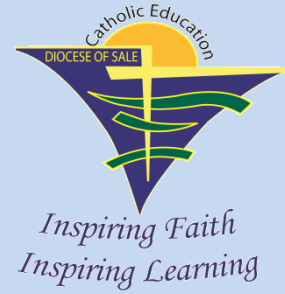


2016

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY



Catholic College Sale
51-53 Desailly Street Sale Victoria

REGISTERED SCHOOL NUMBER: 0625



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal's Report.....	5
Church Authority Report	6
College Board Report.....	7
Education in Faith	8
Learning & Teaching	12
College Community & Student Wellbeing.....	15
Child Safe Standards	19
Leadership & Stewardship	20
Future Directions.....	28
VRQA Compliance Data.....	29

Contact Details

ADDRESS	51-53 Desailly Street SALE VIC 3850
PRINCIPAL	Mr Christopher Randell
PARISH PRIEST	Dean Peter Bickley
SCHOOL BOARD CHAIR	Mr Jeff Robbins
TELEPHONE	(03) 5143 9700
EMAIL	principal@ccsale.catholic.edu.au
WEBSITE	www.ccsale.catholic.edu.au

Minimum Standards Attestation

I, Christopher Randell attest that Catholic College Sale is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

The Vision of Catholic College Sale

As a member of the Catholic College Sale Marist – Sion family:

“I am strong of mind, gentle of heart and loved by God. Inspired by the life and message of Jesus and the example of Mary, I live with courage, simplicity and hope. I belong to a faith and learning community where I am known, cared for and valued.

I will live by welcoming and accepting the diversity in others, building relationships and making a difference in a complex and changing world. I will be open to learning opportunities that will enrich and enhance my personal journey. I will value and care for the environment, serve the marginalised and positively contribute to my community.



I will strive to be genuine, honest and will embrace the challenge of
achieving my full potential”

College Overview

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

The College currently has a student enrolment of 886 students and offers a comprehensive and diverse curriculum to families in the Wellington Shire.

The College is jointly governed by the Bishop of Sale Diocese and the Provincial of Marist Australia. The Catholic Education Office of Sale Diocese and, Marist Schools Australia through the Regional Director and other Marist Ministries, oversee the strategic operations of the College. An Advisory College Council assists the Principal in the stewardship of the College. The College has a Strategic Plan for a four year period from 2016 to 2019 and reviews this plan and the College Master Plan each year, in light of changing priorities and external regulations.

Current Priorities for the College include:

- Embedding the VET offerings in the new Trade Skills Centre and an expansion of the VCAL program. Review of pedagogical practices within the College with an emphasis on improving Student Active Learning and to assist with improved outcomes.
- The College Governors completed an extensive review of the future provision of Catholic Education in the Sale educational precinct. The review recommended that the operation of Catholic College Sale (CCS) be amalgamated onto the St. Patrick's Campus with a major refurbishment of all facilities. This is to be carried out as soon as practical.
- Finalisation of CCS Masterplan was completed late in 2016.

The Positions of Leadership (POL) were again reviewed and minor adjustments were made for 2017. The POL structure continues to place an emphasis on learning and teaching with Learner Area Leaders continuing their role in curriculum development and professional development for staff. The eLearning Area Leader facilitated a continued expansion of SIMON to facilitate objectives in student learning and tracking.

Parent involvement continues to be a priority for the College on the Learner Advisor Program and continuing the educational discussion with students and parents. In 2016, a Parent Access Module (PAM) was introduced across all year levels after a successful trial in 2015. PAM provides a timely contact platform with students and parents. Students/parents are provided with information about current work programs, including assessments, when assessments are submitted and, final assessment and comments. The introduction of this learning support module has had the overwhelming support of students and parents.

A further review of ICT devices, supported the introduction of 'bring your own' devices but recommended delaying full implementation of this policy until 2017.

The College continues to place emphasis on student active learning, reviewing options for the tracking of students at risk, especially in areas of academic attendance and, social and emotional issues. In 2017 additional professional development and resources will be provided to support the implementation of new programs to support students at risk.

Principal's Report

2016 has been another great year in the life of our College. In this Year of Mercy, we have focused on how we bring the Gospel Value “of Mercy” to our community. How we show compassion, inclusion and a desire to identify the needs of others and in carrying that into actions that will assist. We must always strive to live a life of Mercy as Jesus showed us through his life of love.

While our focus is always on the holistic development of our students, throughout 2016 we have concentrated on how students learn. The learning and the pedagogical way we teach our students needs to be continually evaluated and adjusted to suit our changing student needs and the changing society in which we live.

We congratulate our students and staff on their achievements this year. The College is a complex interaction of academic, spiritual, social and emotional needs for all students. Student achievement is recognised through the classroom and through extracurricular activities which include; music, sporting and community interaction. These achievements are listed throughout our 2016 Two Towers College magazine.

2016 has also been a year in which the College has looked forward to the future provision of Catholic Education in Sale and surrounds.

Since the Our Lady of Sion Sisters arrival 126 years ago and the Marist Brothers arrival 94 years ago, Catholic Education has strived to achieve the very best for our students and the community. This has involved a number of changes of provision throughout the valued history of the College. The College is now planning for yet another change. The College Governors in their wisdom wish to ensure the best possible ‘viable’ and ‘sustainable’ provision for Catholic education well into the future. To assist with this provision, the College will amalgamate onto one campus. Preparation and planning is well under way with a new College master plan, facilitating new buildings and, major renovations to existing facilities. It is anticipated the full amalgamation will not take place until 2020. This will ensure the very best for our students and the continued embedding of our Sion and Marist Charisms.

