

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



## CATHOLIC COLLEGE BENDIGO



## Contents

Contact Details .....	3
Minimum Standards Attestation .....	3
Our College Vision .....	4
College Overview.....	5
Principal’s Report .....	6
College Advisory Council .....	8
Education in Faith .....	9
Learning & Teaching .....	13
Student Wellbeing .....	16
Child Safe Standards .....	20
Leadership & Management.....	21
College Community .....	23
Future Directions .....	25
VRQA Compliance Data .....	26

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## Minimum Standards Attestation

I, Brian Turner, attest that Catholic College Bendigo 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

22 May 2018

## Our College Vision & Mission

Catherine McAuley College lives out the Mercy charism, striving to make Jesus Christ known and loved by all. As a Child Safe School, our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

### FAITH & MISSION

#### Aspiration

To come to know and love Jesus Christ through a deep understanding of and connection to our vibrant Mercy story. We seek to awaken a social conscience in our students through a culture of faith in action, living Mercy in our daily lives.

#### Our Commitments

- To integrate the Mercy charism throughout College Life
- To assist students to develop an understanding of God's presence in their daily life
- To develop faith identity through awareness of, and participation in, social justice
- To provide and adopt an integrated approach to sustainable living

### LEARNING & TEACHING

#### Aspiration

To ignite lifelong learning, encouraging independence, initiative and understanding. We seek to develop skills that best equip our students for their future.

#### Our Commitments

- To facilitate targeted learning and teaching that allows students to explore their talents and experience success;
- To empower students to take responsibility for their own academic growth and contribute to the learning of others;
- To improve literacy and numeracy skills for all of our students;
- To offer quality teaching that promotes ongoing learning, reflection, Initiative and curiosity;
- To develop and foster partnerships with the community which enhance student learning opportunities and experiences.

### WELLBEING

#### Aspiration

We seek to develop each person's opportunities for sustained wellbeing, safety, positive relationships and personal growth by contributing to our College and the broader community.

#### Our Commitments

- Catholic College Bendigo is a Child Safe environment that holds the protection, care, safety and wellbeing of children and young people as a central and fundamental responsibility;
- To provide positive flexible learning environments that promote student engagement and connectedness;
- To Develop lifelong learners empowered to be independent, self-motivated and resilient;
- To ensure on-going professional support for staff

### LEADERSHIP

#### Aspiration

A vibrant school culture where leadership is strengthened by the Mercy Education Values, professionalism, collaboration and innovation. Resource provision that facilitates quality education within a contemporary learning environment.

#### Our Commitments

- To provide confident and effective leadership;
- To ensure that our staff have the opportunities and support to navigate an ever-changing educational landscape;
- To implement the use of pedagogical evidence to inform resourcing priorities and educational innovation;
- To provide learning spaces that inspire problem solving and innovation

## College Overview

Catholic College Bendigo is a co-educational Secondary College. The College is governed by the Institute of the Sisters of Mercy of Australia & Papua New Guinea (ISMAPNG) through Mercy Education Limited.

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

The College is under the direction of the Bishop of Sandhurst through the CEO Sandhurst as a delegated authority. The CEO acts on organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The College formed in 1984 with the amalgamation of St Mary's College for girls and

Marist College for boys. It is situated on two sites 9 km apart. Years 7 - 9 are at La Valla on the eastern edge of Bendigo and Years 10 - 12 are at Coolock in the city centre.

Catholic College Bendigo is committed to providing a diverse choice of educational pathways for students. The College provides VCE, VET and VCAL pathways across the senior years of schooling. Within each of these pathways the College aims to provide opportunities for excellence for all students.

The College is structured around five key elements. These elements assist in bringing structure to the operation of a very large and complex secondary college and provide the structure for annual cyclic college review using the Charter of Secondary School Improvement (CoSSI). These areas are:

- Leadership
- Learning & Teaching
- Pastoral Wellbeing
- Stewardship & Resources
- Catholic Identity

As a member of the Catholic Church the College works in partnership with parents to provide a holistic education to enhance the academic, spiritual, physical and emotional development of our young people. The College liaises closely with the nine Catholic primary schools in the area to provide a 13-year journey in Catholic Education.

Each year the staff and students develop a College Theme. The theme, launched annually at the Opening Mass, is used as a focus for the year to assist members of the College community to be true to the ongoing College Motto, Live the Good News. In 2017 the College theme was: 'Living Mercy' in preparation for our change of name and motto in 2018 (Catherine McAuley College 'Living Mercy').

## Principal's Report



### LIVING MERCY

In 2017 we used our annual theme, *Living Mercy*, to further explore the Mercy Education Values of Respect, Courage, Hospitality, Justice, Compassion and Service. *Living*

*Mercy* will be our new motto in 2018 when we become Catherine McAuley College.

### FAREWELL CLASS OF 2017

We were sensitive to maintaining the Catholic College Bendigo identity in the community, especially for our Year 12 cohort. We acknowledged the Year 12 graduates for their achievements: they have been one of our largest cohorts and have been very successful across a range of academic and co-curricular pursuits.

### FAREWELL CATHOLIC COLLEGE BENDIGO

As our final year as Catholic College Bendigo we paid tribute to those whose vision created the College in 1983. The Mercy and Marist congregations, working with the Catholic Education Office (CEO), created a school that would grow to be the biggest Catholic school in Victoria at one point. We recognise the leadership and service of the founding Principal Sr Mary Duffy followed by Br Paul Kane, Sr Sylvia Williams and Mr Darren McGregor. Their legacy has seen the continued growth of Catholic education throughout the region.

