



# Catholic College Wodonga Wodonga

2020

Annual Report to the School Community



Registered School Number: 1800

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## Contact Details

|                    |                                    |
|--------------------|------------------------------------|
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| PARISH PRIEST      | Fr Junjun Amaya                    |
| SCHOOL BOARD CHAIR | Shey Iori                          |
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| E NUMBER           | E3050                              |

## 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 2020 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 School.

30/04/2021

**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](http://www.acnc.gov.au)

## Our College Identity and Vision Statements

### 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.

### 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 & 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 & 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.

## College Overview

Catholic College Wodonga officially opened in 1979. At this time the College was administered by the Mercy Sisters in conjunction with the Diocese of Sandhurst. In 1979 the Year 12 class had thirteen female students, in 2020 our Year 7 enrolment was 224 students, and we had 170 Year 12 students. In the early days Catholic College Wodonga students came predominately from families close to the location of the school, in 2020 our students come from the parishes of Wodonga, Beechworth, Rutherglen, Mt Beauty, Tallangatta, Corryong and Chiltern. Today we continue to build in the vision of Catherine McAuley by providing educational opportunities for all.

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. Throughout 2020 staff continued to design learning opportunities for our Year 8 and Year 9, who completed their second year of selecting subjects for 2021 from a new Pathways, vertical structure.

Throughout 2020 the review of Pathways vertical structure was postponed due to the challenges presented by COVID19. We look to engage in a review of our vertical structure in 2021.

## Principal's Report

This year marked a significant change in the way in which learning was delivered at Catholic College Wodonga. The outbreak of COVID19 not only impacted our community, but the communities throughout the world. I have a real sense of pride in our community for the way staff, students and parents supported each other to achieve the best possible results in what was a very challenging situation.

Whilst COVID19 presented us numerous challenges we have continued to provide professional development to our staff utilising various online platforms and online learning opportunities.

We continued to explore the development of the Student Services Centre which we envisage will come to fruition by the end of 2021. This will eventually bring Student Development, Wellbeing, Learning Diversity and Careers under the one team. A key aspect of this approach will be to make sure all relevant support staff are working together seamlessly to provide the best possible support for all our students.

In 2020, we revisited our Position of Leadership structure and developed a new structure for the 2021-2023 period. A significant number of staff applied for positions and I thank all staff who saw this as an opportunity to extend or commence their leadership journey.

The growth in our overall enrolments continued in 2020. I believe this growth in enrolments reflects our desire to provide all students with a pathway which allows them to explore their gifts and talents to achieve success. As our student numbers continue to grow, so too does the size of our staff. Importantly we have been able to attract staff who complement our current employees, at a time when regional and rural schools have struggled to fill positions.



## Parish Priest's Report

The year 2020 is indeed a year to remember because of the Coronavirus pandemic that has brought the world to its knees and has remarkably changed the world.

For me, it is a year to remember because it also marked the conclusion of the role of Parish priests as Canonical Administrators of the schools in the parish.

In a way, it is a relief for me as the Canonical Administrator to four schools in Wodonga, Corryong and Tallangatta.

And thanks to all principals and many others who, in the spirit of subsidiarity, have contributed to make the process, the transition and change of governance as smooth as it can be, especially in matters pertaining the relationship between the Schools and parish.

That being said, I am also encouraged by the fact that though I am no longer in that role, my presence and involvement in our schools is still expected in some capacity.

I am glad schools are back onsite now.

The fact that schools are back in having some school liturgies now which involve us priests gives me and Fr Dean a sense of normalcy. I hope and pray this keeps on track now.

As for Fr Dean, he is enjoying the warm welcome that the parish has given for him as well as the way our school has welcomed him in the liturgies he has led.

A big thanks to each of our school leaders, teachers, staff, students, parents and guardians for your resilience, hard work, dedication and ongoing commitment to our schools during this challenging time of our life.

I also commend the way our schools have worked on to highlight the health and safety for our students and school community as we hopefully get to a new normal- whatever it would look like.

With hope for a Covid free future, I pray that enlightened by the Mercy story and inspired by the humble life of (St Francis), we may all remain 'being true' (St Augustine), 'learn to love and love to learn' (St Monica's) and live our 'life in Jesus' (Catholic College Wodonga).

When this Pandemic is over:

May we never go back to being indifferent to the sufferings of others.

May we never turn away from caring and helping others.

May we continue to show our respect for others.

May we never take for granted the true friends we have found this time.

May we continue to cherish the presence of our loved ones around us.

May our faith keep us going.

May our hope keep motivating us to live on.

May our love keep giving us purpose and direction in life.

