

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



CATHOLIC COLLEGE WODONGA



SCHOOL REGISTRATION
NUMBER: 1800

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Minimum Standards Attestation

I, Darren Hovey, attest that Catholic College Wodonga 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1 May 2019

Our College Vision

At Catholic College Wodonga, we believe in living life in Jesus. In keeping with the Mercy tradition, we believe in the dignity of the individual and selfless, honest, life-giving relationships. We strive to be a spirit filled, educational community that realises the fullest potential of Jesus' message for creation.

College Overview

Mission

CATHOLIC IDENTITY

Catholic College Wodonga:

- Commits to living lives of service embracing the values of Jesus with relevance to today's society, both locally and globally.
- Promotes a community in which compassion, justice, fairness and equality exists for all.
- Continuously provides opportunities for immersion in Catholic tradition.

LEADERSHIP

Catholic College Wodonga:

- Encourages leadership across the school that is visionary, reflective, courageous, collaborative, inclusive and respectful.
- Promotes leadership amongst students, staff and community members that nurtures and values individual strengths for the benefit of the whole community.

LEARNING AND TEACHING

Catholic College Wodonga:

- Aims to provide a contemporary and challenging educational environment that fosters relationships to enhance learning for all individuals.
- Develops innovative, creative, engaging, meaningful and flexible curriculum.
- Recognises the importance of appropriate organisational structures in providing the best possible learning.
- Commits to the use of collaboration, feedback and reflective practice to enhance performance.
- Promotes effective and practical ways of continually improving teaching practice.

PASTORAL CARE AND WELLBEING

Catholic College Wodonga:

- Promotes pastoral wellbeing programs and behaviours that enable its community members to be connected and stay connected in a child safe environment.
- Aspires to provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a child safe environment.
- Aims to develop a community consciousness of shared responsibility for the care and wellbeing of others.
- Endeavours to enable community members to understand the process of accessing support and to feel comfortable to do so.

STEWARDSHIP OF RESOURCES

Catholic College Wodonga:

- Acknowledges the past and present Indigenous people of this land and endeavours to draw wisdom from their connection.
- Aspires to develop a deep appreciation of the necessity of a healthy relationship between humanity and the environment.
- Promotes the ideals of a sustainable environment for the future, commits to change how we source and use energy and other resources.
- Has an ongoing plan to maintain and renew resources.
- Aims to explicitly promote a shared contribution and responsibility for the use and maintenance of community resources.

Graduate Outcomes

Catholic College students' live life in Jesus by:

- Developing and sustaining loving, empathetic and supportive relationships.
- Serving others with honour, courage and integrity.
- Being creative problem solvers, critical and reflective thinkers and self-directed, lifelong learners.
- Knowing and valuing themselves, having a sense of confidence and belonging.
- Being flexible and resilient with a sense of dignity and self-respect.
- Being environmentally and socially responsible within their local, national and global communities.
- Striving to achieve their best academically.

Principal's Report

College Overview

Over the past 39 years Catholic College Wodonga has provided a catholic education, which is a faith centred community inspired by Christ. In 2018 we continued to have strong enrolment growth in the junior years and our overall enrolment increased to over 1160 students. The College draws students from the parishes of Wodonga, Beechworth, Rutherglen, Mt Beauty, Tallangatta, Corryong and Chiltern.

Our students are divided into six Learning Communities and embrace a Learning Mentor program to enhance the social, emotional, spiritual and educational growth for all students. An integrated learning curriculum, award winning learning spaces as well as a positive team environment prepares our students from our Middle School to enter our Senior School. Our Senior School provides VCE, VET and VCAL tailored programs, which are designed for all our students to experience success in their chosen pathway. Based on the success of our Horizon program, an independent learning program, staff commenced the process to consider how best to move to a vertical curriculum across years 9 and 10.

In fourth term we commenced using the new Aquinas science centre, which has allowed our students and staff to engage in “state of the art” facilities for the delivery of STEM. This building program was the start of the new master plan which will inform all future building programs at Catholic College Wodonga.



Our Catholic Education Wodonga theme for 2018 was, “Serve God by serving others.” The three virtues aligned to this quote from the gospel of Mark are, “with joy, “with compassion” and “with peace”. Throughout 2018 we encouraged our community to bring this theme to life. Events such as Catholic College Day, Youth Ministry, Peer Mentoring Year 7 and 10, the school production are but a few examples of the theme being “lived” by our community.