As we move into the future, we always need to be reminded of our Vision and Mission (2016 – 2019), and in particular, “What makes a good school”?

While we always celebrate the achievements of our students, and know that this is one measure of a good school, another measure is “how do we assist the most disadvantaged of our students, the marginalised, the poor, those in greatest need”? (Brother Michael Green, fms – Director Marist Schools Australia). Our ministry must always be to make Jesus known and loved to all who we seek to serve.

Church Authority Report

Not supplied for 2016

College Board Report

Not supplied for 2016

Education in Faith

Goals & Intended Outcomes

Goal 1

The Learning Catholic Community: Provide students, staff and the College community with challenging and engaging opportunities to grow in their faith and for staff and students to act as significant Christian role models.

- 1.1 Providing a Religious Education Program that focuses on moving students from the literal to the post critical belief.
- 1.2 As part of the College's core philosophy of the education of the whole person, students and staff are supported in their own spiritual journey.
- 1.3 Provide all new students and staff to the College with an understanding of the Catholic Identity of the College as well as the Marist and Sion charisms of the College.
- 1.4 Strengthen the understanding and ownership of both the Colleges' Sion and Marist Charisms.
- 1.5 Assist all staff and students to appreciate their role as Christian leaders within the College.

Goal 2

The Active Catholic Community: To build an active Catholic Community that supports all to participate in opportunities that realise the mission of the Church and nurture their own spiritual growth.

- 2.1 Nurture and promote the formation of knowledge and skills in liturgy and prayer.
- 2.2 Understand the Gospels and how they are meaningful in the modern context so they can inspire actions.
- 2.3 Improve prayer and reflection in Pastoral groups.
- 2.4 Develop as an inclusive and supportive faith community.
- 2.5 Encourage students and staff to be actively involved in all areas of Catholic Social Justice.

Achievements

- During the year a lot of work was put into developing the revision of the RE curriculum at a Diocesan level. The information from the development of strands and lenses was passed on to RE teachers for consideration of the development of a revised RE curriculum at CCS over 2017-2018.
- Continued to assist teachers in the delivery of the 'Journey Together in Hope' curriculum.
- At the senior level students had a variety of choices in RE: Ethics, Texts and Traditions and CSYMA were offered at year 11 and students chose between VCE Religion and Society or Seminar in Year 12. These were complemented by days of reflection and retreats. Our students received good results in Religion and Society and the Year 11 Texts and Traditions class fed into the creation of a year 12 class in 2017.

- The College's liturgy and Mass programs continued throughout the year, involving students and staff in meaningful celebrations and experiences – including The College Opening Mass, ANZAC day liturgy, Peace Mass, Founders day Mass, Feast of Saint Marcellin Champagnat, Year 12 Valedictory Mass and end of year student and staff Masses.
- Regular involvement in the College by Dean Peter Bickley, as Dean of the Cathedral parish and College chaplain. He participated through pastoral group Masses, various Whole College celebrations – including the Peace Mass, Founders day Mass, Staff Spirituality Day (including as a presenter) Staff Masses and Year 12 valedictory Mass. Dean Peter, through his engaging personality and presence, greatly enhanced the connection between parish and the College.
- Social Justice Awareness and fundraising for causes continued throughout the year. Project Compassion was the focus in Term 1. The annual Walkathon in Term 3 also provided much needed funds for the work of the Sion Sisters and Marist Brothers in the broader world community.
- The College's three immersion experiences continued to Santa Teresa in the Northern Territory, East Timor and Dareton. This meant that a total of 18 Year 11 students and seven staff had the opportunity to be immersed in the lives of people from cultures and circumstances far removed from their daily lives. The succession planning each year means more and more staff have the chance to experience these opportunities as well as the large number of students and past students, hopefully making a difference in the world due to their immersion experience.
- RE Reflection days were conducted for Years 7, 8 and 12. As annual events, the aim of these days away from school were opportunities to engage and challenge students in their own beliefs and values, and to motivate them with a sense of how they can be important change agents for a better world.



