

## Catholic College Sale



# 2014 ANNUAL REPORT to the School Community

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## Contact Details

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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.

22 May 2015

## 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.”



## College Overview

Catholic College Sale is a co-educational Catholic Secondary College in the Marist Charism and Sion Tradition. The College is located on two sites: The Sion site established in 1890 as a school for girls, currently a Campus for Years 7 & 8, and the St Patrick's site, established in 1922 as a school for boys, currently a campus for years 9 to 12. As well as these sites the College has extensive playing fields, 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 887 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 the 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 Executive Director - 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 prioritize student/parent assessment and reporting and this implementation process continued throughout 2014. The College continued its strong focus on Literacy and Numeracy working in partnership 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 an 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, facilitated by the student.

In 2014 all year levels had 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

At the conclusion of the school year it was wonderful to reflect on an extremely busy and exciting 2014. We continued to be inspired by Pope Francis and his call to live in the world with God's people.

*"if a Christian goes to the streets, or to the outskirts, he or she may risk the same thing that can happen to anyone out there: an accident. How often we see accidents on the roads! But I am telling you: I would prefer a thousand times over a bruised church than an ill Church".*

Pope Francis' message is reinforced by the Governors of the College, Father Peter Slater and Brother Jeffrey Crowe FMS, who through the Marist and Sion Charisms call all of us to service. The very same service that Jesus called us to, through St. Marcellin Champagnat (founder of the Marist Brothers) and Alfonse and Theodore Ratisbonne (founders of the Sisters of Sion), our College lives this call to service through our students and their involvement in immersions, to East Timor, Santa Teresa and Dareton, our retreats, reflection days and significant events including Opening College Mass, Peace Mass, Liturgies and our everyday interaction with each other. Our students have been extremely generous when asked to give their time and financial support to assist others. All College staff have been focused on our call to mission through international guest speakers, including Dr Amy-Jill Levine, and extensive Marist professional development opportunities.

Our outstanding students and their call to mission has been reflected through our College Student Leaders, at both the St. Patrick's and Sion Campuses. The College and Campus Captains, together with the members of the Student Cabinet, through their example of positive, compassionate and genuine care for others have led the student body in their growth and development as individuals.

Our curriculum has continued to expand and our emphasis has been focused on assessment and reporting and involvement of parents in the educational conversation. This has followed a very successful introduction of a Learning Advisor Program in Year 9. The results in 2014 have led to the expansion of the Learner Advisor Program into Years 10, 11 and 12 in 2015.

Future planning for the College and its facilities has also been a major focus throughout the year. Improvement of College facilities will enhance our ability to deliver the best possible outcomes for our students. In 2015 the College will open a new Trade Skills Centre on the St. Patrick's campus, expanding our College's ability to deliver hospitality, automotive and engineering and building on our expanding VCAL program which supports and enhances our very successful VCE program. Next year the College will also continue its re-development with refurbishment of the Sion Chapel and classrooms in the St. Patrick's building.

Throughout 2014 the College has worked to prepare a 'School Renewal Program' that will revisit and rejuvenate the College's existing Vision and Mission Ministry for 2016 – 2019. The development of a College Masterplan and formulation of an achievable financial plan will support the delivery of premium education into the future.

The College continues to develop its learning programs with the strong support of, the College Governors, the College Advisory Council, College Parents and Staff. We look to the future with confidence in that we are developing the programs and pathways for our student's future growth.

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

**Mr Chris Randell –Principal**



## Church Authority Report

Life never stands still at school. Whether you are a student finishing Year 7, and have negotiated the many changes in the transition to secondary school or, you are in Year 12, surviving final exams and looking to a future beyond school, or, indeed, anywhere in between, you will see this year as significant. It has brought its challenges and you have faced them. You should be more confident, more sure of yourself, because of what you have done this year.

Many of us have been influenced by the leadership of Pope Francis. I had the privilege of seeing him in St. Peter's Square in Rome last year. I was one of about 90,000 people gathered for a Wednesday audience. It was clear from the crowd that many, many people from right across the world are also being influenced and encouraged by him. The joy, the sense of occasion, could be felt.

A big part of his appeal comes from our getting the message that he does understand and value people. He has a heart for the poor and knows their struggles. He lives as humble and simple a life as he can, seen for instance in his sharing breakfast with those staying in the hostel where he lives in Rome. He has been outspoken on behalf of asylum seekers. He has criticised economic systems that put profits before people.

