

2023

Annual Report to the School Community



Catholic College Sale

51-53 Desailly Street, SALE 3850

Principal: Christopher Randell

Web: www.ccsale.catholic.edu.au

Registration: 625, E Number: E4006

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

Catholic College Sale is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Board of Catholic College Sale Ltd completed its first full year of operation as governors of the College in 2023. The College continues to be jointly owned by the Diocese of Sale and the Marist Brothers, Star of the Sea Province. The Bishop of Sale, Most Reverend Greg Bennet and the Provincial of the Marist Brothers, Brother Peter Carroll, are the Members of the Company.

The Board has now established very effective operations with both the College and the Company Members. Directors have continued to work together effectively and energetically to support the College and its future. The Directors all bring extensive and diverse experience to the role including Catholic and government-level leadership, faith and mission, education, finance, the law, medicine and a range of corporate governance settings. The Directors are located in Melbourne, Lismore, McCrae, Geelong and Sale.

Directors

During 2023, two of the foundation Directors concluded their role and three new Directors have now been appointed as outlined below bringing the complement to seven as allowed under the Constitution. Board membership is as follows:

- Leonie Keaney, Chair (independent appointment)
- Martin Dixon, Deputy Chair (Diocese of Sale appointment)
- Jeff Robbins (Marist appointment)
- James Sullivan (joint Diocese of Sale and Marist appointment)

New Directors (2023, 2024)

- Br John Hilet (Marist appointment)
- Cathy Jenkins (Diocese of Sale appointment)
- Karen Dwyer (Joint Diocese of Sale and Marist appointment)

Board Meetings

The Board met eight times in 2023. Standing items for each Board Agenda were as they were in 2022 as follows: Declaration of Conflict of Interest, Principal's Report, Report from Finance and Risk Committee, Reports from Child Safeguarding Committees (x 2). At the end of 2023 it was decided to add the Board Code of Conduct to the Standing Items.

Major items for consideration of the Board in 2023 included the four-yearly College Review and the development of a new Strategic Plan for 2024-2028. Other major items were oversight of the Bishop Phelan Stadium renovation, Service Agreements with DOSCEL and

MSA, financial reporting changes following incorporation, enrolments, legal representation and policy development and oversight.

Committees

Board Committees are conducted as follows:

The Board Executive meets two weeks prior to each Board meeting. The Executive comprises the Chair, Deputy Chair and Principal.

The Finance and Risk Committee meets eight times per year, a week prior to the scheduled Board meeting. The Agenda for each meeting includes the Statement of Position, Somerset Report, Debtors and Balance Sheet.

Child Safety at CCS Ltd is ultimately the responsibility of the Board of Directors. However, it is recognised that the knowledge and expertise of staff working with students daily is crucial for the effective oversight of Child Safe Standards in the College. Thus, two committees operate in conjunction with each other. These are the Child Safeguarding Officers Sub-Committee (Operations) and the Child Safeguarding Committee (Governance).

College Review

The four-yearly College review was conducted in Terms 2 & 3 in 2023. The review was conducted by Marist Schools Australia in conjunction with DOSCEL. The review employed the Diagnostic Inventory of School Alignment from the University of Southern Queensland. Data was collected using the DISA and this was followed by a three-day program of interviews and observations in the College. The outcomes of the review were excellent in identifying the many strengths of the College but also giving very useful direction for future planning.

Strategic Plan

In tandem with the progress of the College Review, the Board commenced work on a new Strategic Plan for the College. An educational consultant was engaged to lead the Board in conversations about the traditions, current settings and future of the College. The College Review Report also informed Directors on the key elements named in the Strategic Plan in four main areas: Faith & Life, Flourishing Learners, Voice & Agency and A Sustainable Future. The final Strategic Plan was confirmed in Term 1 2024.

The Board appreciates the excellent working relationship Directors have with Company Members, College Leadership and Staff and looks forward to continuing to work together for the future growth and wellbeing of Catholic College Sale.