VALUE ADDED

- Dean Peter Bickley made available his weekly Mass bulletin reflection. It was emailed to each college staff member each week. This gave staff the opportunity to think about Dean Peter's reflection on the Gospel reading for each week in a practical and meaningful way.
- The College's annual staff Spirituality day was conducted with the focus on 'Finding God in our World' with selected staff providing their own reflections and stories on the topic, followed by engaging workshops also conducted by volunteer staff. It was a valuable and energising day providing much food for thought and discussion, as well as relaxation at the Seaspray Surf Lifesaving Club.
- Twilight Catholic Accreditation professional development opportunities were conducted in Terms 2 and 3 at the College by CEO Sale staff. College staff took the opportunity, in the five sessions conducted, to grow in their own faith as well as to accumulate the necessary PD hours to attain accreditation to teach in a Catholic school.
- Regular prayer reflections were provided for staff at all whole College staff meetings. The focus for these sessions included - gospel reflections, Sion/Marist values and their application to the present and our lives.
- With the feast day of Saint Marcellin Champagnat, medallions were awarded to staff and students who "best role model the qualities of Saint Marcellin Champagnat". This was a practical reminder of what it means to be a Christian role model as well as celebrating those people in the College community who regularly lead as significant role models.
- Sister Trudy Nabors visited the College and spoke to students about her work over the past 20 years in Jerusalem. This provided students with a valuable and tangible connection with a significant person responsible for disseminating the student's walkathon fund raising money.
- A second staff spirituality day was conducted with Dr Ernesto Valiente, Associate professor from Boston College, as the guest speaker. Dr Ernesto gave a lively and engaging presentation on a number of topics – including The Quest for the Historical Jesus – The Christian preference for the Poor/ the salvation of Non – Christians.
- The Marist Association made up of lay Marists and Brothers gained some momentum through regular meetings of association members. These members committed to an ongoing connection to maintaining a sense of Marist spirituality in their lives. In addition our association members participated in Gippsland schools Marist Gathering at Marist - Sion College in Warragul, bringing together over fifty staff from the host school, Lavalla Catholic College and our own college.
- This year nine students from our College joined with 40 students from Lavalla CC at the Kildare Campus of Lavalla for the homeless sleep out. Members of the Marist Youth Ministry group from Melbourne provided the participants with a comprehensive sense of what it means to be 'homeless'. Lavalla staff cooked a delicious evening meal and the group enjoyed / endured a cold winter's night under the stars. As an awareness raising experience and being in solidarity with the homeless, the experience for all involved was invaluable.

- There were a number of milestones for service in religious life with Br Frank McIntosh celebrating his 50th year as a Marist Brother. Monsignor John Allman, one of the Colleges' past students and strong supporters also celebrated his 65th year since his ordination and his 91st birthday.
- As a member of the Sion schools group the College Principal and Deputy Principal met regularly with the leaders from Our lady of Sion in Box Hill and Marist Sion College in Warragul. The Sion Sisters, as active and vital members of this gathering, continued to provide education and reflection for the group members. 'Dialogue' was the key focus for the year, particularly on interfaith dialogue, understanding and respect. In turn the education process followed through to our own college staff through prayer and feedback sessions.



Learning & Teaching

Goals & Intended Outcomes

At Catholic College Sale we foster an environment that encourages all learners in our community to strive for excellence and extend their potential. Continual reflection and improvement cultivates learning opportunities that are personalised to the individual journey. Our belief is that effective learning is built on engagement, growth and excellence whilst nurturing the whole person. Students who are challenged, cared for and nurtured are more resilient learners and active citizens.

- Mission Goal 1.** **Engagement** : Build intrinsic motivation to learn through strengthening student voice and establish contemporary teaching practice.
- Mission Goal 2.** **Growth**: Celebrate the learning journey and achievement of all students.
- Mission Goal 3.** **Excellence**: Strive to build the capability/potential of all learners.

Achievements

Goal 1: Engagement

- 1.1 **Identify the learning behaviours/actions of effective learners.**
From consultation with students and teachers we created a Learning Framework to guide teaching practice. Five key elements were identified – Awareness, Empowerment, Relationships, Exploration and Critical Thinking. Based on each element there are explicit student can do statements to implement active learning.
- 1.2 **Build a professional learning model that supports ongoing teacher learning.**
More emphasis has been placed around a professional learning model that allows continual professional learning conversations at the College level. Professional sharing of ideas and best practice are encouraged and are an accepted part of daily College life. Time has been set aside at College meetings Learning Area Meetings for Collegial conversations about learning. We are combining external knowledge with internal knowledge to get the best results.
- 1.6 **Seek student feedback on what is effective learning/ what motivates them to learn.**
After consultation with students and parents we evaluated the effectiveness of the student diary. This resulted in the reintroduction of the hard copy diary from Years 7 to 12 in 2017. Goals that were generated from feedback were that it needed to be unique to CCS, it must incorporate learning and wellbeing needs and it needed to be functional as well as include goals generated from the Learner Advisor Program. We engaged the external organisation Elevate to help support study habits and this was also incorporated into the diary resources.



Goal 2: Growth

- 2.4 **Support teachers to give accurate and timely feedback.**
The Parent Access Module (PAM) came online for all students in 2016. This allowed all assessment tasks with due dates and results to be available to parents in real time. This encouraged and strengthened the partnership of the College parents and students. It

generated real conversations about learning at Parent-Student-Teacher meetings and allowed for better tracking of students at risk.

2.6 Communicate the learning goals of every student.

At Learner Advisor Meetings all students were asked to set learning goals for the term ahead and reflect on successes and opportunities that existed going forward. This was supported by our continual reporting through the PAM. Staff were able to record these conversations on our Student Management System as a means of more effective communication. A greater emphasis was placed on commendations – with more learning focussed achievements being acknowledged in the public sphere and online.

The Flexible Learning Project was established for implementation over the next three years. The aim of the project is to build a culture with a continuous focus on building active learning and meeting the needs of all students. A greater emphasis was placed on the improvement of differentiating curriculum in classrooms with the introduction of some initial support mechanisms. The Inclusive Learning Program was established to support students that had a clear identified gap in their skills and knowledge. This has been a project based class at Years 7 to 9 with the goal of bridging that learning gap for resumption of mainstream classes at standard.

