

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



**CATHERINE MCAULEY COLLEGE BENDIGO**



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## Minimum Standards Attestation

I, Brian Turner, attest that Catherine McAuley College 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1 May 2019

## 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

- Catherine McAuley College 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

Catherine McAuley College 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. The new College motto, adopted at the commencement of 2018 is 'Living Mercy'.

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.

Catherine McAuley College is situated on two campuses 9 km apart. Years 7 - 9 are at Coolock Campus on the eastern edge of Bendigo and Years 10 - 12 are at St Mary's Campus in the city centre.

Catherine McAuley College 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 and 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.

## Principal's Report



In 2018 we dedicated our annual theme to further exploring our new identity, building on 142 years of Mercy education in Bendigo. The transition to a new entity has been the culmination of countless hours of preparation at a range of administrative, governance and community levels. A new name, new (or returning to old) campus names, new crest, new uniforms, signage, prayers, websites, buildings - the list goes on. As I noted here last year, the great challenges in any transition is the notion of change and uncertainty about the future. The blessing is that we have a long and ongoing association with Mercy as our governor; we are familiar with the Mercy context and remain comfortable with the ethos and familiar faces.

For some, the process of transition may have felt elongated, but I believe this gradual process allowed for the successful start to Catherine McAuley College (CMC). In this, we are grateful for the ongoing support of the Institute of Sisters of Mercy of Australia & Papua New Guinea (ISMAPNG) and Mercy Education Limited. As we move into this new era as Catherine McAuley College we acknowledge the history of the College and its important associations with other local Orders, as well as the Catholic Education Office of the Sandhurst Diocese.

On behalf of the College, I thank the members of the College Advisory Council for their discernment and support throughout 2018. I also acknowledge the ongoing support of Ms Deb Carter of Fraynetwork, who has been a key figure in supporting our planning and processes.

### FIRST GRADUATES

As we came to the end of the 2018 academic year, we especially acknowledged our first Catherine McAuley College graduates for their collective and individual achievements over the past six years. Their final celebrations epitomised the genuine nature of their relationships and the quality of care this cohort have for one another. We wish all our graduates every success in their future endeavours. To those families who are coming to the end of a long association with our College, we thank you for your ongoing commitment and contributions to the College community.



## NEW BUILDINGS

Throughout 2018 we watched the emergence of the new building at Coolock Campus in Junortoun. The Sister Aloysius Martyn Arts Centre was completed in time for the commencement of classes in 2019. The Centre enabled the College to remove many of the portables that had been on site for far too long. The facility has provided a boost to not only general teaching but also Music, Drama, Digital Technology and the 'STEAM' disciplines – Science, Technology, Engineering, Arts, Mathematics.

In 2019 the Cricket Australia complex will commence and form part of a new stadium facility together with the belated upgrading of the ovals. The College thanks Mercy Education Limited, McAuley Property and the Institute for their support of the work with the City of Greater Bendigo and Cricket Australia.

Works commenced on the Kelly Building at St Mary's Campus, Barkly Street, will continue through Term 1, 2019 and see the ground floor developed as a new canteen and Food Technology facility, with Allied Health upstairs. We thank Mercy Health and the Australian Catholic University, who have partnered with the College for the Allied Health program. We look forward to the growth of this partnership and its potential to provide greater tertiary and employment pathways for our students in the future.

## STAFF MOVEMENT AND LEADERSHIP

There are always staff movements in a big College. On behalf of the College I thank the following staff members for their service and contributions. Staff finishing in 2018 are:

- Robert Reaburn – 35 years
- Kevin Sharkey – 21 years
- Julie O'Keefe – 16 years
- Lauryne Fee – 15 years
- John McCullough – 14 years
- Kim O'Brien (née Nolan) – 10 years
- Eleanor Haring – 9 years
- Benjamin Goode – 9 years
- Carmel Smith – 9 years
- Anne Boyd – 8 years
- Alice Lewis – 8 years
- Belinda McTigue – 6 years
- Denise Braddon – 5 years
- Lisa Gattuso – 3 years

Thank you to the staff who have been leaders in various roles across the College for their endeavours and commitment. Their work has resulted in our new structure and student-centred direction.

## THANK YOU

Finally, I thank the Leadership Team and all our staff for their tireless efforts in supporting our transition and for their flexibility as the College continues to evolve. Thank you also to our students and families for their ongoing support of the College. When you reflect on the challenges around the world and then consider the community we have, we are very fortunate.



