



Catholic College Wodonga Wodonga

2021 Annual Report to the School Community



Registered School Number: 1800

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Minimum Standards Attestation

I, Lorraine Willis, 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 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.

16/03/2022

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

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

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.

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 2021 our Year 7 enrolment was 218 students, and we had 151 Year 12 students. In the early days Catholic College Wodonga students came predominately from families close to the location of the school, in 2021 our students come from the parishes of Wodonga, Beechworth, Rutherglen, Mt Beauty, Tallangatta, Yackandandah, Corryong and Chiltern as well as students from the Albury Deanery in NSW. 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. Despite the continuation of online learning platforms to deliver learning experiences, throughout 2021 staff continued to design learning opportunities for our Year 8 and Year 9, who completed their second year of selecting subjects from a new Pathways, vertical structure.

This Pathways structure was reviewed at the end of 2021, with feedback provided from students, parents and staff. There were many strengths and positives recognised in this approach, and we will continue to explore those further as we refine our approach in 2022.

Principal's Report

This year continued to see us be innovative and adaptive in the way in which learning was delivered at Catholic College Wodonga. The continued impacts of COVID19 saw restrictions on the face-to-face learning opportunities permitted and led to the College embedding processes and structures for ensuring the continued provision of purposeful learning opportunities in an online environment. 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 continued to present us with 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, and we were able to finalise the new team structure before the year ended. A key aspect of this approach has been to make sure all relevant support staff are working together seamlessly to provide the best possible support for all our students. Our new Student Services space will be completed for the start of the 2022 academic year.

Throughout 2021, we experienced some changes in staff in leadership positions in the College. For a number of our staff, this presented the opportunity to extend or commence their leadership journey in. As a result of these changes, we welcomed a new Deputy Principal: Teaching and Innovation whose skills and strengths will help drive this vital area of the College into the future.

The growth in our overall enrolments continued in 2021. 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

As 2021 comes to an end it is with prayer, hope and optimism, that we look forward to 2022 as a year when things settle down. This has been my first year of no longer wearing the hat of the Canonical Administrator for our schools, but as Pastoral Leader.

That being said, my heart is full of gratitude to all our CEW School leaders, teachers, staff, students and parents for the amazing job you've done to cope with this extraordinary time of our life.

Yes, it is a difficult time for everyone, surely. I missed being present at regular school visits and liturgies because of the restrictions.

However, all of you working together to support each other, to keep going, to adjust and adapt to the circumstances even with very short notice, has definitely made this time of Pandemic more bearable. Kudos!

As a CEW school, you keep sharing the Mercy story, you remain faithful in your particular mission despite hardships as (St Francis) exemplified for us, you keep on 'learning to love and loving to learn' (St Monica's), you continue to 'Be true' to your ethos (St Augustine's) and you keep on track, living your 'Life in Jesus' (CCW).

I express my gratitude to all in our CEW schools, who have in more ways than one offered Fr Dean and I a warm welcome and hospitality as your Pastoral Leaders; keeping your connection with the parish by giving us an active role within Catholic Education Wodonga.

I thank God for all the very dedicated leadership team of our schools, especially in this unprecedented time in the history of our schools. Thank you.

I also thank all the teachers, teacher aides, specialists and staff, for your unwavering commitment to keep our schools going.

I also thank the parents and families of our students for your support and in more ways than one, acting as teachers of your children as well, while they learnt from home.

Of course, my gratitude goes to all our students who are not just part of our schools but also so generous in their skills and talents, unwavering in their energy and active in their commitment to live out and promote the identity and mission of Catholic Education Wodonga.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Faith in our Future

Achievements

Despite the ongoing challenges that COVID-19 continued to present to us in regard to celebrating as a liturgical community we were able to provide some opportunities for our Community to celebrate our story. Our Catholic College Wodonga Day liturgy enabled us to celebrate our story and to farewell Mrs. Alex McSwiney, our longest serving Catholic College staff member. Alex's speech to our community provided us with great insight to the story of our College and the hopes for the future to which we can aspire. 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.

