

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



CATHERINE MCAULEY COLLEGE, BENDIGO



SCHOOL REGISTRATION NUMBER: 0130

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Contact Details

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

1 May 2020

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 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 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



2019 was a year that will be remembered for the opening of two new buildings; the Sister Aloysius Martyn Arts Centre at the Coolock Campus in Junortoun and the Sister Anastasia Vanderfeen building at St Mary's in Barkly Street. Our newly Ordained Bishop of Sandhurst, Shane Mackinlay blessed the Sister Anastasia Vanderfeen building which has a commercial kitchen teaching space, canteen and dining area and allied health learning spaces. Both these developments reflect the College's integrated approach to learning, creating contemporary learning spaces that are inclusive and flexible.

At the start of the year Bishop Leslie Tomlinson opened and blessed the Sister Aloysius Martyn Arts Centre. As well as Arts, the building supports STEM and Veritas programs. Veritas is a new program, integrating humanities, sciences and religious themes and aimed at empowering critical, independent thinking. The program complements the new Year 10 subject, Virtues, in the first semester, followed by Extended Investigation in the other semester.



Another program that commenced, thanks to Catholic Education Sandhurst and Federal funding, was the English Language Assistance Program. The program is at St Mary's and at Coolock and has been a great support for our Karen and other new arrival students, some of whom have already moved into mainstream learning. Whilst on the topic of interventions, a new literacy intervention entitled MacqLit was introduced at Coolock. Working intensively in small student groups, the results have already justified the commitment.



This year the iGEN program, connecting young people and the elderly, was launched and the planning for 2020 is well underway. The response from the students was excellent, with ninety Year 10 students enrolled to study and work with residents of Bethlehem Home for the Aged. We look forward to observing best practice in intergenerational learning.



Another important development is the Joint Use Agreement between the City of Greater Bendigo, Cricket Victoria and other partners, to redevelop the Coolock playing fields. Netball courts, change

rooms, indoor cricket nets and basketball facilities will be built between refurbished ovals. Initial plans have been presented to stakeholders and building will start next year, to be finished in 2021.

We extend our thanks and best wishes to Bishop Leslie Tomlinson who retired this year. Leslie supported the transition to Catherine McAuley College (CMC) and the purchase of the Junortoun Campus by the Sisters of Mercy. We also welcome and congratulate Bishop Shane Mackinlay on his recent installation and wish him many years of service and success across the Sandhurst Diocese.



Finally, I want to acknowledge the loss of Sr Clare Conway during the year. Clare was a long-time member of the community and always retained close links to our community. Clare loved to attend our various events and share her knowledge of College history and various associations. She will be missed. Also, we grieve the tragic loss of Lachlan Horan of Year 12, who sadly passed in the September holidays. Lachlan was a great character and he was much loved. The grief felt by the Year 12s was a galvanising force that fused the year level closer together.



Once again thank you to Mercy Education Limited and the various Mercy ministries and associated governing authorities for their support. Thank you to Catholic Education Sandhurst for their work and to the CMC Advisory Council for their ongoing commitment and contribution. And a huge thank you to the staff, students and parents who make this College so successful. As you read through this report you will see how truly remarkable, how complex and rich our community is.

Mr Brian Turner, Principal



Church Authority Report / Mercy Education Ltd Report

On behalf of the Directors of Mercy Education Limited I offer my congratulations to all who have been involved in Catherine McAuley College in 2019.

Catherine McAuley College has a long, unique and outstanding history since a group of Sisters of Mercy, led by Sr Aloysius Martyn, arrived from Swinford in County Galway, Ireland, and commenced a school in 1876. Co-education was offered until 1893 when Marist Brothers' College commenced. Over the years the College offering girls' education has been known by a few different names until a decision was made to amalgamate existing schools in the 1980s and to once again offer co-education from 1988 in a two-campus arrangement – Catholic College Bendigo at Junortoun and Barkly St Bendigo. Thirty years later, in 2018, the College once again took on a new identity as Catherine McAuley College. This was the result of the population of Bendigo growing and the need for a second Catholic secondary college being identified.