### TOWARDS CATHERINE

We have 250 students enrolled for Year 7 in 2018 and this number will increase in the following years. This growth is the result of a long tradition of Catholic education in our community. Our school has had many names, St Aloysius, St Mary's College, Catholic College Bendigo and will soon be Catherine McAuley College. The constant has been the presence of the Sisters of Mercy for over 140 years.

At the Opening Mass in February 2017, the new crest and visual identity for Catherine McAuley

College were announced by the Sisters of Mercy. One of the challenges in any transition is uncertainty about the future. The blessing is that we are so familiar with the Mercy ethos. The intention has always been to acknowledge the history of our College and its association with other local religious orders and the Catholic Education Office (CEO) in Sandhurst. We are grateful for the support of the Institute of the Sisters of Mercy of Australia & Papua New Guinea (ISMAPNG), Mercy Education Limited (MEL), Bishop Leslie Tomlinson and Paul Desmond, Director, CEO Sandhurst. We would also like to thank Mrs Deb Carter of Fraynetwork Multimedia who has been a key figure in our transition.



### STAFF FAREWELLS

There have been many people who have made a considerable contribution to our culture over many years. We thank them for their service and wish them well in the future, whether retiring or taking a new pathway in their career.

On a personal note, I want to thank Mr Michael Chalkley for his twenty-six years of service, in particular his leadership as Acting Principal in 2014 and as Deputy Principal at both campuses for well over a decade. Mick is heading to St Peter's Primary School as Co-Principal and will

provide the same values and service that we have witnessed here at Catholic College Bendigo. Staff finishing in 2017 were:

- Barbara Collins - 38 years
- Bill Gaskell - 33 years
- Gay Whitehead - 30 years
- John Ferris - 27 years
- Peter Gamble - 27 years
- Joane Nixon - 27 years
- Michael Chalkley - 26 years
- Sharon Cruise - 26 years
- Sue Gamble - 26 years
- Jennifer Street - 15 years
- Ashley Taylor - 12 years
- John Houlahan - 10 years
- Waqas Iftikhar - 10 years
- John Geary - 9 years
- Harney McKinnon - 9 years
- Michelle Brannagan - 7 years
- Shane Wharton - 7 years
- Robert Davis - 2 years
- Sallie Burke-Muller - 1 year

### **DISTINGUISHED SERVICE**

On behalf of the College I want to acknowledge Mr Greg Sheehan and Mrs Allison Bodinnar who have retired from their roles as College Advisory Council members. Both Allison and Greg were on the Council for an extended period and I thank them for their ongoing support and guidance throughout their tenure. Their passion for the needs of the students and support of the College has been reassuring and we will miss their wisdom and reflections.

### **BUILDING DEVELOPMENTS**

During 2017, construction of the Performing Arts Hub at La Valla commenced. Thanks to the efforts of our builders Walsh and O'Meara and the project support of Mr Tim Dunlop of Regional Management Group in 2018. A retaining wall at Coolock was replaced with tiered seating and improvements and landscaping continues across both La Valla and Coolock campuses.

### **THANK YOU**

I would also like to thank our local Mercy Sisters for their ongoing support of the College, to ISMAPNG, Mercy Education Limited staff and the Board for their patience and discernment through a hectic period. We are fortunate to be a member of an organisation that has such a diverse range of ministries and talented members.

Finally, I want to thank the College Leadership Team for their tireless efforts in a difficult year and to acknowledge the flexibility and work of all staff as the College continues to evolve. Thank you to our students and families for your ongoing support.

I look forward to welcoming everyone to Catherine McAuley College in 2018



## College Advisory Council

Catholic College Bendigo Advisory Council provides advice and support to the Principal and the staff of the College. Members of the Advisory Council are valued for their wisdom and the contribution they make to the functioning of the College and work together to ensure that the Mercy Ethos underpins the life of the College. The Advisory Council meets no less than six times per year and the purpose of the Council is as follows:

- a) To act as a consultative Council for the College and the Principal in the provision of Catholic education.
- b) To promote the Mercy ethos and to ensure the charism is alive and central to all deliberations.
- c) To assist the Principal and staff in policy making, including the formulation of foundational documents.
- d) To assist in the preparation of the College budget and to recommend its adoption.
- e) To provide advice concerning the financial administration of the College. This could include supporting the Principal with fund raising activities organised by auxiliary bodies associated with the College.
- f) To give such practical support to the College as required in matters such as capital development, the maintenance of College facilities and equipment.
- g) To take part in the strategic planning for the future operations of the College.
- h) To assist generally in developing relationships both within the College community and between the College and the wider community.
- i) To facilitate the welcome of parents and children new to the College.
- j) To develop strategies for the local promotion of Catholic education.
- k) To provide advice according to members expertise.

### COLLEGE ADVISORY COUNCIL

The members of the College Advisory Council in 2017 were:

- Mrs Fiona Russell
- Sr Geraldine Larkins
- Mr Jeff Westbrook
- Mrs Maree Martini
- Mr Lee Bombardieri
- Mr Tom Maher

## Education in Faith

The annual theme was *Living Mercy* and this is the new motto of Catherine McAuley College in 2018

So, what about our Catholic College Bendigo motto *Live the Good News*?