Leonie Keaney

Chair, Catholic College Sale Ltd Board of Directors

Vision and Mission

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

- I am strong of mind, gentle of heart and loved by God. Inspired by the life and message of Jesus and the example of Mary, I live with courage, simplicity and hope. I belong to a faith and learning community where I am known, cared for and valued.
- I will live by welcoming and accepting the diversity in others, building relationships and making a difference in a complex and changing world. I will be open to learning opportunities that will enrich and enhance my personal journey. I will value and care for the environment, serve the marginalised and positively contribute to my community.
- I will strive to be genuine, honest and will embrace the challenge of achieving my full potential.

College Overview

Catholic College Sale is a co-educational Catholic secondary college in the Marist charism and Sion tradition. The College is situated on one site, with St Patrick's campus receiving significant upgrade and refurbishment in 2021 to combine the original Sion campus for girls (established 1890) and St Patrick's campus for boys (established 1922). In addition to the main campus, the College has extensive sporting fields including the St Patrick's College Ovals and facilities at 'Cathedral Hall'.

The College currently has a student enrolment of 931 students and offers a comprehensive and diverse curriculum to families in the Wellington Shire.

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

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

Current priorities for the College include:

- The continued enhancement and reinforcement of pedagogical practices throughout the College with a continued emphasis on improved student active learning and growth to improve all outcomes.
- The systematic collection of data to analyse and understand student learning and areas of need to support both students and teachers in the classroom.
- The implementation of the Annual Improvement Plan 2020-2023 with a focus on whole school improvement through data collection and analysis and teacher collective efficacy. The areas highlighted will be Catholic Identity, Learning and Leadership. The goal will be to see growth and improvement in every student.
- The College continues its redevelopment of facilities. Stage One was completed in 2019, Stage Two was completed in 2020, Stage Three is ongoing and includes the development of the Trade Skills area, Bishop Phelan Stadium upgrade and student facilities.
- The College continues to place an emphasis on identifying students in need and assisting them in their academic growth and supporting their emotional and social needs. Increased priority is placed on working with outside resources to assist

students outside of school hours and providing specialised expertise for students and families.

- A full school review has taken place with all stakeholders in 2023. A new Strategic Plan 2024-2027 together with an Annual Improvement Plan will be launched by the College Board early in 2024.

Principal's Report

Our great joy this year is our return to a form of normality, without the constant interruptions of the past three years. A joy that has allowed us to re-focus on 'Every Student, Every Day' and be about God's work of 'Making Jesus Known and Loved'.

Our theme in 2023 'Created + Called, a revolution of love and tenderness' focused on being who God created you to be and you will set the world on fire. What does God ask of us? 'Do justice, love tenderness, and walk humbly with God' (Micah 6:8). These are not the normal words associated with a revolution – if we can be the best we can and love each other, we can change the world – that is a revolution.

Our beautiful Opening School Mass celebrated our new School Captains Ellie McGregor and Ethan Clohesy, and recognized the great achievements of our School Dux for 2022 Sebastian Moore (ATAR 99.2 and a perfect 50 in Extended Investigation); we also celebrated our inductees into the 90+ Club: Alessia Casella, Ryan Heskey, Lila Condon, Zoe Robbins, Gabrielle Stephenson, Rebecca Bourke, Heather MacGregor, Lara Wain, Jamieson Lenne, Indigo Waugh and Audrey Hatwell. Congratulations to our high achievers and School Captains!

In May, the College and our six associate Catholic primary schools (St Mary's Sale, St Mary's Maffra, St Mary's Yarram, St Michael's Heyfield, St Patrick's Stratford and St Thomas' Sale) gathered to celebrate our first Peace Mass in four years. Bishop Greg Bennet celebrated Mass for nearly 2,000 students and staff with a message of Peace Among Nations, starting with peace with each other.

The priority for the College this year was to evaluate all areas of the College by reviewing the current 2020-23 Strategic Plan and developing a new Strategic Plan for 2024-27. The key focus areas are Catholic Identity, Learning and Teaching, Wellbeing, Leadership, Stewardship and Growth. All members of the College community have been consulted with over 160 families contributing. The independent review panel of Dr Mark Turkington, Mr John Finneran, Ms Anne McDonald and Mr Darren McGregor have presented the final report to the College Board. A new Strategic Plan will be launched in the new school year.

We congratulate all our students on their wonderful work and achievements this year. Their strong academic performance, their faith commitment to themselves and faith through social justice and interaction with each other, their commitment to the Arts, Music, Sport and school representation.