Your years in school prepare you for playing an active role in the community and in the world. You will make choices about what further study you do, about the work you take on and the way you carry it out, and about your community service and your family life. These are important choices and will affect your lives and the lives of other people too.

As you celebrate the "year that was" in your school, please be aware that it is about much more than just getting through it. It is very much about what you will become next year and in years ahead.

Please allow me to wish you well and to offer you Pope Francis and the life and tradition of the Church as a guide to all that lies ahead.

Father Peter Slater



## College Board Report

The College Council is appointed by the Governors of the College and acts as an advisory body to the Principal. The aim of the College Council is to promote the educational goals of the College as a Catholic school and to collaborate with the Church in its mission of spreading the Good News of the Gospel. Its membership is drawn from a wide variety of interests and occupations- from the Parish Priest to farmers, teachers and business people - it brings together varied and differing views that are a great asset to the board. The council meets monthly quite often with guest speakers relevant to the strategic direction of the school. The main focus of the Council through 2014 was to work with the Principal and his team to ensure the College consolidated its financial position to set itself up for implementing of a new master plan into the future. Chris Randell (with Kiah Cashman as Business Manager) have done a great job in laying those foundations in 2014. The school has now met or exceeded a number of key financial indicators that allow it to prepare for ongoing investment in what should be a bright future. As we prepare for the future it is also important to take a moment in 2015 and reflect on the 125<sup>th</sup> anniversary of the arrival of the Sisters of the Our Lady of Sion in Sale, a contribution to our community which cannot be overstated.

The Projects committee has also remained active with a number of smaller pieces of work around the school and it was extremely pleasing to see the commencement of a new Trade Skills Centre at the St Patrick's Campus in December. The Council would like to thank Chris Randell and all the staff at Catholic College Sale for their ongoing hard work in fulfilling the mission of the school.





## 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 2014



- The Liturgical program for the College included a range of Masses and Liturgies for significant times of the year – including, the College Opening Mass, ANZAC Day, Peace Mass, Founders Day, Feast Day of St. Marcellin Champagnat, Year 12 Valedictory, end of year Students Masses and end of year Staff Mass.
- Many staff and students participated in and assisted with the planning of these College services. The services were marked by being meaningful, relevant and inclusive.
- The College continued to offer opportunities to students and staff to attend immersion experiences. The three immersions; East Timor, Santa Teresa and Dareton, involved a total of 24 students and 7 staff. The personal value of the experience for the participants was evident in the very positive way they gave feedback in assemblies upon their return, and the ripple effect of value was also evident in the large number of students applying for immersions in 2015.



- Social Justice continued to be an important focus at the College particularly well led by the CYSMA classes. Awareness raising and fundraising targeted important issues. Students and staff were involved in a variety of programs, including: The Homeless Sleepout, Soup Van experiences to Melbourne, asylum seekers and refugee awareness.



- All College staff participated in a rewarding Spirituality day, conducted by the Marist Mission and Life Team on the topic of 'Service to Others'.

- Dr Amy-Jill Levine as a guest speaker for Catholic College staff and Nagle College staff, gave an excellent presentation on a range of topics including;
  - The Historical Jesus
  - The Sermon on the Mount
  - Encounters with Jesus
  - The Woman at the Well
  - The Road to Emmaus



- The annual Peace Mass attended by the six local Catholic Primary Schools and the College was a great success. The Sale Diocese Catholic Education theme of 'Family' was brought alive with art work of students' families posted around the Bishop Phelan Stadium walls for the Mass.

- The College's Religious Education study program, under the leadership of the Religious Education Coordinator, Sue Pickett, continued to provide a curriculum that was sound, attractive and relevant to students. There was also an increased number of

Religious Education teachers with appropriate Religious Education qualifications.

- There was an increased focus by the College on encouraging staff to gain their Accreditation to Teach in a Catholic School. There was a distinct increase in the number of applications and staff actively working towards accreditation.
- Spirituality experiences continued to be provided to give students experiences of prayer, reflection, values in life and reflecting on the purpose and meaning in life. These experiences included; Year 12 Retreat, Year 7 RE Reflection day, Year 8 RE Reflection day.