Let us trust that in God's own time, things will be beautiful again.

God bless you all!

Fr Junjun



## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

"Listen to what the Spirit is saying"

### Achievements

Utilising the data from celebrating our 40th Anniversary we commenced a review of our ongoing relationship with our past. Connecting or re-connecting to our Mercy heritage provided our community with an understanding of our role in the ongoing story that is Catholic College Wodonga.

Whilst our Catholic College Day celebrations were small considering the usual significant event it is for our community, we were still able to provide an online liturgy providing our students and staff with an opportunity to celebrate all our College's story. The Mercy education values of: respect, service, justice, compassion, courage and hospitality — underpinned our liturgy beautifully linking our past, present and future experiences in this Community.

Learning Community Prayer Journals were presented to each Community in the hope that our students/staff/families would be able to contribute to the prayer life of our College and that, in time, these journals would also contribute to and record the faith story of Catholic College.

We explored ways in which to develop our Parish connections in what were very tight restrictions.

We continued to plan for future possibilities in 2021 and saw this as an opportunity to reflect on the work we had done which our Parish in recent years.

Staff formation in faith and undertaking Professional learning to gain Accreditation to Teach in a Catholic school were provided via an online platform from Kylie Smith, Catholic Education Sandhurst throughout 2020. It was extremely rewarding to witness the growing confidence in our staff in their ability to lead and plan prayer — praying is becoming more naturally integrated into all aspects of College life.

Our staff is the key resource in ensuring that our community fully lives out Catholic College's vision of being a place where "...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 based in a child safe environment. We strive to be a spirit-filled educational community that realises the fullest potential of Jesus' message for creation."

### VALUE ADDED

- Youth Ministry programmes in Years 10, 11 and 12 responding to and leading retreat/service activities in diverse settings — CEW schools, Involvement in Youth-led Masses online.
- Continued planning for the Pathways program which will enable students to have greater choice and control over the Religious Education options they can undertake.
- Opportunities to be involved in Social Justice & sustainability activities and fundraising initiatives — Leadership Day, Caritas Ks, support for local support service organisations.

- Staff participation in a variety of Professional Development facilitated by the Sandhurst CEO: Eco spirituality, workshops lead by Kylie Smith, Leadership formation.
- Reflection and future planning for continued Yingardi Immersions to Mungo National Park — providing staff with an ability to connect to the land and enhance their understanding of our First Nations people and their culture.
- Whilst restricted due to COVID19 we continued to work with students to provide opportunities for planning, leading and celebrating Eucharist and liturgies — Learning Community Masses, Year 7 Welcome Mass, ANZAC liturgy, Catholic College Day liturgy.
- Providing increased opportunities for staff to lead prayer via Zoom for Staff briefing/meetings.

## Learning & Teaching

### Goals & Intended Outcomes

Our Learning and Teaching Annual Action Plan included:

- Reviewing our Pathways Curriculum
- Exploring options for learning and teaching at Year 7 & 8
- Implementation of High Impact Teaching Strategies.

However, our goals quickly shifted in response to the global pandemic which saw us move our focus to continuity of learning in an interrupted school year.

### Achievements

In spite of difficult circumstances, 2020 saw a number of achievements. Our staff responded to the call to remote learning with gusto and re-trained in delivering effective lessons via Zoom. Our quick, flexible approach to the challenges meant we were ready to ensure continuity of learning for all our students from Years 7-12.

The successful implementation of the pathways program across Years 9/10 ensured our students were provided with choice never before available to them. This led to a marked increase in student engagement across these years. Our attention now turns to the Middle School (Years 7 & 8).

Our focus on High Impact Teaching Strategies did not waiver across lock-downs, with staff presented with professional learning opportunities to embed HITS into their remote learning classes. Consideration for all our students in our classes was a further highlight. Our personalised learning programs (PLPs) for identified students assisted staff to ensure all levels of learning were catered for throughout the period of remote learning.

In spite of such a difficult year we were delighted and proud of all our students' achievements. The following results were of note: 7% of students achieved an ATAR over 90, 22% of students achieved a score over 80 and 37% of students received an ATAR over 70.

Our students achieved 21 individual study scores over 40, across 11 subjects. The breadth of these subjects where success occurred is a testament to the fact that this school caters to a wide range of student interests and abilities.

### STUDENT LEARNING OUTCOMES

While there was no NAPLAN data to reflect on, our school was able to track the learning growth of our students through our use of Essential Assessment Data and On Demand Data. Continuing the numeracy and literacy testing of our students across remote learning and the various lock-downs became more pertinent as it appeared some students were not engaging with the online lessons. Our numeracy data in particular shows us some positive growth as our students move through the school, each year level starting the year in a stronger position than the previous cohort. Our literacy data shows a similar trend.

