

2024

Annual Report to the School Community



Catholic College Wodonga

1 Bowman Court, WODONGA 3690

Principal: Lorraine Willis

Web: www.ccw.vic.edu.au

Registration: 1800, E Number: E3050

Principal's Attestation

I, Lorraine Willis, attest that Catholic College Wodonga is compliant with:

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

Attested on 28 Feb 2025

About this report

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

Governing Authority Report

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

VISION AND IDENTITY

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

Catholic Identity

We commit to living lives of service in the image of Jesus, in our Catholic traditions.

We proudly live out our Catholic faith through our words and actions.

We build a community in which kindness, courage and respect are modelled and lived.

Leadership

We promote and model servant leadership.

We are visionary, reflective and courageous in our leadership.

We value and nurture individual strengths and talents.

Learning & Teaching

We innovate and inspire with creative and engaging curriculum.

We foster learning and teaching opportunities that challenge and grow learners.

We collaborate and reflect to ensure that the learning and feedback cycle strengthens all learners.

Pastoral Wellbeing

We value and embrace all in our care.

We cultivate growth through academic, spiritual, social, personal, physical and cultural learning.

We provide pastoral care and wellbeing support, allowing all to thrive in a child safe environment.

Stewardship of Resources

We consider the impact of our decisions and actions on our community.

We embrace sustainability and commit to a respectful relationship with our environment.

We acknowledge and engage with First Nations traditions, respecting the past, nurturing the present and honouring the future.

GRADUATE OUTCOMES

Our Graduates are:

Spiritually aware and curious to contemplate their faith.

Equipped with the skills and knowledge to confidently pursue a life of purpose.

Connected with community for a future as a respectful citizen of the world.

Our Graduates display these qualities by:

Serving others with kindness, courage and respect.

Being resilient individuals who are critical and reflective thinkers.

Being creative problem solvers, passionate lifelong learners, striving for personal excellence.

College Overview

Catholic College Wodonga has grown significantly since its establishment in 1979, when it was opened under the administration of the Mercy Sisters in partnership with the Diocese of Sandhurst. That year, the College's inaugural Year 12 class consisted of just thirteen female students.

In 2024, the College welcomed 221 Year 7 students and celebrated the graduation of 162 Year 12 students. Our community has expanded well beyond Wodonga, with students now travelling from the surrounding parishes of Beechworth, Rutherglen, Mt Beauty, Tallangatta, Yackandandah, Corryong, and Chiltern, as well as from the Albury Deanery in the Diocese of Wagga Wagga, NSW.

Guided by the vision of Catherine McAuley, we remain committed to “shining a lamp” for others and providing quality educational opportunities for all.

Students at Catholic College Wodonga are supported through six Learning Communities and a dedicated Learning Mentor program, designed to nurture social, emotional, spiritual and academic growth. Our curriculum is structured across three key stages: Middle School (Years 7–8), Pathways Program (Years 9–10), and Senior School (Years 11–12). Middle School focuses on core learning, while the Pathways Program offers a broad range of electives that encourage exploration and personal interest. In the Senior School, students can choose from a variety of pathways including VCE, VCE Vocational Major, the Victorian Pathways Certificate (VPC), and VET programs, enabling each student to find success in their chosen direction.

In 2024, our students also benefited from a rich co-curricular program. Year 7 students attended a three-day camp to foster connection and belonging. Year 8 students participated in an 'Empowerment and Growth' program with a day of faith exploration and one of outdoor activity in the High Country. Year 9 and 10 students engaged in the 'Big Day Out' to deepen curriculum connections through hands-on experiences. Senior students (Years 11 and 12) took part in reflective retreats focused on faith, purpose and future aspirations.

Faith formation remains central to College life, with students and staff regularly participating in liturgies, prayer, and College masses. Our commitment to Catholic social teaching is evident in our support of local and global charitable initiatives.

Catholic College Wodonga also offers extensive sporting opportunities, with students competing at school, state, and national levels. In 2024, several students proudly represented the College and achieved notable success at state level competitions.

Principal's Report

2024 has been a year marked by purposeful learning, community connection, and faith-filled growth at Catholic College Wodonga.

As a Catholic learning community grounded in the charism of the Sisters of Mercy, we continue to place our mission – Life in Jesus – at the heart of all we do. This year, we have deepened our commitment to nurturing young people who are engaged, compassionate, and courageous contributors to the world around them.