## VALUE ADDED

- The College welcomed a new College Chaplain, Father Darren Howie. Fr. Howie provided an energetic involvement in leading the Liturgical services at the College, and connecting with both staff and students.
- There was a continued commitment by the College involving College staff in the Marist Pilgrimage and Sion Biblical studies program in Jerusalem, with staff members, Br. Frank McIntosh and Paul Lee attending these opportunities respectively.
- Guest speakers and asylum seekers from the Brigidine Asylum Seekers Project made a presentation to the College staff. This proved to be a springboard to a number of College staff taking the initiative to arrange the hosting of asylum seekers in through the College.
- The College hosted three asylum seekers from Melbourne over one week. They participated in class activities and gave the College Community a strong sense of what it means to be an asylum seeker, as well as the story of hardship that led them to Australia. A thank you card from one of the girls to a staff member read 'Humanity is what we found at Catholic College Sale'.
- The reviews and subsequent adjustments to the Positions of Leadership roles saw the splitting of the Religious Education Co-ordinator role into two positions:
  - 1 – REC Curriculum and Social Justice
  - 2 – REC Assistant, Liturgy and ScriptureThe aim was to increase the number of RE leaders and, with the specialisation to enhance the quality of programs and events offered to students and staff.
- The visit and presentation by the Marist Vocations Team (Brother Doug Walsh and Brother Greg McDonald) was entertaining and informative. Our students were challenged to think about a range of behaviours and values focussing on 'being the best person you can be in life'. The idea of 'stepping up' – seeing a need and doing something about it was the other powerful message presented to students. Years 7 and 11 students participated in this program
- It was Catholic College Sale's turn to be the recipient of the Catholic Education Office Sale Religious Education Bursary. After an application and interview process four staff members were selected to participate in the Sion Sisters Biblical Studies in Jerusalem. Two staff for 2015, one member for 2016 and one member for 2017.
- Graduate Certificate in teaching Religious Education. In 2014 three teachers from CCS were enrolled in this course of study.
- Catholic Identity Program. Sister Rose Duffy led a session to explain the Catholic Identity Project. Subsequently, all staff were invited to complete a comprehensive survey. These results were to be part of the data for the College's School Renewal process in 2015.

- Marist Professional Development. During 2014, 13 staff members were supported in attending a number of Marist Professional Development programs which were aimed at understanding of the Marist Charism and Marist approach to the education of young people.





## Learning and Teaching

As a Catholic College community, we value a love of learning and the pursuit of personal excellence. We are committed to rich engagement, academic achievement, and the full development of the unique skills of all members of the community.

### Goals & Intended Outcomes

**During 2014 the main goals were the following:**

Mission Goal 3.1 - Maximize learning through in-depth knowledge of students and engaging

Mission Goal 3.2 - Achievement: Encourage pursuit of personal excellence

Mission Goal 3.3 - Teaching: Strengthen collegiate practice



### Achievements

#### Mission Goal 3.1

**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.

PAT & NAPLAN data allowed selection of student 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.

**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 - 10 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 personalised learning programs.

**Develop student self-discipline in study.**

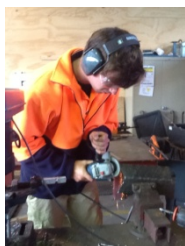
Through the Year 9 Learner Advisor Program we have begun to more closely monitor the study habits of students through the use of the Wall Planner and the term based meetings. The focus has been on developing specific skills which would be of benefit in current and future studies and pathways. Years 9, 11 & 12 were all involved in the Success Seminars specifically addressed personalised planning goal setting and study habits. Students from Year 9-12 have been provided with Wall Planners for use at home.

#### Mission Goal 3.2

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

Considerable resources were devoted to the development of our 2015 Curriculum Handbook which outline the schools subjects from 7-12. This document provides specific course information but also illustrates different pathways available to all students throughout the year levels. All students received a hard copy of the Handbook and it is available on our website.





The Subject Selections and Pathways evenings held in 3<sup>rd</sup> term for Senior, Year 8-11 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 members of our senior school staff were available for parents and students to conduct Pathways interviews where further clarification was required.

### **Mission Goal 3.3**

#### **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 greater consistency in year level/subject groups, although this differs from subject to subject.

#### **Develop appropriate scaffolding, scoping and sequencing of curriculum and skills from Years 7 to 12.**

Subject Summaries have been developed for all subjects to ensure consistent scoping and sequence. Consistent assessment is happening throughout the school. We have moderation happening in English from Years 7-12. We are still being challenged by differentiation in the school.