The Directors keep in touch with the twelve schools directly under their governance, across three states, by reading newsletters, visiting for important occasions and receiving regular reports from the Chief Executive Officer, Christopher Houlihan and of course, the Principal, Brian Turner. A highlight of this year has been the opening in May of the Sister Aloysius Martyn Arts Centre at Coolock Campus (Junortoun). This year, staff and students have continued to explore their new identity as Catherine McAuley College, with special focus on the Mercy values of respect, courage, hospitality, justice, compassion and service.

The governance role of the Board of Mercy Education 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. This work cannot be accomplished without dedicated work by all involved closely with the College. The Board of Mercy Education sincerely thanks each member of the College Advisory Council, as well as Principal, Brian Turner, Deputy Principals, Trish Schofield, Tim Edwards and Ben Fitzpatrick and Business Manager, James Bennett. Their work in turn is supported by many other staff, students and parents.

Catherine McAuley, the founder of the Sisters of Mercy, is noted for her many sayings. For those involved in education the following offer some advice:

Show your instructions in your actions as much as you can."

*"Be careful not to make too many laws, for if you draw
the string too tight it will break."*

Sylvia Williams RSM, Board Chair

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 2019 were:

- Mrs Fiona Russell
- Mr Jeff Westbrook
- Sr Geraldine Larkins
- Mr Tom Maher
- Mrs Maree Martini
- Mr Jason Angove
- Mr Jason Hannaford
- Mr Brian Turner (Principal)

Education in Faith

The College community continues to work together to promote and enhance the Catholic Identity through regular opportunities in class, community activities, liturgies and prayer. The life and commitment of Catherine McAuley to her faith and her work is a constant reference point and supports us in our decision making to engage in actions to support those in our own community most in need.

The Mercy Values are displayed throughout the College and embedded in our curriculum. As a Mercy community, we strive to continue to live out the Gospel values and teachings of Jesus as Catherine did and ensure they are evident each day in our words and actions. Engagement in activities which encourage working together in solidarity to support those in need both locally and globally through awareness and fundraising, social justice and community outreach programmes is an ongoing focus for our community.

Living Mercy, our College motto, is 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.

NEW BISHOP OF SANDHURST

The Ordination of Most Reverend Shane Mackinlay was a beautiful celebration at the Sacred Heart Cathedral. Many Bishops from around Australia, clergy, family and guests from both within the Sandhurst Diocese and beyond attended and members of our community were involved throughout the service and the function afterwards. We were delighted to have Bishop Shane to celebrate the Opening and Blessing of our Sister Anastasia Vanderfeen Building in November.



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. The Caritas Challenge was a new initiative introduced by the student leadership team. We were fortunate to have a guest speaker from Caritas speak to our community. Students welcomed Super Dube from Zimbabwe, who spoke of the realities of living in a third-world country. 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

Thank you to the members of the Student Leadership Team and all staff and students 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 liturgies and masses on significant occasions.

SPIRITUALITY AND LEARNING

Jennifer Callanan was the guest for the Staff Spirituality Day, kindly stepping in at short notice for her good friend Margie Abbott rsm, to lead our day on the 'Implications of Laudato Si' for a Hope-Filled Future'.

The ecological crisis calls for action. Theologians and other writers are naming the importance of 'falling in love with earth' and recognising that we are all part of everything that is. The day was largely experiential, including being outdoor, practising mindfulness and some consideration of *Laudato Si'*.



Jen is an experienced educator and leader within Catholic Education, Australia. She holds a Master of Education in Religious Education, from UniSA. Her recent book is *Sparks of the Universe. Rituals awakening Appreciation for Earth, our Common Home*.

AN EVENING WITH CATHERINE

The inaugural Evening with Catherine was a relaxed and interactive occasion in the St Mary's Library. Participants shared their own stories and reflected on the story of Catherine McAuley and the Mercy Sisters. Led by Sr Karon Donnellon rsm, with a guest appearance from 'Catherine McAuley', Mrs Lisa Darlow



SPIRIT OF MERCY

Sisters Marie Burke and Kathy Ryan were acknowledged for their commitment to Mercy with a special morning tea at the Staff Spirituality Day. Sr Marie has been a Mercy Sister for sixty years and Sr Kathy for forty. We thank them for their commitment to our community and to their vocation. We are grateful to have such wonderful role models in our community, modelling the work of Catherine McAuley and her commitment to her faith in God.