This remains part of who we are as a community, continuing to be inspired by the message of Jesus Christ. We seek to *Live Mercy* and *Live the Good News* each day and in our many activities throughout the year.

### FUNDRAISING AND AWARENESS RAISING

Each term we work together to raise funds for different groups: Caritas, St Vincent de Paul, Mercy Works and our own local community. This creates an awareness of different areas in our world where we can offer support.



We were fortunate to have Sr Ailsa McKinnon visit from Mercy Works to support our fundraising for the people of Kiunga in Papua New Guinea (PNG). Sr Ailsa gave our students and staff a greater insight into the positive impact we are having on the lives of many in PNG, Timor Leste and Australia. Congratulations and thank you to the students and staff for their efforts and ongoing contribution throughout the year.

### CELEBRATIONS

We participate in many celebrations through the year, which help to build both community and house spirit. Special thanks to the students who organise and those who attend these celebrations. The student leadership team have worked together for these events are tremendous. They have modelled Catherine's

spirit through their hard work and commitment to our College. Just one example was Mercy Day, where they cleverly used the reality TV show *The Bachelor* to illustrate the significance of the Mercy Education values.



### CONGRATULATIONS AND THANK YOU

We acknowledge Genevieve Ellis and Amy Wardell on their excellent leadership as Faith Captains. They have worked hard to uphold the Mercy Education Values and to put Mercy into action. They have been well supported by members of the Faith and Justice Team, for example Anti-Poverty Week, school Masses and other faith-based activities.



Thank you to the members of the College Faith Team and all staff who have supported the many activities and events throughout the year, encouraging us to put our Mercy Values into action.

We acknowledge the support of our Clergy and their commitment to our community, celebrating Community Masses, House Masses and other significant occasions.

**SPIRITUALITY AND LEARNING**

We had the privilege of hearing Sr Liz Dowling on the Staff Spirituality Day in August. Liz helped us understand elements of Matthew's Gospel and how we might take some of these messages with us. It was great to reflect and record our own Beatitudes for Catholic College Bendigo.

We were delighted to welcome Sr Berenice Kerr into our community for the first Living Mercy Lecture, titled Catherine, September 24th and Our Lady of Mercy. Our audience was taken on an historical journey by Sr Berenice, touching on the story of Catherine and the Sisters of Mercy, as well as exploring the different images of Our Lady of Mercy. Our College was presented with a painting of Our Lady of Mercy, created by Sr Margaret Mary Batros.



The office now bears two quotes from Catherine, We should be shining lamps giving light to all around us and You must be cheerful and happy, animating all around you. We have also installed a Mercy Cross and a story of Catherine's life.

Footprints in the breezeway invite you to "walk in the footsteps of Catherine". The story of Mother Aloysius Martyn and the pioneering Sisters of Sandhurst fills one wall and the other wall features our Mercy Education values: Justice, Courage, Respect, Hospitality, Compassion and Service. Thank you to Mrs Deb Carter and Fraynetwork Multimedia for their design and attention to detail during the installation of this project.

**SPIRIT OF MERCY**

The ongoing commitment of the Sisters of Mercy to our College and the vision and mission of Catherine McAuley continues to inspire us each day. May our community continue to build on this beautiful and strong charism and may we continue to follow in the footsteps of Catherine.

The General Office and Breezeway at La Valla have a fresh new look, inspired by the spirit of Mercy, Catherine McAuley and the pioneering Sisters of Mercy who arrived in Sandhurst over 140 years ago.

**"Every Place has its own particular ideas and feelings which must be yielded to when possible."**

As we reflect on Catherine's words, we give thanks for the members of Catholic College Bendigo and all they have contributed to the strong history and educational values of this community. The name may be changing, but the true spirit of people in Mercy, the story, the legacy and history created by our past will continue to be reflected in our words and actions at Catherine McAuley College.

## VALUE ADDED

Connection to our Mercy story is important in the spiritual journey of students at Catholic College Bendigo. We seek to develop a social conscience in our students through faith in action and *Living Mercy* in our daily lives. Catholic College Bendigo has the following opportunities to strengthen students' awareness of our Mercy story, local and global issues and understanding of the Gospel values:

- Opening Mass & Year 7 Welcome Mass
- Graduation Mass
- Masses & Liturgies (Anzac Day, Reconciliation Week, Ash Wednesday, Easter, House Masses)
- Celebration of 140 Years of Mercy in Sandhurst Diocese.
- Vinnies Winter Appeal
- Bendigo Food Share Donation at Christmas
- Mercy Works fundraising and Visit from Sr Ailsa McKinnon
- Caritas - La Valla Walk, Coolock Carnival, Caritas Guest speaker
- Vouchers for the Mercy Fund to support the work of Sr. Kathy
- Religious Art Awards
- Marian Lecture: Sr Berenice Kerr
- Justice Camps
- Philippines and Samoa Immersions
- Dublin Mercy Pilgrimage for young leaders
- Australian Catholic Youth Festival, Sydney
- Interfaith presentations
- Sandhurst Winter Sleepout, Kyabram
- Retreats
- Mercy Day
- "The Bright Light in the Darkness" performance, highlighting the story of Catherine through theatre.
- Student Leadership - Faith and Justice Team Coolock - Faith and Justice Team La Valla
- Caritas Just Leadership Day
- Awareness Days from Social Justice Calendar: Fair Trade Day, world food day, Anti - Poverty Week, Remembrance Day, World Environment Day
- Iconography: Breezeway at Junortoun pioneering Sisters who arrived in Sandhurst 140 years ago, depicting "Walking in the footsteps of Catherine" and the Mercy Values. The story of Mother Aloysius Martin and the pioneering sisters of Sandhurst.
- Office spaces and foyers displaying Mercy Symbols and story at La Valla, Junortoun
- Completion of the Heritage Room at Coolock, Barkly St



