



Catholic College Sale Sale

2021 Annual Report to the School Community



Registered School Number: 625

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, To Live in Christ Jesus, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. With pastoral support from our parish priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

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 at one site at St Patrick's College, with the original Sion campus for girls (established 1890) combining with St Patrick's campus for boys (established 1922) in a newly upgraded campus. In addition to the main campus, the College has extensive sporting fields including St Patrick's Ovals and facilities at Cathedral Hall.

The College currently has a student enrolment of 860 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 had a Strategic Plan for a four-year period from 2016 to 2019. The College has developed a new Strategic Plan 2020 - 2023 and reviews this plan and the College Master Plan each year, in light of changing priorities and external regulations. The College Masterplan is focused on facilities re-development from 2017-2020, resulting from the amalgamation of two campuses onto the one campus in 2021. The Masterplan is extended for a further development from 2021-2026.

Current Priorities for the College include:

- The continued enhancement and reinforcement of pedagogical practices throughout the College with a continued emphasis on improved student active learning and growth to improve all outcomes.
- The systematic collection of data to analyse and understand student learning and areas of need to support both students and teachers in the classroom.
- The development of the School 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 as we amalgamate the two campuses onto the St. Patrick's campus. Stage one was completed and was blessed and opened in August 2019. Stage two commenced in December 2019 and was completed in November 2020.
- The College continues to place an emphasis on students at risk and identifying ways of assisting these students in their academic growth, emotional and social needs. Increased priority is placed on working with outside resources to assist students outside of school hours and provide specialised expertise for students and families.

Principal's Report

As we complete another wonderful year of hard work, dedication to learning and growth in our faith, we look back on our adaptability and ingenuity as we negotiated another year of COVID, and marvel at our achievements for 2021.

Our College theme this year was '*Breathe! The Spirit of Life*'. What is more important to us, to every human being and to creation itself, than breath? To breathe is to live! God breathes life into us so that we may live and share his gift of love, support and gratitude, with each other. We also continued our theme of '*Every Student, Every Day*' as we celebrated our students at the core of our School Improvement Plan and daily discernments. God is present in each member of our community and it is our ministry to ensure He has a chance to shine in each one of us.

We began the year with the full amalgamation of our College onto one site. For the first time we had Years 7 - 12 all together. The new facilities were greatly appreciated by students and staff. The new environment was summed up by one of our senior students "They do not stop moving" when commenting on the energy and new life the Year 7 and 8 students brought to our beautiful school community. The amalgamation has gone extremely well and I particularly would like to thank the staff for all their hard work, flexibility and adaptability in ensuring a smooth transition.

At the end of 2020 we congratulated ourselves on managing our COVID situation, especially remembering all who had suffered and lost loved ones, in an unpredictable year. We looked forward to a more normal 2021. However, to our collective disappointment, COVID was not over and many decisions throughout this year have been influenced by COVID restrictions.

Our opening school Mass was replaced by an opening liturgy because only students and staff could attend. We recognised and installed our wonderful school captains Molly Hargreaves and David Brinker-Ritchie as well as all other student leaders. Our Dux for 2020, Holly Hansford, and our 90+ club were congratulated by Dean Peter Bickley in the Charsim Garden, streamed to students in the stadium. We were then fortunate to have a beautiful Easter Mass with Bishop Greg Bennet, Dean Peter Bickley, Father Jithin Anto and Deacon Kevin O'Sullivan. Bishop Greg's Homily on unity and working together, with a practical demonstration, had the students enthralled.

In March we celebrated the gift of 'Our Lady of Sion Sisters' to our community over the past 130 years. Throughout the celebrations we were fortunate to have seven Sisters of Sion with us, the same number that arrived in Sale in 1890. Our celebrations were a magnificent acknowledgement of the Sisters' past, present and future contribution to our community. Events held included:

- Opening of the Charism Garden by Sister Mary Barbuto NDS and Brother Peter Carroll FMS.
- Opening and blessing of the John XXIII redevelopment by Bishop Greg Bennet, Brother Peter Carroll and Darren Chester MP.
- Memorial service for the 64 Sisters of Sion buried in Sale, including the original seven sisters who arrived in 1890.
- Decommissioning of the Sion Chapel and celebration Dinner with the Sion Sisters, distinguished guests and Friends of Sion.
- A public open day at Sion.

We were fortunate during Term Two to have an easing of restrictions. This allowed the College community to achieve many of the planned camps and activities for the year. These included our Year 7 orientation camps, our Year 8 make up orientation camp, our Year 10 camp to Ballarat (replacing our normal Tasmania trip due to border closures), and our Year 12 Retreat, a highlight of the final year of schooling. Many other shorter excursions and activities were held during a very busy Term Two. We were also fortunate to hold our Swimming Sports and Year 11 Presentation Ball in Term One and Athletics Carnival at the beginning of Term Two.

