



CATHOLIC EDUCATION OFFICE DIOCESE OF SALE

2013 Annual Report to the School Community



Catholic College Sale

Registered School Number: **0625**



Our Lady of Sion Campus

Secondary Colleges

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Minimum Standards Attestation

I, **Christopher W 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 (Vic)* and the *Education and Training Reform Regulations 2007 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA.

23rd May 2014

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.

This enables me to welcome and accept the differences in others build relationships and enjoy life. I strive to be genuine and honest and embrace the challenge of going beyond the ordinary. I work hard to fully develop my unique talents. I use these gifts in the service of the marginalised and all others in the community.”



Opening Mass 2014

College Overview

Entrance to St Pat's circa 1922



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

The College currently has a student enrolment of 981 students and offers a comprehensive and diverse curriculum, to families in the Wellington Shire.

The College is jointly governed by the Bishop of Sale Diocese and the Provincial of Marist Australia. The Catholic Education Office of Sale Diocese and Marist Schools Australia through the Regional Director and other Marist Ministries oversee the strategic operations of the College. An Advisory College Council assists the Principal in the stewardship of the College. The College has a Strategic Plan for a five year period from 2011 to 2015 and reviews this plan and the College Master Plan each year, in light of changing priorities and external regulations.

Current Priorities for the College include: Continue of Leadership Restructure, Curriculum Renewal, parent involvement in the educational process and facilities upgrades including I.C.T in the classroom.

The new Deputy Principal structure introduced in 2012 continued to develop and focused on the co-ordination of the whole College. The positions are Deputy Principal - Catholic Identity and Community; Deputy Principal - Students and Staff and Deputy Principal - Teaching and Learning, with an overall focus on student centered learning. A new Position of Leadership structure was introduced with its core emphasis on Teaching and Learning and Pastoral involvement.

The College Curriculum Review identified key areas of focus for curriculum development, with an emphasis on diversity within the curriculum and the need to prioritise student/parent assessment and reporting and this implementation process continued throughout 2013. The College continued its strong focus on Literacy and Numeracy working in partnership working with Sale Diocesan Catholic Secondary Schools.

Parent involvement continues to be an essential part of the student learning process. The Parent Advisor Program introduced in 2012 continued to facilitate and encourage educational discussion with parents and students as well as focusing on student time management, and prioritising within their learning process. The program is focused on providing comprehensive feedback to students and families on the full education process, through a 30 minute discussion each term which is facilitated by the student.

In 2013 all year levels have an iPad wireless device. These devices are in line with external educational initiatives and are owned by the College, to complement learning and educational process. The College has also continued its program of classroom refurbishment and where possible, open learning environments.

The College is focused on challenging students and staff to be pro-active learners who are motivated and engaged in the learning process.

Principal's Report



This year has been a whirlwind of events and activities that has provided every member of our College Community an opportunity for personal growth and faith development. It is clearly evident that at every level of our Catholic Education system, planning and decisions are interwoven with faith enlightenment and a discussion about what is in the best interest of our students and how do we plan for future improvement.

The Catholic Identity of our College continues to be highlighted by our Governors Bishop Christopher Prowse & Provincial Jeffrey Crowe FMS. Bishop Christopher Prowse has provided our Diocese with not only clear and strong leadership but with a hands-on approach to Catholic College Sale through his visits, strategic Diocesan planning for improvement of Religious Education teaching and planning for improved teaching across all schools. The Congregation for Catholic Education in Rome emphasised that a Catholic school “must be a good school”. Not only in its Catholic Identity, but in its high standards of teaching, curriculum and student outcomes.

The Marist Brothers have continued to develop their strategic plan for the Marist Brothers' Province of Australia. The Marist Order, founded by St. Marcellin Champagnet is today the largest religious order in the world. The Marists continue their active participation in our College by providing strategic support for faith development as well as financial and strategic planning.

The Sisters of Our Lady of Sion also continue their active involvements in the College ensuring that our Sion Charism continues to be an integral part of our College. The Sisters join with Catholic College Sale in planning for the embedding of our Sion Heritage into our curriculum. A particular project this year has been the commencement of the restoration of the Chapel on the Sion Campus. On behalf of the College I would like to thank the 'Friends of Sion', who have been very active in seeking support and raising funds for the restoration of the Chapel.



This year our Religious Education program has continued to focus on our Faith in Action through a wide variety of activities and immersions. To name but a few, the annual sleep-out for the homeless has continued to expand with this year including staff and students from other schools. Projects including Meals on Wheels and the Soup Kitchen in Melbourne continue to attract significant student support. This year the inaugural immersion to East Timor was highly successful under the leadership of Brother Frank McIntosh. Br. Frank, with a dedicated team of supporters, worked tirelessly to raise funds for a Marist school in East Timor. Two new crosses, made by the College, have been erected, one on each campus. These crosses are a continuing reminder of our daily challenge to be the best we can and strive to achieve the best for others.