The Enrichment class exists for students who have been diagnosed with a cognitive, social or emotional disability or are working consistently below standard. This class focusses on literacy development.

The need existed for a small group of students to have a flexible learning program. This was established as the Focus initiative for full implementation in 2017. All students in this grouping are ABLES tested and are operating under a personalised learning program.

2.8 Identify professional learning opportunities that support teaching to build effective learners.

As a part of our Annual Review Meetings (ARM) all teachers are asked to identify areas they would like College to support their professional learning. This passed on to the Learning Area Leaders so a holistic College plan can be developed and like-minded teachers can be grouped to expand the learning conversation. We had more VCE teachers than ever take up the opportunity to become VCE examiners. All learning areas had the opportunity to participate in VCAA professional development sessions.

Goal 3: Excellence

3.4 Identify teaching practices that promotes effective learning.

In 2016 the positions of leadership structure (POLs) of the College and the timetable was evaluated to improve learning opportunities for our students. All position descriptions were reassessed and included direct reference to their role in improving learning for our students. In relation to the timetable, to improve breadth of curriculum offered to our students we have changed from a five day timetable to a ten day timetable with five one hour lessons each day.

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

We introduced Progressive Achievement Testing (PAT) for reading and maths for all students in Years 7 to 10 to measure growth of knowledge and understanding. This data, along with NAPLAN data and previous student reports is now available on our Student Management System for relevant teachers to assist



with planning and meeting individual student needs.

STUDENT LEARNING OUTCOMES

Analysis of our incoming cohort data over the past three years indicates that in the area of grammar and writing we have had significant improvement. The numeracy scores were the best we had had in the three year period, but still below state average. The reading is the same as in 2015 however there were less participants than in 2014.

Analysis of Year 9 data over the past three years indicates a much lower percentage of participation in 2016 and many parents supporting students not taking part. Numeracy was the lowest result in the three year period and indicates an ongoing struggle in that area. However, grammar, spelling and writing showed significant improvement and was the best we had seen in the three year period. Reading indicated similar levels to previous years.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	36.0%
TAFE / VET	11.0%
APPRENTICESHIP / TRAINEESHIP	18.0%
DEFERRED	11.0%
EMPLOYMENT	21.0%



College Community & Student Wellbeing

Goals & Intended Outcomes

At Catholic College Sale, we strive to cultivate a supportive, caring and challenging environment that enables rich learning to occur within the context of the overall health and wellbeing of our students and staff, both within their school environment and for their life beyond. As a health promoting school, we believe that a happy and fulfilling life is built on the ability to nurture faith, explore connections with others, build relationships with those we interact with and develop the resilience to cope with adversity.

Goal 1: Connections: Develop the understanding and the skills necessary for making positive connections with those around us.

- 1.1 Building effective conversations between stakeholders based on honesty, feedback and evaluation
 - Develop and practice feedback protocols
 - Coaching for Leaders of Professional Conversations.
 - Evaluate the current horizontal and vertical structures and gather feedback from students, staff and parents.
- 1.4 Develop a culture of feedback and support to improve collegiality
- 1.5 Provide more opportunities for positive College community interaction
 - Continue and develop positive parent evenings with relevant speakers e.g. 2015 Year 7 Welcome Evening.
 - Provide learning opportunities for parents to become more informed about current educational pedagogy and wellbeing issues.

Goal 2: Relationships: Provide the opportunities and support that will enable the development of caring and supportive relationships for all.

- 2.2 To build a culture of co learning between teachers and students.
 - Develop and enhance reflection strategies.
 - Providing professional learning opportunities that promote the importance of forming solid relationships to maintain the mental health wellbeing of students and staff.
- 2.3 Expanding and enhancing the Learner Advisor role to incorporate the concepts of the College wellbeing approach.
 - Evaluate successful elements of the Learner Advisor Program in relation to teaching, to facilitate conversations around wellbeing.
- 2.4 Building a culture based on respect, responsibility and the valuing of our relationships.
 - Develop and reinforce a whole school approach to the importance of our interactions and behaviours towards each other.
 - Ensuring all processes and protocols are based on respect, responsibility and valuing our relationships – a restorative approach

Goal 3: Resilience: Build through a culture of high expectations for the social-emotional skills and competencies necessary for leading a productive and fulfilling life as lifelong learners.

- 3.1 Build a culture of student and teacher reflection and articulate how learners achieve excellence

- Dedicate professional learning time in order to build a culture of reflection e.g. journal.
- Incorporate opportunities for reflection across all aspects of College life.

3.4 Further development of College processes to reflect life skill expectations necessary for being contributing members of the Community.

- Review and evaluation of current processes and practices related to civic behaviours and learning, leading to ongoing enquiry: How does this data impact on student learning?

Achievements

In 2015 we reviewed our pastoral program and in 2016 saw the introduction of the SEED Program (Self, Empowerment, Engagement and Drive) across the College. This program promotes growth in all areas of a student's life, empowers them with the skills and knowledge, in order for them to develop as an independent and self-managing learner, capable of flourishing in current society. The Wellbeing program is supported by a 60 minute Pastoral lesson a week and the SEED Program sets the structure for Pastoral and the implementation of a whole school wellbeing philosophy.



Specific time is devoted during the term for students to reflect on current issues and set goals for the future. This was discussed at the end of term Learner Advisor Meetings with students, teachers and parents.