COVID lockdowns and a return to Remote Learning again visited us for most of Term Three. A change of Government strategy and an increase in vaccinations allowed us to see our Year 12 students off with suitable celebrations and a more active end of year for all other year levels.

At the end of the year we sadly farewelled students and staff and thanked them for their contribution to our community on behalf of the College Governors and all in our community. This year is particularly sad because we will farewell Dean Peter Bickley who will retire as an active Parish Priest on the 12th January 2022. Words cannot convey our gratitude to Dean Peter for his faith filled pastoral care and contribution to Catholic College Sale. His unconditional love of Jesus and all the values of our faith are so present in every aspect of his life. We will miss him dearly and we wish him all the best in the next stage of his ministry of service to his loving God.

On behalf of our College community I thank Bishop Greg Bennet and Br Peter Carroll, Governors of the College: Ms Maria Kirkwood, Diocesan Director CEO; Dr Frank Malloy, Director of Marist Schools Australia; Mrs Julie Ryan, Regional Director of Marist Schools Australia, and all their support teams for their extended commitment and support of our College community. Thank you to Mr Chris Morrison and members of the Advisory Committee for their wisdom and guidance throughout the year.

A special thank you to our students and staff who have persevered through so many challenges to ensure the very best emerges in all our community. Also to the College Leadership Team for their guidance of the College through a challenging year, particularly College Deputy Principals Cindy Foat and Tim Morrison.

May God show his love to you and keep you safe in the palm of his hand.

You are strong of mind, gentle of heart and loved by God.

Catholic Identity and Religious Education

Goals & Intended Outcomes

2021 was a time of great change in the life of Catholic College Sale. In the midst of the second year of lockdowns and restrictions we also formally farewelled the Sion Campus from the life of the College and consolidated as a one campus school on the former St Patrick's site.

The year started with some hope of normality but within a very short time it became clear that we would need to restrict some of our main methods of expressing our faith in the College community. Our Opening Mass became a Zoom liturgy which still was able to capture the spirit of coming together as a community at the start of the new year. It did, however, point to the future of separation and removal from the physicality of gathering and sharing which are so central to an in-person Eucharistic celebration.

A lot of the focus in the first term was put into the celebration of the Sion Sisters' contribution to our College life for over a century in Sale. The weekend of celebrations was also used to have a blessing and opening of the refurbished John XXIII Building. It was disappointing that we had to limit numbers of people attending all the ceremonies of that weekend but, for those who attended, it was a moving and fitting time to acknowledge all that Sion meant to our community. A number of staff who had attended Sion as students and worked at Sion for many years were able to contribute to the liturgies and others from the wider community travelled to Sale for the weekend - most notably, the seven Sisters of Sion, our new Bishop and principals from other Catholic schools who had a connection to the College.

We held a farewell liturgy for the students the previous year but a lot of staff who had worked at Sion were unable to attend the formal closing due to COVID restrictions. As we closed Sion we were able to archive a number of important pieces of our Sion heritage and those pieces are a part of the continuing story of Catholic College Sale.

Achievements

Some of the COVID responses from 2020 continued into 2021 with staff Zoom gatherings and prayer as well as prayer opportunities being offered on SIMON each day. It became apparent that our community had little opportunity to gather in 2021 and some of that fragmentation pointed to challenges for 2022. This even continued to the end of the year when our Valedictory service for Year 12s was limited to students only, this time because of vaccination restrictions. While the service was still meaningful to our community it lacked the strong ties to the Catholic community we usually have with such celebrations being held in the Cathedral. Unfortunately the school year came to an abrupt halt with the school closing a few days early due to COVID and no Advent/End of Year celebration being held for students or staff.

The Religious Education program continued to be delivered mostly through Zoom classes with the breaks in continuity and the disruptions to building a strong teacher-student relationship holding back from an effective pedagogical practice. The foundations which had been laid in Zoom teaching in 2020 continued into 2021 with teachers developing new strategies for engaging students and attempting to make content relevant in a very uncertain time for many students. One high point of the year, however, was the success of a new subject offered as a combination of the science and RE learning areas which was called Our World and Science. The subject asked students to reflect on the scientific method and some important teaching of science in the light of Catholic understandings of creation, truth-seeking and justice. The first unit looked at cosmology and evolution while also discussing texts from Genesis and other creation stories. It

acknowledged the role prominent Catholics had in the development of scientific growth. This led to Term 2 which asked students to look at prominent Catholic scientists and come to an understanding of how being a scientist and a Catholic can lead to a sense of meaning in life rather than confusion. The second part of the year looked at agriculture, genetics and food distribution in the world in the light of Catholic social teaching. Students were pleasingly engaged in the subject and many had social stereotypes challenged when it came to an understanding of science and religion. Unfortunately, this subject did not continue into 2022 but there are plans to take what has been learnt from that method of presentation to develop courses in 2023.

The opportunities for teachers to engage in PD were limited to more Zoom meetings and many teachers found that their screen time was starting to make such opportunities more and more difficult to engage in. While some teachers were able to add to their accreditation hours and a few were able to complete their accreditation, this part of their professional development was strongly hindered by all that 2021 brought to us.