## Learning & Teaching

### DEEP LEARNING

The College promotes deeper learning, and the development of the capacity of students to transfer their understanding to real life situations beyond the classroom. We are impelled to equip all students in our care to thrive in a rapidly changing world. Our approach is to challenge students with engaging projects involving real world contexts, that specifically target all students' skills. These skills include critical and creative thinking, literacy and numeracy, social and emotional intelligence. We construct learner profiles based on individual student data which helps cater for specific learning needs, and work with students to reflect on their own strengths and help them develop goals for their learning based on their personal profile.

We see a successful student as someone who will make a meaningful contribution to society. We are committed to targeted learning that allows each student to experience personal success.

### BEST PRACTICE

Our College has engaged heavily in planning and implementation of transdisciplinary units, that challenge students to engage with Big Ideas, conduct self-directed enquiries, so that students not only have the skills and understanding of the curriculum, but have the capacity and self-belief that they can apply these skills beyond the classroom. We have been blessed to have a resident academic, and former superintendent of 24 schools in Canada, engage with a range of our students and teachers to upskill us all in the needs of the new economy, best practice in teaching, and a greater understanding for all of those in our community about how we learn.

### PERSONALISED LEARNING PLANS

To allow us to understand more about our students and their unique learning skills and needs, we continue to gather as much data as possible. We implemented personalised learning plans for a considerable number of our students, to help teachers and students better understand individual needs, and have more targeted approaches in differentiation. This is an additional layer of understanding beyond our current learner profiles developed for our students. We made significant ground in this area through 2017 and are consolidating and will be improving this process through 2018.

### OTHER NEW OFFERINGS

The College continues its support of a variety of programs for students, with the implementation of an applied learning pathway at year 10, and the progression of students through the Martyn program, with students participating at years 7 to 9. This program provides an integrated and applied focus to learning and our students have achieved significant success throughout the year. During many months of work, they developed personal projects based on their own interests and passions. The well-attended Exhibition evening displayed the wide array of skills and interests and the feedback from all involved was remarkably positive. It is a credit to our students and their mentors that they could present such outstanding work.

In 2017, we extended our Instrumental Music Program to all years at the Coolock campus, with students given the opportunity to learn an instrument, in small-group intensive lessons, in addition to their Music classes, with many of the students participating in the De Sales Concert Band.

### FOCUS AREAS

Our focus areas in our Learning and Teaching Annual Action Plan include:

1. Continued focus on Differentiation. Providing concrete examples for staff and students.
2. The development and refinement of Personal Learning Plans for our students written by our staff and specific to each student's learning strengths and requirements.
3. A greater focus and understanding of deeper learning within the college.
4. Greater centralisation of student data to inform teacher practice.
5. More rigorous measures of student growth, and targeted interventions for students not reaching 100% growth.
6. Develop our Learning & Teaching model and structure for the College.

### POST-SCHOOL DESTINATIONS

TERTIARY STUDY	45.0 %
TAFE / VET	9.0 %
APPRENTICESHIP / TRAINEESHIP	15.0 %
DEFERRED	20.0 %
EMPLOYMENT	12.0 %

### STUDENT LEARNING OUTCOMES

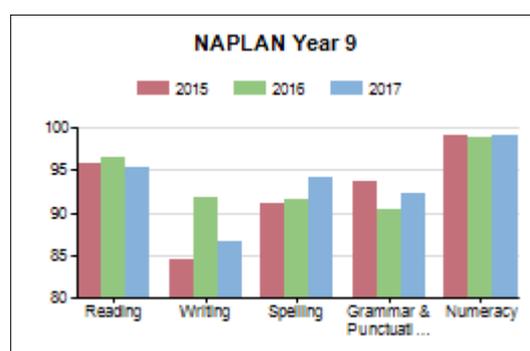
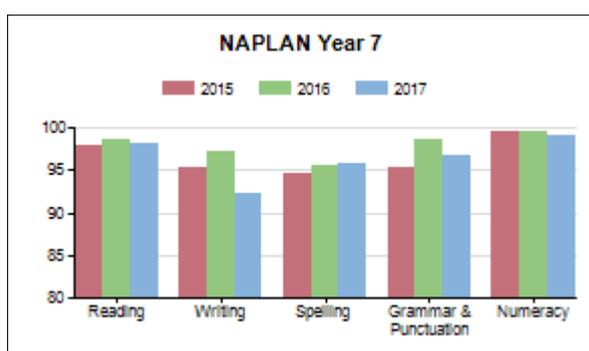
We pride ourselves on students being able to cater for all students and celebrate students who leave our College to commence employment, just as we recognise our high achieving VCE students.