Non-Attendance

The College developed in 2016, a Student Learning – At Risk policy. Clear protocols around monitoring of specific data which included absenteeism, behavioural incidents and overdue tasks were established.

Through regular monitoring of attendance and absentee patterns, the College reviews explanations for absences. The College may identify that a student is at-risk of becoming disengaged or failure to achieve minimum standard to complete senior school.

After attendance data is established, contact home is made and where necessary a series of progressive attendance letters are sent. Meetings with parents, student and counsellors are arranged. If a student is identified as a school refuser the counsellor is made the primary point of contact for the family and strategies to support a return to school are put in place. Where necessary, external agencies are contacted for involvement.

VALUE ADDED

In addition to a host of annual extra-curricular activities, Catholic College Sale has hosted several successful community events during 2016.

- Structured Pastoral program involving the introduction of the College SEED Program focussing on student engagement, development and achievement of goals.
- Participation in a wide variety of sporting events and sporting carnivals through the Marist and School Sports Victoria networks, both local, district, State and interstate.

- Excellent representation in community events such as Public Speaking, Art Shows, Dramatic Productions, Clay Target Shooting.
- Involvement with Community groups including; Red Cross Society, St. Vincent de Paul and the Cancer Council, Meals on Wheels.
- Student Cabinet led performances, events and activities around the College throughout the year, enriching College life.
- Involvement in the Partnership Program at Years 7 & 8 with local Catholic Primary schools.
- Successful Performing Arts Festival, encouraging all student participation and highlighting the talents of many current students.
- College and Campus assemblies that celebrate achievements and talents of current students in a variety of areas, encouraging a high standard and emphasising the importance of stepping out of one's comfort zone.
- Immersion opportunities to East Timor, Santa Teresa and Dareton, and involvement with social justice classes, events and activities.
- Student facilitated fundraising – raising awareness of local, and international issues providing assistance to those in need.
- Participation in the “Day of Dialogue” program.
- Participation in the International Student Exchange program hosting students from France.
- College musical productions – “Charmed” and local and state Eisteddfods.
- Junior School Production – “Patsy”.
- College Music Concerts for families, staff and students.
- Host Marist Netball Carnival.
- Victoria Police presentation to Year 12 graduating students on safety during ‘Schoolies’ and end of year activities.



STUDENT SATISFACTION

- Students have identified that they feel they have a high level of emotional wellbeing through responses to bullying audits, LA interviews and House/Pastoral activities.
- Students’ have indicated they feel engaged with their learning and are motivated and supported to achieve their best. This is supported by feedback through Learning Advisor and Parent/Student/Teacher interviews.
- Students feel safe at CCS and that their classroom environments assist them to achieve their learning goals.

- The College offers a broad range of extra-curricular activities to cater for the variety of student needs.

Students are encouraged and are confident enough in performing in front of their peers.

PARENT SATISFACTION

- Parents believe the College provides a safe environment for their children to learn in.
- The College provides a pro-active transition program to ensure all students, especially those with special needs transition comfortably from Primary to Secondary school.
- Parents feel that College teaching staff and administration are approachable and work to resolve issues for families.
- Parents are pleased with and support the high level of extra-curricular opportunities that are open to all students.
- The Sion family evening in February was attended by nearly every Year 7 family and a number of Year 8 families. This was an extremely enjoyable and successful evening for all families. The evening began with a bar-b-que which was followed by a tour of the Sion Campus and classrooms. Parents are encouraged to become actively involved in College events, Presentation Ball, Year 7 camp and associated sporting clubs and are regularly asked for feedback on College activities.
- Families regularly attend LA and PST interviews and feel that staff are engaged and interested in their students.
- Parents believe that students feel connected to their peers and are developing high levels of social skills.
- Continued development of opportunities for positive interaction with families
 - ❖ Family Night for all Sion parents
 - ❖ VCAL and VCE information evening
 - ❖ Pathway Evening and Expo.
 - ❖ Year 8 into 9 information evening.
 - ❖ Year 6 into 7 information evening and orientation day.
 - ❖ Grade 5 Taster Day
 - ❖ PST/Learning Advisor Student Parent Interviews
 - ❖ Senior Art & Technology evening.
 - ❖ Individual interview with all prospective students and parents.
 - ❖ Senior School Production
 - ❖ Junior School Production
 - ❖ Graduating Dinner and presentation of awards for VCAL Students and families.
 - ❖ Year 12 Graduating Mass and Dinner where each student is recognised.
 - ❖ Awards Presentation Evening for Years 7 – 12.

Child Safe Standards

Goals and Intended Outcomes

- To develop appropriate implementation protocols and procedures to ensure Catholic College Sale complies with all legislative and authorities Child Safe Standards
- To provide relevant up to date professional development for all College staff members
- To introduce awareness and relevant information into the College curriculum
- To develop appropriate training and induction protocols for all College Contractors and Volunteers

Achievements

- CCS has continued its working relationship with CompliSpace to ensure the highest standards possible in implementing child safe standards
- The adoption of the 9 Marist Schools Australia Child Safe Standards
- CCS has developed and implemented policies committing all members of our community to know, understand and imbed child safe policies
- College staff meetings and electronic modules have been accessed to provide relevant training for all staff members
- The establishment of a Child Safe Committee facilitated the auditing of existing child safe standards in preparation for the implementation of new guidelines in Child Safe Standards
- The College developed and implemented protocols and procedures through new Human Resources Practices for the induction of new Employees and Visitors
- The College developed protocols and procedures in preparation for the induction of Contractors and Volunteers for the beginning of 2016.