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. We continue to introduce Mercy iconography, with statues of Catherine McAuley installed at Coolock and St Mary's and quotes from Catherine McAuley throughout our office and staff areas to inspire us daily. 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.

Mrs Trish Schofield, Deputy Principal – Faith and Mission



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, Refugee week)
- Daily prayer
- Term Focus and awareness, including:
 - Caritas – activities and awareness in solidarity: Caritas Guest speaker, participation in Caritas Launch in Bendigo
 - Vinnies Winter Appeal
 - Mercy Works
 - Bendigo Food Share Donation at Christmas and vouchers for the Mercy Fund to support the work of Sr Kathy in our community
- Justice Camps – Justice Matters, Caritas Just Leadership, Seeds of Justice
- Samoa Immersion
- Young Mercy Leaders pilgrimage to Dublin – Will Edwards and Zachary McCarty
- Australasian Mercy Secondary Schools Association (AMSSA) Conference
- Staff Spirituality Days
- Interfaith presentations and visits
- Retreats
- Mercy Day
- "The Bright Light in the Darkness" performance, highlighting the story of Catherine through theatre.
- Student Leadership
- 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, International Women's Day, National Reconciliation Week
- Iconography: Displaying the history and founders of the Mercy Story both locally and globally.
- Mercy values displayed in every classroom

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

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 2020 we intend to develop more pathways for students to study that facilitate applied learning pathways, acceleration and interventions where students need additional support. We will continue 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

2019 was the launch of our Veritas program. This program saw our teachers integrate curriculum and work together as teams, sharing collective responsibility for small "learning hubs" of students. This let our teachers get to know these students very well, and vice versa. Students were engaged with subjects that spoke to each other and involved integration. A project that was started in Veritas was continued and expanded upon in Maths, Science and English. This style of curriculum approach enabled our students to develop a range of skills and challenged them to apply all these skills to problems, rather than dealing with simpler problems requiring very specific applications.

ITERATIVE IMPROVEMENT AND FEEDBACK

With the launch of a new program, comes review and refinement. Throughout the year, our teachers and leaders completed a range of reviews to keep their fingers on the pulse of what was working and what tweaks to make to best facilitate and improve these programs. Through 2020 we will continue this refinement process, whilst monitoring all students to identify where any smaller groups of students may have opportunities for greater growth with more individualised programs.

STUDENT LEARNING OUTCOMES

VCE RESULTS

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. As a college we are very proud of the class of 2019, both at individual levels and collectively. Amongst the class of 2019 we had 15 students achieve ATAR scores of over 95, 14.2% of students achieved ATAR scores of over 90, 29% of students achieved ATAR scores over 80 and 40% over 70.

All these figures were the highest of any year in recent memory. We are enormously proud of this group of students, who really bonded together through some challenging times through 2019.

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, continuing this trend from the previous few years. This initiative has contributed to our overall improvement in VCE results over the last few years.

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 1:1 Intervention, Literacy Program and Macq Lit. In 2019, the approach to Maths was changed across Years 7 to 9 to problem-based learning, Open Up Mathematics.

We expect these programs to have a positive effect on our learning outcomes for our students in the years ahead. Approximately one in four of our students again achieved well above two years' growth in reading, writing and numeracy and 1 in 5 for spelling during the two years from Years 7 to 9.



Student Wellbeing

The year began with students familiarising themselves with school routines at the Pastoral Planning Day. The students met with their Learning Mentors to discuss their learning and set goals, as well as completing settling-in tasks such as checking uniform, collecting textbooks, school photos, lockers and laptops. This day continues to be a regular part of our planning after hugely positive feedback.

In 2019, we transitioned to a year-level model, with the goal of staff having a greater picture of the needs of all students. Students still have their Learning Mentor as their first point of contact. Our students are supported across the College by all staff, but particularly by their learning mentors, class teachers and Year Level Learning Leaders.