As we reflected on 2021 it became obvious that one of the biggest challenges thrown at us through the two years of lockdowns and restrictions was the loss of meaningful community gatherings. It became clear that Zoom and screens did not replace the real sense of meaning which is created by in-person gatherings. Our students and staff became further removed from meaningful liturgical celebrations and the sense of catholicity formed by such occasions in normal times.

VALUE ADDED

The Year 12 retreat had, again, been postponed from the start of the year but we were able to move it to the beginning of Semester 2. That allowed for some time to review the retreat program and make some modifications to make the program more streamlined and holistic. A new structure was introduced which followed the previous Marist retreat ideas of moving from a personal to a communal spiritual reflection by each student. While the retreat would still be more suitable for the start of the Year 12 journey, it still had a big impact on a lot of our students.

We also had some other "one off" days and camps to respond to the COVID situation and the sense of isolation it was causing in our community. This focussed a lot on the Year 8s. We introduced a Year 8 day of reflection, which was held at the Sale Baptist Church. Some of that day looked at community building and personal responsibility, it also asked students to reflect on their place in the wider community and to reflect on their own search for meaning in a world which is often difficult to navigate. This response to COVID also allowed us the opportunity to take the Year 8s on a camp (as they had missed their Year 7 camp.) While the daytime activities were more of an outdoor adventure type, we spent each evening with a focus on meaning and personal growth in light of our Catholic sense of dignity and purpose.

Learning and Teaching

Goals & Intended Outcomes

To strategically move the College to a recontextualised, post-critical and dialogical community:

- That there is a consistent articulation and application of Catholic Identity, supported by the Sion and Marist charisms and expressed dialogically within an increasingly diverse school community.
- Post-critical belief is promoted and enhanced through the recontextualised religious education curriculum, to live in Christ Jesus and the lived experience of the school.

Teachers to use student evidence to inform practice of high impact teaching strategies:

- That we have a shared understanding of effective learning and teaching practice through collective teacher efficacy.
- That teachers engage in universal and targeted assessment to meet the needs of students.
- That teachers have a deep knowledge of the VCAA learning progressions.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian curriculum capabilities.

Use evidence and data to understand student progression and inform high-quality planning and targeted teaching:

- That leaders and teachers have the capacity to read, interpret and action data and evidence for school and student performance.
- That assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented.

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

- Provide support and resources for the development of an appropriate meeting schedule.
- That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus.
- That effective leadership structures and practices are in place that ensure the growth and performance of evidence-based teacher practice.

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

- That student outcomes drive the allocation of school resources.

- That purposeful, effective and contemporary learning spaces are provided.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.

Achievements

Catholic Identity and Religious Education Achievements

- Term 1 Marist PD and 'In the Marist Way' PD.
- Draft booklet produced, progress ongoing. Details to be expanded before publishing in 2022.
- Prayers uploaded to SIMON daily.
- Continue to plan for possible alternative events that comply with COVID regulations.
- Significant concern at not being able to gather as a spiritual community.
- Distribution of Parish bulletin with Sunday readings to all staff. Support given to local parishes when possible given restrictions.
- Student Connect online events.
- Marist and Sion online gathering for students.
- Year level RE Leaders have stepped up and worked collectively.
- Developed the Learning Area office that has space for resources and collaboration.

Learning and Teaching Achievements

- Creation of Learning Area office spaces to support and encourage teacher efficacy in subject areas.
- Professional Learning Teams to meet once a week with learning focus which is connected to staff meeting agenda.
- Regular meetings of Middle Learning Area Leaders and Assistant Principal Learning and Teaching to support two-way communication and shared understanding of teaching environment and student needs.
- Literacy Collective Team continued to explore Inquiry Question and put in place specific strategies to clarification of vocabulary, Expanding vocabulary as a cross-curriculum priority.
- To support the key focus of teachers of engaging in universal and targeted assessment, Ben Lawless returned to deliver whole school professional learning to reinforce the best use of developmental rubrics. This included ongoing consultation with Ben.
- Continual emphasis and re-enforcement of the use of high impact teaching strategies of learning intentions, success criteria and opportunities for student collaboration. This was included in the College's Action Plan for Remote Learning. Learning Coaches have interviewed all teachers and reviewed HIT strategies.
- Developed a centralised Google Drive for curriculum sharing.

- Annual PAT testing was conducted in Term 3.
- Learning Adjustment Team presented Whole School Professional Learning at staff meeting.