We thank the Leadership Team and all College staff for their commitment to each individual student and their learning. Also their commitment to the College community in demonstrating

flexibility toward the new Enterprise Agreement and ensuring student and colleagues were considered at all times.

We sincerely thank the continued commitment of Marist Schools Australia, the Diocese of Sale and the Sisters of Our Lady of Sion for their active support for our College and commitment to staff professional development.

We thank all who have contributed to our community over the past 12 months and who have made it the beautiful place it is. To those that are leaving our community, we wish you all the very best and a safe future.

Catholic Identity and Mission

Goals & Intended Outcomes

It was anticipated that 2023 would be our first year of being able to move into an uninterrupted year of school life and that proved to be the case in the area of Catholic Identity.

The school aimed to allow students to experience full school liturgies, whole year level activities and interactions with other schools without the difficulties which had plagued us in previous years. Our Religious Education Curriculum continued to be strengthened by staff collaboration and built upon to allow for students to broaden their dialogue with the message of the Gospel as well as explore a variety of world views in the context of the Catholic School.

Achievements

2023 was a year of consolidation of both pedagogy and ritual. Our students continued to participate in a wide range of faith based activities as both a whole school, as year levels and, in some cases, as individuals or small groups. Staff also worked on curriculum development and methods of effective teaching in the classroom.

Our retreat program, days of reflection, charism day and opportunities for students to engage in their own faith immersions were all able to be offered without interruption for the first time in many years. We held our Year 12 retreats at the start of the year. They were slightly modified on previous years' offerings to allow for continual improvement in answering the challenge to speak meaningfully to our students in a post-COVID world. We also had our first full school Masses to celebrate the start of the year and important occasions throughout the year. We needed to work with the student body as a whole to engage them in approaching the liturgy with an appropriate disposition due to many of them having never experienced a full school liturgy. This work proved to be successful with a greater engagement and approach to the liturgy as the year progressed. Many of our senior students engaged in Marist Connect nights and others were able to explore faith options through the Day of Dialogue with other Sion schools, the homeless sleepout and service opportunities in the local community.

Of particular note was a new unit developed for Year 10 students based on their engagement with First Nations story, history and experience. This was well received and allowed students to continue to grow in their own sense of dialogue with other world views and spiritualities.

Our staff also were able to participate in a variety of opportunities offered by Marist Schools and DOSCEL to broaden their knowledge of and participation in Catholic life. We continued to build opportunities for staff to gain accreditation hours on site and in external PD.

Value Added

Staff continued to attend Marist PD offerings, including attending the first gathering of leaders of Catholic Identity across Marist Schools, In the Marist Way and the Footsteps programs.

Our governing board approved the return to immersions to East Timor in 2024.

Our curriculum was revised and developed for a classroom setting with new units being written and presented.

Our whole school community was able to gather and celebrate together in a range of settings to allow our sense of Catholic Identity to flourish.

Learning and Teaching

Goals & Intended Outcomes

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

- Previous focus on scheduled Meeting opportunities formal and informal. LDT and middle leaders. Review in light of new Agreement.
- Reinforce High Impact Teaching Strategies underpinning Universals for Reading, Learning Adjustment and WSAPB. Key focus Areas - Structuring Lessons and, Metacognitive Strategies.
- Embed Growth Coaching mode at CCSI. Review how do we support a more consistent approach for teachers?
- Continue to encourage teachers to enrol in Masters qualification
- Focus on universal adjustments.

Foundational knowledge of disability with focus on key strategies of:

- visual schedule
- short sequenced instruction.
- worked/modelled examples.

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

- Introduction of new continual reporting process with learning behaviour rubric each six week cycle. Focus of the report is the next step in student learning. This step is identified and connected to Developmental rubric feedback to students.
- Learning and Teaching Goal - Develop teachers' capabilities to implement evidence based teaching. Develop teachers' knowledge of the progression of learning in reading.
- Focus on Whole School reading universals:
 - Summarising
 - Question Answer Relationship Strategy (3H's - Here, Hidden and in my Head)
 - Glossaries
- Continue to prioritise Professional Learning Teams - Learning Progressions and use of data to identify student levels.
- Reading Intervention Program at Year 7 & 8. Students were identified and invited to participate. Program is an evidence-based MultiLit Approach. Review objective of accelerated growth end Semester 1