The 2017 school Dux achieved an ATAR score of 98.55 with two other students achieving in the top 2% of the state. Students received several notable awards including a premier's award, several VCE seasons of excellence awards in top arts, designs and technology, and participation in the prestigious in the National Youth Science Forum.

### NAPLAN TRENDS

The College Year 7 and 9 NAPLAN trends\* remain relatively consistent with previous years. The Literacy and Numeracy needs of our students vary significantly and we seek to cater for our students at their point of need. Our improved capture and understanding of individual student data has allowed us to make considerable investment in targeting students learning, with a literacy and numeracy coordinator implementing interventions for students with additional learning needs. These targeted programs include the Renaissance Reading, Reading Recovery and English Enhancement. We expect these changes to have a positive effect on our learning outcomes for our students in the years ahead. Approximately one in four of our students achieved well above two years growth in reading, writing and numeracy of well over two years from years 7 to 9.

*\*NOTE: See full NAPLAN data report in the VRAQ Compliance Data section of this report on pages 26 - 30*





## Student Wellbeing

Our 2017 Action Plan reflected strong themes of resilience and mindfulness whilst maintaining our already strong sense of belonging.

Housegroup teachers remained the first point of contact for parents, as these mentors' absolute focus is every student's connectedness and learning pathway through our College.

Our focus areas were:

1. To establish a structured Whole School Student Representative Council
2. Planning for the introduction of a Whole School approach to Wellbeing modelled on the Berry St model.
3. To establish and utilise the Schoolbox Learning Management System.
4. To establish a structured meeting schedule to support Staff Professional Development

Pastoral Care is integrated across all programs and is in accord with State and Federal practices. The College provides students with a holistic approach to education.

We acknowledge that all students grow and develop differently. Individual meetings and learning assessments allowed us to gather information about the strengths and aspirations of each student.

A motivated team of professionals provide support to students. An educational psychologist and wellbeing counsellors work with students and families to provide support where needed.

This, along with excellent relationships with external health professionals and agencies, ensures the highest quality care.

All staff are accessible to both students and parents. Careers, Learning Enrichment, Koorie Education and English As a Second Language (EAL) also provide expert support for students.

The College believes the active partnership between the staff, parents and students is critical through a range of mediums.

The administration of the College is truly a team effort. The management of over 200 staff and the work required to ensure that the school maintains standards with regards to the numerous facets of compliance remains a huge task. This process is, and will always remain, a work in progress as we constantly look for ways of improving the flow of communications and meet new government standards and expectations.

We continued to revise our policies and operations in line with the new Child Safe Laws. These new state laws were introduced with the sole purpose of protecting children and mandating all adults' responsibilities with regard to children's rights to be safe and feel safe. Both students, staff and families were very accepting of the information presented to them.

The school calendar at Catholic College Bendigo was certainly jam-packed in 2017: house community events, the extensive program of music and drama performances, the Year 9 production of *Godspell*, camps, Caritas Ks, retreats, visual arts exhibitions, a multitude of sporting activities and Mercy Day to name just a few! Certainly an indication that there are plenty of opportunities for students to become involved and immerse themselves in the culture of Catholic College Bendigo.

Attendance at a number of these events was up on previous years. There is much evidenced-based research to indicate that students who engage fully with the opportunities that are offered to them within their school environment are more likely to succeed, both academically and in forming and maintaining positive relationships. The support of parents with regards to attendance at all school community events is crucial in the holistic development of their children.

The House System continues to be a source of strength for the College. The six houses help to nurture a strong sense of belonging to the College, with a healthy balance of community and competition. This system requires the cooperation of the entire community. Every member of staff and all students belong to a house and enjoy the connectedness that this creates. This helps to guard against students 'falling through the cracks' as they have a strong network which includes their housegroup teacher, Head of House and Wellbeing Team members to call on for their academic, social and emotional needs.

## SCHOOL ATTENDANCE

### It is the policy of Catholic College Bendigo:

- To ensure that all students reach their personal, social and academic potential through high levels of daily school attendance
- To ensure that students enrolled at Catholic College Bendigo attend school full-time unless there is an exemption for a child
- Monitor student attendance at least twice a day and in accordance with legislative requirements
- Record the reason for a student's absence
- Enact the Attendance Improvement Procedure should a student's attendance become unsatisfactory

### DAILY PROCEDURE

**Step 1:** Monitor absentee emails and phone calls and record in AWMS (Attendance Welfare Management System)

**Step 2:** Generate report for unmarked classes and Housegroup. Email Teaching staff of the unmarked classes.

**Step 3:** Notify parents of students who are absent in period Housegroup and Period 1 (10am)

**Step 4:** Place "absent parent contacted in period 1". Always display the previous day to see a pattern of illness

### ATTENDANCE IMPROVEMENT PROCESS

The following procedure is to be utilised with students who are presenting with difficulties in maintaining their attendance. Attendance should be monitored by Housegroup Teacher/s (HGT), Classroom Teacher/s, and Head of House (HoH), but remains a primary role for Housegroup Teacher. Action should be taken if a student has:

- three consecutive absences and/or
- a pattern of one-day absence a fortnight and/or
- Absences that amount to 10% of class (per term)
- Repeated absences for assessment tasks or key activities

Key tasks relating to this procedure are as follows:

- General Office is to record reasons offered for absence, send SMS to Parent/Guardian, if patterns of absence are identified General Office staff will flag patterns to HGT/HoH for follow up
- HGTs are to accurately maintain the roll, check absentee lists, monitor attendance and patterns of absence, consult with students regarding absences, contact Parent/Guardians, pass on relevant information to classroom teachers, flag ongoing issues with HoH for follow up, advise General Office if Parent/Guardian have indicated reason so that records can be maintained
- Classroom Teachers are to monitor class attendance, maintain accurate rolls, discuss concerns with HGT, contact Parent/Guardian (following conversation with HGT), alert HoH/Pathways Coordinator of ongoing attendance issues
- HoH are to liaise with HGT regarding calls to parent/guardian, to monitor absentee lists and flag issues with HGT, contact home and offer school supports/referrals (i.e. CALD, Wellbeing where appropriate), contact family for ongoing issues, facilitate Attendance Improvement Meetings, send formal letter when necessary
- Wellbeing and Learning Enrichment are available for consultations, to support the development and implementation of return to school plans



## VALUE ADDED

- House System
- Pastoral Learning Lesson (La Valla)
- Athletics and Swimming Carnivals
- Bullying No Way Day
- Are You OK? Day
- Mental Health Week
- Participation in Suicide and Prevention Network
- Weenthunga Women's Health Day
- Koorie Ed Meetings
- School Based Traineeships
- Energy Breakthrough
- Extensive sporting programs where students represent the College Regionally, State and Nationally
- Extensive Arts programs including Music, Drama and the Year 9 Productions
- Camps, Retreats and Outdoor Education Experience



### MERCY FAMILY SUPPORT COORDINATOR

Sister Kathy Ryan, in her role as Mercy Family Support Coordinator, has spent time with families providing support in challenging life situation or financial circumstances. This vital role has continued to provide secondhand uniforms and textbooks and other items. Thank you all for the continued support and generosity and for donating uniforms and textbooks; they bring much joy to members of our community.

## STUDENT SATISFACTION

Feedback from the School Improvement Student Surveys (Insight SRC) identified that students:

- Feel good about being a student at Catholic College Bendigo.
- Feel safe within the Catholic College Bendigo environment.
- Feel motivated to do their best in their learning.
- Students have positive relationships with their teachers.
- Feel connected to their peers, they are motivated.

## AREAS FOR ATTENTION

- A number of students highlighted that they did not feel stimulated by their learning and classroom behaviour impacted on teacher effectiveness.

## Child Safe Standards

**Catholic College Bendigo is committed to a safe and nurturing culture for all children and young people.**



At Catholic College Bendigo (CCB), we have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe. We are resolutely committed to ensuring that all those who are engaged at CCB promote the inherent dignity of children and young people and the fundamental right to be respected and nurtured in a safe school environment. This is particularly so for the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

When allegations of abuse concerning children and young people are raised, CCB will take prompt action to have these appropriately referred and investigated. While the context and reality at CCB will differ from other schools, the fundamental issues of understanding effective practices in child safety and identifying and responding to child harm remain the same. CCB strives for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the possibility of abuse occurring in the first place.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by the College, families and their communities. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

The listed policies, procedures, Code of Conduct and our Commitment Statement are aimed at implementing a child safe practices and culture:

- Catholic College Bendigo Commitment Statement
- Child Safety Policy
- Child Protection – Failure to Disclose Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working with Children Policy
- Code of Conduct – Staff
- Responding to and Reporting Child Abuse Procedure
- Bullying, Discrimination and Harassment Policy

### CREATING A CHILD SAFE CULTURE

The following strategies have been implemented to create an ongoing child safe culture:

- Ongoing training for staff
- Ongoing training for students
- Ongoing review and implementation of the above-mentioned policies and procedures
- Recruitment, selection and induction policies and procedures for new staff to the College
- Induction, screening and monitoring of visitors and contractors to the College environment including Working With Children Checks.

## Leadership & Management

### CHANGING LANDSCAPE

With great excitement we have seen construction commence for the new building and the master planning for the buildings and grounds at La Valla. This changing landscape has provoked deep thinking about the outcomes that we want for our students and staff teams.



### STUDENTS AS LEADERS

The introduction of the Student Representative Council (SRC) has strengthened the student voice and their decision-making within our school community. It has provided the opportunity for many more students to take on

formal leadership roles. These roles support the College, Faith and House Captains. Leadership positions are held by students in all year levels.

The impact of the SRC has been tangible, particularly with the development of the new building at La Valla, the new uniform and many other aspects of becoming Catherine McAuley College. The SRC students have been incredibly impressive in their participation in a range of school events, particularly transition activities and promotion of our College.

The SRC was involved in planning and leading liturgies, assemblies, and the organisation of whole-school events such as Mercy Day and Caritas Ks.

The Faith and Justice Team discussed and promoted social justice and environmental issues, creating awareness and raising funds for groups such as St. Vinnies, Caritas and Mercy Works.

### PASTORAL CARE

The pastoral care of our students, encompassing all aspects of their growth, continues to be a focus. The Heads of House and their teams work with our students and

families to ensure care for all families. The introduction of vertical housegroups has enhanced communication and cooperation between year levels.

We are committed to teaching lifelong skills to our students. The growth of the Agriculture program at Years 8 and 9, the Martyn Program and our Pastoral Care programs centred on Restorative Practice and our Mercy Values enhance the resilience of all.