Our College curriculum development has continued with the introduction of detailed curriculum outlines provided to students and parents and a comprehensive re-development of our reporting processes. The new processes have required significant development by College staff and will provide students and parents with much more detail on individual student process. The re-introduction of the Domain Leaders and the expansion of the Curriculum Development Team has provided the College with an on-going rigorous and passionate discussion about student academic development and work outcomes.

Student involvement has continued to be the focus throughout the year and I would like to take this opportunity to congratulate each and every one of our students who has taken the opportunity to involve themselves in the extra-curricular activities offered by the College. Whether this be through our immersion programs, community services programs, arts & drama, sporting competitions, partnership programs with Primary Schools and fundraising for various missions and charitable organisations.



As we look to the future we look forward to the building of a new Trade Training Centre that will continue to expand the broad curriculum offered by our College. As well as the development of the College Financial and Master plan to cater for future College developments

*“We are strong of mind
Gentle of heart
And loved by God”*

Mr Chris Randell –Principal

Church Authority Report

Catholic College Sale is a great gift to us in the Catholic Diocese of Sale.

With this report, I send you my encouragement and congratulations on the achievements in the faith that have been received in the 'Year of Faith' 2013.

We have been blessed in these times with the election of Pope Francis. His simplicity and humility have struck a chord with not only Catholics throughout the world but men and women of good will globally.

I had the great privilege of being at World Youth Day, Rio de Janeiro in July 2013 where Pope Francis was the host of this global youth gathering. He made an immediate rapport with young people. They saw in him a transparent reflection of Christ amongst us today. He continually calls us to be strong in our faith and to bring to them the face of Christ. At the same time, the poor and the marginalised can bring to all of us the face of Christ in a most unexpected way.

My prayer in the times forward is that your community grows in the love of God made present in Jesus Christ and also in the fervour of charity and justice to those in most need in our communities.

On the local level, the Diocese of Sale is to engage over the next five years in the particular focus of the evangelisation of family life.

The Family Unit is often called in Church documents, the "the Domestic Church". Society comes through the family. Anything we can do to support family life and to deepen its quality of relationship and unity in Christ is something that is a most worthy mission for us to embrace and a real contribution to society.

I invite you to link up with your parish and your school in the years ahead and to see how, in practical ways, you can engage in this exciting family evangelisation mission.

With every grace and blessing

Education in Faith

Goals and Intended Outcomes

Goal 1.1 The Spiritual Community:

Enhance the College community's shared ownership of its Catholic identity.

- Provide opportunity for students and staff to celebrate being part of the Catholic World.
- Strengthen the understanding and ownership of both College's Marist and Sion Charisms.
- Integrate Catholic identity into the daily life of the College.



Goal 1.2 Prayer and Liturgy:

Provide meaningful, prayerful opportunities in the regular life of the College.

- Utilize the many and varied talents of staff and students in liturgy.

Goal 1.3 Social Justice and Ministry:

Embed social justice and ministry as a core element of College life.

- Build a strong social justice involvement for students and staff in the daily life of the College.
- Promote CSYMA within the College.

Goal 1.4 Religious Education Curriculum:


Provide a Religious Education curriculum that is engaging and of substance.

- Strengthen the Religious Education teachers' ability to teach Religious Education.

Achievements

- **The Year of Grace** was launched with staff and students through prayer services at both the Sion and St Pat's campus
- **Opening Mass** was celebrated by Fr. Hilarion Fernando (parish priest of Maffra/Heyfield) on Tuesday 26th February with past staff members attending. After negotiations with Fr Andrew Wise, Fr Hilarion has been appointed as the official College Chaplain at CCS.
- **Easter Liturgy** was celebrated with the whole school with Fr Hilarion leading the service. A large number of students and staff were involved in leading parts of the Stations of the Cross Service.
- **A drama group** from the Catholic Mission, "Village Space" presented an excellent drama role presentation on the plight of refugees, asylum seekers and displaced persons. They involved some of the year 11 students in parts of the drama. The session provided students with a greater understanding of the dire situation for these people and an empathy towards their plight.



- **A Marist leadership** seminar was held in May by Brother Tony Leon and Brother Mark Paul for all POL and Executive staff. The two speakers provided excellent material on what it means to be an Authentic Leader, from a spiritual perspective, in a Catholic school.
- **Founders Day Mass** – The Whole school Mass celebrated by Fr Hilarion in Bishop Phelan stadium. Present were visiting Sion sisters - Sr Patricia, Sr Lauraine and Sr Mary as well as Br Frank, Br Majella, Br Paul and Br Ron. A special story of the life of Theodore Ratisbonne, founder of the Sion Sisters, was presented by students at the commencement of the Mass and this set the scene for the celebration of our College heritage and the work of our founders and the great contribution of the Marist Brothers and Sion Sisters.
 