2024 provided the opportunity for us to undertake the School Improvement Tool Review as a College. This process allowed us to explore the 9 domains of educational improvement and to recognise achievements and set goals for growth across a range of areas. Our work across the year saw a strong focus on evidence-based practice in the classroom, particularly through our focus on the intention of learning activities and the introduction of the PEN principles to our staff in preparation for a deeper understanding of the Science of Learning. Professional learning for staff was anchored in high-impact teaching strategies, cognitive science, and data-informed decision-making. These approaches were reflected in our enhanced academic results, particularly at Year 12, and through the rich conversations taking place in learning spaces across the College.

Our Domain Instructional Leaders and teaching teams worked collaboratively to review curriculum offerings and strengthen assessment practices, completing a thorough review and refinement of our assessment processes, guideline and protocols. The introduction of targeted support in literacy and numeracy across year levels, along with a continued focus on differentiation, has helped ensure that all students can thrive.

We know that young people flourish when they feel seen, heard and valued. Our wellbeing framework continued to guide our care for students, with vertical Learning Communities providing consistent relationships and a strong sense of belonging. Our Community Leaders renewed their focus on ensuring all students and families experience connection with their Learning Mentor staff. In 2024, we further embedded strengthened our School Wide Positive Behaviour framework, with explicit teaching of expected behaviours that included three invitations for learning and investment in proactive mental health supports.

The Student Leadership structure was reviewed and redeveloped to offer a wider range of opportunities for students, in response to collaborative student voice sessions. Our students played an active role in shaping a respectful, inclusive and dynamic student culture. Their efforts across social justice campaigns, awareness days, and student voice initiatives were inspiring and a reminder of the capacity our young people have to lead with integrity and heart.

As a Catholic College, our identity is lived through daily encounters, service, liturgy and reflection. In 2024, we continued to provide rich experiences of Catholic tradition and Mercy heritage. Our retreat and reflection days were highlights of the spiritual life of the College, offering students opportunities to deepen their understanding of faith in contemporary life.

We proudly supported initiatives such as Caritas, St Vincent de Paul, and local outreach efforts, reinforcing the Gospel message through action. Our staff and students alike engaged in formation opportunities that invited deeper connection with our mission and with each other.

This year, we celebrated many milestones alongside our families and the broader community. From the Year 12 Graduation and Performing Arts Showcase to sports carnivals, learning expos, and parent engagement events, each occasion reflected the vibrant and inclusive spirit of Catholic College Wodonga.

We have continued to collaborate with Catholic Education Sandhurst and our local Catholic primary schools, and have valued the growing partnerships with local organisations and industry – all contributing to the future readiness of our students.

As we conclude 2024, we look ahead with optimism. We remain committed to our School Improvement Plan and the priorities that will continue to guide our work – excellence in learning and teaching, a strong Catholic identity, student wellbeing, and purposeful community partnerships. I am grateful for the dedication of our staff, the trust of our families, and the joy our students bring to this shared journey.

In all we do, may we continue to live the truth with courage, compassion and conviction.

Catholic Identity and Mission

Goals & Intended Outcomes

“Behold, I make all things new”

The 2024 Sandhurst theme, “Behold, I make all things new,” was a powerful invitation to hope, transformation, and renewal. These words, spoken in the Book of Revelation, reminded us that God is always at work in our lives, bringing light into darkness, growth out of struggle, and fresh beginnings from brokenness.

With a clear focus on renewing, strengthening and growing our Mercy Ethos, increasing opportunities for students to engage in service projects and activities, a revitalized energy was felt throughout college.

In preparing for the harvest, student leadership opportunities were created with portfolios focusing on Faith, Sustainability and Social Justice.

Ultimately the 2024 theme challenged us all to engage in faith and prayer in a ‘renewed’ gaze and energy.

Achievements

At the heart of any Catholic School and organisation, must be the Eucharist, the source and summit of our faith and the heart of our mission – to foster a relationship with Christ. This year Community Masses moved from our local Parish Church, to be celebrated in our College Auditorium, the Catherine McAuley Art Centre. Bringing the celebration of the Eucharist back into the heart our college community provided opportunities to deeply renew the faith life of our college. It renewed the presence of Christ, making His presence more visible school life. This action sought to offer students a new experience of the Eucharist, seeing faith not as something separate from their education, but as something living and active within it. Held throughout the school year, the renewed community masses offered further opportunities for staff and student inclusion. Admin and non-teaching staff were now able to attend mass with their community. Students study Music and Sound engineering were now able to participate in the Eucharist through technical and music support. The celebration of community masses on site offers renewal of community, a stronger sense of belonging, and seeing God’s presence as present in our normal daily lives.

