This program focuses on three key pillars: Gratitude, Empathy and Mindfulness, as ways of helping to create better Mental Health outcomes for our students and greater resilience.

STUDENT SATISFACTION

- Students at Catholic College Sale were given extensive teaching support throughout the year and provided with the support of care teams, where necessary, that involved the House leader, Counsellor, and Pastoral teacher.
- The College Leadership Team provided opportunities to participate in traditional activities (including camps, retreat, sports carnivals and the College Valedictory).
- Students were also given the opportunity to participate in extensive extra curricula sporting programs that encompassed local and state level opportunities.
- Students identified that they felt encouraged to engage in their learning, especially in the College's numeracy and literacy programs.
- Students enjoyed the opportunity for other co and extra curricula activities which included Eisteddfods, musicals, public speaking, and academic competitions.

STUDENT ATTENDANCE

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, including reason for absence.
- 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 to monitor the daily attendance of students and identify absences from the College or class:
- Parents are responsible for ensuring that they notify the College to explain the absence of their child on any 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 crosschecks 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	66.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	83.7%
Y08	83.6%
Y09	83.0%
Y10	84.3%
Overall average attendance	83.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

Child Safe Standards

Goals & Intended Outcomes

- Regular meeting of the Child Safety Committee including a standing agenda item that reviews the Child Safety Register (utilising the CECV 'Child Safety Standard Testing Tool').
- All staff to develop an understanding of the Child Safeguarding Policy and Procedures via mandatory staff training provided by MSA and DOSCEL.
- Ensure daily management procedures (including before and after school) for all students is understood by staff.
- Professional Learning to support teachers to be able to relate to the multi-level age campus.
- Implement the new Student Leadership Structure.
- Encourage and ensure, via Pastoral teacher and internal advertising, that every Pastoral group has a representative on the Student Voice Council. Encourage regular attendance.

Achievements

- Reviewed the Child Safe Committee to ensure College Counsellors and Directors of Engagement represent Child Safety throughout the College community.
- Ensured all students are aware of the staff members which formed the Child Safe Committee via documentation within the Student Diary and displayed around the school campus.
- All staff completed mandatory Child Safeguard Policy and Procedures modules via training provided by MSA and DOSCEL to ensure Child Safe Standards are embedded across all facets of our practices and procedures.

Leadership

Goals & Intended Outcomes

GOAL 1: To enable all leaders to be Instructional Leaders and to promote evidence-based practices to improve student learning

- Develop a shared vision and priorities that are known by staff and in line with best educational practice
 - Staff meetings have discussed Strategic Intent for the 2020-2023 Improvement Plan
 - 2022 Implementation Plan to be presented and discussed
 - Rebuilding the College culture after COVID and how we interact with each other and the community: 'Every Student Every Day - Known & Loved - Dignity for All' banners, posters and badges produced and distributed
 - Updated publications distributed to all staff and made available on SIMON
- Develop structures and processes that ensure teachers have the ability to work collegially in a changing environment
 - Through Professional Learning for staff on how to use facilities
- Building the capacity of Middle Leaders
 - Reviewed all POLs with an external consultant and reviewed the Teacher Position Description
 - Building Middle Leaders Workshops specific to our context within the Meeting Schedule
 - Review and adjust position descriptions in light of feedback
 - Revisit ARM's 2022 goals for middle leaders
- Develop a culture of professional learning and development ensuring priorities are aligned with improved student outcomes
 - Learning Resources Review, including shared learning spaces and physical resources (capital and consumable), Library, Careers and ICT
 - Learning Culture within learning groups to support expert teacher practice

GOAL 2: Leadership that promotes and models child safe behaviours

- Monthly meetings of the Child Safety Committee; agenda and minutes published with specific use of Risk Assessment Register
 - Regular meeting of the Child Safety Committee including a standing agenda item that reviews Child Safety Register (utilise the CECV 'Child Safety Standard Testing Tool')
- Safeguard children in the 7-12 context
 - All staff to develop an understanding of the Child Safeguarding Policy and Procedures via mandatory staff training provided by MSA and DOSCEL
 - Ensure daily management procedures (including before and after school) for all students is understood by staff

- Professional Learning to support teachers to be able to relate to the multi-level age campus
- Find more ways to encourage student voice, specifically in relation to Child Safety
 - Implement the new Student Leadership Structure
 - Encourage and ensure via Pastoral teacher and internal advertising that every Pastoral group has a representative on the Student Voice Council. Encourage regular attendance.

GOAL 3: To meet the changing needs of the College community through policies, procedures and physical infrastructure

- That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus
 - Model to all staff best practice through coaching and peer support
 - Utilise internal expert teachers and external providers
- The school ensures a strong professional culture and ongoing compliance including through prioritising Diocese of Sale testing and VRQA scheduled testing.
 - By providing opportunities for all staff to complete compliance requirements
- Budget processes reflect the goals and priorities of the Strategic Improvement Plan
 - Maintain up-to-date information related to the budget in consultation with College governors and College stakeholders
- A school Master Plan is established through a process of consultation with the support of the Diocese of Sale and MSA
 - In consultation with College governors and College stakeholders.