- Third year of English Improvement Plan. Supported by external facilitator Ross Huggard.
- First year of Mathematics Improvement Plan after review in 2022. Specific emphasis on 'Big Ideas' Year 7-10. Specific Professional Learning with Rich Tasks.
- Learning and Teaching Goal - Build staff capacity to collegially analyse NAPLAN, PAT and VCE data in order to identify common student errors to support targeted teaching.
- Continued focus Data Literacy for teachers and finding ways to support targeted intervention Unpacking student data utilising SIMON Analytics and ACER website for PAT and NAPLAN
- PL of teachers using data.

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

- Ensure students with Personalised Learning Plans and Behavioural Support Plans are embedded across all subjects to ensure intensive support structures are in place.
- Professional Learning to empower teachers to implement Positive Behaviour Support.
- Facilitate ongoing structures within the Student Leadership Team to provide an effective student voice throughout the College Community.
- The continuation of The Resilience Project with a renewed delivery in Pastoral Groups.

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

- Presentation of Learning Adjustment and NCCD requirements at Catholic College Sale for all new and current teaching staff.
- Ongoing support and upskilling of the creation of modified assessment tasks for students who require adjusted tasks.
- Continue to monitor and review teacher collection of evidence for NCCD

Achievements

- In line with the introduction of the new Employment Agreement, we have implemented a structured Meeting Schedule at the beginning of each Semester to ensure alignment with the new requirements. An essential aspect of this schedule is the continuation of Staff Briefings three times a week, fostering unity through prayer and discussion of key weekly issues.
- Throughout the year, Staff Meetings have been conducted focusing on Key Universals, including the establishment of a Behaviour Management Group comprising representatives from WDT & LDT. This initiative aims to develop Behavior Management Procedures benefiting both students and teachers. To enhance staff capacity in understanding these universals, professional development sessions have

been conducted, with specific discussions held with Middle Leaders to deepen their grasp of the enablers.

- Our Staff Meetings have also centered on various topics such as High Impact Teaching Strategies, Data Literacy, Student Wellbeing, Learning Adjustment strategies, and compliance, ensuring that all teachers are equipped with Universal enablers supporting student learning. A particular emphasis has been placed on routines and Visual Schedules during these meetings to optimize classroom environments.
- Furthermore, all identified students with Personalized Learning Plans (PLP) have been documented on SIMON, with support groups formed accordingly. We have emphasized a Continual Reporting Process focusing on student engagement, organization, and next steps in learning, providing cyclical reports to parents and students three times a semester along with comprehensive rubrics outlining expectations at CCS.
- To further bolster staff capacity, Professional Learning Area meetings have been integrated into the Meeting Schedule, allowing for consistent collaboration and capacity building. Additionally, staff training in the Macquarie Literacy Program has been conducted to enhance the delivery of intervention programs, resulting in positive growth for students enrolled.
- In the realm of mathematics, face-to-face classes have resumed with dedicated leaders overseeing each year level and building professional capacity using chosen resources. We continue to utilize standardized testing like NAPLAN and ACER to inform curriculum planning, while also leveraging Data Analytics to assess and evaluate student learning growth.
- Facilitation of Staff Meetings by the Leader of Innovation and Director Engagement has provided further opportunities for professional development, complemented by workshops and individual discussions tailored to meet the needs of staff members. Overall, these initiatives reflect our commitment to continuous improvement and fostering a supportive learning environment for both staff and students.

Student Learning Outcomes

2023 NAPLAN Results

- We had a very positive participation rate in both year levels.
With the new grading/ system, there is implications for the school with the lowest point being "Needs additional support" . All students are being identified and PLP to ensure intervention programs are in place.
- In interpreting the data an example is only 4.3% or 7 students were identified as requiring additional support in reading. 55% or 90 of our students are strong in reading and 13.5% or 22 of our students are exceeding in their reading.
- Year 9 reading data shows, 8.3% (13) students need additional support, 50% or 70 students are strong and 10% or 16 students are above standards.

