



# Catholic Regional College Melton Melton

## 2022 Annual Report to the School Community



Registered School Number: 1811

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## Minimum Standards Attestation

I, Marlene Jorgensen, attest that Catholic Regional College Melton 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

17/03/2023

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

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

Catholic Regional College Melton is a Catholic Secondary school serving the Parishes of Bacchus Marsh, Melton and Melton South.

The mission of the College is to nurture the personal, spiritual and academic growth of each individual in this community in an atmosphere of faith, care, support and encouragement. We aim to foster the growth of personal worth and to develop the gifts of each individual through the pursuit of prayer, knowledge, communication and service to each other.

While respecting individual differences, we challenge each other to use our God-given talents to the best of our ability. We encourage personal excellence, self-discipline, and a sense of responsibility. These are demonstrated in our respect and concern for the wellbeing of all. All involved in CRC Melton - students, parents and staff – are called to be a sign of God's presence in the local community.

### **Educational Goals**

**Catholic Values:** To provide an environment that nurtures and encourages Catholic Values.

**Community Responsibility:** To lead students to see that they have a responsibility to the broader community and so encourage them to become members of society who are active, productive citizens.

**Lifelong Education:** To recognise that at CRC Melton, students are continuing their lifelong education, which began at home with their families and involves primary, secondary and further education.

**Critical Thinking:** To encourage in students the will and capacity to:

- think independently
- develop responsibility for their learning
- make choices that are informed
- analyse critically.

**Learning through Experience:** To acknowledge that active learning takes place both within the classroom as well as through significant activities outside formal classes. Students are provided with opportunities to express their creativity and to explore options to apply their knowledge and learn through experience.

**Relevance of Programs:** To enrich learning, teaching and the school experience by making the curriculum challenging, relevant, varied and accessible. We aim to take students beyond the boundaries of the known to a broader range of knowledge and skills.

**Building Self Esteem:** To develop in the student a sense of personal worth, achievement and self-confidence. This will enable them to express their individuality appropriately and explore and participate comfortably on their own or within a group.

**Realising Potential:** To provide a supportive environment where students are challenged and inspired to recognise and maximise their potential spiritually, academically creatively socially and physically.

## College Overview

Catholic Regional College (CRC) Melton opened in 1980 and caters for 1200 students in Years 7 to 12.

The College provides secondary co-education for Catholic students from the Parish feeder schools, namely, St Bernard's Bacchus Marsh, St Dominic's and St Catherine's Melton and St Anthony's Melton South.

The College was established on an 8.4-hectare site on Bulman's Road, Melton West in 1980 as a Year 7-10 College and was part of the CRC Federation which includes Year 7–10 campuses at Caroline Springs, North Keilor and St Albans and a Year 11-12 campus at Sydenham. Students, on completion of Year 10, went onto the CRC Sydenham campus for their Year 11 and 12 studies.

In 2006, the CRC Council decided, after consultation with the Catholic Education Office, that the Melton campus would develop into a Year 7-12 College to cater for the growing enrolments from Melton, Melton South and Bacchus Marsh. Hence, after five years of planning and preparation, CRC Melton proudly hosted the first VCE classes at Bulmans Rd in 2011.

CRC Melton has been served by four Principals, namely Sister Helen Reed (1980-1984), Frank FitzGerald (1985-1995), Paul Daffey (1996-2008), Mark Sheehan (2009-2019) and Mrs Marelene Jorgensen who commenced her appointment in January 2020.

The last decade has seen significant growth as the school matured as a Year 7-12 provider in its own right and more recently began development of a second campus in Cobblebank.

There have been many challenges and much joy on that journey. The College has continued together in hope and faith inspired by the College motto *In all things let God be glorified*.

## Principal's Report

In 2022, we returned to a somewhat “normal” school routine. Students across all year levels were able to attend face-to-face throughout the year. During the winter months staffing proved problematic as large numbers of staff contracted COVID-19 and were absent for considerable periods.

Staff shortages had a significant impact on the College. As a result, each year level experienced one day of learning from home when classes could not be covered. Apart from these minor disruptions, much of College life continued as previously.