Leadership

At Catholic College Sale we provide effective faith inspired leadership that is inclusive of all within our community while valuing clearly communicated goals that provides growth and fosters responsibility within each individual. We strive to keep student learning at the centre of our educational focus through distributive decision making and the promotion of best practice.

Goals & Intended Outcomes

Goal 1: Culture: Celebrate the wisdom of the past with a passion to provide for the present and build for the future

1.1 The history of the College is acknowledged and celebrated as a part of our heritage and growth while continuing education in the Marist and Sion traditions.

- To embed the knowledge and history of the Marist and Sion Charisms into the school curriculum.
- Evaluate current practices in celebrating the College charisms and explore new ways of enriching student understanding.



1.3 Development of best practice in educational provision and learning.

- Evaluate current practice within the College.
- Establish and develop an understanding of a shared vision of best practice within the College.
- Explore best practice in other educational environments.

1.4 Communication procedures that are informative, clear and promote inclusiveness.

- Evaluate current communication procedures and upgrade College responsibility flow chart.
- Investigate a variety of options for communications with all members of the school community.

1.5 Build professional practice that supports individual learning and goals of students and staff.

- Evaluate the professional learning approach of the school.
- Identifying the principles of a contemporary professional learning approach.

Goal 2: Leadership Development: Encourage and foster a strong desire to develop leadership skills in all areas of the College community

2.1 Provide procedures and processes that build capacity within all members of the College community.

- Start conversations with staff.
- Review leadership structure within the College.
- Review leadership role descriptions.

2.3 Continue to develop policies and processes that reflect community expectations and provide an enhanced working and learning environment.

- Continue work with policy development.
- Ensure all staff have an understanding of each policy through policy implementation procedures.
- Ongoing review of process and procedures to ensure all members are compliant with relevant policies.

- 2.4 Collective and individual responsibility for the continued organisation and growth of the learning community.
- Review all College role descriptions to include opportunities for growth as a learning community.

Goal 3: Decision Making: Build capacity and practice throughout the College community for involvement in decision making that is consultative, respectful and responsible for the needs of all.

- 3.1 Build the capacity of individual community members to contribute to a distributive leadership model that acknowledges appropriate responsibility.
- Build understandings of the responsibilities and accountabilities associated with decision making within the College learning environment.
 - Provide opportunities for staff to discuss and be informed about the distributive leadership model at Catholic College Sale
- 3.2 Student learning and faith development are the central focus of all decision making within the College.
- Develop a process for continual reflection on how decision making impacts on student learning.

Achievements

Culture:

The College celebrates our Marist and Sion charisms throughout the year. The College is an active member of Marist Schools Australia and provides professional development to deepen their understanding of the Charism. This includes network meetings, single day professional development on site and externally, conferences of 2 – 3 days and overseas immersions to Jerusalem, Rome and Lavalla in France.

Leadership Development:

The College reviewed its Leadership structure and re-focused its role descriptions to ensure a focus on learning and well-being within all positions. The College continues to work with CompliSpace to review policies and ensure up to date, appropriate and consultative policies are developed.

Decision Making:

The College continues to develop its distributive leadership model by providing a deeper understanding of appropriate levels of decision making, accountability and consultative processes. Staff meetings are held on a regular basis, these provide minimal administrative explanation and have developed a focus on staff professional development through discussion and a consensus of understanding issues and policies.

Stewardship

Catholic College Sale is blessed with a vibrant heritage of provision for the Sale community. We work to ensure sound governance practices, prudent financial management, sustainable facilities and strategic planning for the future.

Goal 1: Governance and Management: Sound governance practices are embedded to ensure a responsible and strategic approach to the management of the College.

- 1.1 Support strong governance through effective and transparent accountability and management.
- Evaluate risk management practices that exist within the College.
 - Ensure the College is compliant with the requirements of the governors.

- 1.2 Create a culture of stewardship that is respectful of our heritage and builds for the future.
- Analyse current literature to ensure that we have a consistent narrative of the heritage of the school.
 - New staff induction includes both the Marist and Sion charisms.
- 1.3 Ensure all policies and procedures are in line with current legislative Marist and CEO requirements.
- Complete a full policy and procedure audit to ensure compliance with current laws and practices.
 - The adoption of CompliSpace software.

Goal 2: Sustainability: Increase the sustainability of the College through strong financial planning and provision of resources into the future.

- 2.1 Develop and implement a financial model that ensures the continued viability and sustainability of the College now and into the future.
- Implement practices that support ongoing parent affordability.
 - Maximise the financial performance of the College through the use of Business Intelligence applications and other monitoring tools.
- 2.2 Develop a Masterplan that is innovative, flexible and meets the future vision and direction of the College.
- Consult and engage key stakeholders in the Masterplan development process.
- 2.3 Continue to build the resources of the College to create a contemporary learning environment.
- Investigate best practice in schools in relation to learning spaces.
 - Incorporate into the Master Plan provision for contemporary learning spaces.

Goal 3: Facilities and infrastructure: Strive to ensure best practice in the development, use and maintenance of all College facilities and infrastructure.