- **Walkathon and fundraising** - Two main fundraising causes this year were that of East Timor and the money needed to make renovations to the dilapidated school at Abaffala, along with money for the Sion sisters and their cause in building a well for a village in the Congo in Africa. Various fundraisers and awareness raising activities were conducted leading up to the Walkathon day.
- **Spirituality day** - 16th August. Facilitated by Br Mark Paul and Br Hubert. The theme for the day was "I Believe". The program connected very well with all staff and their own spirituality and led to the important aspects of believing that relates to staff and their roles at CCS.
- **Aspects of the day**
 - kindness and happiness
 - six word memoirs
 - meditation every day
 - our work at the College "in the court of the Gentiles"
 - lectionaries Devino - prayer format 1.
- **Religious Education Curriculum**
 - The continued improvement and implementation of an engaging, relevant – 'living' curriculum in Years 7 – 12
 - This has been achieved through:
 - Regular reviews
 - Meetings with R.E. Teachers
 - Constant updating of resources and ways of teaching
 - All students are taught a wide range of topics in R.E. to cover all units in Journeying Together in Hope.
 - The curriculum in Years 7, 8, 11 & 12 are complemented by Reflection Days.
 - The Catholic Schools Youth Ministry Australia Curriculum in Years 10 & 11 has been rewritten and updated, where students are given the opportunity to participate in a variety of social justice issues and outreach programs.
 - All curriculum and resources are all readily available to all staff and are constantly updated.
 - R.E. teachers are given opportunities to further their knowledge through Professional Development at school and outside school.
 - REC is readily available to assist teachers with curriculum and teaching methods and to team teach with other teachers where required.

VALUE ADDED


- **College Chaplain**- formal appointment of Father Hilarion Fernando, parish priest of Maffra and Heyfield, as the College chaplain. Fr. Hilarion has been involved in all College liturgies and Masses as well as being present at the College each Wednesday to visit classes, meet students in the yard, conduct pastoral liturgies and to have a presence with students and staff. Fr. Hilarions' enthusiasm, sense of humour, connections with young people and down to earth approach, has enhanced the College and Fr Hilarion has been well received by both staff and students.
- **Links to our Past** - Continued research on Chapel painting and history- restoration project funded by past students and CCS. Historical information from Sr. Angela (Sion Sisters archivist) confirmed it was a painting on canvas. She also was able to identify the painter of the scene. Expert opinion of conservators was gained in order to determine the best way to preserve the painting. The painting in the niche determined to be by B. Merle, a prominent Italian artist, with paintings in the National Gallery and International Galleries.
- With the assistance of the past students, local Catholic Parishes, and College Community fundraised \$20,000 to complete the niche restoration. Work carried out and completed by two experienced conservators from Melbourne University in October 2013.
- Re-establishment of the College chapel in its original space. Renovations and furniture needed to make the area into a special space. Still work to be done.
- The reunion of Br Majella with the original Mothers Club mothers from the early 1970's 40 years after the group photo was taken. Work involved contacting the mothers and inviting them to the reunion on the 27th May. Of the nine mothers located all attended. A great reunion.
- The erection of large wooden crosses both Sion and St Pat's campus. are and what we stand for. bless the crosses and thank the construction.
- Champagnat Award Medallion. This award was introduced on the Feast day of Saint Marcellin Champagnat. It was initiated to recognise students and staff who show the qualities of Marcellin. Students nominated staff and staff nominate students using Marcellins key qualities as the criteria for selection. The award medallions were presented at the assembly following the liturgy Marcellins Feast day.
- An initiative of the student Celebrations Cabinet - Saint of the Week - details of a Saint were posted on the student notice board at St. Pat's each week from mid-term 2. This was an excellent way of informing and educating students about the lives and achievements of various saints as well as providing a practical way of showing faith in action to mark the year of Faith.



crosses in the grounds of A clear statement of who we Ceremonies conducted to people involved in their



Peter Centra's Pilgrimage experience. Participation in the Marist Pilgrimage taking in Israel, Rome and Champagnat country in France. Excellent immersion into the origins of the Christian faith and the life, values and influences of Saint Marcellin Champagnat. On return to school there were a number of opportunities to provide feedback presentations to staff, support staff, the College Board and to students in RE classes and at the liturgy to celebrate the Feast Day of Saint Marcellin Champagnat.