#### **Respond to curriculum change and development.**

The college has engaged in the development and implementation of the Australian Curriculum from years 7 -10. AusVELS was adopted throughout the curriculum. 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**

SIMON our Learning Management System has continued to be rolled out. Automating our Learning Areas was a primary focus in 2014. This allowed teachers to share resources and give student access to resources more easily. In terms of reporting more detailed reports were available which provided information to parents on individual assessment items, outcomes and overall Unit results. Results were calculated using a grading system in which each assessment item was given a weighting contributing to the overall Unit grade.

#### **Professional Development**

At Catholic College Sale, 2014 was a busy year for professional development, with some structural changes meaning that staff accessed external Professional Learning Opportunities slightly differently from previous years. Newly appointed Domain Leaders became a part of the process of application, therefore ensuring that PD was approved according to the needs of each domain. Areas outside of specific subject areas continued to be well attended, including student welfare, leadership and literacy. Most VCE teachers continue to take part in examiners briefings, and we are lucky to have a number of VCE examiners on staff. Significant Careers Education PD was undertaken by our newly appointed Pathways co-ordinator.

Internal PD has continued to develop. All staff continued to learn about SIMON, the College Learning Management System which also covers reporting and attendance. Jason Goudie, appointed e-Learning coach showed particular initiative in





helping Domain Leaders expand their understanding of the program. This will continue to be a focus for 2015 as we move to developing the Learning Area section of the program. There has not been as much general ICT PD undertaken as in previous years, however with the continued roll out of iPad's to all year levels, this will become a focus again in 2014.

One area which grew significantly was Professional Learning in Marist Leadership and Spirituality. A number of staff took part in courses in both Melbourne and at The Hermitage in Mittagong to deepen their awareness and understanding of what it means to be Marist. In addition the Executive attended an in-service with Br. Mark Paul regarding Marist Leadership, which was then shared with the entire POL group.

All staff took part in an Anaphylaxis training session as mandated by the Government and the CEOW. In addition eleven staff members qualified in Cert II First Aid which adds to those nine who are already qualified.

As always we are constrained by costs, especially transport and accommodation which can significantly increase the financial impact of external Professional Learning. We will continue to develop a collegial base for professional learning through 2014, focused on quality teaching and the development of literacy in all of our students..



## STUDENT LEARNING OUTCOMES

### NAPLAN Data 2014

#### Year 7

	School (Mean)	Difference State
Reading	549.12	-2.21
Writing	496.26	-22.48
Spelling	543.83	-1.69
Grammar and Punctuation	536.86	-7.41
Numeracy	530.53	-2.10

#### Observations of Data Year 7

- High percentage coming in with below Level 4 Writing Skills
- Extremely high percentage of boys coming in with below Level 4 Writing Skills
- Clearly indicates that the writing issue is skewed by the high percentage of males falling below Level 4 in that area.
- Girls getting above Level 8 at a much greater percentage, although note that in numeracy above level 8 is exactly the same for boys and girls.

#### Year 9

	School Mean	Difference State
Reading	573.74	-13.62
Writing	554.71	-5.59
Spelling	565.28	-19.87
Grammar and Punctuation	559.32	-21.42
Numeracy	574.34	-20.87

#### Observations of NAPLAN Data Year 9

- Still a high percentage of students below Level 6 in writing.
- Grammar & Punctuation 80% of students are at Level 8 or below.
- Numeracy 77% of students are at Level 8 or below.
- Interesting to note the pattern – girls achieving high levels at a much lower rate in numeracy than any other categories.
- Boys still the main offenders with regards to the high percentage of below Level 6 in Writing