We celebrated our Year 12 graduation and dinner in person and many of our fundraising efforts such as the Big Freeze and Winter Sleepout were able to go ahead. Our regular Year 7, 8 and 9 camps took place along with the Year 12 retreat. Of note in 2022 was the introduction of our first Harmony Day at the College, the highlight of which was a dance by our Polynesian students performed at a whole school assembly.

Several working parties were convened to progress College initiatives. This included a Uniform Committee that worked collaboratively with students and parents to develop a new College uniform.

A second working party progressed the new College logo and re-branding strategy. Another working party consisting mainly of students developed the College Inclusion Policy. Throughout the year the Wellbeing team developed plans for the move to the Vertical House System. The names for the eight houses were finalised and designs for symbols and crests were developed.

Early in 2022, the Archbishop ratified St Francis Catholic College as the new name for CRC Melton from January 2023.

Having attended the Groundbreaking Ceremony in November 2021, the Leadership Team commenced regular site visits to oversee the construction of Stage 1 of Cobblebank campus. The build progressed well in the early stages but was plagued by delays in the second half of the year. As a result, plans were put in place to accommodate the 150 Year 7 Cobblebank students on-site at the Melton campus until an occupancy certificate could be obtained.

At our Melton campus, the extension of our Year 9 Gadai building was completed, and the refurbishment of the former school library into a new staff room was undertaken. Staff now have a collaborative space in which to meet and discuss planning for teaching and learning.

In 2022 the College established a School Advisory Committee that meets eight times a year to provide support and guidance to the Leadership Team.

Our parents and friends group remained strong in 2022, conducting both virtual and on-site meetings and providing important feedback. The College continued to look outward to engage its community. Our facilities were used by the Dinka Language School for Saturday classes, local basketball clubs hired our Stadium and the Performing Arts Centre was also booked by external groups.

I am delighted to report that our Year 12 completion rate was once again almost 100%. This is due to the continued emphasis on quality teaching and learning, solid alternative pathways, and outstanding career counselling.

Demand for places at the College continues with enrolments exceeding 1200 once again in 2022 and waiting lists at some year levels.



## School Advisory Council Report

In 2022, the College established its first School Advisory Council (SAC).

Parents, members of the local parishes and staff are represented on the committee which met eight times during the year. Meetings were mainly via Zoom due to ongoing concerns around COVID-19.

The first meetings established the scope and purpose of the SAC and built trust and transparency among members. Subsequent meetings examined the financial position of the College and general daily organisational concerns. The SAC also examined risk at the College, our Master Plan and upcoming building developments.

In 2023 the School Advisory Council will seek representation from the Cobblebank Campus parent body.

The SAC provided valuable support for both the Principal and Business Manager.

Members of the 2022 School Advisory Council were:

Principal - Mrs Marlene Jorgensen

Parish Priest - Father Michael Moody

Parish Priest - Father Fabian Smith

Parent/Carer/Guardian Representative - Ms Deruka Dekuek

Parent/Carer/Guardian Representative (Deputy Chair) - Mr Geoff Aldred

Parent/Carer/Guardian Representative (Chair) - Mr Michael Gruis

Parishioner Representative - Mrs Tetchie Hadfield

Business Manager - Mr Michael Testa

Staff Representative - Mr Shaun Coates

Secretary - Mrs Kirsten Will



## Catholic Identity and Mission

### Goals & Intended Outcomes

To ensure staff, students and parents have a clear understanding of the part that a Catholic school plays in God's Mission.

To ensure that our point of difference as a Catholic Learning Community is evident in all that we undertake.

### Achievements

Key achievements in further developing the religious dimension of the school include:

- FRG Ministries again promoted as an online provider for staff to meet MACS accreditation requirements.
- Daily prayers on Simon each morning to assist homeroom teachers with a commitment to the practice.
- Publishing weekly reflections in the College newsletter.
- Remembrance of deceased members of the CRC Melton community through a liturgy on All Souls Day and maintenance of the garden and commemorative wall established in their honour.
- A further increase in the number of staff with upgraded qualifications in Religious Education (RE). This was achieved by maintaining and promoting a calendar of RE accreditation and personal development opportunities including various online and external RE accreditation sessions.
- Provision of a Religious Education Scholarship for students continued.
- Investigation of a Faith/Religious Education award related to the new charism of the College to replace Emmaus Bursary.
- Morning prayer rosters.
- Increased music and singing at College masses led by the student Ensemble.
- Numerous social justice events promoted at the College.
- Ongoing support for the position of Social Justice Coordinator. Social justice awareness is high and initiatives are well-supported and promoted.
- Mother's Day liturgy and breakfast.