- In both years 7 and 9, our female students are much stronger in literacy than the males but there is a swing against this trend in mathematics. The difference in the box and whiskers is greater in mathematics and literacy demonstrating the gap from our lowest to highest students in math is greater.
- In year 7 numeracy 59% or 96 of our students are strong which is positive data for our students teaching year 7 maths as the majority of their students are very capable in mathematics. There are only 7 students or 4.33 that require additional support.
- In Year 9 58% of students demonstrated that they are strong in mathematics and 7% 11 students were identified as needing additional support. The number of students exceeding however was only 2.5% or 4 students which is very low.

2023 VCE Data

DUX Ruby Fisher 99.15. Seven students in the 90 Plus Club.

- In 2023 we had a very long tail that did negatively impact our median study score of this VCE group. Catholic College Sale has had a long term policy that only student who are permitted to study a Non-scored VCE is ones with a diagnosed disability or provides a written recommendation from a Health Professional suggesting it would have a negative impact on the student.
- Many like Catholic Schools in Gippsland have very large groups of Non-scored VCE students making it difficult to compare our results to like schools. Our policy is based on our value for each child to have the every opportunity to attain an ATAR and ensure all students are striving to do their very best.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	528	61%
	Year 9	546	52%
Numeracy	Year 7	533	69%
	Year 9	554	61%
Reading	Year 7	533	69%
	Year 9	557	61%
Spelling	Year 7	525	67%
	Year 9	551	66%
Writing	Year 7	531	61%
	Year 9	574	63%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	99.10%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

Commencing the 2023 school year, we looked forward to continuing to develop a strong and cohesive College community for our students, staff and families. We welcomed large numbers of new families to the College with the aim of providing a comprehensive education couched in the charism of the Marist Brothers and Sion Sisters. At the same time we assisted our senior students who worked toward creating opportunities for life beyond the walls of the College.

Our primary focus from a Wellbeing perspective was to continue to embed a Whole School Approach to Positive Behaviour support. We continued to establish clear routines for all members of the College community, ensuring a supportive, caring and challenging environment to enable learning and personal growth.

Throughout the year our theme continued to be that of 'Every Student Every Day' this time with the sub-theme of 'Created and Called'.

Achievements

Review of the College's Behaviour and Management Policy and Procedures:

- Continued work by the Whole School Approach Working Party - Universals, including Routine, Communication, Relationship Building, Active Supervision, and positive use of Space.
- Collaboration with DOSCEL WSAPBS facilitator. The Universal pillars of Respect and Responsibility chosen as the first key elements of the program remained in place and were highlighted regularly throughout 2023.
- The College celebrated the Year 11 Presentation Ball, Year 7 Spirit and Tradition Day and camp to Licola (Term 1), Year 10 camp to Ballarat (Term 2), Year 12 Retreat and Reflection Days (Term 1 & 2) and Year 12 Valedictory held off-site with students and their families celebrating together at the Cathedral and Memorial Hall.
- The College continued to deliver 'The Resilience Project' to all students.
- Continued to modify daily operational procedures (including additional Yard duties) to ensure student safety at all times and additional support for teachers on duty.
- Established Student Care Teams.

Value Added

Child Safe Standards - Goals & Intended Outcomes

- Regular meetings of the Child Safeguarding Committees. Inclusion of student leaders in the conversation around Child Safety.
- Staff completed mandatory reporting training provided by MSA and DOSCEL.
- Professional Learning to support teachers.
- Ensure that every Pastoral group has a representative on the Student Voice Council.

Achievements

- Reviewed the Child Safeguarding Committee to ensure College Counsellors and Directors of Engagement represent Child Safety throughout the College community.
- Ensured all students are aware of the staff members which formed the Child Safeguarding Committee.
- All staff completed mandatory Child Safeguarding Policy and Procedures modules via training provided by MSA and DOSCEL.

Student Satisfaction

- Students were given extensive teaching support throughout the year and provided with the support of care teams.
- Students were provided opportunities to participate in traditional activities (including camps, retreats, sports carnivals and the College Valedictory).
- Students participated in extensive extracurricular sporting programs.
- Students felt encouraged to engage in their learning, especially in the numeracy and literacy programs.
- Students enjoyed co- and extracurricular activities which included Eisteddfods, musicals, public speaking, and academic competitions.