Leadership Achievements

- Staff meetings have discussed strategic intent for the 2020 Implementation Plan.
- Implemented the 2020 Position of Leadership review with all positions. Induction program for new Positions of Leadership.
- Time given at staff meetings to outline specific role descriptions to all teaching staff.
- Investigating the mini slogans for each year: 'Every student, Every Day', 'Belonging Slogan'.
- Masterplan was presented to all staff and feedback invited.
- Rollout of the planned amalgamation.
- Review of Year 7 locker space, stadium change areas and planned courts on Cunninghame Street.
- Regular meetings with the Child Safe Committee.
- Staff have completed compliance modules.
- Revised Child Safety committee to ensure College Counsellors and Directors of Engagement represent child safety throughout the College. 2021 Student Diary displays all members of the Child Safe Committee.
- Updated Professional Development provided in areas including Information Sharing & Family Violence Reforms. Staff attended practical workshops. Summary of workshops provided at All Staff presentation.
- Modified daily procedures (including additional Yard duties) to ensure student safety at all times.
- All Staff PD for fire safety and evacuation procedures. Compliance with current directives regarding COVID-19.

STUDENT LEARNING OUTCOMES

NAPLAN

When analyzing our Year 7 NAPLAN data it is apparent that all domains fell below the National and State mean. The learning impact of COVID over the past two years on this cohort of students is still to be fully determined. However in Reading and Numeracy respectively 74 percent and 76 percent of this cohort demonstrated relative growth between Year 5 and Year 7.

Our Year 9 NAPLAN Data shows that this cohort achieved very close to the National and State mean for all domains. A very encouraging statistic indicates that in Reading and Numeracy the students had 84 percent and 86 percent respectively medium or high growth.

We continued to use annual 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 available on our Student Management System for relevant teachers to assist with planning and meeting individual student needs.

MEDIAN NAPLAN RESULTS FOR YEAR 9

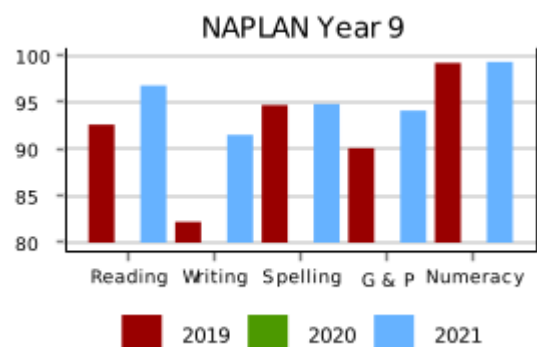
Year 9 Grammar & Punctuation	573.8
Year 9 Numeracy	592.8
Year 9 Reading	590.1
Year 9 Spelling	573.4
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	98.1	-	-	92.9	-
YR 07 Numeracy	99.4	-	-	96.2	-
YR 07 Reading	99.4	-	-	98.8	-
YR 07 Spelling	95.5	-	-	96.8	-
YR 07 Writing	96.2	-	-	96.2	-
YR 09 Grammar & Punctuation	90.1	-	-	94.1	-
YR 09 Numeracy	99.2	-	-	99.3	-
YR 09 Reading	92.6	-	-	96.8	-
YR 09 Spelling	94.7	-	-	94.8	-
YR 09 Writing	82.2	-	-	91.5	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

At Catholic College Sale, we commenced 2021 with optimism toward re-establishing a strong and cohesive College community for our students, staff, and our families. Our year brought new challenges through the continuum of extensive periods of Remote Learning. Our primary focus involved enhancing the social interactions of young people, both on-site and via remote learning, through coming together and enjoying friendship and social interaction throughout their school day. Furthermore, we continued to establish clear routines for all members of the College community, ensuring a supportive, caring and challenging environment for rich learning and personal growth, a hallmark of the College.

Maintaining a strong focus on the wellbeing for our students and staff, both within their school environment and in their life beyond was significant as both students and families were continually faced with the ever-shifting challenges that the year brought us.

During the inaugural year of both campuses coming together, a Vertical House System was integrated within the College providing the opportunity for every student to be welcomed into Catholic College Sale by becoming a valued member within their House and Pastoral Groups consisting of students from Years 7- 9 and students from Years 10-12. This system (a Vertical House System) provides an opportunity for all students to nurture relationships with their peers, whilst being supported and mentored within their Pastoral Groups. All members of the Pastoral group are supported with their learning and wellbeing via the student's Pastoral Care Teacher, House Leader and additional support from the two College Counsellors.

As we continued to strive to keep students learning throughout all periods of the pandemic, Catholic College Sale nurtured resilient learners and fostered a whole-person approach to help students cope with adversity.

1. Teachers to use student evidence to inform the practice of high impact teaching strategies. All staff have a shared understanding of effective learning and teaching practice through collective teacher efficacy.
2. The College continues to develop an understanding of the learning and wellbeing needs of students which is promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.
3. To enable all leaders to be Instructional Leaders and to promote evidence-based practices to improve student learning. To continue to build the capacity of Middle Leaders and ensure the focus is student-centred and promotes and models child safe behaviours.

Achievements

- The College's Behaviour and Management policy and procedures were reviewed with a team of staff to ensure management strategies are consistent throughout the College, whilst providing support structures for all students with learning and wellbeing.
- Developed a Whole School Approach Working Team to work towards the implementation of the Whole School Approach to Positive Behaviour - Universals, whilst working collaboratively with the DOSCEL WSAPBS Facilitator throughout this process. The working team met

regularly during Semester Two and presented progress reports and engaging activities during staff meetings.