## College Advisory Council

Catherine McAuley College 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 2018 were:

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

## Education in Faith

Living Mercy is our motto evident in our iconography and guides all members of the Catherine McAuley College community in our words and actions. We continue 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

Each term we worked together to raise funds for different groups: Caritas, St Vincent de Paul, Mercy Works and our own local community. We were fortunate to have a guest speaker from Caritas speak to our community. This created an awareness of some of the areas of need in our world and how as a community our advocacy and financial support can make a difference.



### CELEBRATIONS

We participated in many celebrations through the year, which helped to build both community and house spirit. Special thanks to the students who organised and those who attended these celebrations. The student leadership team worked together and contributed ideas from the student body for these events. They modelled Catherine's spirit through their hard work and commitment to our College.



### CONGRATULATIONS AND THANK YOU

We acknowledge Olivia Turner and Abbey Milligan on their excellent leadership as Faith Captains. They worked hard to uphold the Mercy Education Values and to encourage our community to Mercy into action. They were well supported by members of the Faith and Justice Team during activities such as Anti-Poverty Week, school Masses and the Fairtrade stall.



Thank you to the members of the College Faith Team and all staff who 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

Brother David Hall was the guest for the Staff Spirituality Day. Br. David both entertained and challenged us as educators in a Catholic community about the significance of our role. He challenged us about “Navigating the Swamp and the Challenges and Opportunities for Catholic Education”.

“As a Catholic school community, perhaps the way forward is to propose, and then live, a new way of being human. Our Catholic tradition offers rich resources that provide us with the opportunity to develop a school community that proposes to a secular world that indeed, God dwells among us. In this session, David will propose what should be at the heart of the *raison d'être* of the Catholic school so that they can be transformative beacons in our society.”



In the second session, Br. David focused on Education as Relationship and what this looks like in a Catholic School.

“We say ‘every kid matters’, but what does that mean? How can this be realised in a Catholic school? David referenced scripture passages and real-life stories from his school experience in exploring how a school can develop a culture that is relational, where people matter and where each of us is responsible for the development and flourishing of the other in a spirit of true freedom.”

## 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 the beautiful and strong Mercy charism and continue to follow in the footsteps of Catherine. Planning for the iconography in the new building and across other areas of the school continues. The footprints in the breezeway continue to invite students to “walk in the footsteps of Catherine” as they move through this area on arrival at school each day. The story of Mother Aloysius Martyn and the pioneering Sisters of Sandhurst covers one wall and educates our community about our heritage. Fraynetwork Multimedia continues to support our planning in this area. “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 Catherine McAuley College and their contribution to the strong history and educational values of this community.



**VALUE ADDED**

Connection to our Mercy story is important in the spiritual journey of students at Catherine McAuley College. We seek to develop a social conscience in our students through faith in action and 'Living Mercy' in our daily lives. Catherine McAuley College 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, Refugee week)
- Daily prayer
- Term Focus and awareness, including:
  - Vinnies Winter Appeal
  - Bendigo Food Share Donation at Christmas
  - Mercy Works
  - Caritas – activities and awareness in solidarity: soup and rice lunch and Liturgy. Caritas Guest speaker, participation in Caritas Launch in Bendigo
  - Vouchers for the Mercy Fund to support the work of Sr Kathy in our community
- Religious Art Awards
- Justice Matters Camps
- Philippines and Samoa Immersions
- Youth Ablaze
- Interfaith presentations and visits
- Sandhurst Winter Sleepout Marist
- Retreats
- Mercy Day
- Visit to McAuley Services for Women in Melbourne and Guest Speaker
- "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, Sandhurst Switches Off, World Water Day. ACRATH, International Women's Day.
- Iconography: Displaying the history and founders of the Mercy Story both locally and globally.
- House focus on a specific Mercy value.
- Office spaces and foyers displaying Mercy Symbols and story. Mercy crosses and Bible stands completed by students in classes for display across the school.



## Learning & Teaching

### Goals & Intended Outcomes

#### GROWTH

We continue our push for achieving a minimum of one year's growth for each year that students are at CMC. To achieve this, we offer a range of programs that support students at all levels. In 2019 we intend to develop greater access for students to accelerate in subjects, and to develop learning and teaching programs that have many entry and exit points, allowing all students to develop a sense of achievement and to develop their skills.