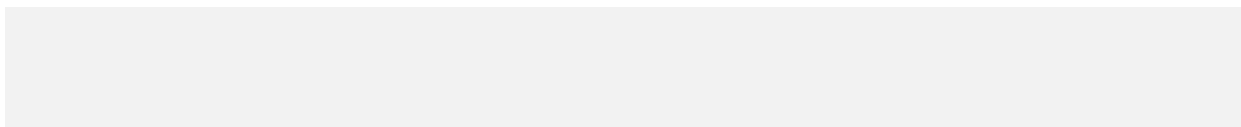
#### VALUE ADDED

Daily prayers on Simon portal

Student leadership - Liturgy Captains and Social Justice Captains

Prayer liturgies - All Saints Day Commemoration Service, Ash Wednesday, ANZAC Day

Project Compassion, various fundraising initiatives held throughout Lent



## Learning and Teaching

### Goals & Intended Outcomes

In line with the School's Improvement Plan our goals are:

- to improve outcomes in writing and numeracy in all subject areas
- to build teacher capacity in differentiation

### Achievements

Key achievements in learning and teaching include:

- Supported student wellbeing and assisted with the return to face-to-face learning. Staff continued to deliver their lessons with a focus on improving differentiation to support all learners and providing more opportunities for student-directed learning. Staff continued using Microsoft Teams to establish individual private channels for student communication.
- Implemented High Impact Teaching Strategies (HITS) to support the learning environment. Professional Learning focused on embedding Learning Intentions and Success Criteria more explicitly in a lesson.
- Improved confidence and attitudes toward reading among Year 8 students through participation in the MACS two-year Secondary Discipline Literacy Project (SDLP). A reading strategy, based on John Munro's 7 Highly Reliability Literacy Teaching Procedures (7HRLTPs) Strategies, was adopted and implemented by all domains.
- Prepared new and current students for their next year of study during a two-week Jumpstart program in November. Our VCE-VM and VPC students participated in micro-credentials for food handling, barista training and first aid. Staff and students gave positive feedback, valuing the opportunity to explore the beginning of the next year of learning
- Targeted assistance for Year 7-10 students through the Tutor Program helped them reach the required standards in numeracy and literacy. The dual benefit of the program was that many of our tutors received Permission to Teach (PTT), which helped manage teacher absences due to COVID throughout 2022.
- VCE results continued to improve with the College Dux achieving an ATAR of 97.45 and 9 students receiving ATAR of 85+. Our Galgani Tutors continued to inspire senior students with many accessing this resource to strive for excellence.
- Continued growth in the English Alternative Language (EAL) curriculum with targeted workshops held in Term 3 for teachers and LSOs to increase their knowledge on differentiating for EAL students. Similar workshops were held for teaching diverse (NCCD) learners and differentiating in the classroom. Connections with EAL families continued to expand and the number of interpreters on staff increased.
- Provided opportunities for Year 10 and 11 students to experience VCE-style examinations in both semesters. Timed Assessment Tasks (TATs) were also held each semester for Year 7 and 8 students. The whole-year-level assessments were held in the College stadium. The purchase of extra exam desks helped support the process.

- Completed the extension of the year 9 Gadal building to further support and develop Project Based Learning, which continued in Humanities, English and Science.
- Introduced a new laptop program for Year 10 students to improve fairness and equity across the school with all students using school-mandated device, rather than bringing a device of their choice. In 2023 all students in Years 7-9 will use the same laptop device, which they will upgrade in Year 10.
- Provision of meaningful, hands-on learning experiences continued for Vinit and Victorian Certificate of Applied Learning (VCAL) classes. Students designed and made items from resin cheeseboards to coffee tables and Christmas wreaths. Maker stalls were held and the proceeds donated to charities. This continues to be an excellent way of translating the skills learned in numeracy and literacy classes.
- Improvement in NAPLAN writing data, with the highest level seen in 2022 across the last five years. Online NAPLAN testing was successfully introduced. PAT Testing provided valuable information on the progress of students in Years 7-10.