- 3.1 Use of College resources in an appropriate and effective manner.
- Review key areas to identify best practice, need and usage of resources.
 - Consult and engage key stakeholders in the facility development process.
 - Validate the College asset register and update when necessary.
 - Review the ICT Strategic Plan and redevelop according to the current College Strategic Plan
 - Develop a regular maintenance program that ensures equipment is kept fit for purpose.
 - Audit equipment to ensure OH&S compliance.

Achievements

Governance and Management:

The College continues to develop pathways for clear communication to ensure the College is governed in an enhanced and sustainable manner. Processes have been developed to assess the risk management of all College practices and the College Governors receive regular information through Consultants, Directors and reports. There is a clearly defined Organisational decision making process.

Sustainability:

The College continues to improve operational practice to ensure financial sustainability into the future. The College is well placed to support programs and provide for future development of programs and professional development.

Facilities and infrastructure:

The College developed multiple masterplans and costings for an external consultative committee established to provide advice and recommendations to the College Governors on the future provision of Catholic Education in Sale. The recommendation adopted by the College Governors and announced to the community was that the College would work towards the amalgamation of two College Campuses onto the St. Patrick's campus site as soon as practical. The College then engaged architects who provided an overall masterplan to the College Advisory Board, Staff and Community. This masterplan has further been defined through a consultative process by formulating focussed groups within the College staff.

The College has worked towards facilitating this recommendation through the expansion of the College footprint and a proposed multi-million dollar re-development of facilities. The re-development will commence in 2017 and the current aim is to amalgamate both campuses for the 2020 academic year.

The College has also carried out the review of ICT practices and strategic planning has re-developed its maintenance program in line with its new goals and continues to ensure OH&S requirements are being achieved, especially in the manual-skills area. The final re-development stage of the Bishop Phelan Stadium was completed with a full re-surfacing and line marking of the floor and completed internal painting.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Meet the Assessors - (VATE) Monash University
VCE VATE English Conference
STAV VCE Chemistry Conference
Certificate of RE Unit 1
Certificate of RE Unit 3
Certificate of RE Unit 4
2016 VATE Literature Day
2016 VATE Conference
Pizza and Mozzarella bar Water colour workshop
Legal Studies Immersion
VCAA Extended Investigations Moderating Reports compulsory PD
Powerful Learning - Exploring the Myths of School learning
School Law 2016
Induction into Marist Schools
Secondary Literacy Leaders Meeting
Return to Work Coordinator Training
Creating Curriculum Connections
Debaters Teachers' In-Service
Preparation Meeting for Jerusalem Trip
2016 PRT Seminar
Study Day for CERT IV Workplace assessment
Footsteps
Contemporary Art - Where do I start?
Marist Education leadership program
Vic Physics Workshop
Teaching respectful relationships
VATE Community of Practice: Teaching reading
MAV Gippsland Conference
SIMON PD
Pinball Machines - A versatile model for teaching design, creativity and technology
Course in Verifying the Correct use of Adrenaline Auto Injector Devices
The Music Education Guide: let's get Nitty Gritty for Secondary teachers
Footsteps 1
Oxford university press - Implementing the new Victorian Curriculum
2016 Unit 2 and 4 VCD Planning and Prep
VCE Food Studies - Statewide Implementation
Secondary Schools Literacy Network Meeting
CSSS Conference

VCE Media Unit 2 - for new & returning Teachers
Taxation & payroll training
Secondary Religious Ed Coordinators Meeting
Marist Leadership Next Gen 1
Kangan Batman TAFE
ACU Careers Advisory Conference
Marist Solidarity Retreat
My Country, My Story
Teaching and supporting students with special needs
LTAV Gippsland Lab Tech forum - Lavalla
Geelong Library Visit
Melbourne University Careers Seminar
VTAC Briefing - Bairnsdale
VATE Community of Practice
Food Studies Conference
Annual Food Conference
Fine Foods Convention
Library Workshop
Victorian Parliament - roles and Responsibilities of State Parliament info evening
Targeting Anxiety in youth
Understanding, Treating and Managing School refusal
School specific Workshop - Debtor recovery & process
Annual Food Conference
Marist Contemplative Retreat
How to Design an authentic and effective assessment task
Teaching and Learning Languages with iPads
Vic curriculum - Implementation and Planning
Victorian Parliament - roles and Responsibilities of State Parliament info evening
Implementation workshop for new Vic Curriculum 7-10 H&PE
MLCC Languages Cluster Meeting
Meet the Assessor VCE Physics
Meet the Assessor VCE Biology
Club weightlifting/Sports Power Coach level 1
Aspiring Women- Samantha Young
LABCON 2016
Hazardous chemical Training
Deconstructing the Dish! VET Hospitality 2017
VCAA English Assessing Training
Legal Studies Training Day Assessing Exam
VCAA Extended Investigation Oral Assessment
Psychology Assessing
VCAA Extended Investigation Written Report Assessment