Our Catholic College staff were given regular opportunities to re-new understanding God’s presence in our created world and in one another. Led by Kylie Smith, staff were introduced

to key themes of Catholic ecology, the understanding and practice of caring for the environment based on Catholic beliefs, teachings, and values. Kylie challenged staff to renew their understanding of “integral ecology”, promoting Pope Francis’ message that everything is connected: the way we treat nature affects people, and the way we treat people affects the planet. After presenting on the life and incredible legacy of Oscar Romero, Dr Ernesto Valiente explored with staff the spirituality of Liberation Theology. Drawing from contemporary Latin American liberation theology, Dr Ernesto challenged our staff to renew their gaze of who are on the margins in our community and how we might act as Christ did, to be agents of change.

After engaging in the CES Justice Matters Leadership camp, a renewed student Social Justice Group was formed with keen passion for ecology and service for students on the margins. Students successfully ran campaigns focusing on our environmental impact, dignity drives for women and support for Vinnies local outreach. Such actions were further supported by the whole school approach to Caritas in term one and the Vinnies appeals throughout the year.

A renewed approach was taken in the planning, writing and development of our student faith development retreats, particularly in the senior levels. Meeting first with key staff members, the aims and desired outcomes were discussed and written in collaboration with the Catholic Identity Leadership and Year level leaders. This approach was undertaken, not only to ensure alignment between faith development and wellbeing pastoral goals, to concomitantly develop staff faith and understanding. Meetings were then held with student leadership, where dialogue was created around their needs and challenges and how might faith and prayer may offer them support.

Worked continued to strengthen and solidify the RE identity at the Nganala Campus following the naming of the Chapel and allocation of RE based subjects to this space in 2023. The St Catherine the Great chapel, was used regularly for Staff and Student prayer, youth ministry and faith based PD opportunities. Year 11 Youth Ministry students ran transition programs and games for all new Year 7’s in Term One to assist with relationship building. Additional programs for deepening faith and prayer life were offered for students from the chapel had some success, although there is still space for growth here.

Value Added

Youth Ministry program in Years 9, 10, 11 and 12 responding to and leading retreat/ service activities in diverse settings – St Moncia’s and St Francis CEW schools, Sacramental program, Year 8 Spirituality Day, Year 7 Transition Day and the ongoing immersion experience in Condobolin.

Year 12 Youth Ministry completed in line with Australian Catholic University credit pathway. Continued development of 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 Events, Sandhurst Justice Matters Camp and support for local service organisations.

Staff participation in a variety of Professional Development facilitated by the Catholic Education Sandhurst office staff and additional workshops lead by Kylie Smith focusing on our understanding of scripture so that we can more confidently draw on scripture in our teaching and learning, Leadership formation.

In our new Staff Induction program, led by Kylie Smith, staff were introduced to our Mercy Charism and Spirituality, with clear links made to our wider Catholic ethos and commitment to Earth Care.

Daily and communal prayer continued to be stable part of our Catholic College life, with students from a range of classes composing our prayer on Compass.

There were many opportunities for planning, leading and celebrating Eucharist and liturgies – Learning Community Masses and Catholic College Day liturgy.

We continue to offer opportunities for students to develop their gifts and talents through leadership opportunities and the following scholarships:

- Bishop Joe Grech Scholarship recipient was Ailish Moran.
- Mercy Education Award winner was Kai Schlup-Carson. Kai received this award in recognition of his extensive work in promoting Youth Mental health support. Planning and leading a Head Space Day, Kai was instrumental in his witness to dignity of all students, regardless of their struggles.

Learning and Teaching

Goals & Intended Outcomes

Our goals and intended outcomes for all students are to achieve a minimum of one year of learning per year of schooling.

We are committed to developing a culture of high expectations and excellence for all students, staff, and parents, through clear communication, recognition, and support. We will adopt and implement a college-wide pedagogical approach that is evidence-based, innovative, diverse, and relevant for contemporary education.

We aim to optimise the use of technology and current technological pedagogy to enhance learning and expertly integrate this into learning. We will review and enhance current learning and teaching practices and pedagogical approaches including digital technologies to ensure it is relevant, engaging, and responsive to the needs and interests of students.