### GRADUATE PATHWAYS

Our 2017 students pursued many pathways ranging from university study to full-time work. Participation in our Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) subjects across year levels led to students obtaining apprenticeships, traineeships and TAFE training opportunities.

Careers Practitioners provided ongoing support and advice to assist our students with their goals for the future, advising about pathways to success in the future.



## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2017

- Domain specific workshops
- Pastoral Care/Wellbeing (i.e. Berry St)
- VCAA - VCE Assessing
- LMS Software Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

107

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$399.12

### TEACHER SATISFACTION

Results from the School Improvement Teacher Surveys (Insight SRC) identified:

- Improvements in role clarity
- Staff feel there is improvements in engagement through greater teamwork and ownership of roles
- The improvement in the team approach was also reflected in improvements in behaviour management and curriculum processes.
- Staff feel student behaviour is positive and reflects College values
- There has been a focus on and improvements in the quality of teaching



## College Community

### COMMUNITY EVENTS

Opening Mass, the Laureate Assembly, Whole College Assemblies, Open Evening, Principal's Tours, sports days, Presentation Evening, and the highly-anticipated Mercy Day were just some of the special occasions for our community to gather and celebrate our students' achievements and activities and foster a strong sense of school and House spirit.

### ALUMNI

As we close one chapter and begin another, the graduating Class of 2017 takes on a special place in the history of the College as the last graduating class of Catholic College Bendigo.

A dynamic calendar of reunions throughout 2017 brought alumni together, with over ten formal reunions and many casual gatherings organized by past students.

### CO-CURRICULAR LEARNING

Debating, sports competitions, arts performances, academic competitions, justice camps, Tournament of Minds and the Frayne Speech Festival amongst many other activities provided opportunities for students to extend their knowledge and skills, try new activities and connect with like-minded students and staff during 2017.

### EXPLORING THE ARTS

Self-expression and creativity is important in the development of our students. Research shows that learning a musical instrument and playing in an ensemble can enhance many areas of learning and develop personal and inter-personal skills.

The Instrumental Music program continued to grow with great success, including increased numbers in ensembles and more students continuing studies in later years.

Bands and choirs, art exhibitions, drama and music performances, arts camps and the Year 9 Production *Godspell* all provided extended opportunities for involvement in the arts and brought students together in communities of shared interest.

### SPORTING LIFE

Students participated in a range of sporting activities at a level of their choice, enabling them to develop both physical and emotional skills and encouraging participation, confidence and success.

Students competed in a wide range of individual and team sports, at local, State and National levels. Our College was, once again, one of the most successful regional schools in Victoria, with multiple individuals and teams both qualifying and winning state titles.

The House competitions in swimming and athletics were a huge success providing great competition, House spirit and friendly rivalry.

### CO-CURRICULAR OPPORTUNITIES

The production of *Godspell* was spectacular, showcasing the talents and skills of our Year 9 students.

Our students also had the opportunity to get to know each other better through our camps program. The Year 7 students went to Camp Weekaway in Lancefield while the Year 8s tried their hand at surfing in Anglesea.

Year 9s went on the annual Outward Bound trip this year, returning to the Grampians. Closer proximity to Bendigo allowed us to reduce the number of days that students were away, without compromising the activities and integrity of the program.

The Year 10 Interactive Week was implemented this year, which incorporated the traditional Melbourne Camp. Students were involved in a number of workshops such as cyber-safety, mental health and personal development.

### IMMERSION EXPERIENCES

The Immersion experiences offered allows students to experience life in a different country, including Samoa and the Philippines. This is another way our community is challenged to think beyond ourselves. These can be life-changing experiences, living for a short time in a different culture. This year the funds the students raised to support these communities contributed greatly to St Theresa's and Fiamalamalama schools in Samoa and the village of Malbago in the Philippines.

### VALUE ADDED

- Masses and Liturgies
- Prayer and Retreats
- Reflection and Encounter Days
- Social Justice Groups
- Community Service
- Swimming and Athletics Carnivals
- Sports Competitions
- Camps and Outward Bound
- Peer Mediation
- Student Representative Council
- Leadership Programs
- Bands and Choirs
- Instrumental Music Program
- Voice Choir and Frayne Festival
- Public Speaking and Debating
- Writers' Masterclasses
- Year 9 Production
- Winter Concert
- Battle of the Bands
- Tournament of Minds
- Da Vinci Decathlon
- Academic competitions
- Spring Arts Festival
- Energy Breakthrough
- Work Experience
- Overseas Immersions
- Careers Nights

### PARENT SATISFACTION

- Feel that the school provides a vibrant educational environment that is learning focused;
- Are satisfied their child is well prepared for transitions through the school setting and beyond;
- Expressed that their child feels accepted by peers, and other students at school;
- Believe that the school effectively informs about their child's learning progress;
- Parents feel comfortable about approaching the school with concerns;
- Parents feel that their child has a voice and their input is valued
- Are satisfied that the school continues to grow and improve with regards to its programs and masterplan developments;
- Are satisfied that students feel a sense of connectedness and belonging to school with improved motivation and engagement
- Their child feels safe at school

### ACHIEVEMENTS

- Implementation of LMS Schoolbox
- Opening Mass
- Inaugural Laureate Assembly
- Open Evening showcasing the college to the community
- Grade 6 Transition Meetings

## Future Directions

### NEW NAME AND NEW DIRECTIONS

Students and staff are excited to begin a new chapter at Catherine McAuley College in 2018. Along with a new name, there will be a new uniform and iconography.