In 2018 our College continued to develop the Horizon program, an independent learning program offered to students from Year 8 to Year 11. Significant research and planning was put into this program throughout 2018 by our Learning and Teaching Leaders and Deputy Principal Learning Teaching and Innovation. For the second year in a row this work has been recognised internationally with Cambridge University Student Union selecting Catholic College Wodonga to be a part of their Innovation 800 project which recognises innovative approaches across a number of industries. We were one of a small number of organisations selected in Australia.

The growth in our Year 7 enrolments continued in 2018, with the College recording its highest Year 7 enrolment of 216 students. I believe this enrolment reflects our desire to provide all students with a pathway which allows them to explore their gifts and talents to achieve success. At the start of 2018 we welcomed our new Parish Priest Fr Junjun Amaya. Father Junjun has made a significant impact on our community and we look forward to working closely with him as he leads our community in faith.



College Community

Goals & Intended Outcomes

Achievements

- Recognition of the Horizon program from Cambridge University Innovation 800 series.
- Development of the Student Service Model
- Redevelopment of our parent teams at each year level to support each other informally, but to also offer support to the College when called upon.
- Establishment of a partnership with the Richmond Institute of Sport Leadership

Value Add

- Hosting of community events such as local primary graduations and VET based trade shows
- Parent and community Learning Walks with the Principal
- Development of partnerships between Swinburne, La Trobe and Charles Sturt Universities.



Parent Satisfaction

In 2018 our College has received significant feedback from our parent community. Throughout 2018 we held numerous parent meetings and community conversations. Our Wellbeing nights, parent team gatherings and community conversations continued to receive strong support. As a community we surveyed our parents regarding the type of curriculum structure we intend to explore, we received over 200 replies in two weeks. This was an excellent response which affirmed our decision to explore a possible vertical curriculum across our school.

Church Authority Report

In his tweet on 7 March 2019, Pope Francis wrote: “*At the beginning of Lent, it would do us good to ask for the grace to preserve the memory of all that the Lord has done in our lives, of how He has loved us.*” [@Pontifex](#)

In the light of this year’s CEW theme ‘*Rise up and Pray: Ask, seek, knock, listen*’, I think we could pray for the same grace to reminisce all that our Good Lord has done in our schools for the last year.

Personally, I am grateful to God for the opportunity to be part of the life of our Wodonga Catholic Schools inspired by Mercy story as each carries out the Catholic ethos enlightened by the *Life in Jesus* (CCW), by *learning to love and loving to learn* (St Monica’s), by ‘*Being true*’ (St Augustine’s) and by the spirit of *St Francis*.



I have been in this parish for a little over a year now and I see how our schools serve as a community in which **caring** is not just confined within its walls but beyond borders through the collaboration of parents, teachers and staff, in which **faith** is not just taught but experienced in prayers at school and parish liturgies, in which **formation** and **education** are not just to form intellectuals but to form people who have a heart that feel for others, think of others and care for others, and in which **diversity** is not just embraced but celebrated.

For these, while renewing my confidence, gratitude and high regard to our leadership team in our schools, as they worked diligently to foster our identity as a Catholic Educational presence in this area, I commend this annual school report.

I pray that the Lord who has begun the good works in our Catholics schools may bring them to fulfilment.

Sincerely yours, Father Junjun Amaya PP, Conical Administrator

Education in Faith

Goals & Intended Outcomes

Serve God by serving others with joy, with compassion, with peace. (Mark 10:45)

As we embarked upon 2018 our Community was challenged to take up this CEW theme and look for ways that we could enact its message in all aspects of our lives.

It was wonderful to see students and staff lead/participate in events as a result of living out this theme for example, Relay for Life, Caritas Ks, and the Condobolin immersion. Our Year 11 Youth Ministry programme extended its service to include the Year 8 students as well as enhance the service to Feltrimber Community Centre and St. Monica's Primary School.

This year we offered a "stand alone" Religious Education programme to our Year 7 and 8 students with the hope that our students would become more familiar with the Catholic tradition and then would have a more solid understanding of what it means to be a student in a Catholic school. We focused heavily on students having an understanding of Catholic Social Teaching principles that again enabled them to more fully live out our 2108 theme.