The profile of the Student Representative Council (SRC) continued to grow throughout 2019, ensuring there was a voice for students and easy communication with staff and members of 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. Some of our student leaders took part in the early reGEN planning for a more sustainable future for our College.

An integral part of our students' personal development and spiritual growth is participation in the Camps and Retreats Program across the College. These provide a range of experiences and challenges that support the students to get to know each other and themselves better. The opportunity to share and reflect in this busy world and take 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 locally, in Melbourne and 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, music performances, barbeques and daily messages on the bulletin all contributed to the "happy vibe" of both campuses. 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.

The Year 8 Formation Day was a wonderful success. The objective of the day was to promote and foster leadership whilst providing education on the importance of wellbeing. The day was facilitated by Cricket Victoria, SALT (Sports and Life Training) and our CMC Wellbeing Team. The information presented continued to be developed throughout the year in our Veritas Mentoring Program.

We were delighted that past student Tayla Vlaeminck returned the College as part of the Cricket Victoria Team. Tayla plays for the Melbourne Renegades and for Australia.



VALUE ADDED

In 2019 Student Pastoral Wellbeing was managed through the year level model, with the Learning Mentor as the significant person in maintaining regular contact with students, parents and carers.

A broad range of curricular and co-curricular opportunities were on offer to enhance students' wellbeing, connectedness and sense of belonging, including:

- Student Leadership opportunities
- Veritas classes (Coolock)
- Camps, Retreats and Outdoor Experiences.
- Cricket Victoria Year 8 Formation Program
- Extensive sporting competitions where students can represent the College at local, regional and state levels.
- Chess and library activities
- Performing arts opportunities - music ensembles, drama and the College Production *Rock of Ages*
- Mental Health Week activities
- Bullying. No Way! Day
- R U OK? Day
- Student Support Group (SSG) meetings to support identified students

In 2019 the following initiatives enhanced our College processes and structures, with a clear focus on students' Pastoral Wellbeing and Deeper Learning.

- Pastoral Care Professional Learning Community (PLC) investigated frameworks including the Positive Behaviour Support Framework and the Australian Wellbeing Framework. These aren't programs for direct implementation, but rather will be the 'backbone' to our Pastoral Care program, that we can connect all our programs and initiatives to.
- Student Transition Professional Learning Community (PLC) put together surveys (Years 7-8, Year 9, Years 10-12) to collect information from our students about their experiences at each campus, and their experiences in transition from primary school to Coolock and from the Coolock to St Mary's Campus.
- Participation in Bendigo schools joint approach to social and recreational issues, connecting with local agencies and services to tackle issues.
- Our Touchstone Statement: *Inspiring members of our community to be learners impelled to thrive and serve.*
- The ongoing transition to Catherine McAuley College and focus on Catherine McAuley's story has generated a deeper understanding of our Mercy charism, including new iconography, such as the statues of Catherine at each campus.
- Our new College structure with a commitment to integrated 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 promotion of pastoral wellbeing initiatives.
- Regular masses and liturgies have provided opportunities to continue to develop our faith and a deeper connection to Jesus.
- Masterplan development to support Student Pastoral Wellbeing particularly the Sister Aloysius Martyn Arts Centre at Coolock and the Sister Anastasia Vanderfeen Building at St Mary's, incorporating new facilities for Allied Health, Hospitality and an indoor/outdoor canteen area.
- Continued planning and partnership development of oval upgrades and community sports hub at Coolock.
- Student feedback providing valuable information regarding improvements that have been made and to help identify other areas for future improvement. This is an ongoing cycle - our students have been open and honest in their feedback and we thank them for their maturity throughout the process.
- Student feedback regarding break times and identifying student needs. Changes made to reflect feedback e.g. yard duty alterations.
- Appointment of a College Activities Leader.
- Timeline for transition to new uniform extended to reduce pressure on families. Initial requirement for all students to be in new uniform by 2020 no longer applies.