We are committed to the design and implementation of a professional learning program, including a Coaching and Mentoring culture to develop teacher knowledge, skills, and capabilities in using contemporary, student-centred pedagogies and technologies. The professional learning program will include opportunities for collaboration, innovation, and reflection among teachers, as well as being aligned with the Australian Professional Standards.

We will work to enhance the capacity of teachers to collect, analyse, and use student data to inform and improve learning and teaching practices, and establish a culture of data use that values evidence-based decision making, celebrates success, and supports continuous improvement.

Achievements

In 2024, Catholic College formed a research working party to develop a draft teaching and learning framework, informed by up-to-date research and evidence-based practice. This included a consultation process with staff. Domain Instructional Leaders led a process with their teams to review the assessment handbook and development of a clear process for the design of consistent and aligned assessment tasks.

In the development of our new POL structure the role of 'Emerging Technologies Leader' was created. This role oversaw an audit of current learning and teaching technologies used across the College with the purpose of reviewing effectiveness of technology used. This role also provided professional development in the planning for our migration to Microsoft 365. We successfully integrated a new learning management system, Compass. This saw an improvement in relevant, consistent and engaging responses to the needs and interests of students, families and staff.

The implementation of our professional learning program resulted in the creation of a Teacher Tool Kit and Professional Learning Communities that included observations and feedback.

In 2024 students competed in the Global Hydrogen Grand Prix. At a state level they won the competition and went on to participate in the international event in which they finished 17th. Some of our students also participated in STEM program Connecting Minds Project. Their innovative projects focused on STEM skill development, teamwork, interpersonal and intercultural communication, building international networks and collaboration.

2024 also saw the implementation of our data management system, Pulse. This system allows teachers to access, organise, and visualise student data in a user-friendly and timely manner. The development of a Data and Improvement Instructional Coach allowed us to establish a consistent and collaborative process for data inquiry cycles, where teachers work in teams to identify areas of need, set goals, implement strategies, monitor progress, and evaluate impact.

Student Learning Outcomes

Our 2024 NAPLAN results demonstrate some positive areas of student growth from Year 7 to Year 9 and some areas that require improvement. Reading and Writing were areas that achieved significant growth from Year 7 in 2022 to Year 9 in 2024. Grammar and Punctuation and Numeracy saw marginal growth.

The Writing Revolution continues to be the foundation of our literacy approach. This is particularly embedded in Years 7 and 8. This program targets writing, reading, grammar, and punctuation skills and is delivered through explicit instruction within English classes. We also apply explicit instruction, supported by robust data analysis to further enhance students' numeracy outcomes. Additionally, we have begun to imbed the PEN Principles (Psychology, Education and Neuroscience) into our teaching practice.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	524	57%
	Year 9	533	48%
Numeracy	Year 7	534	69%
	Year 9	550	62%
Reading	Year 7	521	62%
	Year 9	560	64%
Spelling	Year 7	523	67%
	Year 9	548	63%
Writing	Year 7	515	56%
	Year 9	564	60%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	95%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	38%
TAFE / VET	5%
Apprenticeship / Traineeship	18%
Deferred	0%
Employment	38%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

Student Wellbeing

Goals & Intended Outcomes

In 2024, the overarching goal of the Healthy and Well Community pillar was to enhance both proactive and responsive practices related to student engagement and wellbeing. This work utilised the Multi-Tiered Systems of Support (MTSS) framework, which informed a whole-school approach to behavioural and wellbeing interventions.

To support its strategic direction, the College commenced the implementation of its 2024–2027 Continuous Improvement Plan, which included a restructure of roles and responsibilities. These changes were designed to build specialisation within wellbeing and engagement teams, enabling more targeted and effective support for students.

The College identified and worked towards the following specific annual action goals:

Embedding a school-wide positive climate for learning; analysing student data and responding to identified areas of concern.

Implementing a mapped suite of MTSS-aligned interventions to address the diverse needs of students across all tiers of support.

Increasing student voice and agency in wellbeing, learning, and leadership processes.

Strengthening community partnerships to enrich support networks and promote holistic wellbeing.

The strategic restructure and implementation of the 2024 Annual Action Plan aimed to achieve several key outcomes aligned with the College's vision for student engagement and wellbeing. Central to this was the consistent use of data to inform decision-making and tailor interventions in accordance with the Multi-Tiered Systems of Support (MTSS) framework.