The College will be named in honour of Catherine McAuley; an amazing woman who lived the Gospel message with passion and commitment. She founded the Sisters of Mercy in Ireland in 1831 and established many foundations to educate and support women, children and the poor. Her work commenced in Dublin, where she grew up and less than 190 years later, more than 500,000 people work in Mercy ministries throughout the world.

Each College campus will be renamed: our Junortoun Campus, will be known as “Coolock” (to reflect Catherine McAuley’s early ministry at the Coolock Estate on the outskirts of Dublin) and our Barkly Street Campus has been renamed “St Mary’s” to honour the name by which the College on that site was known for more than 100 years, prior to becoming Catholic College Bendigo.

### FUTURE LEARNING

We formulated our touchstone statement,

**“We aim to inspire all in our community to be learners impelled to thrive and serve.”**

This will establish a foundation for all of our future strategic planning. The statement will encompass the learning and teaching and pastoral needs of each student. In our master planning, curriculum development and delivery.

We are creating contemporary spaces that are engaging and inspiring students to think and work independently. We strive to form students who will graduate with an understanding of the importance of being critical thinkers and who reflect the Mercy values of Justice, Compassion, Courage, Hospitality, Respect and Service.

We want our graduates to be aspirational, to understand their own learning style and have the

skills to thrive in any pathway they choose. Graduates who realise the importance of learning throughout their lives and continue to serve their community with the gifts that have been nurtured through their formative experience at our College.

### NEW BUILDINGS

Students at Coolock, Junortoun Campus, will also be the first to experience the new Performing and Creative Arts Hub, which is nearing completion. This new building incorporates flexible learning spaces for Science, Technology, Engineering, Arts and Mathematics (STEAM) which are co-located with general areas and specialist Music, Art, Drama and Visual Communication facilities.

### MASTER PLAN

A new master plan is being established and will include removal of portable buildings, partnerships to enhance sporting facilities including a new stadium and other building refurbishments



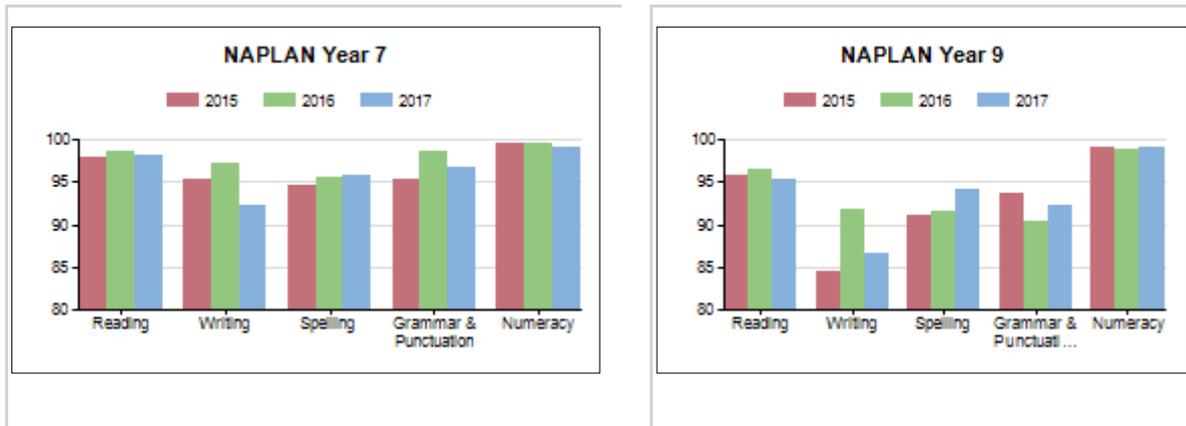
## VRQA Compliance Data

**E3002**  
**Catherine McAuley College, Bendigo**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	95.3	98.6	3.3	96.8	-1.8
YR 07 Numeracy	99.6	99.5	-0.1	99.1	-0.4
YR 07 Reading	98.0	98.6	0.6	98.2	-0.4
YR 07 Spelling	94.6	95.5	0.9	95.9	0.4
YR 07 Writing	95.3	97.3	2.0	92.3	-5.0
YR 09 Grammar & Punctuation	93.8	90.4	-3.4	92.2	1.8
YR 09 Numeracy	99.0	98.9	-0.1	99.2	0.3
YR 09 Reading	95.9	96.6	0.7	95.3	-1.3
YR 09 Spelling	91.0	91.5	0.5	94.1	2.6
YR 09 Writing	84.6	91.8	7.2	86.6	-5.2

See Page 14 for further explanation of NAPLAN graphs



<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	77.36%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Overall average attendance	92.59%

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	84.79%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	84.71%

TEACHER QUALIFICATIONS	
Doctorate	0.74%
Masters	10.29%
Graduate	44.12%
Certificate Graduate	3.68%
Degree Bachelor	83.82%
Diploma Advanced	18.38%
No Qualifications Listed	6.62%

STAFF COMPOSITION	
Principal Class	6
Teaching Staff (Head Count)	148.5
FTE Teaching Staff	126.75
Non-Teaching Staff (Head Count)	68
FTE Non-Teaching Staff	52.8
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	582.10
Year 9 Writing	558.00
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	579.20

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	97%

**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 <http://www.acnc.gov.au>