Australian National Band and Orchestra Conference
Sport and Rec iVet Dev Session
Aus. Teachers Of Media - Unit 3 Narrative
GTAC Overview of changes for Unit 3/4 Biology
COMVIEW 2016
Developing a Quality Languages Program
VCE VET Statewide Briefings
Australian Curriculum and Vic Curriculum Languages
ATIP VET Music PD
Australian Curriculum and Vic Curriculum Languages
STAVCON
GTAC Overview of changes for Unit 3/4 Biology
Secondary Religious Education Consulting Group
VCAA Assessor
Walk With Me - Launch of Diocesan resource
VATE Conference
STAVCON
GTAC overview of changes to VCE Unit 3 / 4 Biology
Gippsland Art Gallery - PD for Secondary Teachers
Weaving course

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	49
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$541.72

TEACHER SATISFACTION

- All college staff were requested to complete the Insight SRC Survey in 2016. As usual the results identified a variety of areas that are achieving best outcomes and areas for improvement.
- Areas achieving well included: Student behaviour in the classroom and school, respect for students and individual moral, student safety, transition and reporting and school improvement plan.
- Areas to be focussed on in 2017 include engagement of students, teacher practice, learning environment, distributive leadership, appraisal and recognition.
- Catholic College Sale continues to focus professional development practices on support for pedagogical improvement within the classroom and extra-curricular activities including assistance with developing support practices for diversity and curriculum engagement within the classroom.
- Staff are excited and re-invigorated with the proposed School Improvement Plan.
- The highly improved 2016 VCE results reflected the commitment and hard work of all College staff who celebrated student achievement.



Future Directions

Catholic College Sale will continue to provide its high standard of inclusive Catholic Education to all students while building on its high standard of VCE and VCAL outcomes in 2016.

The College will continue its review of Learning and Teaching policies with a particular emphasis on differentiated learning and catering for students with particular learning needs. The focus for professional development and classroom pedagogy will be the development of active student learners. Further embedding of the Parent Access Module (PAM) will assist in expanding valuable and productive lines of communication between students, parents and the College.

The College will continue to work with the Diocese of Sale and the Marist Schools Australia with the assistance of CompliSpace to ensure College policies are catering for current legislation, community needs and expectations.

The College will continue to consult the community on masterplan developments and will initiate a further expansion of trades skills and VCAL facilities as well as commencing Stage One of the College masterplan. Stage One includes the redevelopment of the St. Patrick's building and the construction of a new Learning and VCE Centre. Planning will continue on the full re-development of other facilities on the St. Patrick's campus in preparation for the campus amalgamation in 2020.

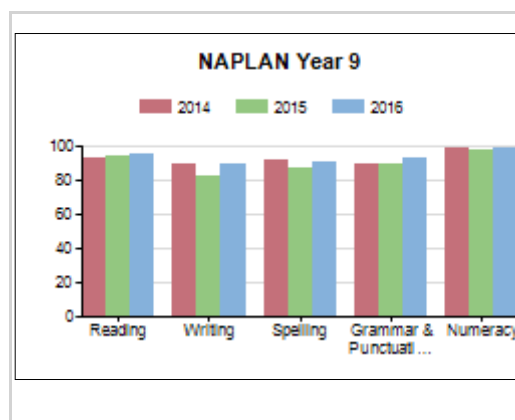
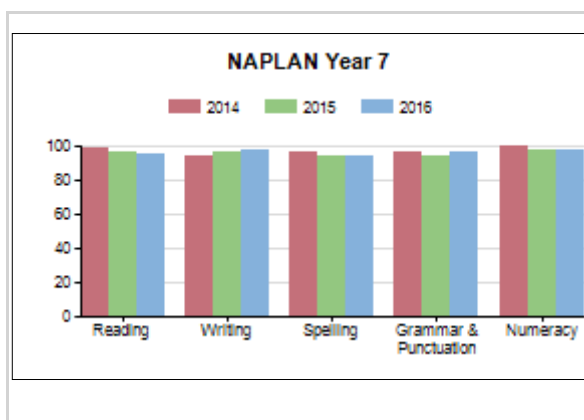


VRQA Compliance Data

E4006
Catholic College Sale, Sale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	98.6	96.6	-2.0	95.3	-1.3
YR 07 Writing	94.3	96.6	2.3	98.0	1.4
YR 07 Spelling	97.2	93.8	-3.4	94.8	1.0
YR 07 Grammar & Punctuation	96.5	94.5	-2.0	96.7	2.2
YR 07 Numeracy	100.0	97.9	-2.1	98.0	0.1
YR 09 Reading	92.9	93.8	0.9	95.3	1.5
YR 09 Writing	90.1	82.0	-8.1	89.8	7.8
YR 09 Spelling	91.7	87.7	-4.0	91.3	3.6
YR 09 Grammar & Punctuation	90.0	89.2	-0.8	93.7	4.5
YR 09 Numeracy	99.4	98.3	-1.1	99.2	0.9



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	68.67%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	88.90
Y08	91.53
Y07	93.20
Y09	90.37
Overall average attendance	91.00

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.16%

STAFF RETENTION RATE	
Staff Retention Rate	87.80%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	10.29%
Graduate	42.65%
Certificate Graduate	5.88%
Degree Bachelor	86.76%
Diploma Advanced	22.06%
No Qualifications Listed	2.94%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	79
FTE Teaching Staff	70.364
Non-Teaching Staff (Head Count)	41
FTE Non-Teaching Staff	33.654
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	569.40
Year 9 Writing	560.20
Year 9 Spelling	566.60

Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	568.30

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	99%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	36.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	18.0%
Deferred	11.0%
Employment	21.0%