A core objective was to foster specialised understanding and targeted approaches to meet students' emotional, behavioural, and learning needs across different stages of their schooling journey. This specialisation enabled more precise and effective support for students at each developmental level.

Additionally, the restructure sought to amplify student leadership and voice, ensuring students are meaningfully involved in shaping the decisions and initiatives that directly affect their school experience.

Achievements

In 2024, the College undertook a comprehensive review of its student leadership structure in response to feedback from the ORIMA satisfaction survey. While students acknowledged the presence of a leadership model, the perceived effectiveness declined from 32% to 24% over the past year. The review highlighted the need for a more engaging model—one that fosters active student participation across various portfolios and promotes greater student voice, agency.

The College continued to strengthen its case management approach, providing targeted and individualised support for students in the areas of behaviour, wellbeing, and attendance. Particular focus was given to students in Out of Home Care and Indigenous students. Weekly Care Team meetings enabled a more coordinated and holistic support model for those requiring Tier 3 interventions.

To build a more consistent and positive learning environment, the College introduced three clear classroom routines—referred to as 'invitations'—focused on entering the classroom, opening laptops for learning, and exiting the room. These were instrumental in preparing for a smooth transition to a Behaviour Curriculum, aligned with the expectations of the Sandhurst Magnify initiative.

Additionally, staff professional learning was enhanced through collaboration with Dan Petro (Behavioural Resources Australia). Members of the Diverse Learning Team were upskilled in implementing positive behaviour support strategies, with a particular focus on proactive approaches for neurodivergent students.

Throughout the year, the College's Child Safety Leaders continued to embed best practice across the school community. The eleven Child Safety Standards were systematically included as standing agenda items across key meetings—including Executive, whole of staff, Year Level Leaders, and Community Leader gatherings—ensuring a shared and ongoing commitment to student safety and wellbeing.

Value Added

Throughout 2024, the College fostered many opportunities for its students to flourish - personally, physically, and spiritually, nurturing them as individual learners and members of our broader community. The year saw successful participation by students in the following programs and partnerships aimed to enrich their educational experience:

- Year Level camps and retreats. This included our Year 7 camp to Harrietville, Year 12 retreat to Howman's Gap, Year 11-day emersion at Xavier College Albury, Pathways Big Day Out and the Year 8 Spirituality Adventure Days.
- Year 7 Community Mass at the Sacred Heart Church
- Student Leadership development, half day incursion with all year levels.

- Senior Student Leaders ethical leadership day with Sandhurst Schools in Kialla
- The Rite Journey and Youth Ministry community experiences including the annual Condobolin experience.
- Respectful Relationships lessons rolled out during Long LM, aligned to the Schools positive behavioural values.
- CCW Day including guest speaker Ben McEvoy, whole of school liturgy, peace ball, and student talent show.
- Cyber and Online safety sessions for our Year 7 and 8 students with Dimity, Wodonga's police liaison officer.
- Work experience and school-based traineeship programs.
- Lunchtime Lego club, Systems engineering sessions, LGBTQIA+ group, board games and socialisations in the Duffy Space.
- Whole of school sports carnivals (swimming, athletics, and the wellbeing festival).
- Year 12 Graduation held for the second year at the Wodonga Racecourse Exhibition Centre.
- Year 10 formal evening (traditional and popular dancing)
- Australian Defence Force Students Support Group
- National Awareness Days – Bullying No Way Day, RU OK Day, Harmony Day, and Reconciliation Week. Reconciliation week in 2024, saw the commissioning of new staff and student Fire Carriers in a special liturgy and ceremony.
- 'Embrace Kids' rolled out to our Year 7 students in the alternate program.

Student Satisfaction

2024 was the second-year students participated in the ORIMA School Engagement Survey, providing valuable insights into their educational experience here at the College. Analysis of the data revealed very little variation to 2023 where our students generally felt the school provided rigorous expectations, a positive school climate, enabled safety and a sense of belonging.

However, in line with 2023, the survey also indicated areas of growth for the College, particularly in learning engagement, student voice and student safety (feeling disrespected). Students expressed a lack of focus on classroom activities and a greater say in school-level decisions. To address these concerns, The College has:

- Welcomed CESL Magnify initiative in particular a partnership with Knowledge Society as a way of developing calmer classrooms for stronger learning.
- Embarked upon a review of its student leadership structure and the potential for a Student Representative Council, designed to enhance student voice and agency; fostering a culture where students are heard and valued.