- Collaboration with DOSCEL WSAPBS Facilitator to undertake a review of data from the staff survey. Presentations to all staff including sharing survey results whilst focusing on forming universal school-wide expectations.
- Reviewed the Child Safe Committee to ensure College Counsellors and Directors of Engagement represent Child Safety throughout the College community. Ensuring all students are aware of the staff members which formed the Child Safe Committee via documentation within the Student Diary and displayed around the school campus.
- Provided professional development to all staff in areas including Information Sharing & Family Violence Reforms and practical workshops. Summary of workshops provided at All Staff presentations.
- All staff completed mandatory Child Safeguard Policy and Procedures modules via training provided by MSA and DOSCEL to ensure Child Safe Standards are embedded across all facets of our practices and procedures.
- The implementation of the new Student Leadership Structure and Vertical House System, including the formation of the new Student Leadership Team. Members of the Student Leadership Team participated in College community events including the de-commissioning of the Sion campus, campus tours to prospective families, school assemblies and liturgical celebrations.
- Whilst following all COVID-19 restrictions, the College celebrated the Year 11 Presentation Ball (Term 1), Years 7, 8 & 10 camps (Term 2), Year 12 Retreat & Reflection Days (Term 1 & 2) and Year 12 Valedictory held on-site for students only, with families and friends joining the celebrations via live-streaming.

VALUE ADDED

- Youth Mental Health First Aid Training provided to all College House Leaders.
- Headspace Student Presentation & online Parent Information Evening provided to all parents and members of our College Community.
- Modified daily operational procedures (including additional Yard duties) to ensure student safety at all times and additional support for teachers on duty.
- Due to our new Year 7 students not being able to come on-site in 2020, a Year 7 Induction Day was conducted to ensure all members of the cohort were provided a thorough induction including school tours, spiritual formation and workshops outlining details of the College daily organisation, along with learning expectations and wellbeing support structures.
- Establishing Student Care Teams for students challenged by returning to on-site learning and engagement, whilst working towards ensuring flexible structures were implemented to support student wellbeing and learning.
- The Charism Garden offers a visible and easily accessible resource for broadening the understanding of the Sion and Marist charisms.

- Student Leadership Formation via Marist Schools Australia for the Year 12 Student Leadership Team provided an opportunity to broaden their understanding of the ethos of the school in preparation for their leadership roles in 2022.

COVID-19 On-Site Learning

- The College offered students who required On-Site Learning a structured environment which reflected our normal school day, with support measures in place from staff including Teachers, Learning Support Officers and an on-site College Counsellor. Students struggling with engagement in the Remote Learning program were also welcomed on-site to obtain further guidance and support when required.

STUDENT SATISFACTION

- Students at Catholic College Sale were given extensive teaching support with both on and off-site learning (due to the pandemic), whilst support structures within the College community provided students and their families with the support required throughout the challenges of 2021.
- The College Leadership Team provided opportunities to participate in traditional activities (including camps, retreat, sports carnivals & the College Valedictory) under mandated COVID-19 requirements wherever possible.
- Students also identified that they felt encouraged to engage in their learning, especially in the College's numeracy and literacy programs.

STUDENT ATTENDANCE

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

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

Monitoring Daily Attendance

Catholic College Sale has implemented the following systems and procedures to monitor the daily attendance of students and identify absences from College or class:

- Parents are responsible for ensuring that they notify the College to explain the absence of their child on any particular school day. Notification may be provided via the Parent Access Module, email or by telephoning the College, and should be made prior to the start of the College day.
- Class teachers take the class roll promptly at the commencement of each Pastoral Group lesson as well as each assigned lesson.
- All absences are recorded using SIMON student management software which then cross-checks against the absentee notifications that have been provided to the College that day.

Following up Unexplained Absences

Catholic College Sale has implemented the following systems and procedures in order to follow up unexplained absences from the College:

- Where an absence has not been explained by 10:00am, an SMS text message is forwarded to the student's parent/guardian notifying them of the absence and requesting that they immediately contact student services.
- If the parent/guardian does not respond by 11:00am, student services will make contact via telephone with any of the contacts listed.
- If no verbal verification has taken place with any contact, a voice message will be left with one of the contacts.
- Where the absence remains unexplained the matter will be reported to the House Leader for investigation and follow-up.

Modifications to monitor attendance during COVID Remote Learning

The College managed Remote Learning from August 2020 to December 2021 as outlined below. The College remained open at all times for Essential Service families and students needing extra assistance with learning in a safe location.

In accordance with the requirement of the Victorian State Government and under direction of the College Governors, the College moved to 'Catholic College Sale Remote Learning 2' as of Thursday 6th August 2020. It was anticipated that Catholic College Sale Remote Learning 2 would be implemented until the end of Term Three and students would return to on-site learning at the beginning of Term Four, unless otherwise directed by the authorities.