In 2020, our data collection focused also on the wellbeing of our students and our families as they worked remotely for prolonged periods of time. Our qualitative data collected

demonstrates our students and families felt supported and encouraged us to explore options for maintaining some elements of the remote learning approach to school. We continue to explore these options into the future.

| MEDIAN NAPLAN RESULTS FOR YEAR 9 |  | * |
|----------------------------------|--|---|
| Year 9 Grammar & Punctuation     |  |   |
| Year 9 Numeracy                  |  |   |
| Year 9 Reading                   |  |   |
| Year 9 Spelling                  |  |   |
| Year 9 Writing                   |  |   |

\* 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.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |      |      |             |      |             |
|--|------|------|-------------|------|-------------|
| NAPLAN TESTS   | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
|  | %    | %    | Changes     | %    | Changes     |
|  |      |      | %           | *    | *           |
| YR 07 Grammar & Punctuation                          | 93.5 | 97.1 | 3.6         |      |             |
| YR 07 Numeracy                                       | 99.5 | 97.6 | -1.9        |      |             |
| YR 07 Reading  | 98.4 | 98.1 | -0.3        |      |             |
| YR 07 Spelling                                       | 94.6 | 95.2 | 0.6         |      |             |
| YR 07 Writing  | 91.4 | 94.8 | 3.4         |      |             |
| YR 09 Grammar & Punctuation                          | 93.4 | 88.3 | -5.1        |      |             |
| YR 09 Numeracy                                       | 96.0 | 99.0 | 3.0         |      |             |
| YR 09 Reading  | 92.6 | 92.5 | -0.1        |      |             |
| YR 09 Spelling                                       | 87.4 | 91.4 | 4.0         |      |             |
| YR 09 Writing  | 75.2 | 84.7 | 9.5         |      |             |

\* 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.



## Pastoral Wellbeing

### Goals & Intended Outcomes

During 2020 the College moved towards developing a new model and structure of service provision for its students. This saw the College Executive and Leadership Team approve the implementation of Student Services. Student Services will now enable for the integration of Learning Community Leaders, Learning Diversity Team, Wellbeing Team, College Speech Pathologist, Career Education and Pathways, ADF Liaison and Senior Studies and VASS Coordinator into one team. The aim of this integration sees all Catholic College Wodonga students provided the opportunity to be supported in an effective, efficient and fair way either via appropriate individualised supports or multiple supports, which operate within a coordinated team setting.

### Achievements

Building on the work of 2019 the College has successfully embedded a Social Emotion Learning curriculum within the Learning Mentor Program. This ensures students are exposed to discussions and activities which generate healthy conversations around Positive and Respectful Relationships, Values, Gratitude and Resilience. Within these activities, opportunities are provided for peer to peer learning via the College's vertical structure of the Learning Mentor Program.

Further to this, the College continues to promote and participate in national awareness campaigns such as Bullying No Way Day, R U O.K Day and Sorry Day.

#### VALUE ADDED

The College continues to provide opportunities for its young people to build on and develop personal and spiritual growth, learning and community partnerships by offering initiatives such as:

- Learning Mentor Learning Conversations
- Youth Ministry
- The Rite Journey
- Learning Community Masses and Liturgies
- Student Leadership Activities and Events
- Learning Community Events
- Work Experience
- Lunchtimes Board Games Group
- Whole School Sports Carnivals
- Year Level Camps and Retreats
- National Awareness Days

- Inter-school Sports
- Australian Defence Force Student Support Group

## STUDENT SATISFACTION

Employing the use of PIVOT student feedback, the College is able to ascertain the level of student engagement and satisfaction. Overall student responses indicate our young people feel a strong sense of connection to the College. Conversely, students continue to feel safe and supported at school, believe they are respected by teachers and are willing to seek support from a variety of sources when required.



**STUDENT ATTENDANCE**

The importance and value of student attendance is understood to be a key indicator of student success and engagement. High attendance plays a significant role in the development of routine, connectedness to peers and community, high levels of engagement and genuinely positive learning experiences. This is due to students being provided more opportunities for feedback, the development of social skills such as teamwork and friendship forming. Importantly it ensures more opportunities to engage in learning activities which may allow for the achievement of successful outcomes for each individual.

Catholic College keeps a register of the daily attendance of all students at the College in electronic form. The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Reason for absences
- Documentation to substantiate reason for absence.

Attendance is checked at least twice a day, at:

- 9:00am (Learning Mentor Admin)
- 2.15pm (Period 4).