Utilising the PIVOT platform each semester, we continue to gather student feedback on teacher practices and learning experiences. Overall, student responses align with the findings of the ORIMA survey. Where our young people feel a strong sense of connectedness, feel supported and safe in their classes.

Student Attendance

Attendance is fundamental to a student's academic, social and mental wellness, and Catholic College Wodonga recognises its crucial role in supporting student success. We understand that when absences are accounted for, we can provide the necessary support for both students and their families.

Ensuring the safety and wellbeing of our students involves a joint effort between parents/carers and the College as outlined in our Attendance Policy 2022. This policy emphasises the importance of reporting and monitoring absenteeism to maintain a secure learning environment.

Effective communication and fostering positive relationships between schools and parents/carers is vital for the successful implementation of same-day notifications and attendance procedures. Catholic College Wodonga keeps an electronic register of the daily attendance of all students. With the following information being recorded:

- Daily attendance
- Absences
- Reasons for absences
- Documentation to substantiate reasons for absences (if required)

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

Checking attendance at least twice a day at:

- o 9.00am during Learning Mentor time
- o 2.05pm during Period 4

Class teachers take the roll promptly at the commencement of the school day and each period using Compass Learning Management System.

Ensuring parents/carers are responsible for notifying the College to explain their student's absence. Notification may be provided via Compass communication email or by telephoning the College.

Where an absence has not been explained by 9.45am, an SMS Text message is forwarded to the parent/carer notifying 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 Mentor for investigation and follow up.

Ongoing and regular student non-attendance is monitored at various levels throughout the College (Community and Year Level). Referral is made to the schools “Care Team” once students are identified as falling below 70% attendance and are at risk of not meeting intended outcomes. An Attendance Support Plan is implemented to address the barriers of non-attendance and create strategies to promote attendance. When absenteeism falls below 30% attendance this is referred externally to the Navigator Program for additional support.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	69.1

Average Student Attendance Rate by Year Level	
Y07	88.0
Y08	86.8
Y09	86.9
Y10	86.4
Overall average attendance	87.0

Leadership

Goals & Intended Outcomes

At Catholic College Wodonga, the development of strong and effective leadership remains a central pillar of our ongoing mission. In 2024, we have built upon the foundations laid in previous years, further strengthening the capacity and impact of our executive, school improvement and middle leadership teams.

Our leaders continue to engage in professional reading and reflection, ensuring they remain current with evolving educational research, leadership theory, and best practice. This commitment supports informed decision-making and fosters a culture of continuous improvement across the College.

A key focus in 2024 was the implementation of our 2024–2027 Strategic Plan, developed during Terms 3 and 4 of 2023. This strategic roadmap articulates our shared vision and outlines key priorities that shape our actions and initiatives, with the goal of delivering an inclusive, dynamic, and future-focused learning environment for all students.

In line with our strategic goals, we launched the CCW Leadership plan under the mentorship of Dr Stephen Brown. This targeted partnership is designed to empower members of School Improvement Team by enhancing their leadership capacity, team management, and strategic thinking. Its implementation marks a significant investment in the leadership and strategic direction at Catholic College Wodonga.

Leadership coaching has remained a vital component of our professional development approach. In 2024, we expanded personalised coaching opportunities to provide targeted support for leaders at all levels.

Our leadership development strategy in 2024 reflects a deep and enduring commitment to cultivating capable, reflective, and visionary leaders who will guide Catholic College Wodonga into the future with strength and integrity.

Achievements

Engaged in formal leadership relationship with Dr Stephen Brown and the Brown Collective.

This collaboration brought expert guidance and tailored professional development to the College's leadership team, fostering a shared understanding of effective leadership practices aligned with contemporary educational standards. By embedding this expertise into the College's leadership culture, the partnership helped build internal capacity, strengthened

decision-making, and ensured that the leadership team was well-equipped to drive the priorities outlined in the 2024–2027 Strategic Plan.

School Improvement Team commenced a targeted program of regular classroom observations and feedback cycles based on pedagogy.

The initiation of a targeted program of regular classroom observations and feedback cycles by the School Improvement Team played a vital role in advancing the school's broader educational aims. By focusing on pedagogy, this initiative created a structured approach to professional reflection and growth, fostering a culture of continuous improvement in teaching practice. The consistent feedback provided teachers with actionable insights, strengthened instructional effectiveness, and aligned classroom delivery with the College's strategic goal of providing high-quality, student-centred learning experiences.