STUDENT SATISFACTION

Throughout the duration of 2019 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 2020 College Leadership positions.
- Student survey on resilience on mental health indicated improvements in these areas.
- Production - Large engagement from year level in the production.
- Engaged in new integrated programs of Veritas and Virtues.
- New facilities in areas of music, allied health, food technology and drama supported students in their learning.
- Students agreed or strongly agreed at high percentages of around 80% that they get along well with their family, friends, teachers, and they feel free from danger.
- 94.4% of students at CMC Experience positive feelings and relationships.

STUDENT ATTENDANCE

The following procedure is to be utilised with students who are presenting with difficulties in maintaining their attendance. Attendance should be monitored by Learning Mentors, Classroom Teacher/s and Year Level Learning Leaders.

- 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 Learning Mentors and YLLs for follow up.
- It is the responsibility of class teachers to monitor the attendance of students. Any concerns regarding a student's attendance should be discussed with the student's Learning Mentor and in more extreme cases of absence the YLL should be informed.
- Learning Mentors and/or YLL's will contact families to provide support to re-engage the student back to school.
- Where a student's attendance becomes chronic, the YLLs will discuss with the Director of Pastoral Care and in some cases, implement the Attendance Improvement Process with families.

Wellbeing, KEW and Intervention Staff 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.

All students enrolled at Catherine McAuley College (CMC), and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. All allegations and safety concerns will be treated seriously and consistently with our policies and procedures.

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 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
- What the Child Safe standards mean for your children – Information Sheet
- 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
- PROTECT Protocol – Identifying and Responding to All Forms of Abuse in Victorian Schools (August 2018)
- PROTECT: Identifying and responding to abuse – Reporting obligations
- Mercy Education Ltd Code of Conduct

CREATING A CHILD SAFE CULTURE

Following the 2019 VRQA review, the College was found to be compliant in all areas. Areas identified for improvement were:

- Pastoral development – student understanding and awareness of Child Safe;
- Risk Register – risk assessments, flowcharts and checklist to be accessible and well-communicated.

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;
- Installation of electronic Passtab check in/out system in General Offices at both campuses;
- Access for staff Child Safety information and policies in the Staff Handbook.

The College has developed an Emergency Procedure document that is readily accessible to staff to guide them through their mandate to report incidents under the PROTECT and CCYP obligations.



Leadership & Management

Throughout 2019 the Leadership and Teaching Team implemented significant changes to our staff structures, pastoral care and the learning and teaching focus. It is worth reflecting for a moment and listing a few. It is quite a list and these developments were the culmination of considerable preparation in the preceding years:

- Veritas integrated studies at Year 7 to Year 9;
- Virtues and Extended Investigation at Year 10;
- STEAM (Science Technology Engineering Arts and Mathematics): further integration;
- Macqlit literacy intervention;
- Open Up (Mathematics) at Year 7 to Year 9;
- Year Level Learning Leaders across all year levels;
- Interdisciplinary Learning Leaders across all year levels;
- Student Mentor program across all year levels.

The creation of a new Position of Leadership structure has been received well across our College. The staff in these positions have been supported via regular meetings as a team and their ongoing leadership development is enhanced through participation in internal and external programs.

As with all changes, it was never expected to be perfect, nothing ever is. What we witnessed as the programs rolled out was an enormous amount of trust across the community as we started to grasp how it all worked. The courage and energy of so many in adapting to the changes has been inspiring.

The teaching teams worked well and their passion for the new integrated learning model grew as they settled into the new structure. Evidence of the benefits for learning became more obvious as students completed units and their work was showcased. As the year progressed we continually sought feedback about the new elements of our new structure. Gaps were identified, and we worked together to rectify them.

In first term we reached a significant milestone at Coolock when students commenced classes in the Sister Aloysius Martyn Arts Centre on the first day of the year. The students loved being in the space, with the new furniture and different environment. The design and spaces in this new facility have created so much enthusiasm and it is a great model to replicate in our masterplan. The official opening on Friday 10 May was a joyous occasion, despite the rain.

New facilities at St Mary's became available in stages through 2019 and by Term 4 the Allied Health, Food Technology and canteen areas were complete. The official opening and blessing of the Sister Anastasia Vanderfeen was held in November, celebrated by the newly installed Bishop of Sandhurst, Shane Mackinlay. The new facilities have made a great difference to both learning and recreation for our senior students.