Achievements

- Staff Professional Development provided to whole staff and individuals through Diocesan and Marist Schools Australia professional development opportunities.
- College theme 'Known and Loved, Dignity for All' unpacked and analysed by staff in various forms to provide resources for discernment with students.
- School-wide student-led community activities and community building through St Marcellin Feast Day, Inter-House Performing Arts Festival, Liturgies and Whole School Assemblies.
- Learning Area meeting agendas reviewed to provide clear and effective meeting processes.
- High focus learning priorities in English and Maths Learning Areas led by external facilitators.
- Designated staff peer coaching program expanded to assist classroom teachers.
- Review of Learning Area resource allocation to prioritise curriculum delivery.
- ICT Infrastructure Review facilitating cabling and TV ViVi installation.
- Child Safe committee meeting three times per term to ensure Child Safe Standards are implemented through engagement with staff and student presentations.

- Child Safe Policy Student Version developed and explained by student leaders to students.
- Regular staff briefings and meetings to ensure clear lines of communication at all times.
- Collection and analysis of student data to assist with forward planning.
- Student Voice Cabinet established with regular meetings held to facilitate student points of view being heard by Leadership.
- College Vision and Strategic Intention as a regular meeting agenda to develop a uniform and common narrative.
- Compliance requirements distributed to all staff and followed up to ensure a universal understanding.
- Regular College Finance Meetings to analyse College finances and ensure appropriate stewardship of resources.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- New and Returning VCE English Teachers Workshop
- 2022 VCE Mini-Conferences: Gippsland
- 2022 VCE Virtual Mini-Conference MAV
- ATOM PL: VCE Media Unit 3 Online Seminar
- Carers Practitioners Seminar 2022
- 2022 VCE Biology and Environmental Science Conference 'Perspectives on Practice: turning over a new leaf'
- VCE HHD SAC development - Jacaranda
- Texts and Traditions Conference
- VATE Annual Conference
- RE Professional Learning Day Unit 1: RE and the Catholic School (Accreditation)
- RE Professional Learning Day Unit 2: Catholic Identity (Accreditation)
- RE Professional Learning Day Unit 3: Scripture (Accreditation)
- RE Professional Learning Day Unit 4: Christian Prayer (Accreditation)
- DOSCEL Term 1 Teaching and Learning Network
- VCTA mentor program for Business teachers
- CDES Annual Psychology Conference
- RMIT Careers Advisors Briefing
- VATE Meet the Assessors - English
- ACU Careers Advisory Conference

- Professional Learning Seminar 1 - Leadership Seminar
- De-escalation Intermediate Train-the-Trainer Course
- Phys Ed Discovery Conference
- Faith Formators' Colloquium
- School Refusal: By Hook or By Crook
- Extended Investigation Professional Learning Webinar
- Course in Safe Use of Machinery for Technology Teaching
- Upskills to teaching Food Technology
- Fostering Responsible Mathematics Learners
- University of Melbourne Careers Conference
- Can a Scientist Believe in God?
- Teacher Seminar - The Resilience Project
- LOOKOUT Conference (online)
- Teaching VCE Matrices
- Monash Careers Practitioner Seminar
- LTAV Gippsland Group presenting Westlab and Ciderhouse
- LTAV Gippsland PD Day
- Safe Use of Machinery
- Maths Pathway: VIC Path22
- VCE VM and VPC Applied Learning in Practice Workshops
- Teaching VCE Matrices
- Inclusion online training
- 22INC100I 2022 OLT - Understanding Autism Spectrum Disorders (ASD)
- VTAC Briefing for Careers Practitioners
- Career Tools Workshop
- DOSCEL Aspiring Principals Course
- New VCE Unit: Environmental Science Planning
- DOSCEL OLT Understanding and Supporting Behaviour
- The New English Study Design
- CIML conference
- Implementing VCE Mathematical Methods in 2023
- VCE to VM - Literacy and PDS
- VCE VM and VPC Applied Learning in Practice Workshops

- Assessor Training for Extended Investigation
- VCAL course
- VCE VM PD
- VCE VM and VPC Literacy
- VCAL to VM
- VCE PD&T Exam Prep for Teachers (PL2228)
- Footsteps II
- New Energy Conference
- LawSense Managing Student Disability - Adjustments, Behaviour & Discipline
- Safe Use of Machinery (course CRM:01851381)
- LABCON 2022
- VET Music PD Day 2022
- Biology Assessor Training Day
- Assessing - Extended Investigation Written Report
- Timetabler Solutions - Student Options and Timetable Development
- HEV VCE Food Studies Planning Day
- HEV: 2022 Annual Conference
- Mathematical Methods Exam 1 Assessing
- Briefing for Principals and Leaders of Schools Undertaking Review in 2023
- Careers Practitioner Equity Forum University of Melbourne

Number of teachers who participated in PL in 2022	78
Average expenditure per teacher for PL	\$625

TEACHER SATISFACTION

Teacher Satisfaction

In 2022 the College moved to its first full year onsite learning since COVID. There were a number of challenges for teachers. Students needed to adjust to onsite expectations and the College invested time into a re-education program around civic behaviours and general learning behaviours in a classroom.