At the conclusion of our last remote learning period we endeavoured to obtain feedback from students, parents and teachers on ways that in the event of a return to remote learning we could better meet the needs of all in our community. Therefore, for this period of remote learning we made some significant changes.

The College restructured the school day to support student learning and allow more connectivity between students and teachers. The day was structured as follows:

Period Times

Pastoral*: 8:45 - 8:55

Period One: 9:00 - 9:40

Period Two: 9:45 - 10:25
Recess: 10:25 - 10:40
Period Three: 10:40 - 11:20
Period Four: 11:25 - 12:05
Period Five: 12:10 - 12:50
Lunch: 12:50 - 1:20
Consolidation & Organisation**: 1:20 - 3:20

* Each lesson began with a 10-15 minute Zoom from the assigned teacher. In this period of time, rolls were taken and an explanation of the lesson provided. All students were expected to be present in school uniform and on camera at their workstations in a suitable location (not in a bedroom or a vehicle). If students were unable to Zoom, they emailed their class teacher. Where this was a regular occurrence, the College was in touch to offer support.

** For students the Consolidation & Organisation period from 1:20pm - 3:20pm looked different depending on student needs for that day. Options included:

- Complete any outstanding work
- Summarize notes from lessons (notes, posters, flashcards)
- Email teachers for assistance
- Zoom small group revisions (student-led)
- Physical activity and exercise
- Wellbeing check-in with peers

All teachers were available during the Consolidation & Organisation period via email.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 67.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.8%
Y08	88.8%
Y09	90.4%
Y10	87.1%
Overall average attendance	89.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	82.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	[psd.bachelor]%
TAFE / VET	[psd.vet]%
Apprenticeship / Traineeship	[psd.apprentice]%
Deferred	[psd.deferred]%
Employment	[psd.employed]%
Other – The category of Other includes both students Looking for Work and those classed as Other	[psd.other]%

PARENT SATISFACTION

Parents continue to express confidence that the College is a safe and engaging learning environment for their children. Parents frequently comment at enrolment that they are impressed with the variety of Pathways offered to students and they know the College provides a safe environment.

The proactive transition program for students from the large number of primary associate schools is appreciated and students and parents engage in this process. Additional resources are applied to families that have children with particular learning and transition needs. Parents understand that due to COVID some programs had to be cancelled.

College events when possible are well-supported by parents' presence, especially information evenings and the Year 7 and 8 Welcome Evening. Recently online connections have been well accessed by parents due to COVID restrictions.

Parent support for Parent Student Teacher interviews, especially in Year 7 and 12, is high and very positive. The introduction of the Parent Access Module which communicates student progress in a timely manner has resulted in a decrease in parent presence in person and online. 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, but many were cancelled in 2021 due to COVID restrictions:

- Family night for all parents
- VCAL and VCE information evening
- Pathway evening and Expo
- Year 8 into 9 information evening and Year 6 into 7 information evening
- Year 7 Orientation day
- 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
- Invitation to parents to assist with SSV Sports
- Invitation to parents to assist with Marist Sports
- Invitation to parents to assist with the Year 7 camp and Year 10 excursion to Tasmania
- Invitation to parents to join in celebratory Masses including Open College Mass and Community Peace Mass
- 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 Year 7-12

Child Safe Standards

Goals & Intended Outcomes

- To ensure the College embeds practices and procedures to enable Catholic College Sale to comply with all legislative requirements and uphold the Child Safeguarding Standards.
- To continue to provide annual refresher training and professional development for all staff members within our College community.
- To develop annual refresher training for direct volunteers and contractors.
- To continue to provide awareness and relevant information within the College curriculum.
- The College Risk Register is maintained through CompliSpace.

Achievements

- The College has continued its working relationship with CompliSpace to ensure the highest standards possible in implementing the updated MSA Child Safeguard standards.
- Meeting and maintaining the National Catholic Safeguarding Standards.
- The College has implemented the updated MSA Child Safeguarding policies.
- Relevant training opportunities have been provided to all staff members via College staff meetings and electronic modules.
- The Child Safe Committee audited existing child safe standards in preparation for the implementation of new guidelines in Child Safe Standards.
- The College improved protocols and procedures through Human Resources Practices for the induction of new employees and visitors.
- The College committed to ongoing work with the Student Voice Committee to increase empowerment for students.

Leadership

Goals & Intended Outcomes

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

1) That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.

- Purposeful recruitment of staff, targeted induction program and ongoing professional learning opportunities to all staff.
- Continue review and updating of Position Descriptions.
- Advertise widely to increase the pool of applicants.
- Ensure all Professional Learning Applications are in line with AIP priorities and identified in Annual Review Meetings.

2) That purposeful, effective and contemporary learning spaces are provided.

- Review of Master Plan.

3) Building the capacity of Middle Leaders.