- Regular staff emails, memos concerning Catholic Identity matters along with relevant readings, motivational stories and documents worth reading for all staff. A reflection provided in most memos.
 - College Support Staff attended a presentation on Marcellin Champagnat - 29th May - by Peter Centra. Notes and reflections and learning are about Marcellin Champagnat from the Marist Pilgrimage experience. 20 staff in attendance
 - Guest speaker - Sam Clear in June, spoke to all year 11 students about his trek around the world, his experiences and his faith. He also spoke to year 11 and 12 students about the "Alternative Schoolies" program that his company, Harvest, offers to year 12 students for their end of year experience.
 - Courage to Care Exhibition. This two week exhibition was hosted by the College. The education program focussed on racism and bigotry. The exhibition was based on first person testimony, texts, objects, memorabilia and interactive media related to the Holocaust during World War II. It centred on the bravery of people who hid and helped save many Jewish men, women and children from certain death at the hands of the Nazis. The first hand testimonies of survivors were very moving. The small group discussions following the presentation drew the students into connecting the Jewish experience with the modern scourge of many young people BULLYING. A very powerful means of communicating important messages to all the students who attended.
1400 local students attended the exhibition with 480 CCS students from Year's 9, 10 and 11 attending. Feedback from students and staff who attended was very positive.
 - "ARMY" hip hop artist from New York and motivational speaker visited in August. He spoke to all year 8 and 10 students about his own faith in God and shared his beliefs in and values from the simple Gospel. ARMY also performed a concert for all students at the lunch time break.
 - **Immersion**
For the first time the College offered three immersions in 2013. The three immersions are now all under the one umbrella with staff and student applications processed together - with interviews and final selection - followed by preparation and planning time involving meetings over a 10 to 12 month period - so as to be adequately prepared for both students and staff.
 - Major Fundraising efforts – for the inaugural East Timor Immersion and four major projects in East Timor a total of \$24,000 was raised during 2013. This was through donations from the College Community, local Parish, local businesses and past students. With the immersion there was an excellent opportunity to see exactly where the money is going and how it will make a substantial difference in the lives of the East Timorese people. A significant effort led by Br Frank McIntosh
- 
- RE Program – Very comprehensive RE program now operating from Year 7 through to Year 12
 - Appointment of RE and Community trainee - Kayla Holmes (Year 12 student 2013) - for 2014

Learning and Teaching

Goals and Intended Outcomes

During 2013 the main goals were the following:

1. Maximize learning through in-depth knowledge of students and engaging
2. Achievement: Encourage pursuit of personal excellence
3. Teaching: Strengthen collegiate practice

Achievements

1. Provide opportunities for gifted and talented students to shine.

Enrichment Program, Enrichment Co-ordinator Position dedicated to providing opportunities for students to excel in co-curricular programs such as Tournament of Minds, VCAA plain speaking.

PAT data allowed selection of students for Enrichment during rotations cycle, English and Mathematics Enrichment available at Year 7 and 8. English, Maths, Science and Humanities Enrichment Electives at Year 9 were selected and successful, although Mathematical Minds will run only in Semester 2.

Acknowledge individual effort and achievement.

The college Annual Awards evening has been refined to include data from the new reporting system. This has meant that there is greater accuracy in the awarding of excellence and endeavour and that the standards expected of students have been lifted.

Facilitate in-depth knowledge of students by their teachers through close tracking of student progress.

Through the introduction of Progressive Achievement Testing in Year 7 and 8 we have begun to track student achievement in particular areas of literacy and numeracy. The comparison of this data with NAPLAN will enable teachers to monitor the strengths and weakness of students and tailor teaching and learning to match.

Develop student self-discipline in study.

Through the Year 9 Learner Advisor Program we have begun to more closely monitor the study habits of students through the use of the Wall Planner and the term based meetings. The focus has been on developing specific skills which would be of benefit in current and future studies and pathways.

2. Prepare students for pathways suitable to each of them through VCAL and VCE, future employment and training.

The Subject Selections and Pathways evenings held in 3rd term for Senior, Year 9 and Year 8 students were a great success and enabled students to make informed choices about the areas in which they might go forward in the future. Various external providers including TAFEs and Universities were on hand to answer specific questions. During the following week senior school staff members were available for parents and students to conduct Pathways interviews where



further clarification was required.

3. Provide opportunities for collaboration and planning for learning and teaching, across and within year levels.

The restructure of curriculum leadership has had a profound effect on the way in which teaching staff have worked together to focus on student learning. In particular, the reintroduction of subject/domain-based leaders has led to a greater ownership of curriculum, and more opportunity to discuss the specific needs of each area. Regular subject area meetings have meant that there is great consistency in year level/subject groups, although this differs from subject to subject.

Develop appropriate scaffolding, scoping and sequencing of curriculum and skills from year 7 to 12.

This is a work in progress, however it can be said that in English, Mathematics, Humanities, Science and Religious Education this has been improved greatly during 2013. This is largely due to the restructure of curriculum leadership and the reclaiming of specific subject areas by teachers.

Respond to curriculum change and development.

Towards the end of 2012 and throughout 2013 the College has engaged in the development and implementation of the Australian Curriculum from years 7 -10. AusVELS was introduced in the 4 core subjects of English, Mathematics, Science and History and preparation is underway to extend this in 2015. This has meant some rethinking of curriculum structures such as timetabling and time allocations, which continue to be reviewed regularly to ensure that the needs of this changing landscape are met.

Prepare and implement rigorous assessment and reporting processes

New assessment and reporting processes were introduced in 2013 with the introduction of SIMON as the Learning Management System for the college. More detailed reports were available which provided information to parents on individual assessment items, outcomes and overall Unit results. Results were calculated using a new grading system in which each assessment item was given a weighting contributing to the overall Unit grade.

STUDENT LEARNING OUTCOMES

The data suggests that CCS is, for the most part, above the National average but below the State average across all areas of NAPLAN.

Our Year 7 cohort in 2011 is the only one above both State and National averages.

We have a smaller percentage of students in both the 90th percentile (the top 10%) and the 10th percentile (the bottom 10%) than both State and National figures. Our extremes are slightly less than both of these.