## POST-SCHOOL DESTINATIONS

TERTIARY STUDY	70.13%
TAFE / VET	%
APPRENTICESHIP / TRAINEESHIP	16%
DEFERRED	%
EMPLOYMENT	%

\*\* On-Trac data not yet available

## College Community and Student Wellbeing

### Goals & Intended Outcomes

The Wellbeing Development Team has as its focus for 2014 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.
  - A continuing emphasis on raising standards in all of the civic behaviour - high expectations with support.
  - Ongoing representation of the Wellbeing Team on the Learning Development Team in order to ensure learning is supported by wellbeing processes and that both aspects of a student's life are considered.
  - The reviewing and refinement of the Student Management System and expansion of the Student Support System to further improve our support structures for disengaged and poorly behaved students.
  - The continual monitoring of uniform by staff has resulted in a significant improvement in the overall standard.
  - Expansion of the College Student Leadership structure to include the Year 7 and 8 students on the Sion campus. This structure broadens the leadership opportunities for students according to their individual interests.
  - Focus on identifying students at risk due to poor attendance. Staff have undertaken Professional Learning in order to fully utilise the attendance monitoring features of the SIMON system. Processes have been developed to identify, monitor and follow-up as need be.
  - Visible signs promoting students who have undertaken leadership roles displayed around both campuses.
  - Expansion of the Whole School Assemblies to be student focused and student presented.
  - Continuing development of off-campus and in-campus opportunities for all Year levels.
  - Introduction of the Student Information Handbook 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.



- Further refinement of the College Pastoral Program, with the introduction of themes for each term: Healthy Self; Healthy Relationships; Healthy Spirituality and Healthy Citizenship.
- Ongoing development of consistent processes between both campuses.



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

- Students who are absent are marked as such on the morning roll. An SMS is sent home at approximately 9.30am to alert parents that their child has not attended Pastoral.
- 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

- Structured Pastoral program involving the whole College, covering social emotional competencies and aimed at resilience building.
- Continued development of opportunities for positive interaction with families
  - Family Night with guest speaker for all Sion parents
  - Mobile device (i-Pad) handout
  - Learning Area Information Evenings
  - VCAL and VCE information evening and expo.
  - Year 8 into 9 subject expo
  - Year 6 into 7 information evening and orientation day.
- 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 Beyond Blue, St. Vincent de Paul and the Cancer Council.
- Student Cabinet led performances, events and activities around the College throughout the year, enriching College life.
- Involvement in the Partnership Program at Year 8 level with local Catholic Primary schools.
- Successful Art and Soul Festival, highlighting the talents of many current and past students.





- College and Campus assemblies that celebrate achievements and talents of current students in a variety of areas, encouraging a high standard and emphasising the importance of stepping out of one's comfort zone.
- Immersion opportunities and involvement with social justice classes, events and activities.

### STUDENT SATISFACTION

- Students have identified that they feel they have a high level of emotional wellbeing
- They feel engaged with their learning and motivated to achieve their best.
- They feel safe in their classroom environments and confident in their ability to learn
- Students are willing to be involved in a broad range of extra-curricular activities
- Large numbers of students are confident enough to perform in front of their peers
- Social Justice classes (CYSMA) are very popular and allow opportunities for students to feel that they are making a difference.



### PARENT SATISFACTION

- Parents feel that there are opportunities for involvement and have outlined areas for improvement that are aligned with the College's own improvement focus.
- They feel that staff are engaged and interested in their students
- Parents feel that students feel connected to their peers and are developing high levels of social skills
- They are pleased with the high level of extra-curricular opportunities that are open to all students



## Leadership and Stewardship

### Goals & 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 on 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**

### **College Master 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 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.

### **Fees Committee.**

The debt collection process was reviewed to align itself with College policy and operational requirement. The College focused on increasing the number of families using the Direct Debit facility in order to guarantee payment of fees and to provide payment security for the College

### **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.

### **Student Wireless Devices**

The Technology Development Committee undertook the process of reviewing the wireless devices provided to students. It was decided that the 2015 would bring a change in device to the Yr 7 – 9 cohorts. The provision of Chromebooks to these students should enhance the educational use of technology in the classroom.

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 and 6 culminating in Years 7 and 8 student development and curriculum initiatives.

#### Goal 4.4

**Insight SRC Survey:** All College staff and a sample of students and parents completed the Insight SRC survey. The results identified a variety of areas of improvement and will be addressed as part of the school renewal process in 2015.

The College, with the assistance of the Commonwealth Government began construction of a Trade Skills Centre. The project will work towards establishing a rural trade skills hub in Automotive/Engineering and Hospitality, while supporting the existing VCAL offerings.

An administrative resource was employed to oversee risk and compliance within the College.

A curriculum audit was conducted to ensure the College was compliant with AUSVELS requirements. All subjects were documented in our new curriculum handbook that outlined all subject offerings from Years seven to twelve. Every student and teaching staff member received a copy of this handbook.

An emphasis was placed upon diagrams of clear pathways for students to personally map through to Year 12, as a Personalised Learning Journey is a curriculum goal of the College.