- Building Middle Leaders Workshops specific to our context within the Meeting Schedule.
- Review of the 2021 new POL Structure.
- Review and adjust position descriptions in light of feedback.
- Revisit ARM's 2021 goals for Middle Leaders.

Leadership that promotes and models Child Safe behaviours:

1) Monthly meetings of the Child Safe Committee: agenda and minutes published with specific use of Risk Assessment Register.

- Regular meeting of the Child Safety Committee including a standing agenda item that reviews Child Safety Register (utilise the CECV Tool).

2) Safeguard children in the 7 - 12 context.

- All staff to develop an understanding of the Child Safeguard Policy and Procedures via mandatory staff training provided by MSA and DOSCEL.

- Ensure daily management procedures (including before and after school) for all students is understood by staff.
- Empower teachers to be able to relate to the multi-level campus.
- Survey Teachers to reflect on Headstart period (Semester One 2021).
- Create and run a formal Induction Workshop prior to 2021 school year.
- Review supervision areas on campus.

3) Find more ways to encourage Student Voice - specifically in relation to Child Safety.

- Implementation of the new Student Leadership Structure and Vertical House Structure.
- Ensure via Pastoral Teacher and internal advertising that every Pastoral Group has a representative on Student Voice Council and encourage regular attendance.

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

1) That the school's instructional vision and strategic intent is known by staff to ensure a successful transition to one campus.

- Staff meetings have discussed Strategic Intent for the 2020-2023 Improvement Plan.
- 2021 Implementation Plan to be presented and discussed.
- 'Every Student, Every Day' banners, posters and badges produced and distributed.
- Updated publications distributed to all staff and made available on SIMON.

2) That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.

- Staff have completed compliance modules provided by MSA and DOSCEL.
- Check VIT registrations and WWCC monthly.
- Check all fire escape access.
- All staff PD for emergency management procedures.
- Compliance with current directives regarding COVID-19
- Distribution of bulletins to school community regarding COVID-19.

3) Review of Business Manager and Compliance Officer Role to ensure staff have adequate support, policies and training.

- Review of Business Manager role, Compliance Officer role and position descriptions.
- Hire of Business Manager.
- Reallocation of duties within Administration in line with review of roles and delegations.

Achievements

- Priority given to student learning spaces.
- John XXIII redevelopment completed and operational.
- Reassessment of the Capital Works program has taken place, in light to the 2021 School budget and possible impact of COVID-19.
- Projects have been scaled back with amalgamation taking place January 2021.
- The College continues to source expert staff in a variety of areas, including leadership, teaching, finance and compliance.
- Staff have completed compliance modules.
- Check VIT registrations and Working with Children Checks on a monthly basis.
- Check of fire escape access.
- All staff PD for fire safety and evacuation procedures.
- Compliance with current directives regarding COVID-19.
- Distribution of bulletins to school community regarding COVID-19.
- Agendas and minutes available in a timely manner to all staff via SIMON.
- Meeting schedule available at start of each semester.
- Adapted for Remote Learning.
- Staff meetings have discussed Strategic Intent for the 2022 Implementation Plan.
- 2021 Implementation Plan has been presented and discussed.
- Principal update bulletins are regularly distributed.
- SIMON notices keep staff and students informed.
- Development of the College website has continued.
- Positions of Leadership (POL) - new structure has been implemented.
- Time has been allocated at staff meetings to discuss new POL positions and role descriptions.
- Masterplan reviewed for specific needs: locker areas, student facilities.
- Child Safety information forms part of all meeting agendas.
- Yard Duty supervision reviewed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- RE Accreditation
- VIT Effective Mentoring Program
- VCE VET in Sport and Recreation 2020 Exam Report Webinar
- VATE Meet the Assessors 2021

- VCE Mini Conference Virtual
- CDES Psychology Conference
- TAEASS502 Design and Develop Assessment (Webinar)Tools
- Timetabling Solutions - Timetabling Course
- MAV - Meet the Assessors & SAC Preparation
- Extended Investigation Annual Professional Seminar
- Learning Adjustment Leader Induction Day
- Welshler Individual Assessment Test
- Secondary Network Meeting
- Grad CERT Career Development Practice - Online Induction
- Eastern Cluster CEO Sale "MLLC Meeting Term 1 2021"
- Term One Languages Local Cluster Meeting
- Deakin University Careers Seminar
- RMIT Careers Advisors Briefing
- Maths Pathway - Rich Learning in Practise
- LTAV Gippsland Group Tour of the Gippsland Technical School
- Sale Diocese: Information Sharing & Family Violence Reforms: Practical Workshop for Professionals
- Diploma of Leadership and Management Swinburne University
- VCE 2023 Study Design Feedback Consultation
- Understanding PAT - progressive achievement
- PAT - Getting ahead with PAT
- Effective Mentoring Program Day 2
- Workshop 2 - Graduate Certificate Career Development
- AEV Arts Education Conference
- GTAV conference and examiners report
- Federation University Career Practitioner Day Gippsland 2021
- In the Marist Way: New Staff Formation
- ESCI Online Intensive Course
- ACU Careers Advisory Conference
- Law Sense School: Dealing with sexual assault between students and navigating consent
- VEX Robotics webinar series for teachers
- HTAV Annual Conference
- Mental Health First Aid Course