Overall in both year levels in all three years our Literacy scores are lower than our numeracy scores.

A comparison between Year 7, 2011 and Year 9 2013 (the same group of students) shows a lower rate of growth across the tests than both the State and National averages. For example, the numeracy average was 551 in 2011 and 568 in 2013. This compares with state scores of 553 in 2011 and 592 in 2013 and National scores of 545 in 2011 and 584 in 2013.

| POST-SCHOOL DESTINATIONS | |
|---|------------|
| Total Number of Students | 119 |
| total Number of consented students | 118 |
| ALL TERTIARY STUDY Offers | 87% |
| University | 32% |
| Deferred | 16% |
| TAFE / VET | 9% |
| APPRENTICESHIP / TRAINEESHIP | 22% |
| EMPLOYMENT | 16% |
| Looking for Work | 6% |



Year 12 Farewell Assembly 2013

School Community and Student Wellbeing

Goals and Intended Outcomes

The Wellbeing Development Team has as its focus for 2013 the following strategic goals:

1 Relationships and Connectedness

- Enhance the wellbeing and quality of relationships between all members of the College community.
- Provide opportunities for resources to assist parents, students and staff in developing a greater understanding of contemporary issues which impact on health and wellbeing.
- Identify opportunities to articulate the College's expectations as a means of maintaining standards and ensuring greater consistency and approach.

2. Engagement

- Maximise the engagement of students through the provision of relevant and dynamic programs and practices.

3 Educating the Whole Person

- Equip students with the necessary life skills to maximise resilience and their ability to confront contemporary challenges with confidence.

Achievements

Pastoral Care at Catholic College Sale is overseen by the Wellbeing Development Team. This team coordinates all aspects of Student Wellbeing, working to ensure that the environmental factors necessary for learning are in place. This has resulted in:

- an increasing emphasis on raising standards in all of the civic behaviour - high expectations with support.
- Representation of the Wellbeing Team on the Learning Development Team in order to reinforce the link between learning and wellbeing.
- The implementation of a clear Student Management system has provided support for both staff and students in the area of student behaviour and has been well received.
- The introduction of a College blazer and the continual monitoring of uniform by staff has resulted in a significant improvement in the overall standard.
- There has been further development of an already established student leadership structure with College captains and Cabinet members working with House and Year Level Leaders to enhance College life. It is intended to expand this structure to incorporate the Sion campus in 2014.
- Vertical Pastoral System at the St Patrick's campus, which provides relationship building opportunities for students at all year levels, enriching College life.
- The SIMON Learning Management program has enabled the accessing of internal data to provide information that identifies students at risk of early school leaving and are then able to be assisted.



- The introduction of the Student Support System has provided an individualised approach to managing significant student issues, involving all major stakeholders. This system will continue to expand.
- Continuing development of off-campus camp and excursion opportunities for all Year levels. These include: Year 7 Relationship building camp to Licola; Year 8 Team-building excursion to Seaspray; Year 9 Challenge Camp to Dargo; Year 10 trip to Tasmania; Year 12 Retreat Program. Year 11 have the opportunity to participate in the College Presentation Ball.



Tasmania 2013

- Further development of Information packs for new Students at both Campuses to ensure accuracy and consistency of information for parents.
- Ongoing development of successful Partnership Program, involving local Catholic primary schools and CCS, with over 100 students participating. This program aims at strengthening the links between the primary schools and CCS.
- Reinforcing of the College's Pastoral priorities with House and Year Level based fund-raising and awareness-raising activities, focusing on various charities and organisations. These include: Caritas, Beyond Blue, Anti- Cancer Council, Party Safe, Cyber-safety, St Vincent de Paul Society, Marist Brothers Missions- East Timor, Meals on Wheels.



'Many Hands'. Banner

Attendance is the responsibility of all teachers, with pastoral teachers being responsible for taking rolls at the beginning of the day. Attendance is taken both electronically and in hard copy. The process is:

- Students who are absent are marked as such on the morning roll.
- Parents of students who are away for 3 days in a row are contacted by Pastoral teacher to ascertain the situation and notify House Leader/ Year Level Leader of any concerns. HL/YLL contact home if necessary.
- On returning to school from absence, students must bring a note from their parent/guardian with an explanation.
- Unexplained absences are followed up by Pastoral teachers. Students with identified attendance issues are referred on to the Deputy Principal Students and Staff, in conjunction with the HL/YLL and College counsellor, for closer monitoring and family involvement in order to develop strategies to assist the student.

VALUE ADDED

- Parent information evenings:
 - I-pad handout
 - Welcome evening for Year 7 students and parents
 - Cyber safety presentation
 - Year 8 into 9 overview
 - Year 10 subject selection
 - Year 6 into 7 information evening and dinner
- Participation in a wide variety of sporting events and carnivals through the Marist and SSV networks, both local and interstate.
- College theatrical productions on both the Sion and St Patrick's campuses.
- Excellent representation in community events such as Debating, Public Speaking, Art Shows, Dramatic Productions, Clay Target Shooting.
- Involvement with Community groups such as St Vincent de Paul and the Salvation Army.
- Student led performances, events and activities around the College throughout the year, enriching College life.
- Involvement in the RACV Energy Breakthrough program.
- Successful Art and Soul Festival, highlighting the talents of many current and past students.
- College and Campus assemblies that emphasise a high standard and encourage responsibility by highlight the achievements of current students in a variety of areas.
- CYSMA students highlighting to the College Community the plight of those living in Poverty throughout the world .