## STUDENT LEARNING OUTCOMES

Education Perfect continued to be used by English and Language classes and provided detailed data on student progress for teachers. Mathematics and the Health and PE domains incorporated the program into classes.

Teachers used formative and summative data (quantitative assessment results) to determine student progress on the learning continuum in Years 7-10. Our aim was 12 months of growth for 12 months of learning.

Formal examinations were conducted for VCE Unit 1 and 2 and all Year 10 subjects. This provided data to assist the decision-making for subject and pathway choices in 2023.

Practice examinations were conducted during the Term 3 holidays and early in Term 4 for VCE Unit 3 and 4 subjects, providing input for students and teachers before the VCE examinations.

The total number of Year 12 students increased slightly from 142 (2021) to 144 (2022).

The number of students attempting VCE increased slightly from 102 (2021) to 103 (2022).

In VCE, 82 students received an ATAR, and 20 decided to go non-scored (no ATAR). Fewer students chose the non-scored VCE pathway in 2022 as compared to 2021. This could be attributed to the return to face-to-face learning, rather than the complexity of remote learning. All non-scored students had pathway options to enter their areas of interest.

In 2022, 41 students attempted VCAL and eight students still need to achieve their certificate but will continue working towards this in 2023. This may reflect the difficulties students experienced in applied learning pathways and their ability to commit to and attend their chosen VET option. Coordinators were diligent in their attempts to work with the group of students experiencing difficulties.

Overall, 99.3% of students undertaking VCE and 80.5% undertaking VCAL completed their studies. Incomplete VCAL students were awaiting VET Outcomes. The VCE median score was 28.80.

In 2022, 1.8% of students received a Study Score of 40 or above as compared to 3% in 2021.

For Year 7, the 2022 NAPLAN data shows 88% of students met the minimum standards for Spelling and 91% or above met the minimum requirements in all other NAPLAN tests.

For Year 9, the 2022 NAPLAN data shows 81% of students met the minimum standards for Writing and 88.0% for Grammar and Punctuation. For all other NAPLAN tests, 90% or above met the minimum requirements.

We cannot compare growth for Year 9 students as no NAPLAN tests occurred in Year 7 2020.

The Year 9 five-year data trend showed the highest growth in Writing in 2022. Growth was seen in Year 9 reading compared to 2021, however all other tests showed a small decline compared to 2021 data.

Reading, Writing and Numeracy continue to be the area of focus for improved outcomes in line with the College Annual Action Plan. The MACS SDL Project continues to support this focus.

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

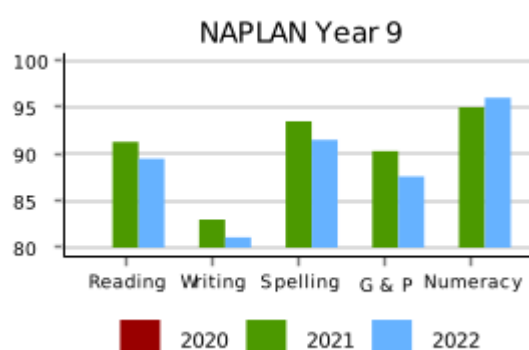
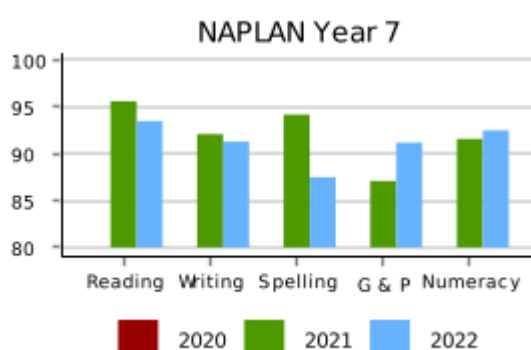
Year 9 Grammar & Punctuation	557.9
Year 9 Numeracy	555.5
Year 9 Reading	567.6
Year 9 Spelling	573.2
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	87.1	-	91.2	4.1
YR 07 Numeracy	-	91.6	-	92.5	0.9
YR 07 Reading	-	95.6	-	93.5	-2.1
YR 07 Spelling	-	94.2	-	87.5	-6.7
YR 07 Writing	-	92.1	-	91.3	-0.8
YR 09 Grammar & Punctuation	-	90.3	-	87.6	-2.7
YR 09 Numeracy	-	95.0	-	96.0	1.0
YR 09 Reading	-	91.3	-	89.5	-1.8
YR 09 Spelling	-	93.5	-	91.5	-2.0
YR 09 Writing	-	83.0	-	81.1	-1.9