Student Attendance

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

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

Monitoring Daily Attendance:

- Parents are responsible for ensuring that they notify the College to explain the absence of their child.
- Class teachers take the class roll promptly at the commencement of each Pastoral Group lesson as well as each assigned lesson.
- All absences are recorded using SIMON student management software which are then crosschecked against the absentee notifications that have been provided to the College that day.

Following up Unexplained Absences:

- Where an absence has not been explained by 10:00am, an SMS text message is forwarded to the student's parent/guardian requesting immediate contact.
- If the parent/guardian does not respond by 11:00am, student services will make contact via telephone with any of the contacts listed.
- If no verbal verification - a voice message will be left with one of the contacts.
- House Leader to follow-up unexplained absences.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	70.1%

Average Student Attendance Rate by Year Level	
Y07	88.0%
Y08	86.7%
Y09	86.3%
Y10	86.0%
Overall average attendance	86.8%

Leadership

Goals & Intended Outcomes

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

- Review Strategic Intent 2020-2023.
- 2023 Annual Implementation Plan to be presented and discussed.
- Create a shared vision with a common vocabulary of 'Every Student Every Day'; 'Created + Called' aided by the placement of visual cues throughout the College.
- Updated publications distributed to all staff and made available on SIMON.
- Review of College MasterPlan Review and analyse the use of new facilities to make conduct required Professional Learning and changes where necessary.
- Review POL structure: seeking feedback from staff regarding the timing of this review. Development of new POL structure, advertise and appoint.
- Review the Teacher Position Description.

- Learning Resources Review. including shared Learning spaces and physical resources (Capital and Consumable). Library, Careers and ICT.

- Continue to develop a Learning Culture within learning area groups to support expert teacher practice.

LEADERSHIP GOAL: Leadership that promotes and models child safe behaviours.

- Develop Terms of Reference for the operation of the Child Safeguarding Committee.
- Incorporate student voice within selected Child Safeguarding Committee meetings to ensure broad consultation.
- Staff induction and training to embed a culture of child safety within the College.
- Ensure all members of the College community have an understanding of the governance structure of the College.
- Provide opportunities for all staff to complete compliance requirements.
- Maintain up-to-date information related to the budget and College operations.
- Establishment of a review process for the MasterPlan.

Achievements

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

- College Board promoted community participation in Strategic Review.

- The College went through a DOSCEL process in April 2022 that aligns with the VRQA review in order to incorporate to CCS Ltd.
- The College budget is prepared annually and the 10-year forecast updated. This occurs in conjunction with assistance from the Finance, Audit and Risk Committee and is signed off by the College Board.
- The MasterPlan for the College (2019) will be reviewed in 2024.
- Capital Grant applied for new Performing Arts Centre.

Leadership that promotes and models child safe behaviours.

- Committee split into two: a Child Safeguarding Operational Committee and a Child Safeguarding Officers Sub-Committee.
- Terms of Reference developed for Child Safeguarding Committees.
- Student voice supporting Child Safety with student-led presentation of Child Safe Policy Student Version.
- Whole Staff Meetings held with presentation of 11 Child Safe Standards, Child Safe Code of Conduct and other key policies.
- College Board promoted community participation in strategic review of Child Safety in College.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> ▪ Marist 'A Revolution of Love and Tenderness' ▪ Professional Learning Teams scheduled each week. ▪ VIT Effective Mentoring Program ▪ Graduate Teaching Program ▪ Growth Coaching Model in the College ▪ VATE Meet the Assessors ▪ Leader Adjustment & Differentiation Workshops ▪ Middle Leader Workshops ▪ Secondary Learning and Teaching Network Meetings ▪ DOSCEL Collective Meetings ▪ Eastern Career Cluster Network Meetings ▪ Positive Behaviour Seminar ▪ Gippsland Women in New Careers ▪ VCE History Conference ▪ LawSense - School Law 2023 ▪ MAV 2023 VCE Mini Conference ▪ Texts and Traditions Conference ▪ STAV VCE Chemistry Conference ▪ VALA VCE-VM Induction Day ▪ Swinburne Annual Career Practitioner Seminar ▪ VCAA Briefing for VCE Coordinators ▪ VCAA Extended Investigation Webinar ▪ De-escalation training ▪ VCAA Assessment day ▪ CDES Annual Psychology Conference ▪ VCE® OES Implementation Workshop ▪ REC CIML Conference ▪ Physics Course Planning Day - VicPhysics ▪ Vic Physics Lab Tech Year 7 - 10 Workshop ▪ Assessor VCE Mathematical Methods 	
Number of teachers who participated in PL in 2023	78
Average expenditure per teacher for PL	\$898.00