The Insight SRC Survey indicated a drop in the Teaching Climate areas of concern:

- Student Motivation
- Teacher Confidence
- Student Behaviour

The College has reflected on these areas and put in place key strategies to support students and teachers.

Student Satisfaction

According to the 2022 Insight SRC Survey students in the College saw a rise in the Student Wellbeing Aggregate Indicator.

Key areas which students identified as an improvement from the previous year:

- Teacher Empathy
- Purposeful Teaching
- Key focus on Literacy
- Simulating Learning
- Eagerness to learn

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.7%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	20.0%
Graduate	34.7%
Graduate Certificate	8.0%
Bachelor Degree	82.7%
Advanced Diploma	13.3%
No Qualifications Listed	12.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	82.0
Teaching Staff (FTE)	76.1
Non-Teaching Staff (Headcount)	61.0
Non-Teaching Staff (FTE)	57.9
Indigenous Teaching Staff (Headcount)	2.0

Community Engagement

Goals & Intended Outcomes

The College is actively engaged in the local Wellington Shire through all aspects of community interaction. Many of the active engagements by the College are listed in other parts of this School Report.

Some of our highlights include:

- Involvement in Parish liturgies.
- Local Service clubs and their student focused awards e.g. Public Speaking and Leadership.
- Participation in local music Eisteddfods and community music events.
- Student and staff involvement in local Drama and Musical productions.
- A rich variety of Sporting events and Competitions including Basketball, Netball, Football, Cricket, Equestrian, Tennis and National Marist Camps, to name a few.
- The Year 11 Presentation Ball.
- The Year 12 Valedictory Liturgy, Presentation and Dinner.

Achievements

- Increased student understanding of Christian and community values and the important role they play in creating an inclusive community.
- Build Respect and Responsibility for community events and the importance of community history and culture.
- Support and understand how local service clubs and community groups add value to an inclusive community and fill gaps for those community members in need.

VALUE ADDED

- Involvement in Wellington Junior Shire Council.
- Participants in the ANZAC Day and Remembrance Day memorial services.
- Continual engagement with the local commerce community through practical involvement in local businesses.
- Exposure to a culture of support, fair play and teamwork through engagement with local sporting clubs.
- An enormous number of local businesses and trade organisations through Work Experience programmes, school-based Apprenticeships and work placements.
- Students are engaged in gaining additional support from local education facilities including Sale Special School, TAFE and Virtual Schooling.

PARENT SATISFACTION

Parents regularly comment on the fact that the College offers a supportive and safe environment in which their child can grow. They continue to express satisfaction that the values that the College holds dear are those that we instil in their children. In interviewing many parents for Year 7 positions at the College the resounding comment is that the discipline, welfare, and wide-ranging subject experiences offered by the school are the reasons they wish their child to be educated here. This is also due to the variety of education pathways and the school's ability to provide for students with various needs. The proactive transition program for students from the large number of associate primary schools is appreciated and students and parents engage in this process. Additional resources are supplied to families that have children with particular learning and transition needs.

The Parent Access Module continues to provide rich communication opportunities. This includes the timely provision of student academic progress information and general communications about school-based activities. Parents regularly comment on the approachability of staff and the timely response to queries as well as the care provided to their children. The following opportunities are offered to families:

- 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
- 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
- Graduating Dinner and presentation of awards for VCAL students and families
- Year 12 Valedictory and graduating Mass and Dinner where each student is recognised
- Awards Presentation Evening 7-12

Future Directions

Catholic College Sale is in an excellent position in so many areas as we move into 2023.

The Catholic College Sale Limited Board will continue establishing itself within the College with a prime focus on establishing protocols for good governance of the College. The Board will review all policies with a clear lens on Child Safety protocols and procedures.

Throughout 2023 the College Board will lead the College through the development of a new Strategic Plan for 2024-2027. Upon completion of the Strategic Plan the College Master Plan will be reviewed. The College will be conducting a comprehensive Curriculum Review with a particular lens on ensuring we are providing the best possible learning process and environment to ensure each student is able to achieve their very best.

Reviews will also take place into a Whole School Approach to Positive Behaviour. Timetabling and adjustment need to meet the full implementation of the New Enterprise Bargaining Agreement and the implementation of enrichment programmes at the College.

Capital improvement will focus on the completion of security fencing around the College perimeter and a significant upgrade of student facilities adjacent to the Bishop Phelan Stadium.

The College is in a strong position moving forward with strong academic and related outcomes achieved by students. The College is experiencing high demand for enrolments and has a very sound financial basis and plan.

The challenge for the College is how to cater for the needs of the Sale community by placing as many students as possible.