#### LEARNING FOR THE FUTURE

2018 was a year of transition for our college. Through the first weeks of the year we reflected on the role of education in shaping the skills and capabilities of the workforce of the mid twenty-first century. Economic modelling suggests that our current students are likely to work on average in seventeen jobs across twelve different industries. It is increasingly important for our students to develop entrepreneurial skills, and to above all, know how to learn and adapt to a rapidly-changing marketplace.



To develop our students' capabilities, we spent much of the year developing a model based around "deep-learning" and "transferable skills" so that students learn more about the learning process, develop some expert knowledge, while also developing a range of skills that are regularly challenged in a range of contexts.

#### ITERATIVE IMPROVEMENT AND FEEDBACK

With so much change through 2018, our intention in 2019 is to constantly keep our finger on the pulse of what is working best in our classrooms. All members of our college will be involved in a range of teams that review and recommend improvements to our programs. This will be completed through a range of forums, surveys, testing and discussions. We look forward to the challenge of forging ahead with our reimagined learning environments and developing them into the most inspiring and effective environments they can be.

## Achievements

We completed our review and redesign of our learning structure, especially at the Coolock campus, with a greater focus on skill development, and students seeing beyond the curriculum. The introduction of the “Veritas” integrated studies program from years 7 to 9, and “Virtues and Extended Investigation” subjects at Year 10 will give students greater scope in the years to come to learn how to learn, and to develop the skills required of a 21st century workforce.

We completed the appointment and implementation of a new leadership structure, with a focus on year level “hubs” with year level learning leaders, and a team of Interdisciplinary learning leaders with oversight of the broader college curriculum. These appointments will give greater access for students in their learning needs and will give greater transparency within the college for the tracking of student outcomes and growth.

### 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.

2018 was our students most successful VCE year in many years, with an average ATAR of 63.55 (up 3 points from 2017) and more students achieving scores above 90, 80 and 70 than the previous few years. Our College Dux received an ATAR score of 99.3.

Catherine McAuley College was amongst the top schools in the state for Allied Health, with a student receiving the highest possible study score of 50, and several students receiving scores of 40 and above. This is a very pleasing result, as it is a new subject for the college, and our on-site facility is to be completed in Term 1 of 2019, further enhancing this area of growth for the college.

Students received many notable awards including several VCE Seasons of Excellence selection, and participation in the prestigious National Youth Science Forum.

Many of our Year 11 students achieved strong results in their Unit 3 & 4 studies, and more students have been taking up these acceleration opportunities. This should lead to improved graduate outcomes in 2019 and beyond.

### NAPLAN TRENDS

The College Year 7 and 9 NAPLAN trends remain relatively consistent with previous years. For more information refer to School Performance Data Summary at the end of this report.

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 coordination with primary schools in the region, and greater transparency of data and integration within our teaching programs has meant that we are quicker and more targeted with our learning interventions. 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 during the two years from Years 7 to 9.



## Pastoral Care and Student Wellbeing

The year began with students familiarising themselves with school routines at the Pastoral Mentor Day. The students met with their housegroup teachers to discuss their learning and set goals, and also completed settling tasks such as checking uniform, organising photos, lockers and laptops. This day has become a regular part of our planning after hugely positive feedback.

Our students are supported across the College by all staff, but particularly by their subject teachers, housegroup teacher and Head of House. As we transition to a year-level model we can look forward to all staff having a greater picture of the needs of all students, bearing in mind that students will still have a mentor as their first point of contact.

The profile of the Student Representative Council has continued to grow throughout 2018, ensuring there was a voice for students and communication with staff and Leadership, but most importantly communicating between the students. They were active in their organisation of assemblies, liturgies and lunch activities, as well as the promotion of outstanding student achievements.

An integral part of our students' personal development and spiritual growth is the College camps and Retreats Program. The program across the College has been designed to provide a range of experiences and challenges that support the students to share and reflect; in a busy world, time for thought and contemplation is a gift.

Each year level enjoyed time away from regular classes at camps and retreats in a variety of locations around Victoria.



Both Coolock and St Mary's were involved in Mental Health Week, which saw a number of activities promoting positive mental health. Staff vs Students Netball, health promoting stalls and daily messages on the bulletin all contributed to the "happy vibe" of both campuses. The music played instead of ringing bells saw students singing along on their way to class. R U OK? Day was also held during this week. Students wore "a splash of yellow" and references were made to checking in on each other.