2014 Year 12 Assembly



## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2014

PD Details
OH&S training Initial - Trades Hall Carlton South
VCTA Surviving to Thriving (Unit 1 Business & Unit 3 Legal)
VCE English and EAL Day - VATE
VATE Meet the Assessors 2014, English Lit, English Language and EAL
VCE OES Planning Day - Unit 3 ACHPER
VATE VCE Literature, English language and Foundation English
2014 mentor Support Day One - Traralgon
2014 mentor Support Day Two - Traralgon
Discovery Conference - Aust Physical, health & Outdoor Education Conference MCG
STAV Chemistry Conference
Using PAT results to informer T&L
ATOM PD04
Identifying & Teaching Students at Risk
Leadership Masterclass
Biology Conference STAV
STAV Physics Teachers Conference
VASS PD - VCAL and VET (Coburg)
VASS New users PD (Newborough)
iPads in the Learning & Teaching of Science
Biology Conference STAV
Accredited Clinical Supervision Training
RASNET Conference
VCAA - New 10 point SAT marking
VCAA VCAL QA panel Meeting
Career Practitioner Seminar – Various Universities
VAT TT Conference
Visual Communication Design SAT Info Day - VCAA Curriculum Online - Coburg
SIMON Reporting Training
Heavy Rigid Licence - TDT Training
CEO Graduates' Program
Accreditation to teach RE in a Catholic school
Teaching & Learning with iPads
GRIP Leading & Teaching - A Conference for Educators
Gippsland Home Economics Teachers network
VCAA Food Tech - online session
VCAA New Examination and Exam Conduct
ASEL & ASEPA Congress
Marist Schools Faith Formatters Colloquium
PRT Seminar (VIT Registration)
SIMON User Group - Learning Area /Report Development
Grad Cert in Careers - RMIT
VETiS Workshop
ACU Equity Pathway Information Session
Jewish World of Jesus
Modern Language Teachers' Association Annual Conference
Communicating with Tact, Diplomacy & Professionalism
2014 Stronger Smarter Leadership program
EC14 - Inspirational Ideas, real actions.
SLAV: Inquiry based Learning
ACEL - Lyn Sharatt
T3 Learn - Maths Methods with TI-Nspire
Learn Energise Connect
Dimensions of Judaism as a Religious Tradition
Instrument repairs and maintenance
ACHPER 7-10 Sports Science Conference
Positive Schools 2014 Melbourne Conference
Chemwatch PD
Beyond Yelling!
Towards Year 12 English
iPads in Education
Practical Strategies for Women in leadership
Philosophy Matters
VCE History - China
ACEL National Conference
PD Details
Masters of Education

English Language Mini - Method
Info session - VTAC applications 2015
Funding for VCAL & VETiS 2015
GAP project Physics Seminar
STAV Science Leaders Conference
Oxford University press Launch for "Total Food" Workshop & visiting schools to look at Hospitality Centres
Middle Years English Conference 2014
Drama Vic - exploring the middle years
Marist Footsteps Program
Aboriginality Spirituality (Santa Teresa)
Text & Traditions Information Evenings
Classroom Observation
Creative Approaches to Teaching Mathematics!
PD Details
Paleo Cooking Masterclass
ICT/STEM in context
Trade Centre Visits: Assumption, St Francis Xavier & Drouin Sec College
2014 Stronger Smarter Leadership program
Strategies & Resources to prepare your students for Unit 3/4 VCE English Exam
Professor Lyn Sharratt - How to use assessment to improve Literacy & Numeracy
SAFE MINDS
ATOM State Conference
ICT/STEM Conference
VET in Schools Music PD & workshop
Using SPA for School Accountability Processes
Boys and Education
FineFoods Exhibition
VCE Exam Assessor
VCAA Assessment Texts & Traditions
Physics Workshop
ACHPER Conference 2014
Seasons Loss and Grief program
AITSL Standards
VCAA Health & HD assessor
OES Exam assessor
Law for School Counsellors
VCTA Annual Conference
VCAA Exam marking
LABCON 2014
HTAV Middle Years Conference
VCAL VCAA QA Stage 2
LABCON 2014
RE Accreditation
PD Details
Become a Mac Ninja!
VCAA and DEECD VET and VCAL Briefings 2014
STAVCON
SAFEminds
Digital learning revolution in Geography
Home Economics Victoria Annual Conference & Facilitate on Thursday
Catholic Development Network Meeting
The Essential Language Teachers' Toolbox
Effectively Managing Very Difficult Students
MAV conference
DATTA VIC - Hands on Conference
Daily Organiser Training Course
Australian Curriculum Planning to Meet New Requirements
ACU Conference
Media VCE Impact of access to explicit material