We were able to undertake the Enhancing Catholic School Identity survey (provided by the Sandhurst Catholic Education Office) and it would be our hope that the results of this survey will inform our strategic planning in Catholic Identity for the next three years.

We continued to explore ways in which to develop our Parish connections in what were very tight restrictions. It would be our hope that Youth-led Masses return in 2022.

Staff formation in faith and undertaking Professional learning to Gain and Maintain Accreditation to Teach in a Catholic School and to Teach and Lead in a Catholic School were provided via an online platform from Kylie Smith, Catholic Education Sandhurst throughout 2021. It was extremely rewarding to witness the growing confidence in our staff in their ability to lead and plan prayer - praying continues to be more naturally integrated into all aspects of College life.

In November, under the leadership of Ms. Sheryl Phillips, Catholic College applied for and was successful in attaining the 2021 Philomena Billington Social Justice Through the Arts Scholarship. This scholarship will finance our Garden of Mercy that will be designed and planted during 2022.

Our staff is the key resource in ensuring that our community fully lives out Catholic College's vision of being a place where "...we witness to living life in Jesus. In-keeping with the Mercy tradition, we believe in the dignity of the individual and selfless, honest, life-giving relationships developed 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 9, 10, 11 and 12 responding to and leading retreat/service activities in diverse settings - CEW schools, Sacramental programme, Felltimber Community Centre, relationship with Melrose Primary school and the ongoing immersion experience in Condobolin.
- Extension of the Year 12/Parishioner Prayer Card initiative to include parishioners from our feeder Parishes: Chiltern, Rutherglen, Beechworth, Tallangatta, and Corryong.
- Continued planning for the Pathways program which will enable students to have greater choice and control over the Religious Education options they can undertake.
- In-line with the newly ratified Sandhurst Religious Education Policy, all students from Years 7 - 12 undertake formal religious education studies.
- Opportunities to be involved in Social Justice & sustainability activities and fund-raising initiatives - Leadership Day, Caritas Ks, Sandhurst Justice Matters Camp, and support for local service organisations.
- Staff participation in a variety of Professional Development facilitated by Catholic Education Sandhurst (CES): Understanding Jesus the Christ, workshops lead by Kylie Smith, Leadership formation.
- 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 and Catholic College Day liturgy.
- Providing increased opportunities for staff to lead prayer via Zoom for Staff briefing/meetings.
- We continue to offer opportunities for students to develop their gifts and talents through leadership opportunities and the following scholarships:
- Bishop Joe Grech Scholarship recipients: Henry Rotherham and Simone Herzina - both students were awarded their scholarship via an on-line presentation hosted by Catholic Education Sandhurst.
- Fr. Les Ring Scholarship recipients: Max Gobel and Mikaela Ward
- Mercy Education Award recipient: Bridget Cahill

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. Whilst transitioning in and out of remote learning, these actions were implemented in various stages with a strong focus on data and evidence to inform findings.

Achievements

In spite of difficult circumstances, 2021 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 Pathways program continued to develop with strong evidence to support enhanced student engagement and learning. The focus now turns to Year 7 and 8 and strategies to enhance engagement and learning across these year levels with a strong focus on literacy.

Our focus on High Impact Teaching Strategies continued to prosper, 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: 8% of students achieved an ATAR over 90 whilst 17% of students achieved a score over 80. This is a testament to the work of both students and teachers in attaining outstanding results this year.

Our students achieved 22 individual study scores over 40, across 13 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 and is an increase on 2021.

STUDENT LEARNING OUTCOMES

With NAPLAN returning in 2021, the College is extremely proud of the high levels of achievement of our students. In particular, the tracking of our Year 9 students showed some

outstanding growth for students from Year 7 to 9. For reference the following shows how many of our Year 9 students are at or above the national standard for each metric:

- Reading - 93%
- Writing - 81%
- Spelling - 89%
- Grammar and Punctuation - 94%
- Numeracy - 98%

These high levels of achievement are a result of learner focused teaching strategies and are informed by data from a range of varied sources. Writing is an area of renewed focus into the future for all students at the College.