Staff professional development with the Berry Street Smiling Minds and Friends programs has ensured current practices are reinforced. New Koori Education and Refugee support staff along with our hardworking Wellbeing Team have seen a range of students catered for. Regular visitor Sonya Karras was once again a visitor to the College and her information for senior students and parents about "party safe" was a valuable experience.

The Year 8 Leadership Day held in Term 4 was a wonderful success. The students were involved in workshops facilitated by the Victorian Cricket Association and SALT – Sport and Leadership Training. The focus of the day included personal values, resilience, mindfulness, “can do” mindset, gender equity and leadership. Guests included Guy McKenna, Molly Strano and past student/Victorian state cricketer Xavier Crone. It is hoped that the program can be expanded in 2019.



### VALUE ADDED

In 2018 Student Pastoral Wellbeing was managed through the House System model and the Housegroup teacher as the significant person in maintaining regular contact with students and parents,

- Pastoral Learning lesson (Coolock)
- Extensive sporting competitions where students can represent the College, Region and State.
- Bullying No Way Day
- R U OK? Day
- Mental Health Week
- Camps, Retreats and Outdoor Experiences.
- Cricket Victoria Year 8 “Students in Leadership program”
- Students Leadership opportunities
- Parental Support Group meeting to support identified students
- Inclusion of Berry Street training for identified staff.

In 2018 planning and preparation for 2019 commenced with the following initiatives influencing our College processes and structures, with a clear focus on Students Pastoral Wellbeing and deeper Learning.

- Our college touchstone statement, *Catherine McAuley College is a learning community inspiring members of our community to be learners impelled to thrive and serve.*
- The transition to Catherine McAuley College has generated a deeper understanding and focus to Catherine McAuley’s story.
- The transition to Catherine McAuley College has generated new iconography and connection for our community to the Mercy story.
- Our new College structure with a commitment to deeper learning and enhanced pastoral care for all students.
- New timetable structure to support Pastoral Wellbeing and Learning. This includes reducing student movement and the number of teachers a student will have
- Reduction in interruptions throughout the school day - removal of bells and minimal PA announcements.

- Implementation of the Learning Mentor Program. for each student to have a significant advocate to liaise with about pastoral and learning matters
- Introduction of Year Level Teams to focus on Pastoral Wellbeing needs through the Veritas and Virtues programs.
- Introduction of SIMON to assist in administration of pastoral wellbeing, behaviour tracking and parental communication
- Active student leadership through Student Representative Council promoting of pastoral wellbeing initiatives.
- Regular masses and liturgies have provided opportunity continue to develop our faith and deeper connection to Jesus.
- Masterplan development to support Student Pastoral Wellbeing particularly the Saint Aloysius Martin Building and the Allied Health Building and canteen area.
- Student feedback regarding break times and identifying student needs. Changes made to reflect feedback.eg yard duty alterations.
- Appointment of a College Activities Leader

## STUDENT SATISFACTION

Throughout the duration of 2018 students have shown their satisfaction with a large number of opportunities that have allowed students to engage and connect with their College community.

- Camps, Retreats and Sports Program - had excellent participation with positive student feedback and engagement.
- SRC - Development of student feedback processes through the SRC promoting high engagement and satisfaction.
- SRC - Large number of applicants in for the 2019 College Leadership positions.
- Student survey on resilience on mental health indicated improvements in these areas.
- Year 8 Leadership Day - new program in 2018 promoting teamwork, resilience and positive mindset that students rated very highly.
- Production - Large engagement from year level in the production.

## STUDENT ATTENDANCE

### It is the policy of Catherine McAuley College:

- 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 Catherine McAuley College 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 SIMON.

**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/Carer, 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/Carers, pass on relevant information to classroom teachers, flag ongoing issues with HoH for follow up, advise General Office if Parent/Carer 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/Carer (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



## Child Safe Standards

Catherine McAuley College is a child-safe and child-friendly environment where everyone is safe and free to live life to the full without any concern for their safety.

As a Mercy School living in the Spirit of Catherine McAuley and following the model of Jesus we are dedicated to our Touchstone Statement.

*‘Inspiring members of our community to be learners impelled to thrive and serve’*

Catherine McAuley College is a Child Safe School. We owe all students a duty of care to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen. All on and off-site activities require appropriate supervision and greater measures may need to be taken for younger students or students with disabilities to meet this duty of care. The College’s risk assessment procedures and emergency management plan provide the processes for ensuring the above is achieved.

The College monitors its compliance with the minimum standards in line with Ministerial Order 870 in an ongoing manner.