\* 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.



## Student Wellbeing

### Goals & Intended Outcomes

To develop a whole school wellbeing program with a focus on restorative practices.

To introduce processes and procedures which support the wellbeing policy.

Plan and prepare for a new House structure.

### Achievements

- Extensive consultation, preparation and planning for the introduction of our new House structure at the beginning of 2023. As a result, eight houses, Anthony, Bakhita, Bernard, Catherine, Dominic, Glowrey, Lawrence, and MacKillop, were established. House buildings were allocated, and logos, prayers, and mottos were developed.
- Embedded the Core Wellbeing Values of Community, Empathy, and Endeavour, which underpin the Domestique Award across all year levels. Students are formally recognised at the end of each term for living our core values. The student who encompasses all three core values is awarded the Domestique Award. The awards recognise students for their selfless acts, thinking of others, and contributing to the good of their class, even when their actions seem to go unnoticed.
- Introduced a Whole School Wellbeing Group that focused on introducing School Wide Positive Behaviour. The group established a common purpose and philosophy and created a set of expected behaviours. It discussed and reviewed the Student Expectation Framework and created a Student Engagement Framework encompassing the Core Wellbeing Values, which will be developed further in 2023.
- Hosted a staff professional development session that developed awareness and understanding of Social and Emotional Learning (SEL). Judith Jacks from MACS facilitated the Fostering and Supporting the Wellbeing and Mental Health of Our Young People in Challenging Times workshop, discussed social and emotional competencies and focused on Casel's SEL Framework. Additionally, we facilitated lightning talks on the new house structure, practical strategies for autism/ADHD in the classroom, the role of the house mentor, mandatory reporting, and student leadership/student voice.
- Launch of a staff group project focusing on student learning, using classroom techniques from the Berry Street Education Model. At the end of 2021, the College received funding to enable 12 staff members to undertake professional learning on the Berry Street Education Model. Their group project involves observing how effective the techniques are in classroom management and improving student learning outcomes.
- Empowered students with Autism Spectrum Disorder (ASD) and their families through participation in the I CAN Network program. I CAN Network partners with schools to develop inclusive culture and their mentoring program directly helps autistic students develop optimism, a sense of belonging, self-acceptance, pride and confidence.
- Increased opportunities for students to develop leadership skills. In Term 1, members of the student leadership group attended the Melbourne Secondary Youth Leadership Conference. The program was designed to consider five sources of leadership education and develop students to become influential leaders within their community. During Term 2, student leaders attended the Melton City Council Youth Forum, where



they collaborated with other local secondary colleges and discussed their views on Social Connection. In Term 4, our Year 10 students participated in a Student Leadership Day at Lake Dewar to develop the leadership, communication, teamwork and collaboration skills required for their senior studies.