The following systems and procedures have been implemented in order to monitor the daily attendance of students and identify absences from college or class:

- Parents/Carers are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the College and should be made prior to the start of college.
- Class teachers take the class roll promptly at the commencement of the school day and each period.
- All absences are recorded using SIMON (LMS). The Attendance and Admissions Officer cross-checks this against the absentee notifications that have been provided to the College that day.
- Where students are participating in courses provided by other providers, class teachers contact providers at the commencement and end of the day to ensure student attendance has been monitored by the provider.
- Where an absence has not been explained by 9.30am an SMS Text message is forwarded to the student's parent/carer notifying them of the absence and requesting that they immediately contact the College. This notification is made on the same day, as soon as practicable, including for post-compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the Learning Community Leader for investigation and follow up.
- 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.

Due to COVID-19, student attendance requirements were modified for students learning remotely.

- During the first contact of the day (Learning Mentor) each student was asked to attend via Zoom and get their attendance checked
- Where an absence had not been explained by 9.30am an SMS Text message is forwarded to the student's parent/carer notifying them of the absence and requesting that they immediately contact the College.
- The roll was then marked at the start of each period, via logging on to the class Zoom.
- If a student was in non-attendance for classes consistently an email to their Learning Community Leader was sent to follow up

#### YEARS 9 – 12 STUDENT RETENTION RATE

|                                      |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 81.6% |
|--------------------------------------|-------|

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

|                            |       |
|----------------------------|-------|
| Y07                        | 93.9% |
| Y08                        | 93.3% |
| Y09                        | 93.6% |
| Y10                        | 93.9% |
| Overall average attendance | 93.7% |

#### SENIOR SECONDARY OUTCOMES

|                      |       |
|----------------------|-------|
| VCE Median Score     | 29.0  |
| VCE Completion Rate  | 99.0% |
| VCAL Completion Rate | 73.0% |

| POST-SCHOOL DESTINATIONS AS AT 2020  |       |
|--|-------|
| Tertiary Study   | 44.0% |
| TAFE / VET   | 10.0% |
| Apprenticeship / Traineeship   | 15.0% |
| Deferred   | 12.0% |
| Employment   | 17.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 2.0%  |

## Child Safe Standards

### Goals & 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
- Student Leaders designed posters related to Child Safety focussed on "PROTECT" information, Identifying and Responding to all Forms of Abuse.
- Parent and Staff information session with Vanessa Hamilton
- Specific development items at Leadership meetings
- Professional development for all staff at college staff meetings
- Community information from the Principal via the College newsletter
- Community awareness through newsletter and website
- Continued development of the Staff learning System modules
- Continued implementation of Child Safe practices in the recruitment of new staff
- Use of Complispace for Child Safety policies and procedures
- Presentation to students by Child Safety Officers and Principal

## Leadership & Management

### Goals & Intended Outcomes

In 2020 Catholic College Wodonga completed its final year of the current three-year Strategic Plan. The key goals and intended outcomes under Leadership and Management for 2020 included the ongoing use of data, both internal and external to make strategic decisions for the College's future. A number of the goals related to professional feedback for Teaching staff utilising PIVOT was postponed due to the unique teaching environment created by COVID19. In its place the College leadership utilised data from students, parents/carers and staff via Google forms to understand how best to navigate our way through remote learning and onsite learning in light of the restrictions that were placed on our community.

A key goal for Leadership and the whole College community in 2020 was the planning, organising and allocating of time and resources for the continuation of the Pathways Program at Years 9 and 10.

Throughout the second half of 2020 the college Executive Team and Consultative Team sought feedback from staff regarding our Positions of Leadership structure for the 2021-2023 period. At the completion of this consultation period positions of leadership for the 2021-2023 period were advertised, interviewed and appointed for the commencement of 2021. Once again we had numerous applications for all positions, I congratulate all staff who took the opportunity to nominate for one of the positions.