The documents below include our policies and procedures that we follow to ensure that all students are safe, included and are able to thrive in our community. They are available to download from the College website: <https://www.cmc.vic.edu.au/our-college/child-safety/>

- Catherine McAuley College Child Safety Policy
- Catholic Education Commission of Victoria (CECV) Commitment to Child Safety Statement
- CECV Resource Guide: Aboriginal and Torres Strait Islander (ATSI) Children
- CECV Resource Guide: Children from Culturally and Linguistically Diverse (CALD) Backgrounds
- CECV Resource Guide: Children with Disabilities
- PROTECT: Four Critical Actions for Schools responding to Incidents, Disclosures and Suspicions of Child Abuse

## 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.

We witnessed an enormous amount of trust across the community as we shaped how it would all work. The courage and energy that so many showed in adapting to the changes has been inspiring.

We undertook a Pastoral Care Review which resulted in several initiatives that have influenced our College processes and structures, with a clear focus on students' pastoral wellbeing and deeper learning, as discussed in the Pastoral Care and Student Wellbeing section of this report.

In our first year as Catherine McAuley College, we continued to strengthen our connection with the beautiful and strong charism of Catherine McAuley and the Sisters of Mercy. Planning iconography and for the new building and signage across other areas of the College and implementation is ongoing. We were proud to unveil a bronze statue of Catherine, residing on a plinth on the Sister Aloysius Martyn Arts Centre overlooking our students.

Realisation of major developments in our master plan in readiness for 2019 provided new opportunities at both campuses, with the completion of the new Sister Aloysius Martyn Arts Centre at Coolock and the commencement of upgraded canteen, food technology and allied health facilities at St Mary's.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Domain specific workshops
- Pastoral Care/Wellbeing (i.e. Berry St)
- VCAA - VCE Assessing
- LMS Software Training
- Deeper Learning Workshops
- Inquiry Mindset Training with Professor Helen Timperley

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018****93****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$595****TEACHER SATISFACTION**

Teacher feedback identified:

- Strong staff engagement in Professional Learning to explore Deeper Learning
- Very high number of internal staff applications for new Positions of Leadership (POL) cycle positions (2019-2021)
- The value of team structures and approaches to learning. Staff engagement in newly established Teams late in 2018 was very positive.

Staff expressed the need for clarity regarding specific roles as part of the new POL structure

## 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 2018 takes on a special place in the history of the College as the first graduating class of Catherine McAuley College.

### 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 2018.

### EXPLORING THE ARTS

Self-expression and creativity are 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 *Seussical* 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 Seussical the Musical 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 their annual camp again this year. The program was based in four different locations and provided a leadership and stewardship focus.

The Year 10 Interactive Week was a great success, incorporating the traditional Melbourne Camp with various career focussed activities and opportunities.

## 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.

### 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

Parents identified the following;

- A strong support for the move toward a Deeper Learning/ Real Life focus and application as opposed to excessive 'content';
- Support to the notion of less subjects and increased depth of study in Years 7-9;
- 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;
- 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 and impressed that the school continues to grow and improve with regards to its programs and masterplan developments.



## Future Directions

In 2019 we are moving to a different structure. The House System will still be in place for student sports and activities but will no longer drive the classes and student allocations. Year Level Learning Leaders will be responsible for the students, who will be allocated into smaller hubs with a team of teachers. The intention is to marry the pastoral and learning and teaching needs within the hubs, so that the teachers really get to know and understand in depth the needs of each student. The focus for our community will be on skill development and students taking greater ownership of their learning and progress. A student mentor program will be introduced to ensure pastoral support of the students.

In recent years, there has been a lot of planning for the future of our grounds and facilities; this year that hard work has culminated in the completion of our current masterplan. The plan provides us with a roadmap for future improvements and development across both campuses for many years to come. There is a lot of exciting work ahead of us to fulfil the vision contained within the plan and we have already commenced the journey.

A significant project was the building of a new learning hub at our Coolock campus. During the year, approval was granted to name this new building the Sister Aloysius Martyn Arts Centre, named in honour of our College foundress. As we approached the end of 2018, the construction works were nearing completion and students commenced classes in the building on the first day of 2019.

While the Martyn building works proceeded, we were also been busy planning and designing our first masterplan project at St Mary's. The Kelly Building is undergoing significant refurbishment works to create kitchens and Allied Health classrooms, a canteen and indoor/outdoor dining. In October, the construction site was established and works commenced. It is expected that the project will be completed midway through 2019.