Gathering together for the celebration of Learning Community Masses has become more embedded in our liturgical celebrations and it was fantastic to see more of our Sacred Heart parishioners come to these Masses. The tradition of parishioners praying for our Year 12 students has been strengthened as a result of these celebrations.

Our staff gathered at the beginning of Term 3 to participate in a Staff Retreat at Beechworth. Personnel from Catholic Mission lead the Retreat which explored the theme of Service and witness; the retreat aimed at challenging staff to take up Jesus' teachings in their daily work and to give authentic witness to our faith.

Our Community was saddened by the death of Sister Imelda Gain in April. Sr. Imelda was an amazing supporter of Catholic Education in Wodonga and of our school. She was always the "go to" person to discover more of the Mercy story and we miss her presence amongst us.

We truly lived "Life in Jesus" at Catholic College in 2018.

Value Add

Throughout 2018

- Increased number of students participating in the pathways Youth Ministry in Years 10, 11 and 12
- Attendance at the inaugural Ablaze event, organised by Sandhurst Catholic Education
- Justice Matters camp
- Increased numbers of parishioners attending student Year 12 breakfast in Term 3.
- Participation of staff in professional development opportunities
- Whole staff retreat
- Ministry of Catholic Schooling
- Yingardi Mungo Immersion
- CEO/Parish workshop on celebrating Eucharist and developing Liturgy
- Increased numbers of students and families attending the Year 7 Welcome Mass



Learning and Teaching

Goals & Intended Outcomes

Our Learning and Teaching Annual Action Plan included:

- Enhancing Effective Teaching
- Creating a data scope and sequence
- Finalising the Catholic College Learning and Teaching Framework
- Investigate recommendations from the Structure Team

Through the implementation of the High Impact Teaching Strategies (HITS) across Year Levels and Learning Areas, our focus was on those teaching strategies that have been demonstrated to have a positive impact on student learning.

Our Structure Project team in 2017/2018 outlined a range of recommendations, our goal in 2018 was to determine a way-forward with these recommendations to improve student learning opportunities.

Achievements

2018 saw a number of staff led initiatives in the space of Learning and Teaching. A whole staff Professional Development day on the literacy skills across the curriculum was a huge success with the day being led by our Literacy POR holders. This day was the culmination of weeks of study and touring around the State looking at how large secondary schools approach the explicit and implicit teaching of literacy across the curriculum. A junior school reading program was trialled (successfully) in Term 4 2018 to be rolled out across the school in 2019. This was supplemented with a data scope and sequence that identified how and when we would collect student learning data to inform our practice.

In 2018, the NCCD survey required all staff to participate in professional development about the adjustment levels and requirements for students with specific learning needs. Our NCCD team led this professional development for all teaching staff to ensure accuracy and consistency across the school in regards to the support we offer all students.

The continuation of the Horizon program and the implementation of the Science Honours Program saw students continuing to push themselves in and outside of the classroom. Successful partnerships with tertiary institutions and community organisations are the key to success for these programs and we're appreciative of these important connections.

The College Leadership team began to closely explore the notion of a vertical curriculum across Years 9 and 10. Plans were put in place for further development and strategy to see this come to life in 2020 and beyond.

VCE Results

We were delighted and proud of all our students' achievements. The following results are of note: 4% of students achieved an ATAR over 90, 21% achieved a score over 80 and 31% of students achieving an ATAR score over 70. These were excellent results meaning 1 in 5 of our students received an ATAR above 80.



Particularly pleasing was our students achieved 23 individual study scores above 40, across 13 separate subjects, placing them in the top 9% of the state in these subjects. The breadth of subjects where success occurred is a testament to the fact that this is a school that caters to a wide range of student interests and abilities.

STUDENT LEARNING OUTCOMES

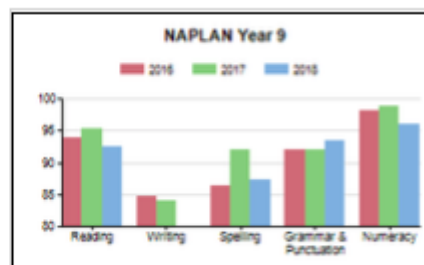
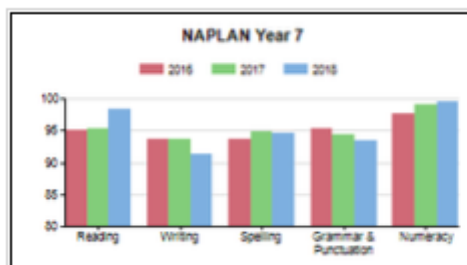
Our College NAPLAN results provide us with local challenges as educators. As a College we have appointed Literacy and Numeracy Research positions of responsibility in order to investigate the data more thoroughly, explore what other schools are doing differently and to lead professional development for our staff.