- Successful social justice initiatives engaged students, promoted collaboration among year levels, and raised funds for many community groups. Among these was the Winter Sleep Out, during which staff and students slept on the floor at the College and participated in informative sessions. Breakfast Club was held three days a week. Other events, including Do It for Cancer, Bandana Day, and the annual Wishing Tree Appeal, raised funds and awareness. Additionally, Harmony Week enabled students to become familiar with other cultures by wearing cultural dress. There were also presentations from Melton Council, music sessions, and a whole school assembly where students performed their cultural dance.
- Basketball coaching sessions with coach Ivan Harris three lunchtimes a week continued. Students in various year levels played games and improved their skills during the sessions.
- Aspire Day for Year 11 students introduced the final years of academic learning at the College, during which students could focus on their pathways and set goals.
- Collaboration between staff and students to improve the College grounds, focusing on keeping the yards clean. Senior students initiated a proposal that led to the upgrade of College bins and enhanced recycling. Each year level worked on a specific area and was responsible for maintaining and keeping it free from rubbish. To develop the culture of shared responsibility, we also held a whole school rubbish blitz.
- Delivered targeted and relevant student programs that included presentations from:
  1. the Proactive Policing Unit to Years 8, 9 and 10 focusing on the danger of weapons, vaping and physical altercations.
  2. Batyr to Years 9 and 10, focusing on positive messages regarding mental health. Students learned how to reach out for help and were given practical tips on looking after their wellbeing. Students in Years 11 and 12 were presented with a follow-up program called Stressed Out. They considered how feeling anxious can be a good thing, strategies to use when they feel overwhelmed, how to determine where the pressure comes from, its impact and how to control it.
  3. The Pat Cronin Foundation to Year 10 and 11 students. The One Punch Presentation focused on empowering young people to handle conflict, look after their mates, and make wise decisions rather than use physical violence, which can end catastrophically.
  4. Melton Council to Years 10 and 11 focusing on road safety.
- Provided parent webinars and information sessions, curriculum for students and staff wellbeing sessions as part of our collaboration with The Resilience Project (TRP). Further developed understanding of TRP's key pillars of Gratitude, Empathy and Mindfulness.
- Placed Based Partnership funding provided students with access to the Western Bulldogs Leadership program.

## VALUE ADDED

The Resilience Project  
FIRE Carrier Program  
NAIDOC Week  
Refugee Week  
Cultural Diversity Week  
Inclusion and Diversity Week  
International Women's Day  
International Men's Day  
Project Compassion  
Winter Sleepout  
Sports Association for Catholic Co-educational Secondary Schools (SACCS) membership  
VCE Awards Ceremony  
Year 7-11 Awards Ceremony  
Core Wellbeing Values and Domestique Award  
ANZAC Day and Remembrance Services School Assemblies  
College Production  
College Swimming and Multisport Carnival  
Athletics Carnival  
College Ensemble and Vocal Ensemble  
Student Leadership  
Student Representative Council  
Year 7 Elevate study skills session  
Pat Cronin Foundation presentation  
Batyr Presentations  
Proactive Policing Presentations  
Enlighten Education presentation  
Year 9 RITE Journey Program and ceremonies  
Year-level camps, sports and activity days  
Western Bulldogs Leadership program  
Foundation House Program

## STUDENT SATISFACTION

Data from the 2022 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) shows:

School engagement from 2019 to 2022 remained fairly consistent and almost in line with the MACS average.

School climate has remained fairly consistent from 2019.

Student Voice has remained consistent with the 2019 results and is slightly below the MACS average.

Enabling Student Safety has remained consistent 2019 to 2022 but is still slightly below the MACS average.

## STUDENT ATTENDANCE

The College believes that student attendance is a measure of student wellbeing and is linked with academic achievement. It is crucial to build peer relationships, a sense of belonging, connectedness to the school community and improved educational outcomes.

Just as important, students who regularly miss school may experience long-term difficulties with their academic achievement by missing out on critical learning activities.

Parents are expected to contact the College Attendance line to notify of their child's absence. However, if this does not occur when a student is absent from school, an SMS is sent to the parent/guardian alerting them to their child's absence. If the parent does not respond, follow-up contact occurs from the College.

Parents also have access to a report of student attendance through PAM.

Year Level Coordinators and all teachers can access a daily report of student absence. If a student is absent for multiple days, the Homeroom teacher will contact home, and the relevant Year Level Coordinator will make contact to organise a meeting with the parent/guardian.

If there is a wellbeing concern regarding the student's absence, one of the Year Level Coordinators will contact parents/guardians and organise a meeting with the student and their family to discuss the concerns and offer support to re-engage in school life. College counsellors or psychologists will become involved by conducting parent interviews and, occasionally, home visits.

A formal letter is sent to parents of students with high absences if the student has not returned to school. A return-to-school plan is written in conjunction with the student and family.