Another part of our masterplan received an exciting boost in October when Victorian MP and past student, Jacinta Allan, announced a \$500,000 grant to build a cricket hub at Coolock, in partnership between Cricket Australia, the City of Greater Bendigo (CoGB) and our College. This project will form part of a new recreational precinct at Coolock, including improvements to the ovals along the McIvor Highway. We are currently working with CoGB to complete the schematic design and costings for this proposed work.

In keeping with our change in identity, there was considerable work done to update our signage at both campuses, including the CMC crest on the wall of the Kelly building facing Wright Street. The Marian Gym received fresh paintwork to the internal walls, updating to the new colours. Various other locations within the College have also received new crests and signage.

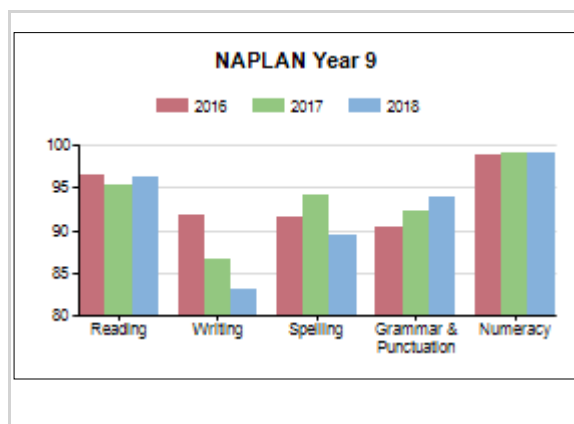
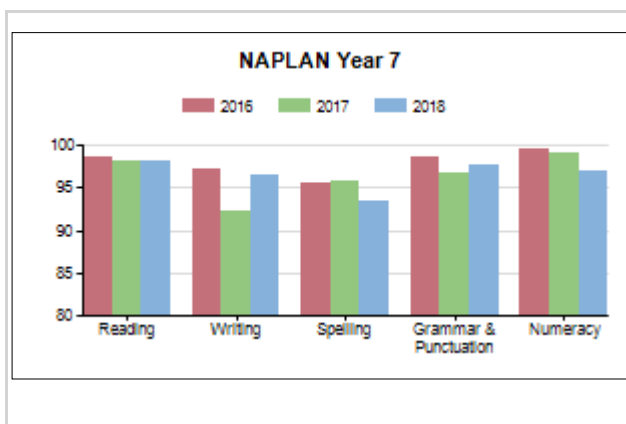
## School Performance Data Summary

E3002

Catherine McAuley College, Bendigo

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	98.6	96.8	-1.8	97.8	1.0
YR 07 Numeracy	99.5	99.1	-0.4	96.9	-2.2
YR 07 Reading	98.6	98.2	-0.4	98.2	0.0
YR 07 Spelling	95.5	95.9	0.4	93.5	-2.4
YR 07 Writing	97.3	92.3	-5.0	96.5	4.2
YR 09 Grammar & Punctuation	90.4	92.2	1.8	94.0	1.8
YR 09 Numeracy	98.9	99.2	0.3	99.1	-0.1
YR 09 Reading	96.6	95.3	-1.3	96.3	1.0
YR 09 Spelling	91.5	94.1	2.6	89.4	-4.7
YR 09 Writing	91.8	86.6	-5.2	83.0	-3.6



### YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	73.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.1
Y08	93.4
Y09	92.4
Y10	88.1
Overall average attendance	92.0

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.2%
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**STAFF RETENTION RATE**

Staff Retention Rate	77.3%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	9.8%
Graduate	40.2%
Graduate Certificate	4.5%
Bachelor Degree	81.1%
Advanced Diploma	14.4%
No Qualifications Listed	9.1%

**STAFF COMPOSITION**

Principal Class (Headcount)	6
Teaching Staff (Headcount)	163
Teaching Staff (FTE)	136.0
Non-Teaching Staff (Headcount)	80
Non-Teaching Staff (FTE)	74.1
Indigenous Teaching Staff (Headcount)	3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	581.5
Year 9 Reading	583.8
Year 9 Spelling	568.6
Year 9 Writing	540.4

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	84%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	44.8%
TAFE / VET	9.3%
Apprenticeship / Traineeship	10.4%
Deferred	22.4%
Employment	9.8%
Other - The category of Other includes both students Looking for Work and those classed as Other	3.3%

*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)*



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