These buildings are complemented by the integrated approach to learning. Throughout 2019 we continued to build our partnerships with Mercy Health, Australian Catholic University, CERES,

Danihers, Cricket Australia, the City of Greater Bendigo and Fraynetwork which support outstanding learning opportunities and facilities for our students and the community. During 2020 you will see further evidence of these partnerships as the iGEN program continues to expand and our reGEN sustainability program is implemented across the College.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

The staff were fortunate to participate in a broad range of Professional Learning opportunities that aligned with the College direction across the year.

Significant whole staff days included the shared Professional Learning experience with Marist College Bendigo. This day was facilitated by Glen Pearsall, international leader in Education and it was attended by more than 300 enthusiastic staff. Our staff Spirituality Day, Victorian TESOL Symposium (Teaching English to Speakers of Other Languages) and other internal PL was embraced by our staff.

In addition, staff undertook PL in whole-school priority areas, in domain-specific individual and group sessions, leadership training, Accreditation to Teach in a Catholic school, Wellbeing and Pastoral Care, Compliance and LMS Software Training (SIMON).

Training with CERES and other partners saw us conclude the year with learning to prepare us for our exciting reGEN approach that will come to life throughout 2020.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

109

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 775

TEACHER SATISFACTION

Teacher feedback identified:

- Strong staff engagement in Professional Learning Days for whole staff.
- The new developed teams continued to collaborate to improve the experiences and opportunities for students.
- New facilities in Drama, Allied Health, Food Technology and Music were well received by staff and supported new approaches to Learning and 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.

CO-CURRICULAR LEARNING

Debating, sports competitions, arts performances, academic competitions, justice camps 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 2019.

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 *Rock of Ages* 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.

In 2019, our College competed in: swimming, cricket, tennis, volleyball, lawn bowls, golf, cross country, athletics, football (soccer), netball, badminton, table tennis, football (AFL), hockey, basketball, cycling and trapshooting.

CO-CURRICULAR OPPORTUNITIES

The production of *Rock of Ages* was spectacular, showcasing the talents and skills of our 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 outdoor experience again this year. The program was based in four different locations and provided a leadership and stewardship focus.

The Year 10 Melbourne Week was a great success, incorporating the traditional Melbourne Camp with various school-based activities and opportunities.

SAMOA IMMERSION

The Samoa Immersion experience allows students to experience life in a different country, living for a short time in a different culture. This is another way students in our community are challenged to think beyond themselves. In 2019 the funds students raised to support these communities contributed greatly to St Theresa's and Fiamalamalama schools in Samoa.

YOUNG MERCY LEADERS DUBLIN PILGRIMAGE

The Young Mercy Leaders Dublin Pilgrimage sees students from Mercy schools around Australia travel to Mercy International House in Dublin for a conference with students from all around the world and immerse themselves in the Mercy ethos and learn about the international activities of the Sisters of Mercy.

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 community engagement in Pastoral Planning Day, Parent Teacher Interview Days and Subject Selection processes. This level of engagement from families reflects their support for the programs on offer.
- Feel that the school provides a vibrant educational environment that is learning focused.
- Believe that the school effectively informs about their child's learning progress.
- Are satisfied and impressed that the school continues to grow and improve with regards to its programs and masterplan developments, including the Sister Aloysius Martin and Sr Ana Vanderfeen buildings.





Future Directions

Our Vision

Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are 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.

Our Touchstone Statement

Inspiring members of our community to be learners impelled to thrive and serve.

Our Mission Statements

To:

- provide a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence.
- offer a mature and responsive student wellbeing program, as an integral element of an inspiring and rewarding education
- recognise that quality educational outcomes are driven by excellence in teaching and learning provided by the highest quality, motivated teaching and educational support staff.
- lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment.
- provide a rich source of opportunity, personal growth and sense of belonging for all members.
- secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.