MEDIAN NAPLAN RESULTS FOR YEAR 9

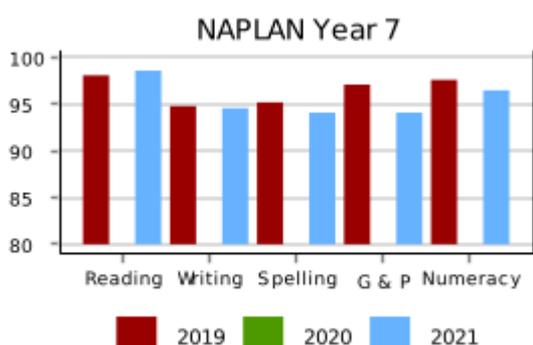
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	573.5
Year 9 Reading	571.7
Year 9 Spelling	572.5
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	97.1	-	-	94.1	-
YR 07 Numeracy	97.6	-	-	96.5	-
YR 07 Reading	98.1	-	-	98.6	-
YR 07 Spelling	95.2	-	-	94.1	-
YR 07 Writing	94.8	-	-	94.6	-
YR 09 Grammar & Punctuation	88.3	-	-	93.8	-
YR 09 Numeracy	99.0	-	-	97.9	-
YR 09 Reading	92.5	-	-	92.7	-
YR 09 Spelling	91.4	-	-	89.2	-
YR 09 Writing	84.7	-	-	80.7	-

* 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

2021 saw the College commence the physical remodelling of the Student Services space. The Student Services Centre will enable the integration of Learning Community Leaders, Learning Diversity Leaders, Well-being Team, College Speech Pathologist, Career Education and Pathways staff into one team. The aim of this integration is to provide all Catholic College Wodonga students with 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.

2021 also saw the formation of the School Wide Positive Behaviour Support Team which will lead the school in adopting a whole school approach to promoting positive behaviours.

Achievements

The College continues to follow the elements of the Victorian Curriculum to provide our Social and Emotional Learning program within Learning Mentor time. The focus ensures students are exposed to discussions and activities which generate healthy conversations around Values, Respectful Relationships, Gratitude and Resilience. Within these activities, opportunities are provided for safe 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 National Sorry Day. The College continues to look for opportunities to expand its social justice commitment to the community, predominately through a range of charitable fund-raising events. 2021 saw funds raised for Project Compassion and the Fred Hollows Foundation.

VALUE ADDED

The College continues to provide opportunities for its young people to grow personally and spiritually as learners, and as community members by offering programs and wider partnership initiatives such as:

- The Rite Journey and Youth Ministry including the Condobolin Experience
- Community Mass
- Camps and Retreats - Year 7 transition camp to Harrierville. Year 11 and 12 Spiritual Retreats to various location
- The Student Leadership Program, including an immersion day about Leadership styles and skills.
- CCW Day - themed day of "As seen on TV", with Community pizza, prizes and give-aways.

- Work experience and School Based Apprenticeship Programs
- Lunchtime board games and socialisation groups in the Duffy space
- Australian Defence Force Student Support Group
- Whole school sports carnivals, along with opportunities to compete at interschool events
- National Awareness Days - both whole school and Community based.

STUDENT SATISFACTION

During August 2021, students of Catholic College participated in the ACER Social Emotional and Wellbeing Survey. The survey provided the College with data on how students were tracking in regard to feelings/behaviours, internal strengths and external strengths. Results from the survey will be utilised to determine future social and emotional learning.

The College continued to engage in PIVOT student feedback, which enables the College to ascertain the level of student engagement and satisfaction. Overall student responses indicate our young people fell a strong sense of connectedness to the College. Students continue to feel safe and supported at school, believe they are respected by teachers and are will 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 an electronic register of the daily attendance of all students at the College. The following information is provided for each student

- Daily attendance
- Absences
- Reason for absences
- Documentation to substantiate reasons for absences.

Attendance is checked at least twice a day at:

- 9.00am (Learning Mentor time)
- 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 (Learning Management System). 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 extracurricular 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.