Commenced the process of developing the CCW Leadership Plan in order to map leadership aspirations and growth.

Commencing the development of the CCW Leadership Plan marked a pivotal step in aligning the College's leadership development with its long-term strategic vision. By mapping leadership aspirations and growth across the school, this initiative provided a clear framework for nurturing leadership capacity, succession planning, and role clarity. It also ensured that leadership development was intentional, targeted, and reflective of both individual and collective goals. This work directly supported the College's broader aim of fostering a strong, future-ready leadership culture that underpins high-quality learning, collaboration, and continuous school improvement.

Commenced engagement with EC Premium as part of the wider whole College professional learning plan to develop coaching schools of all leaders across all levels of the college.

The engagement with EC Premium as part of the College's professional learning plan has been instrumental in building a consistent and sustainable coaching culture among leaders at all levels. By developing coaching skills across the leadership spectrum, this initiative has enhanced the capacity of staff to support one another through reflective practice, constructive feedback, and collaborative problem-solving. This aligns directly with the College's wider aim of fostering a culture of professional growth, distributed leadership, and continuous improvement—ensuring that all leaders are equipped to guide teams effectively and contribute to a thriving learning environment.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>At Catholic College Wodonga, professional learning is deeply valued as a cornerstone of educational excellence and a key driver of school improvement. We believe that when educators are supported to grow in their practice, our entire learning community thrives. Professional learning empowers staff with current, evidence-based strategies, deepens their pedagogical knowledge, and enhances their capacity to respond to the evolving needs of students. Through targeted professional development opportunities—including leadership coaching, collaborative inquiry, and specialist programs—staff are equipped to lead with confidence, teach with innovation, and support students holistically. This ongoing investment in learning ensures that all students benefit from high-quality, engaging, and future-focused education. We extend our sincere gratitude to the staff who have wholeheartedly embraced professional learning in 2024. Your openness to growth, commitment to excellence, and willingness to collaborate are central to the College's success and to the positive outcomes we see every day in our classrooms and beyond.</p>	
Number of teachers who participated in PL in 2024	85
Average expenditure per teacher for PL	\$646.45

Teacher Satisfaction

Orima CES School Engagement Survey was used to gather feedback regarding teacher satisfaction. The School Engagement Survey was sent out in October 2024 to students, staff and families.

The Staff Data highlighted some significant areas of celebration including:

- The positive impact of professional learning experiences
- Teacher's willingness to embrace new teaching practices
- Ease in which teachers are able to share information about what does and does not work in the classroom
- Response to OH and S concerns
- Communication from leadership and opportunities for staff input into decision making
- Trust between staff and leadership

The Staff Data also identified areas of potential future focus including:

- The ability if Leadership to articulately share goals with staff
- Intensification of teacher workload
- Use of student assessment data to inform future College directions
- Incorporating instructional practice into proccessional conversations
- Ensuring adequate time is devoted to teaching teams to allow for planning and review of lessons

Teacher Qualifications	
Doctorate	0
Masters	18
Graduate	35
Graduate Certificate	6
Bachelor Degree	88
Advanced Diploma	4
No Qualifications Listed	20

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	122
Teaching Staff (FTE)	110.01
Non-Teaching Staff (Headcount)	109
Non-Teaching Staff (FTE)	97.73
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

At Catholic College Wodonga, our commitment to nurturing a vibrant, inclusive, and faith-filled community guides our approach to engaging meaningfully with families, parish, and the broader Wodonga region. In 2024, we sought to deepen community partnerships that reflect our shared values and contribute to the holistic development of our students.

We worked to actively develop relationships with key leaders in the Wodonga Catholic parish and the local Indigenous community.

Through close collaboration with the local Parish team to enhance liturgical and spiritual connections, we built strong relationships with Father Adi Idri, welcoming him regularly to the College to celebrate mass, liturgies and to dialogue with students and staff.

We focused on building respectful partnerships with Aboriginal Elders and community members to co-design initiatives that support reconciliation, cultural inclusion, and student learning, embedding Aboriginal perspectives and voices into College events, curriculum, and community life. These partnerships will enhance the spiritual and cultural richness of our school environment.

Through meaningful and varied opportunities we aimed to foster strong partnerships with parents and carers including:

- Hosting Parent Connection Evenings focused on adolescent development, learning, wellbeing, and Catholic identity.
- Providing opportunities for families to be involved in events such as Social Justice Week, Year 7 Transition, and Retreat programs.
- Encouraging parent involvement in co-curricular and service-based initiatives, recognising the vital role families play in student engagement and belonging. These actions will help build a stronger, more inclusive sense of community at the College.