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>183</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$491.52</b>

## TEACHER SATISFACTION

Across both campuses our lowest rankings for school climate included the categories, Appraisal and Recognition, Empowerment, and School Distress. Although all of these were below the Secondary mean, they still showed significant improvement from the 2012 survey. Our highest rankings came from the categories of Student Behaviour (Classroom), Student Behaviour (School) and Respect for students. Again, these were improved upon from 2012.

Breaking the data down into St Pats and Sion campus, there were some notable differences.

St. Pat's lowest ranking categories again included, Appraisal and Recognition and Empowerment, but instead of School Distress, Student Motivation was at the lower end, coming in at 50%, similar to its 2012 ranking. Again, the former categories showed improvement from the earlier 2012 survey.

At St. Pats our highest rankings mirrored the categories across both campuses, with the only difference being slightly higher percentages seen here. Again, improvement in all areas from 2012.

At Sion campus our lowest categories were the same as across both campuses. However, the percentages at Sion were significantly lower with nothing over 30%. In particular, School Distress dropped 10 – 15 % points from 2012, identifying an ongoing that continues to be prioritized.

Similarly, Sion's highest rankings were reflected in the cross campus information. However, once again, the percentages were significantly lower than in the past, with the highest being 64%. This identifies priority points for future focus.

The survey identified some real positives and gave us measurable results with regards to particular areas we have been working on. It also identified areas needing continued focus, and allowed us to see these and know where our resources need to be deployed.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	3,522,607
Other fee income	251,657
Private income	258,194
State government recurrent grants	2,179,812
Australian government recurrent grants	7764,327
<b>Total recurrent income</b>	<b>13,976,597</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	9,874,354
Non salary expenses	3,894,497
<b>Total recurrent expenditure</b>	<b>13,768,851</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	890,100
Capital fees and levies	138,165
Other capital income	-
<b>Total capital income</b>	<b>1,028,265</b>
<b>Total capital expenditure</b>	<b>373,578</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>437,412</b>
<b>Total closing balance</b>	<b>210,353</b>

*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. 2015 is a special year for Catholic College Sale as we will be celebrating 125 years of the Sisters of Sion's arrival in the township of Sale. The College will re-furbish the beautiful Sion Chapel in recognition of this significant milestone.

Structural changes will be introduced to the Positions of Leadership with an emphasis on Learning Coaches to assist staff which will include expansion of the learning coaching program. Information technology support for students will be increased and a new wireless device will be introduced in Years 7 – 9 to facilitate these new learning programs.

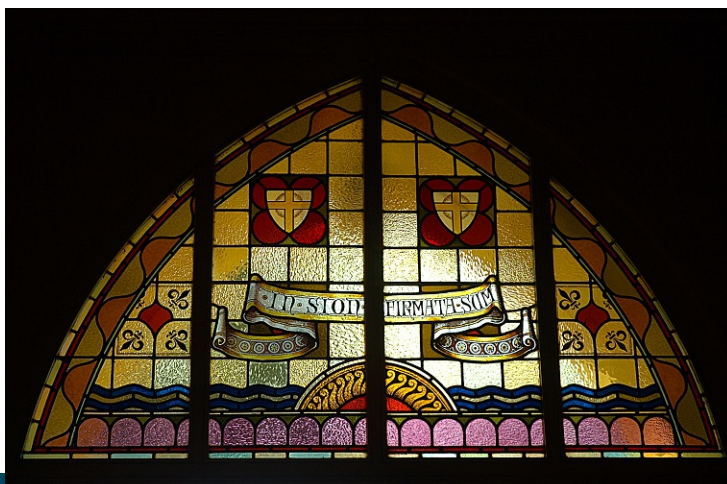
The College will continue to focus on student learning with the introduction of the 'Looking for Learning' program. All College teaching staff will receive professional development on this program over the next 3 years. The program will facilitate student learning, assist with teacher professional development and build collegiality. VCAL and VET programs will continue to expand and the College is looking forward to the development of the new Trade Skills Centre which will enhance pathway delivery in these areas.