One of our key responses to our NAPLAN data is the piloting of a College Reading Program in 2018. This was a successful program in 2018 and we look forward to engaging with the community to see it develop and become an integral part of the college in 2019 and beyond.

NAPLAN remains a critical data set that we can use as educators to inform our practice and we look to also complement this with a wide range of other school data to create a full picture of our students. Our staff are committed to using all data sets strategically to continually reflect upon all aspects of our Learning and Teaching programs.

E3050 Catholic College Wodonga, Wodonga

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	95.4	94.3	-1.1	93.5	-0.8
YR 07 Numeracy	97.6	99.0	1.4	99.5	0.5
YR 07 Reading	95.2	95.3	0.1	96.4	3.1
YR 07 Spelling	93.6	94.8	1.2	94.6	-0.2
YR 07 Writing	93.6	93.8	0.2	91.4	-2.4
YR 09 Grammar & Punctuation	92.0	92.1	0.1	93.4	1.3
YR 09 Numeracy	98.2	98.8	0.6	96.0	-2.8
YR 09 Reading	93.9	95.4	1.5	92.6	-2.8
YR 09 Spelling	86.4	92.1	5.7	87.4	-4.7
YR 09 Writing	84.7	84.1	-0.6	75.2	-8.9



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	85.2%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.6
Y08	91.3
Y09	88.0
Y10	90.6
Overall average attendance	90.4

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.0%
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STAFF RETENTION RATE

Staff Retention Rate	94.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.1%
Graduate	43.6%
Graduate Certificate	6.4%
Bachelor Degree	83.0%
Advanced Diploma	12.8%
No Qualifications Listed	2.1%



STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	99
Teaching Staff (FTE)	89.8
Non-Teaching Staff (Headcount)	67
Non-Teaching Staff (FTE)	68.5
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	574.1
Year 9 Reading	568.2
Year 9 Spelling	557.5
Year 9 Writing	523.2

SENIOR SECONDARY OUTCOMES

VCE Median Score	28
VCE Completion Rate	99%
VCAL Completion Rate	83%

POST-SCHOOL DESTINATIONS AS AT 2018

Tertiary Study	22.4%
TAFE / VET	7.1%
Apprenticeship / Traineeship	24.7%
Deferred	27.1%
Employment	16.5%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.4%

Student Wellbeing

Goals & Intended Outcomes

In 2018 the staff of Catholic College commenced implementing the new Learning Mentor Program. This goal originated from the 2017 working party recommendations, changes included moving away from student goal setting to conversations about student learning and a re-engagement with community building.

The College has continued engage with Catholic Education Sandhurst and Swinburne University to start implementing the Student Services model to support students, families and staff in the area of Wellbeing, Learning Diversity, Student Management and Pathways. The key goal of this group was to implement the new communication channel recommended by the working party. Added to this was the implementation of the new Student Services data based.

Achievements

New student services database has required significant work from the college ICT team under the guidance of the members of the Student Services working party. By the conclusion of 2018 the database was used by all groups who work under the Student Services model to update student information for PLP process, wellbeing referrals and wellbeing documentation.

In 2018 the Year 10 and Year 7 Learning and Teaching Leaders focussed on the consolidation of the National Peer Support Program sees year 7 students, within the framework of a structured program, mentored by year 10 students in the areas of values and resilience. The program fosters engagement at a peer to peer level assisting our students in transitioning to secondary education.

The College successfully celebrated R U OK Day and Bully Know Way Day making them annual event that inform our community of the importance mental health and wellbeing play in our lives.

Student Satisfaction

In 2018 the College utilised PIVOT feedback data to gauge the level of Student satisfaction.

Student responses to questions, aligned to the ATSIL Standards, indicated a strong sense of belonging and safety.

Student responses to questions associated with respect of teachers towards them were positive. Furthermore, the Pivot data indicated that students feel teachers care about them, respect their contributions to class and feel comfortable to seek assistance.