As part of our work to celebrate and share the rich cultural and social fabric of our community we aim to continue to celebrate the diversity of our school community through inclusive and student-led events, such as: Harmony Day, Multicultural Week, and NAIDOC Week, with enhanced involvement from parents and community members.

These celebrations foster pride, identity, and community spirit—key elements of a Catholic education.

Our goal in communicating with our community is to ensure open, respectful, and responsive communication with families and the wider community. We will continue to work to achieve this through further developing the Compass platform and College social media channels to

share stories, updates, and celebrations of student achievement. We seek to support the increase of visibility of College leadership at events and ensuring that community voices help shape school priorities.

These strategies reflect our ongoing commitment to relational leadership and shared responsibility for student growth.

Achievements

In 2024, Catholic College Wodonga continued to prioritise building strong connections with our families and the wider community. A significant development this year was the appointment of a Community Engagement Officer, whose role focused on deepening family engagement and strengthening relationships across our community. Key initiatives included hosting Executive Meet and Greet sessions, aimed at creating welcoming spaces for families to connect directly with College leadership, and laying foundations for meaningful relationships with local Aboriginal communities through culturally respectful engagement.

Efforts to reintroduce parent events across the College began this year, with initial steps focused on building social connections among families. While this work remains in its early stages, further development is planned for 2025. In addition, a targeted approach to communications was implemented, with increased use of social media, video updates, and celebration of student achievements to enhance transparency and community pride.

The College proudly welcomed families onsite for a range of milestone events in 2024. These included our annual Open Day, the Year 7 Parent Information Night, the Pathways Subject Selection Expo, and our Art and Design Exhibition. Each event was delivered with a focus on welcome, hospitality and belonging, providing valuable opportunities for families to engage with staff and one another.

We continued to nurture relationships with families from diverse backgrounds. Throughout the year, specific events were hosted to support families from an EAL (English as an Additional Language) background, with a particular focus on connecting with our growing Vietnamese community. These gatherings helped strengthen understanding, build trust, and support the successful transition of new families into the College community. We established our working party for the development of inclusion for our Aboriginal families, offering Koori yarns with our students and developing the education of our staff. We have been able to work closely with On Country Partnerships to provide support and opportunity for work experience and driving lessons for our Aboriginal students. Additionally, we recognised important key events such as NAIDOC week with an invitation to families to join whole school events and an accompanying morning tea.

In collaboration with our Catholic Education Wodonga (CEW) network, we hosted a well-attended parent information session featuring Vanessa Hamilton. The session, Talking the

Talk, provided valuable insights for parents and carers and reinforced our commitment to the wellbeing of young people across our Catholic education community.

A cultural highlight in 2024 was the College cabaret production of *Iconic*. This dynamic performance provided an opportunity for students to showcase their talents and engage with professionals from the local music community. The production also served as a point of connection with families and the broader community, celebrating creativity and collaboration.

A significant community celebration in 2024 was our Year 12 Graduation, which was held at a new venue to accommodate over 800 guests. The event was a fitting tribute to the achievements of the graduating class and an important opportunity for families, staff, and students to gather in celebration.

Family voice continued to play an important role in shaping the future direction of the College. Parents and carers were invited to participate in consultation sessions as part of the development of our new College masterplan. Facilitated by the architect, these sessions provided valuable insights and reaffirmed the importance of listening to the lived experience of our families.

Our commitment to local partnerships also remained strong in 2024. Ongoing collaborations, such as our student involvement in environmental stewardship at Clyde Cameron Reserve, allowed students to engage meaningfully with the local landscape. Our partnerships with regional universities also provided rich learning opportunities, giving students and staff access to resources and expertise to support their educational and career pathways.

Parent Satisfaction

At the College we have utilised the Orima survey to garner data about parent engagement and satisfaction. Whilst the uptake of the survey was less than 50%, the feedback received indicated that parents are engaged with the school, particularly in the Middle (7 & 8) and Senior (11 and 12) years.

Additionally, parental and family engagement in the Year 12 events and information sessions was high, reflecting the partnerships in place at the senior level. Feedback from the Year 12 parents offered significantly positive views around the opportunities and supports in place for students.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.ccw.vic.edu.au