STUDENT SATISFACTION



Students have been surveyed regarding Wellbeing and Connectedness and have indicated that they feel connected to their teachers at Catholic College Sale. Students have been able to demonstrate by their involvement in the various social justice, sporting and creative activities that they feel supported enough within the College to be able to take up opportunities confidently. Students feel comfortable speaking to the appropriate staff regarding serious issues and will generally seek assistance if needed.

PARENT SATISFACTION

Parents are supportive of the continual improvements being made by the College and have indicated this both formally and informally. They are appreciative of the raising of standards regarding uniform and behaviour and are enthusiastic about the focus on curriculum development. Information nights are well attended and feedback from these evenings is positive. The Newsletter is now more comprehensive and became available on-line in 2013. Parents are encouraged to contact the College if they have any concerns.

Leadership and Stewardship

Goals and Intended Outcomes

Goal 4.1

Professional Learning: Provide policies and structures to facilitate the planning and supervision of staff professional learning.

- Provide structures for staff to collaborate with each other
- Invite more organisations to use Catholic College Sale as a base to host professional learning.
- Provide all staff with appropriate external professional development opportunities.

Goal 4.2

Staff Welfare: Develop and implement policies, procedures and structures as a means to maintaining a healthy and supportive environment for all staff.

- Maintain a healthy and supportive environment for all staff by building a sense of teamwork, energy, pride and belonging.
- Create opportunities for team building activities within workshop and meeting structures.
- Facilitate learning opportunities for managing and implementing ICT

Goal 4.3

Working Environment: Provide a working environment that ensures the best possible outcomes for all staff and students.

- Ensure appropriate procedures and structures to facilitate simple and consistent student management with the introduction of SIMON.
- Strengthen and encourage cross campus communication and universal application of policy and procedure.

Goal 4.4

Continuous Improvement: Develop a culture of continuous improvement as individuals and teams through regular professional reflection, work-shopping and appraisal.

- Introduce Professional Learning Teams as a means of addressing contemporary, visionary or timely matters.
- Continue building a climate where staff challenge each other to improve the quality of the school's teaching and learning practices.

Goal 4.5

Leadership: Build and support leadership capacity within the College.

- Review and evaluate leadership roles and structure to ensure equitability and best practice.
- Introduce a Leadership Coaching/Collegial Paring Program to enhance conversation and challenge professional improvement.
- Engage in Leadership Professional Learning opportunities with other like/local schools.
- Encourage the engagement of staff in undertaking leadership studies e.g. Masters in Education.
- Enhance understanding of Catholic Ethos to ensure that all staff are leading in an appropriate manner for a Catholic School.

Goal 6.1

Finance: Ensure, with strict budget processes, that the College is adequately provided for in terms of curriculum resources as well as capital improvements.

- Develop strict budget processes.
- Continue to increase awareness amongst staff of College finances.
- Review procedures for Fee Collection.
- Review Fee Structure.

Goal 6.2

Property: Take a planned and organised approach to the maintenance and development of property to a standard that serves the needs of the College as well as projecting a positive image to the general public.

- Implement the College Master Plan in a way that achieves the desired learning and teaching outcomes.
- Effectively use resources in ways that raise the public image of the College.
- Continue to build on, and communicate, a planned and organised approach to maintenance and development.
- Create a sense of pride amongst students and staff in the learning environment.

Goal 6.3

Information Communication Technology: Plan for and provide ICT resources that enable modern learning and teaching to be embraced.

- Implement the ICT Strategic Plan.
- Review staff and student requirements for access to wireless devices.
- Enhance the move to a single College Network and provide for efficient use of network drives.
- Synergetic and SIMON use across the whole College.

Goal 6.5

College Documents: Ensure policies, procedures and other forms are periodically reviewed, adequate and relevant as well as widely circulated and understood by staff.

- Extend staff awareness of policies, procedures and other forms by drawing attention to specific documents from time to time.

Achievements

A - College Mater Plan 2011 – 15

Review of the Master Plan continued with changes being made in line with learning goals and technology upgrades. Classroom refurbishment continued with 6 Year 9 classrooms on the St Patrick's campus receiving a full upgrade and improvements being made to staffing areas on the Sion Campus. Master plan adjustment commenced in line with new financial objectives of the College.

B – Project Committee Upgrades.

College Asbestos Audit received and minor adjustments made to material management in line with changing facilities requirements. Tree and Shade Audit completed and strategies adjusted to allow the College to move to a Sun Smart School.