Attendance

The importance of students attending school cannot be undervalued. Regular attendance at school reinforces routine behaviours; allows students to be a part of sequenced learning experiences; provides more opportunities for feedback to be given and assists with the development of social skills such as friendship building, teamwork and communication. Most importantly it promotes more opportunities for students to find experiences that will develop their connectedness to Catholic College, their education and peer relationships.



When a student did not attend school the following process took place:

As roles are taken every morning during LM a student's non-attendance is immediately recorded via our electronic student management system SIMON. If the College had not been notified of a student absence, then a follow up phone call was made to the students' parents or guardians by our Student Services Officer to ascertain the reason for the absence.

Parents/Guardians were able to notify the College of a student's absence by phoning the College absence line, which operated 24/7. When a student in Year 7, 8, 10, 11 or 12 arrived late they had to sign in at the College Student Reception Office. Year 9 students signed in at Nganala Reception. If no communication from a Parent or Guardian was received, then the Student Services Officer made contact to ascertain why the student was late. The same process applied for when a student signed out prior to 3.15pm.

Catholic College is proud to support any student involved in extra-curricular sports programs. This meant that at times a number of students from across all year levels were absent for long periods of time, therefore causing attendance rates to fall.



Value Add

In 2018 Catholic College continued to offer programs aimed to develop personal growth, learning, build resilience and engagement. Initiatives such;

- Learning Conversations,
- Multicultural days,
- Peer Support,
- Senior Girls Fitness Group,
- Boys Fitness Group,
- The Rite Journey,
- Seasons of Growth

Child Safe Standards

Goals and Intended Outcomes

At Catholic College, we embrace the implementation of the Child Safety Standards and recognise the fundamental importance of them ensuring we offer a child safe environment.

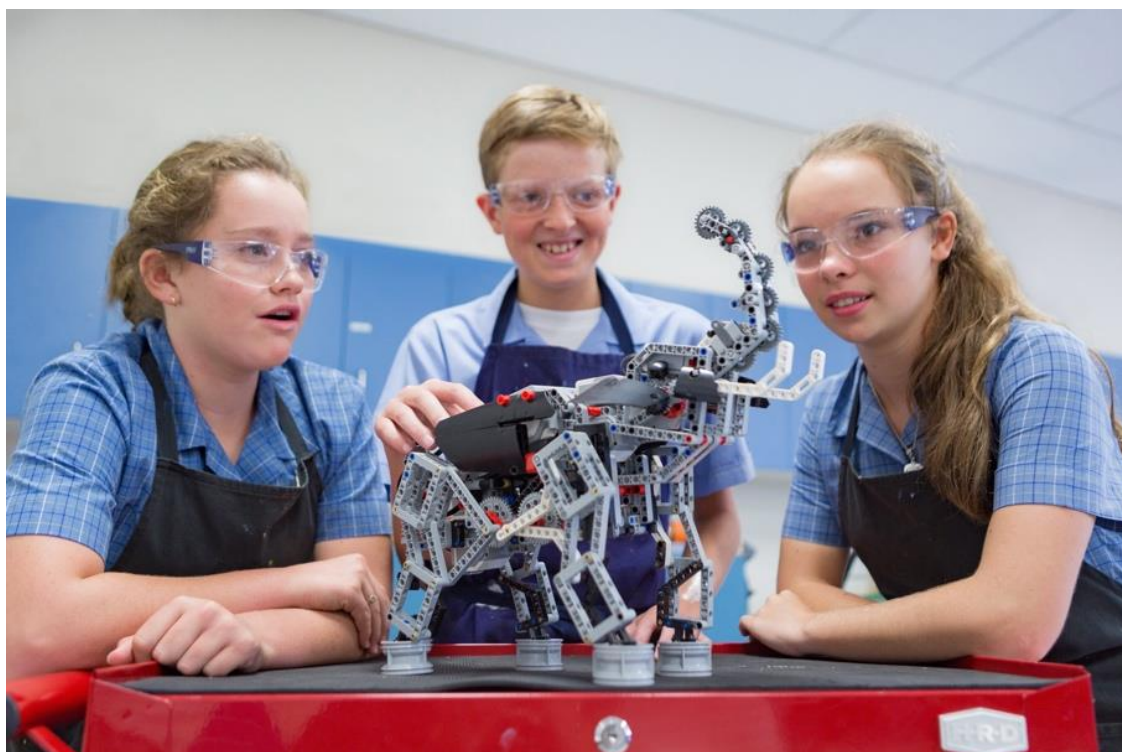
Achievements

- Continued development and implementation of policies and protocols for ensuring a Child Safe Environment
- Specific development items at Leadership meetings
- Professional development for all staff at college staff meetings
- Community awareness through newsletter and website
- Continued development of CCW iLearn modules
- Use of Complispace for Child Safety policies and procedures
- Presentation to students by Child Safety Officers and Principal