Parents/guardians can also be referred to outside agencies for support, such as Navigator.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	null%
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**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y07	89.4%
Y08	85.7%
Y09	85.7%
Y10	86.6%
Overall average attendance	86.8%

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	81.0%

**POST-SCHOOL DESTINATIONS AS AT 2022**

Tertiary Study	47.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	6.0%
Deferred	18.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	7.0%

## Child Safe Standards

### Goals & Intended Outcomes

Maintain a culture of child safety in all we do.

Staff complete training on Mandatory Reporting and use the Four Critical Actions if a student discloses information. Ensure they are aware of who to ask for support throughout this process.

Policies and practices related to the safety of young people are part of everyday practice and are accessible to all staff.

### Achievements

Ensuring the policies below are updated, as required, implemented and communicated to all stakeholders, including:

- Child Protection - Reporting Obligations
- Student Wellbeing Policy
- Pastoral Care Policy
- Digital Devices Policy
- Acceptable Network Use and Internet Use Agreement
- Volunteer's Policy
- Grievance and Complaints Procedures
- Staff Recruitment Policy
- Professional Learning Policy
- Anti-Bullying and Harassment Policy
- Drug and Alcohol Policy
- Mobile Phone Policy
- All staff completed online Mandatory Reporting training.
- Child Safety Policy is included on the College website.
- Followed human resources practices for all staff appointments, visitors, pre-service teachers and volunteers. Along with the new practices, accompanying role descriptions, application forms, Code of Conduct acceptance, and interview criteria have been completed.
- Implementation of PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools.
- Maintained a risk register for all students identified as being at risk with the follow-up actions of the Year Level Coordinator.
- The centralised storage of reports made by staff to the Department of Health and Human Services.

- Additional security cameras were installed in areas that may have become places for bullying and intimidation because they were not visible.
- The embedding of policies and commitments into everyday practice.
- Further development of student participation and empowerment strategies.
- Child Safety Team established.
- Fortnightly Case Management Meetings for each year level.
- Provided updates to parents and guardians on Child Safe practices and policies through the College newsletter and website.
- Increased student voice through the organisation and leading of whole school assemblies and the development of an inclusion policy.
- To ensure a culturally safe environment, interpreters are engaged in family meetings. We celebrated the different cultures in our College community through Harmony Week assemblies and activities.

## Leadership

### Goals & Intended Outcomes

The focus in 2022 was to continue to enact the College Strategic Plan. The key strategic intent was to continue improving student learning outcomes in literacy, numeracy, and differentiation.

To provide staff with a wide range of professional learning opportunities to support their accreditation to teach in a Catholic school.

To use data to help improve student outcomes via reflective practice. This goal was addressed trailing the Classroom Climate Questionnaire (CCQ) developed by Curtin University as well as the use of Pat M and Pat R data.

### Achievements

Key achievements in 2022 include:

- A continuation of the implementation of the College Masterplan.
- In 2022, a significant number of new staff came to the College as there was a significant changeover at the end of 2021. The new staff were effectively inducted into the College and have made a significant contribution.
- Continuation of the work of the consultative mechanism in the creation of important positions of leadership, especially in Learning Diversity. The College had appointed cross-campus leaders and three assistants to cater for the increasing need for educational support.
- The continued development of a pedagogical practice that builds on the use of platforms such as Teams.
- The trial of the Classroom Climate Questionnaire (CCQ).
- The delivery of training in de-escalation strategies to build capacity in staff and improve staff wellbeing.
- Regular staff meetings and targeted professional development.
- An established ARM process.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

Restorative Practices

Specific VCE Studies preparation and information sessions on VCE Administration

Literacy Projects for MACS

Numeracy and Literacy professional learning

De-escalation techniques

Growth Coaching



ESL professional learning  
 Differentiation techniques  
 High Impact Teaching strategies  
 Secondary Leaders in Religious Education courses.  
 VCAA exam marking  
 NAPLAN Data interpretation and training  
 A continuation of Domain Professional Learning across the teaching staff  
 Protective practices for non-teaching staff  
 Subject Association Conferences  
 Gifted and Talented Students Student Support/Services  
 Student Wellbeing  
 Religious Education/Liturgy Technology/eLearning  
 VCAL and VET professional learning  
 Disability Training  
 OHS Training  
 First Aid: Asthma, Anaphylaxis and FIRST Aid

Number of teachers who participated in PL in 2022	71
Average expenditure per teacher for PL	\$338

## TEACHER SATISFACTION

2022 demonstrated that teachers have moved on from distance learning. The first half of the year was still very challenging, managing high infection rates due to COVID-19 and many staff absences as well as closing year levels from time to time.