C – Time Table Initiatives

A further adjustment to the College timetable was completed with a strong emphasis on meeting curriculum student and teacher needs. All student and staff allocations were completed prior to a full College Head Start program in late November and early December.

D – Student and Staff Wireless Devices



The College continued its full implementation of wireless devices for all students and staff, all being provided with a College owned iPad. Additional management software was implemented to ensure appropriate and productive use of the devices. Professional development continued for staff, with an emphasis on classroom use as a tool to assist the learning process.

E – The College continued the implementation of both the whole school Curriculum Review and Religious Education review. The reviews guided decision making in relation to curriculum and staff development as well as Religious Education and spiritual growth of students and staff. A clear and well developed plan allowed significant progress in all areas.

F – The continued implementation of the new composite fee structure was well received by families. Families now have a clear knowledge of the full financial component required and appreciate that students have full access to all core subject areas for pathway development. In addition all excursions, books, devices and materials are included in the fee.

G – The College continue to explore its Marist & Sion heritage and links, with staff offered professional development in both Charisms. Links to associate primary schools were expanded, with a focus on Years 5 & 6 culminating in Years 7 & 8 student development and curriculum initiatives.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- OH&S
- First Aid & Anaphylactic
- Managing & Supporting Difficult Children Effectively
- VCE Literature Workshop
- HTAV Middle Years Conference
- Language and Literacy Workshops
- VET Sport & Recreation Exam Preparation
- Women in Leadership Roles
- GTAV Annual Conference
- ICT/STEM in science
- Using ICT in the Middle Years Effectively
- Teaching & Supporting Students with Language Disorders
- Daily Organiser Modules workshop
- Careers Development
- Planning and Assessing English
- CDLP
- Teaching and Learning with the iPad
- VATE Workshops
- Chevington Tools
- Students with Special Needs
- Oxford Education Conference
- ATOM: Teaching Unit 4
- Marist Leadership
- Footsteps 2
- Effective Use of T-Inspire Calculator
- Amy-Jill Levine Seminar
- Applied Learning
- VALA Conference
- History of the Church
- CYSMA Teacher Formation
- “Meet the Examiners”
- STAV
- Parenting Ideas Workshop

| | |
|--|-----------------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 97 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$578.77 |

TEACHER SATISFACTION

Teacher satisfaction is evident by strong collegiality and involvement in every aspect of College life.

Teacher participation in the College committee system is extremely high and nominated positions are highly contested. Active involvement on the Learning Development Team, the Welfare Development Team and the Technology Development Team is very strong and staff support for the re-introduction of Domain Leaders was clearly evident. Staff generously supports short term standing committees into special events or processes including Open Days, Music & Arts Festivals, reviews and charitable fundraising.

Teacher support of students is very strong and evident through their generous support of student camps and special events, beyond their employment requirements. This generosity of time extends to collegial support both professionally and socially.

Staff retention ratios are high and continue to improve. Positions of Leadership are sought after and frequently contested. Professional learning is sought after and a significant percentage of staff are studying outside of work hours to improve their contribution to the educational process

Financial Performance

| Reporting Framework | Accrual | \$ |
|---|---------|-------------------|
| Recurrent income | | Tuition |
| School fees | | 2,770,799 |
| Other fee income | | 314,952 |
| Private income | | 364,764 |
| State government recurrent grants | | 2,128,263 |
| Australian government recurrent grants | | 7,632,157 |
| Total recurrent income | | 13,210,936 |
| Recurrent expenditure | | |
| | | Tuition |
| Salaries, allowances and related expenses | | 9,295,088 |
| Non salary expenses | | 4,275,157 |
| Total recurrent expenditure | | 13,570,245 |
| Capital income and expenditure | | |
| | | Tuition |
| Government capital grants | | 132,773 |
| Capital fees and levies | | 557,816 |
| Other capital income | | 7,577 |
| Total capital income | | 698,166 |
| Total capital expenditure | | 456,558 |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | | |
| | | Tuition |
| Total opening balance | | 629,763 |
| Total closing balance | | 437,412 |

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

Catholic College Sale will continue its long history of providing a high standard of Catholic Education in the Marist and Sion tradition to students and families of Gippsland. Structural changes introduced in the past 2 years will be consolidated and reviewed. This includes both the Deputy Principal initiative to have cross campus responsibilities and the positions of leadership re-structure to provide greater emphasis on wellbeing, learning strategies and staff development.

The College will continue to focus on student learning with an emphasis on curriculum development to meet external requirements and expanding student needs. A significant emphasis will be an improvement of student literacy and numeracy skills, as well as the expansion of the College VCAL program. To support these programs targeted professional development will be provided to staff. The College will continue to support the Diocesan Literacy initiative and a new Trade Skills Centre will be developed with the support of both Commonwealth and local funding. The new Trade Skills Centre will cater for Engineering, Automotive and Hospitality pathways development.

The College student wireless devices will be reviewed with an opportunity to re-direct 50% of the devices in the next 12 months. Management protocols will be examined for both student and staff access to the College system. Internet and band-width will also be reviewed.