- Marist Educational Leadership Program
- CHCCCS019 Recognise & respond to crisis situations
- Ripponlea VET Music PD Day
- 2021 VTAC briefing for careers practitioners
- The Art of Engaging Boys
- VicPhysics Workshop for Lab Techs
- Critical Thinking Test Assessor Training Day
- 17th Annual AIM Conference (French)
- Career Service Benchmarking
- Teacher Exam Preparation - HHD
- ACER - Getting ahead with PAT
- SIMON training with the CEO
- Languages Cluster Meeting
- Cry of the earth, Cry of the poor
- Upskilling to Food Studies Teaching
- Accredited Live Virtual Workshops on Autism and Aspergers: Teaching Strategies & Behaviour Support
- Refresher OHS Training Course
- Structure your Cambridge Essential Maths resources for improved student results
- Business Management Exam Revision Lecture
- Health and Safety Representative Initial 5-Day Training Course
- Psychology Exam Revision Lecture
- You Can Do It - Resilience Course
- Teacher exam revision seminars - Global Politics
- Method Exam 1 Assessing
- VCAA Psychology Assessor Training
- DOSCEL Learning & Teaching Network Meeting
- GAT Assessment and Training
- VCE English Exam Assessment and Training
- VCAA Chemistry Exam Marking
- Professional Learning and Formation in Religious Education
- VCE Outdoor and Environmental Science: The NGV as a Teaching Resource
- "Truth Telling & the Yoo-rrook Justice Commission"
- Wellington School Industry Round Table Workshop

- CIML meeting
- VCAA Assessor Meeting
- Building Classroom Discipline - What they didn't teach you at college
- RMIT Careers Advisory Briefing
- VATE Structuring your year: Unit 3&4 English
- Online Beyond TEEL
- 2021 ATOM State Conference
- Beyond TEEL
- 2021 Career Practitioners End of Year Briefing
- Growth Coaching International - Coaching Accreditation Program

Number of teachers who participated in PL in 2021	78
Average expenditure per teacher for PL	\$469

TEACHER SATISFACTION

Teachers have again had a very challenging year in developing their pedagogical practice and engaging with students. Their willingness to meet new challenges and adjustability has been a credit to themselves and their collegial support.

Teachers continued to embrace the need to be flexible in their pedagogical practice as they moved in and out of on-site and remote off-site lesson delivery to students. There was clear appreciation of the standard and practical support provided as teachers developed new skill sets or expanded existing skills.

Clear development was shown in teacher comfort levels, support for each other, clarity of roles, a team work approach to problem-solving and ownership of decision-making.

Teachers expressed improvement in continual support and growth in student processes and pastoral care. Significant improvement was experienced in curriculum processes with improved consultation.

Understandably, as in 2020, areas of student motivation and ability to engage with parents were continual challenges given the constant changes to on-site and off-site learning. There is a solid partnership between school, students and parents; with all working for positive outcomes for students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.3%
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TEACHER QUALIFICATIONS

Doctorate	1.4%
Masters	14.3%
Graduate	34.3%
Graduate Certificate	8.6%
Bachelor Degree	82.9%
Advanced Diploma	14.3%
No Qualifications Listed	11.4%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	77.0
Teaching Staff (FTE)	70.9
Non-Teaching Staff (Headcount)	49.0
Non-Teaching Staff (FTE)	43.1
Indigenous Teaching Staff (Headcount)	1.0

Future Directions

The College is very pleased with how the amalgamation of the College has progressed onto one campus. This is an ongoing process that will continue throughout 2022.

Two years of COVID have challenged the set pattern and routine of school life and impeded the continual process of building culture in spirituality, learning and wellbeing. The College will focus on building the resilience of returning students and on building cultural touch stones after two years of interruptions and cancellation of spiritual and significant activities and events.

The College will continue to embed the Marist and Sion charisms within the College culture as they continue to enrich student faith, purpose and engagement with others.

Catholic College Sale will continue to prepare for a governance restructure and will make the necessary adjustments as the new governance evolves and is embedded into the College community. Together with this process the College will continue its evaluation process to oversee the continued smooth transition to one site.

The new Positions of Leadership structure will be reviewed with a view to making minor adjustments in 2023 before a full review in 2023 for the commencements of a new round of POL openings as the three-year cycle concludes in preparation for 2024.

The College will continue to implement its Strategic Improvement Plan for Catholic identity, learning and leadership across all areas of the College. Our learning focus on literacy and numeracy will continue with the College re-engaging external expertise to facilitate this development.

With the completion of two outdoor covered learning areas and the new car park in 2021, the College will focus on additional security fencing and the expansion of more green space in 2022.