In 2021, during COVID-19 lock-downs, 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 was 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 80.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.4%
Y08	89.9%
Y09	88.3%
Y10	88.9%
Overall average attendance	89.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	68.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	28.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	25.0%
Deferred	22.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

Catholic College is robust in its commitment to upholding a child safe environment. We embrace the implementation of the Child Safety Standards and recognise the fundamental importance of them formally and informally within our community. The care, safety and well-being of our students is strengthened by our pastoral care - Learning Mentor Program and our soon-to-be completed Student Services Centre.

Achievements

The College continually reviews and develops strategies to ensure that the seven Child Safe Standards are embedded in our culture and practices. Some of these specific to 2021 have been:

- Moving toward the adoption of Catholic Education Framework documentation for internal use and on our College website
- Professional development of all staff at College, including the induction of new staff into the school community, in Mandatory Reporting and PROTECT. Staff know the appropriate course of action when an incident or allegation occurs.
- Presentation to Senior students their rights and responsibilities around child safe standards.
- Introducing pastoral care leaders to the Resilience Rights & Respectful Relationships resources.
- Ensuring that students have been provided with empowerment and voice through a reinvigorated Student Leadership Program.
- Ensuring specific child safe development items are followed and discussed at Leadership and whole of College staff meetings.
- Ensuring that Community is updated and informed from the Principal via the College newsletter.

Leadership & Management

Goals & Intended Outcomes

In 2021 Catholic College Wodonga completed began work on a new three-year Strategic Plan to run from 2021 to 2023. The key goals and intended outcomes under Leadership and Management for 2021 included the ongoing use of data, both internal and external to make strategic decisions for the College's future. Focus on the College's Vision and Mission was at the heart of our work in Catholic Identity as we look to grow as a Catholic learning community. This work will continue in the coming years.

Following the newly developed Positions of Leadership structure that occurred in 2020, the focus this year was on beginning to build collective efficacy. The College began work with external experts in the field as we look to establish a clear understanding of the power of team within our community believing that all staff and students are capable of achieving great things through a focus on consistent high standards and the flourishing of strengths.

This year saw the College successfully transition to the Sandhurst Diocese model of governance. This led to the implementation of Diocesan-wide policy and process across a variety of school operations.

Achievements

- Implementation of new Positions of Leadership
- Development of Strategic Plan 2021 - 2023
- Development of new leaders in their roles
- Design and formation of new Student Services team and space to facilitate best practice in provision of student well-being and support.
- Connection with Catholic Education Sandhurst as the governing body of the College

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

As with all schools, Professional Learning continued to be limited in scope and capacity in the 2021 school year. Catholic College Wodonga as with many schools across Victoria had a focus on up-skilling and supporting staff as they continued with periods of remote learning as well as periods of face to face teaching. One growth area during 2021 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.

The College's Professional Learning Coordinator took a leading role in creating opportunities for all staff to share their experiences with best practice in regard to remote learning and a shared document was created that outlined links to tools and online software that could be utilised by staff for effective delivery of content and/or classroom engagement strategies easily accessible in a remote learning landscape. A new initiative in 2021 was the development of a CCW specific 'Professional Learning Goals' portal whereby staff can add their individual PL goals, strategies and timelines for each goal (expectation was to set 1-5 goals for 2021). Goals were to be based partly on the feedback and results received by staff from their PIVOT Student Perception Survey that took place in Term 1 and Term 3. Professional Learning in 2021 also focused on staff wellbeing, compliance requirements (First Aid, CPR and Anaphylaxis) and individual requests for PL. Many Professional Learning organisations continued to offer online professional learning as was implemented in 2020 - a real positive for staff and schools in rural and regional areas where travel and accommodation have been significant costs in professional learning budgets.