Teacher Satisfaction

Staff Satisfaction

The DISA reported the following for satisfaction in 2023. Both staff and students agree that the teachers project a sense of professionalism. Staff, parents, and students are united in thinking that the school is viewed in the community as an important centre for learning, that there are sufficient resources for teaching and learning, and that the school environment is aesthetically pleasing and well-maintained. In addition, Staff and parents believe the school conveys an image of caring for all.

Teacher Qualifications	
Doctorate	0.8%
Masters	11.2%
Graduate	19.2%
Graduate Certificate	4.8%
Bachelor Degree	48.0%
Advanced Diploma	8.8%
No Qualifications Listed	7.2%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	80
Teaching Staff (FTE)	72.7
Non-Teaching Staff (Headcount)	56
Non-Teaching Staff (FTE)	48.4
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

The College continues to be actively engaged in the local Wellington Shire through a variety of avenues of community interaction. Many of the active engagements by the College are listed in other parts of this School Report.

Some of our highlights include:

- Involvement in Parish liturgies.
- Local Service clubs and their student-focused awards e.g. Public Speaking and Leadership.
- Participation in local music Eisteddfods and community music events.
- Student and staff involvement in local Drama and Musical productions.
- A rich variety of Sporting events and Competitions including Basketball, Netball, Football, Cricket, Equestrian, Tennis, to name a few.
- The Year 11 Presentation Ball.
- The Year 12 Valedictory Liturgy, Presentation and Dinner.
- Interactions in Programmes in relation to charity organisations eg: St. Vincent De Paul.
- Involvement in Programs to increase awareness around Mental Health and Child Safe issues, eg: National Child Protection Week, RUOK day.

Achievements

Increased student understanding of Christian and community values and the important role they play in creating an inclusive community.

Building Respect and Responsibility for community events and the importance of community history and culture through the Whole School Approach to Positive Behaviour support.

VALUE ADDED

- Involvement in the Wellington Shire in the Live4Life program. The Live4Life organisation provides Mental Health first aid training to Year 8 and Year 10 students in schools and provides other platforms to increase awareness around the issues of teen suicide and suicide prevention. Information was disseminated via communications to the parents of the relevant year levels.
- Participants in the ANZAC Day and Remembrance Day memorial services.
- Continual engagement with the local commerce community through practical involvement in local businesses.

- Exposure to a culture of support, fair play and teamwork through engagement with local sporting clubs.
- An enormous number of local businesses and trade organisations through Work Experience programmes, school-based Apprenticeships and work placements.
- Students are engaged in gaining additional support from local education facilities including Sale Special School, TAFE and Virtual Schooling.

Parent Satisfaction

Parents regularly comment on the fact that the College offers a supportive and safe environment in which their child can grow. They continue to express satisfaction that the values that the College holds dear are those that we instil in their children. In interviewing many parents for Year 7 positions at the College the resounding feedback is that the discipline, welfare, and wide-ranging subject experiences offered by the school are the reasons they wish their child to be educated here.

This is also due to the variety of education pathways and the school's ability to provide for students with various needs. The proactive transition program for students from the large number of associate primary schools is appreciated and students and parents engage in this process. Additional resources are supplied to families that have children with particular learning and transition needs.

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

The following opportunities are offered to families:

- Family night for all parents
- VCAL and VCE information evening
- Pathway evening and Expo
- Year 8 into 9 information evening and Year 6 into 7 parent information evening
- Year 7 Orientation Day
- PST / Learning Advisor Student Parent Interviews
- Senior Art & Technology evening
- Individual interviews with all prospective students and parents
- School Musical Production
- Peace Mass
- Invitation to parents to assist with Marist Sports
- Graduating Dinner and presentation of awards for VCAL students and families
- Year 12 Valedictory and graduating Mass and Dinner where each student is recognised
- Awards Presentation Evening 7-12

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.ccsale.catholic.edu.au