Goals and Intended Outcomes

Schools should consider how they have integrated the child safety focus into their school's vision and broader goals for the care and wellbeing of all students.

Schools should refer to their 2018 Child Safety Plan in order to identify the goals and intended outcomes.



Leadership & Management

Goals and Intended Outcomes.

In 2018 Catholic College commence its first year of the new three-year Strategic Plan. The key goals and intended outcomes under Leadership and Management for 2018 were the continued embedding of the Coaching Program using Pivot, full staff retreat at Beechworth and running of the Leadership Development Series. Other key goals included making Catholic College a Professional Learning provider and hub of learning for the North East Region of Victoria. To assist in the delivery of professional development at Catholic College, the Combined Leaders group were one of the key drivers in this delivery. The Combined Leaders group consists of every POL and POR holder in the college.

Achievements

The Coaching Program at Catholic College continues to go from strength to strength. In 2018 a new group of POL or POR holders were the coaches. This required new professional development for all leaders, which then allowed for the enhancement of skills, or for new leaders the opportunity to extend themselves in the role of coach.

At the start term 3 all staff participated in a retreat at Beechworth. Once again the Combined Leaders group played a key role in the delivery of the two days. The committee who designed the two days were able to utilise this large group of leaders to implement a very successful program.

The Leadership Development Series was hosted at Catholic College for a second year. This program provides leadership development for new or those aspiring to leadership. Over the two years that the program has run, 20 leadership projects have been developed and implemented.

Expenditure on Professional Learning

Travel and Accommodation	\$ 32,352.83
Professional Learning	\$114,374.17
Total Professional Learning	\$142,303.20
Expenditure per staff member	\$1039.77
Percentage of Staff Engaged in PD	100%

Description of Professional Learning undertaken in 2018

In 2018 the participation and expenditure on professional learning increased as the school looked to offer more opportunities for staff on site at Catholic College, as well as a whole staff retreat. The retreat had a significant impact on the staff as it was the first opportunity many staff had, had to participate in a two day, off campus retreat.

The school continued to have teams of staff go to big educational conferences across Australia including Future Schools, the ACEL Conference and SCIL in Sydney. There was a large range of school based professional learning around learning support, leadership, restorative training, behaviour management, the use of the Google for Education suite of programs and the introduction of new study designs across many areas of the VCE. This professional learning was offered by CCW staff and visiting experts. Domain Area conferences continue to be well supported with strong attendance at events such as ACHPER, STAV, MAV, VATE and COMVIEW. The school continues to maintain its support of individual professional learning through the significant allocation of funds and time in the Professional Learning budget.



Teacher Satisfaction

The feedback gained from Pivot data highlighted that staff morale is high. There is strong teacher satisfaction with key aspects of school life and future directions for Catholic College. Initiatives around staff Wellbeing in 2018 have been well received and have helped to create a positive, collaborative work environment. The college continued to use the services of Align Health who provided wellbeing and OT consultations for staff.

The positive attitude of staff is reflected in the school's retention rate over the past 4 years. Staff movement has been minimal over these years and the college consistently receives enquiries from teachers and non – teachers looking to further their careers at Catholic College.

College Community

Goals & Intended Outcomes

Our focus for 2018 was the implementation of our new strategic plan. The new plan highlighted the importance of parent and community involvement in the college.

Achievements

- The creation of one event which all parent teams participate in. Some evenings have upwards of 40 parents attending a Parent focused event. These events are run for parents by parents.
- Community Conversations
- Catholic College Science honours theme nights

Value added

- Increase participation of parents at school sporting carnivals
- Use of College facilities by local organisations
- Parent and community Learning Walks
- Parishioners Christmas in July



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

**This College monitors its compliance with the minimum standards in an ongoing manner.
Compliance is confirmed as part of the preparation for this report**