Additionally, Learning Leaders undertook one whole day of online professional learning in regard to 'Teaching Sprints' - a strategy involving implementing Professional Learning Communities within the College. A group of 5 key leaders at CCW also participated in the online 'Agile Schools Leaders' program which included a 12-week program focused on effective and long-lasting leadership strategies. Additionally, another group of select staff continued to participate in the NESP Literacy Project which explored whole school literacy strategies. Directors of Learning in Middle School and Pathways participated in training for transitioning to the online NAPLAN platform being introduced in 2022. Principal Darren Hovey continued his in-house Leadership Development Program with volunteer staff interested in developing their Leadership capabilities. The requirements of Catholic Identity Professional Development and accreditation requirements for teachers and leaders in a Catholic School were stipulated explicitly by the Christine Telford (Catholic Identity Leader) and demonstrations of how to apply for Catholic Identity PD via OPL and EMS were communicated to all staff. The school continued to work with Align Work Health to support and educate staff around health and wellbeing as they worked from home. In terms of Professional Learning spending in 2021 costs were down as expected.

The numbers of teachers participating in PL was 100%

The average expenditure per teacher for PL was \$328.67

TEACHER SATISFACTION

The main tool used by Catholic College to ascertain teacher satisfaction in the past has been the Insight SRC survey. This tool wasn't administered in 2021. The College engage the services of Align Health at to conduct a survey based on the health and well-being of our staff, with a particular focus on the impact of the continuing disruptions to school life because of the COVID

pandemic. It was not surprising to note that 35 % of respondents identified the demands and challenged of 'remote' learning impacted on Job satisfaction. It would also be fair to comment on the significant changes in the Catholic College Executive with the Principal and all three Deputy Principals either moving on or stepping down during the second half of 2021 and the impact this had on the school community. Within this context, enrolments continue to grow, and several 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	93.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.5%
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TEACHER QUALIFICATIONS

Doctorate	0.9%
Masters	17.0%
Graduate	33.0%
Graduate Certificate	4.7%
Bachelor Degree	83.0%
Advanced Diploma	8.5%
No Qualifications Listed	7.5%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	115.0
Teaching Staff (FTE)	100.8
Non-Teaching Staff (Headcount)	74.0
Non-Teaching Staff (FTE)	79.6
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

The College community worked to ensure that excellence in teaching and learning was delivered through the use of online and blended learning structures. The College experienced successful engagement with our online platforms to ensure that students and staff were able to maintain learning progress. In order to support this the College worked to achieve a number of goals.

- Provide professional development in learning & teaching and wellbeing to staff, parents and the wider community
- Enhanced technology provisions to ensure effective teaching and learning
- Integration of innovative learning spaces.

Achievements

- Maintenance of parent information sessions, enrolment information sessions and parent/teacher interviews via Zoom
- Consistent and regular updating of COVID19 protocols via FAQ sheets
- Successful implementation of Pathways model of delivery across Years 9 and 10
- Use of SIMON platform to provide up to date and live feedback and reporting to parents

VALUE ADDED

- Professional learning and support for extended members of our community
- Development and expertise across online platforms to enhance teaching and learning as well as communication of student achievement
- Integrated support for students from academic and well-being teams to ensure the conditions for learning were effective.

PARENT SATISFACTION

2021 continued to present challenges with the learning environments of our students and the physical disconnection of families from the College grounds.

This meant that it was vital to engage in regular communication with families to evaluate the experiences of our families. A number of anecdotal and formal data points were gathered.

- The majority of families reported positive responses to the structures and platforms in place for the delivery of teaching and learning
- Most families indicated that they were very happy with the level of communication from the College

- Families were disappointed not to be able to take part in some of the events that have traditionally occurred at the College
- Families offered overwhelming appreciation for the work that the staff of the College undertook in support of the students

Future Directions

As 2021 ends, it ushers in a time that will see significant change at Catholic College. There are a number of changes that will occur in the leadership of the College, with a new Principal and new Deputy Principals beginning in 2022. These leadership changes will come at a time when the College looks to move into a more settled time.

There will be a continued focus on achieving growth and excellence for all students in their chosen path. Importantly, the near future will see a focus on developing the next phase of the College master plan with an investment in facilities that will allow the development of the Pathways opportunities for our students.