Our Intention

'When educators incorporate inclusive pedagogical choices into their practice, they foster an environment that embraces the education of all students regardless of their cultural background, socio-economic status, learning needs, exceptional ability or disability, and create educational communities that celebrate diversity and combat discrimination'. *Horizons of Hope – CEOM*

'... set the same high expectations for all students and to provide differentiated levels of support to ensure that all students have a fair chance to achieve those expectations.' (*National Curriculum Board 2009, p. 8*) *Horizons of Hope – CEOM*

To uphold and deliver CMC's Vision and Missions, the College has developed a series of strategic pillars.

Student Learning and Achievement	Student Wellbeing	Excellence in Staff	Innovation and Resources	CMC Community	Secure Future
CMC provides a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence.	As an integral element of an inspiring and rewarding education, CMC offers a mature and responsive student wellbeing program.	CMC recognises that quality educational outcomes are driven by excellence in teaching and learning provided by the highest quality, motivated teaching and educational support staff.	CMC will continue to lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment.	The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.	CMC has a commitment to secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.

To read the full Future Direction 2020-2024 document, including Strategic Aims and Actions visit: <https://www.cmc.vic.edu.au/wp-content/uploads/2020/03/Future-Direction-2020-2024-from-SCA-040320.pdf>

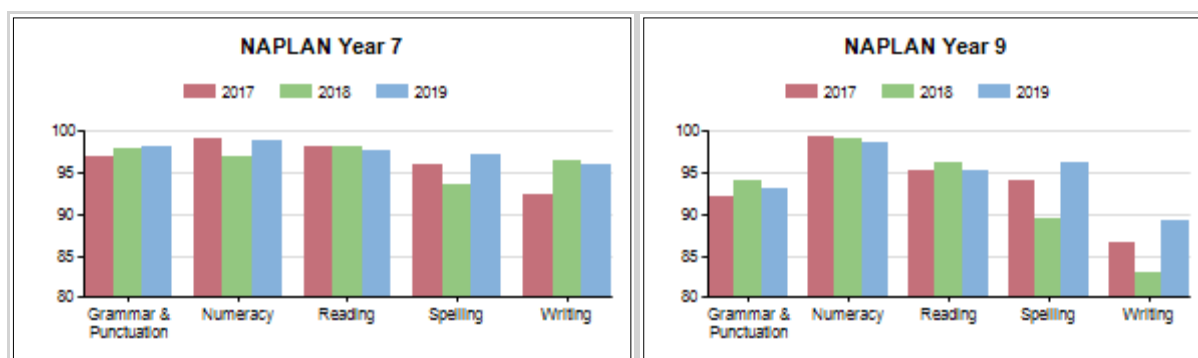


School Performance Data Summary

E3002
Catherine McAuley College, Bendigo

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	96.8	97.8	1.0	98.0	0.2
YR 07 Numeracy	99.1	96.9	-2.2	98.8	1.9
YR 07 Reading	98.2	98.2	0.0	97.6	-0.6
YR 07 Spelling	95.9	93.5	-2.4	97.1	3.6
YR 07 Writing	92.3	96.5	4.2	95.9	-0.6
YR 09 Grammar & Punctuation	92.2	94.0	1.8	93.1	-0.9
YR 09 Numeracy	99.2	99.1	-0.1	98.5	-0.6
YR 09 Reading	95.3	96.3	1.0	95.3	-1.0
YR 09 Spelling	94.1	89.4	-4.7	96.1	6.7
YR 09 Writing	86.6	83.0	-3.6	89.3	6.3



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	91.6
Y08	88.6
Y09	86.8

Y10	87.2
Overall average attendance	88.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.6%
Graduate	38.6%
Graduate Certificate	3.8%
Bachelor Degree	79.5%
Advanced Diploma	15.2%
No Qualifications Listed	9.8%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	127
Teaching Staff (FTE)	114.07
Non-Teaching Staff (Headcount)	61
Non-Teaching Staff (FTE)	48.5
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.6
Year 9 Numeracy	579.7
Year 9 Reading	583.1
Year 9 Spelling	575.6
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	96%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	48.0%
TAFE / VET	5.0%
Apprenticeship / Traineeship	16.0%
Deferred	16.0%
Employment	15.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.0%

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