The existing Year 9 Learning Advisor program will be expanded to include Years 9 – 11. This program not only provides pastoral support for students but ensures a significant 3 way conversation takes place each term between Student, Parents and Teacher about an individual students learning. This will focus the students learning until the next conversation.

Facilities improvement will continue with the College developing simultaneously a College Masterplan and a College Financial Plan for the next 10 years. Included in this masterplan is the acquisition of adjacent properties and the re-development of the Cathedral Hall into a modern Performing Arts Centre. The St Patrick's building will be re-developed into a modern learning environment and the College ovals pavilion will receive a complete upgrade.



2015 will be a year of learning focus for the whole College.

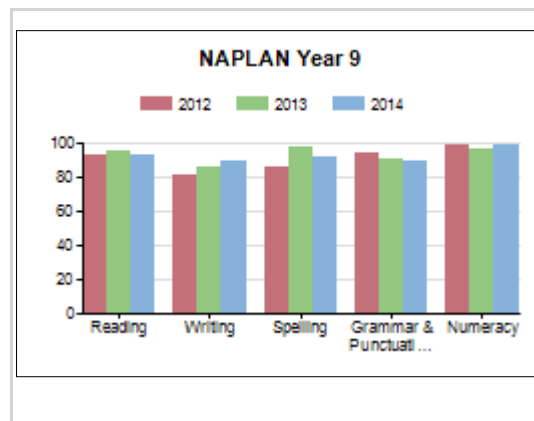
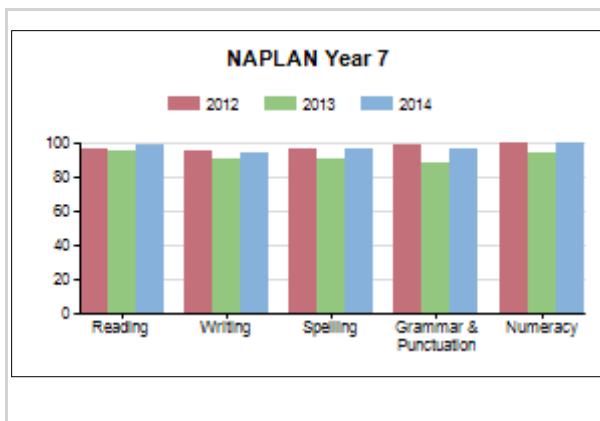


## VRQA Compliance Data

**E4006**  
**Catholic College Sale, Sale**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2012</b>	<b>2013</b>	<b>2012–2013</b>	<b>2014</b>	<b>2013–2014</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Reading	96.4	95.7	-0.7	98.6	2.9
YR 07 Writing	94.9	90.8	-4.1	94.3	3.5
YR 07 Spelling	96.4	90.7	-5.7	97.2	6.5
YR 07 Grammar & Punctuation	99.5	88.2	-11.3	96.5	8.3
YR 07 Numeracy	100.0	93.8	-6.2	100.0	6.2
YR 09 Reading	93.5	96.0	2.5	92.9	-3.1
YR 09 Writing	81.8	85.6	3.8	90.1	4.5
YR 09 Spelling	86.5	98.1	11.6	91.7	-6.4
YR 09 Grammar & Punctuation	94.2	90.3	-3.9	90.0	-0.3
YR 09 Numeracy	98.7	96.6	-2.1	99.4	2.8



<b>YEARS 9–12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	73.99%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Year 7	94.28
Year 8	90.24
Year 9	88.35
Year 10	90.87
Overall average attendance	90.94

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	86.45%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	88.61%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	9.72%
Graduate	44.44%
Certificate Graduate	5.56%
Degree Bachelor	86.11%
Diploma Advanced	22.22%
No Qualifications Listed	2.78%

<b>STAFF COMPOSITION</b>	
Principal Class	5
Teaching Staff (Head Count)	94
FTE Teaching Staff	84.58
Non-Teaching Staff (Head Count)	62
FTE Non-Teaching Staff	52.833
Indigenous Teaching Staff	1

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	569.10
Year 9 Writing	558.00
Year 9 Spelling	561.70
Year 9 Grammar & Punctuation	554.00

Year 9 Numeracy	575.05
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<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	100%

<b>POST-SCHOOL DESTINATIONS AT AS 2013</b>	
Tertiary Study	86.0%
TAFE / VET	11.3%
Apprenticeship / Traineeship	12.6%
Deferred	13.9%
Employment	13.8%