There were many social activities for staff that promoted connection to the College and the leadership team made it a priority to be available to staff.

Staff feedback indicated that collegiality and collaboration were strong, with feedback and collaboration in teams resulting in very high efficacy.

Exit interviews for staff leaving the College were once again overwhelmingly positive with constructive comments made about the induction process and feedback and performance.

Data showed that staff/leadership relations were still high at 58%. This was also shown in both psychological and physical safety. This has been a focus of the leadership team. It was again positive to see that the collective efficacy of staff has remained high with an average of 58% in 2022.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	85.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	78.6%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	21.7%
Graduate	28.3%
Graduate Certificate	2.8%
Bachelor Degree	56.6%
Advanced Diploma	7.5%
No Qualifications Listed	35.8%

**STAFF COMPOSITION**

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	130.0
Teaching Staff (FTE)	122.7
Non-Teaching Staff (Headcount)	81.0
Non-Teaching Staff (FTE)	73.6
Indigenous Teaching Staff (Headcount)	2.0

## Community Engagement

### Goals & Intended Outcomes

To maintain a connection with the College community in particular parents and guardians.

### Achievements

The College continued to build links with families and the broader community in 2022. Key achievements include:

- Mother's and Father's Day liturgy and breakfast.
- Year 12 2022 reunion BBQ and catch up.
- Parents and guardians invited to attend onsite information nights, awards ceremonies, and presentations.
- Well-planned and consistent communication to families about important information concerning school matters. Emails and weekly newsletter used to disseminate information in a timely manner.
- A continued increase in the College's social media presence (Facebook, Instagram and LinkedIn).
- Maintenance and enrichment of existing links with the parish, community and local schools.
- The return of College tours by student leaders.
- Parents and Friends meetings return on-site.
- Reading Club participation established. Students attend Melton Community Centre to help younger children with their reading.
- Mothers from our local community joined us for cooking, jewellery making and henna art for Harmony Week.
- Students and staff attended local Remembrance Day service.
- Students attended morning tea with Member for Melton, Steve McGhie.
- Grade 6 transition program.
- Families and community members including our MACS representatives invited to school assemblies during Reconciliation Week and NAIDOC Week.
- Elders invites Harmony Day celebrations and classes to support cultural learning.
- Offering of Cape York Cultural Immersion.

## VALUE ADDED

Member of the Melton Community Safety Committee

School Focused Youth Services (SFYS)

Batyr presentations

Be Wise, Pat Cronin Foundation – One Punch presentations

PPU – Proactive Police Unit

Cyber Safety Solutions - Susan McLean

Parent & Friends Committee

Peer Support Program

University visits

Breakfast Club

Melton Youth Services

Place-based partnership with Melton Secondary College

Next Pro Basketball Academy

Strong links with community agencies such as Headspace and the Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)

FIRE Carrier School (Friends Igniting Reconciliation through Education) with new FIRE Carriers inducted each year

## PARENT SATISFACTION

There was an insufficient response from parents and guardians to the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS).

## Future Directions

Construction of the \$23 million first stage of our new campus is almost complete on an eight-acre site in Bridge Road, Cobblebank. The College will welcome 150 Year 7 students to the Cobblebank Campus in 2023 and 224 to the Melton Campus.

The design and development of Stage 2 of the Cobblebank Campus are nearing completion. This Stage features a creativity Hub for Technology - Wood classes, a hospitality kitchen and dining room, and Food Technology and Art facilities.

The College developed a new logo and branding for the change to St Francis Catholic College, which will officially launch on 1 January 2023. The Uniform Review Committee finalised the new College uniform, which is both trans-seasonal and gender-neutral and will be phased in from 2023 to 2025.

Design development for the Year 8 Junior Hub at the Melton Campus was progressed with construction anticipated to start in 2023.