### Achievements

- Development of new Positions of Leadership structure
- Development of Strategic Plan 2021 - 2023
- Appointment of a new Leadership Team
- Utilisation of Zoom platform to provide Leadership Professional Development
- Utilisation of Zoom platform to provide Leadership Spiritual formation from Kylie Smith, Catholic Education Sandhurst.
- Forging a new relationship with Crazy Ideas College to plan for a social innovator two day student professional development in 2021.
- Input by members of the Executive Team into the new Catholic Education Sandhurst Pty Ltd governance structures

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

As with all schools Professional Learning was somewhat limited in scope and capacity in the 2020 school year. Catholic College Wodonga as with many schools across Victoria had a focus on up-skilling and supporting staff as they moved into remote learning. The college's ICT department took a leading role in creating documents and short videos to assist staff in using Zoom as a teaching tool for a significant part of the year. The main areas of Professional Learning that continued to be supported by the school included, coaching of senior leaders,

study support, a heightened focus on staff wellbeing, compliance requirements (First Aid, CPR and Anaphylaxis) and individual requests for PL. Many Professional Learning organisations quickly transitioned to online professional learning — a real positive for staff and schools in rural and regional areas where travel and accommodation have been significant costs in professional learning budgets. The school continued to work with Align Work Health to support and educate staff around health and wellbeing as they worked from home. One growth area during 2020 was the informal yet powerful examples of professional learning that occurred as teachers and staff realigned the way they approached professional learning. Staff communicated, and collaborated about students, teaching strategies, skill development and new online learning tools in a supportive and enthusiastic manner, driven by the circumstances of the pandemic. This teacher driven professional learning was one positive outcome of a very different year for schools.

In terms of Professional Learning spending in 2020 costs were down as expected.

The numbers of teachers participating in PL was 100%

The average expenditure per teacher for PL was \$575.50

**TEACHER SATISFACTION**

The main tool used by Catholic College to ascertain teacher satisfaction is the Insight SRC survey. This tool wasn't administered in 2020. Teacher satisfaction in this circumstance can be gauged on anecdotal feedback and teacher movement at the end of the year. Catholic College had one staff member retire at the end of 2020 and some movement with maternity leave and staff choosing to go part-time, however, other than this the college continues to have a very stable staffing platform. Increased enrolments mean that new staff were employed across a range of subject areas. Catholic College continues to be an attractive option as an employer across North East Victoria with staff being employed from both the Government and Catholic sector.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 92.5% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 87.2% |
|----------------------|-------|



| <b>TEACHER QUALIFICATIONS</b> |       |
|-------------------------------|-------|
| Doctorate                     | 1.0%  |
| Masters                       | 16.2% |
| Graduate                      | 41.9% |
| Graduate Certificate          | 6.7%  |
| Bachelor Degree               | 85.7% |
| Advanced Diploma              | 10.5% |
| No Qualifications Listed      | 2.9%  |

| <b>STAFF COMPOSITION</b>              |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 5.0   |
| Teaching Staff (Headcount)            | 104.0 |
| Teaching Staff (FTE)                  | 93.9  |
| Non-Teaching Staff (Headcount)        | 63.0  |
| Non-Teaching Staff (FTE)              | 63.3  |
| Indigenous Teaching Staff (Headcount) | 0.0   |

## College Community

### Goals & Intended Outcomes

- Provide professional development in learning & teaching and wellbeing to staff, parents and the wider community
- Review of the 40-year anniversary data to forge new relationships and reconnect with members of our community

### Achievements

- Parent information sessions, enrolment information sessions and parent/teacher interviews via Zoom
- Continued support of local community organisation groups such as Carevan by our student and staff community
- Consistent and regular updating of COVID19 protocols via FAQ sheets

### VALUE ADDED

- Professional learning and support for extended members of our community
- Flexibility of our college community in regard to the ever-changing landscape during COVID19
- Extended work of our wellbeing teams supporting students, parents and staff throughout 2020

### PARENT SATISFACTION

Due to 2020 presenting extra challenges with the learning environments of our students and staff, data was collected from families post both blocks of remote learning. This data reflected the following:

- 80% of families believed the amount of work set was "just right" across all year levels.
- 85% of families thought communication from the College regarding College operations was outstanding.
- 75% of families thought communication from the College regarding their son/daughter's learning was outstanding.

There was concern raised about the amount of time spent on screens, but families and staff worked on a range of strategies to reduce screen time and also maintain continuity of learning.

There was a strong sense that the College was doing an amazing job in a state of flux. "Thank you! Catholic College always go above and beyond for all their students, staff and Families. You do an amazing job."



## Future Directions

In light of 2020 being the most disjointed and challenging year, 2021 will provide our community with the opportunity to review those strategic activities which we were unable to complete as well as incorporate many of the new learnings we encountered throughout 2020.

As an example the significant positive feedback we received regarding online parent teacher interviews and online enrolment interviews will lead us to considering the way in which we interact with our community in 2021.

As strategic intentions were paused for 2020, one significant area increased. We utilised the time to revisit our Master plan and send out expressions of interest for the new Pathways Centre which we were preparing to apply for a grant in 2021. The tendering process for the expressions of interest were robust and allowed us to find the architect who best understood our story and shared our vision for future learning at Catholic College Wodonga.