The College Year 9 Learning Advisor Program will be reviewed with a view to expand the program in the near future. This is part of a continued development of Assessment and reporting policies and an expansion of the focus on involving parents in the learning process.

Facilities improvement will continue with the upgrading of the O'Connor Learning Centre, refurbishment of 4 classrooms on the St Patrick's campus as well as replacing fencing and security provision. The College financial plan will be re-examined and developed with 3, 5 and 10 year targets. This will complement a re-assessment of the College master plan to ensure appropriate and practical targets are achievable.

2014 will be a year of consolidation and review across all areas of the College.

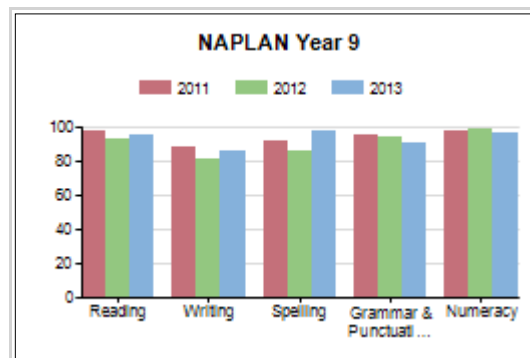
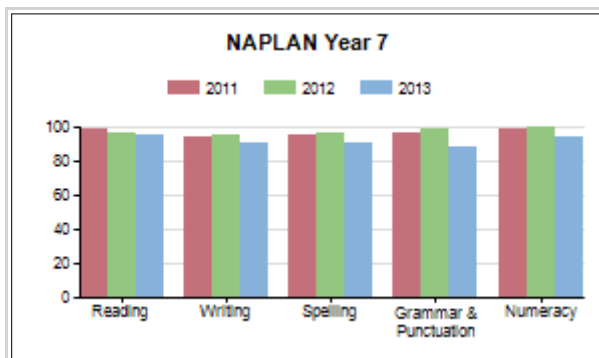


VRQA Compliance Data

E4006
Catholic College Sale, Sale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2011 % | 2012 % | 2011–2012 Changes % | 2013 % | 2012–2013 Changes % |
|-----------------------------|-----------|-----------|---------------------------|-----------|---------------------------|
| YR 07 Reading | 99.4 | 96.4 | -3.0 | 95.7 | -0.7 |
| YR 07 Writing | 94.6 | 94.9 | 0.3 | 90.8 | -4.1 |
| YR 07 Spelling | 95.8 | 96.4 | 0.6 | 90.7 | -5.7 |
| YR 07 Grammar & Punctuation | 96.4 | 99.5 | 3.1 | 88.2 | -11.3 |
| YR 07 Numeracy | 99.4 | 100.0 | 0.6 | 93.8 | -6.2 |
| | | | | | |
| YR 09 Reading | 98.2 | 93.5 | -4.7 | 96.0 | 2.5 |
| YR 09 Writing | 88.6 | 81.8 | -6.8 | 85.6 | 3.8 |
| YR 09 Spelling | 92.2 | 86.5 | -5.7 | 98.1 | 11.6 |
| YR 09 Grammar & Punctuation | 95.8 | 94.2 | -1.6 | 90.3 | -3.9 |
| YR 09 Numeracy | 98.2 | 98.7 | 0.5 | 96.6 | -2.1 |



YEARS 9–12 STUDENT RETENTION RATE

| | |
|-----------------------------------|--------|
| Years 9–12 Student Retention Rate | 63.89% |
|-----------------------------------|--------|

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | % |
|----------------------------|-------|
| Year 7 | 94.63 |
| Year 8 | 96.20 |
| Year 9 | 94.48 |
| Year 10 | 93.59 |
| Overall average attendance | 94.73 |

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|--------|
| Teaching Staff Attendance Rate | 84.43% |
|--------------------------------|--------|

STAFF RETENTION RATE

| | |
|----------------------|--------|
| Staff Retention Rate | 96.20% |
|----------------------|--------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|--------|
| Doctorate | 0.00% |
| Masters | 11.11% |
| Graduate | 47.22% |
| Certificate Graduate | 4.17% |
| Degree Bachelor | 83.33% |
| Diploma Advanced | 22.22% |
| No Qualifications Listed | 6.94% |

STAFF COMPOSITION

| | |
|---------------------------------|--------|
| Principal Class | 5 |
| Teaching Staff (Head Count) | 88 |
| FTE Teaching Staff | 97.746 |
| Non-Teaching Staff (Head Count) | 58 |
| FTE Non-Teaching Staff | 46.845 |
| Indigenous Teaching Staff | 1 |

MEDIAN NAPLAN RESULTS FOR YEAR 9

| | |
|------------------------------|--------|
| Year 9 Reading | 582.90 |
| Year 9 Writing | 534.60 |
| Year 9 Spelling | 566.20 |
| Year 9 Grammar & Punctuation | 561.40 |
| Year 9 Numeracy | 562.10 |

SENIOR SECONDARY OUTCOMES

| | |
|----------------------|-----|
| VCE Median Score | 30 |
| VCE Completion Rate | 98% |
| VCAL Completion Rate | 96% |