



# Catherine McAuley College Bendigo

2020

## Annual Report to the School Community



Registered School 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 2020 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.

07/05/2021

**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)

## Our College Identity and Vision Statements

### Our College Vision & Mission

#### Future Direction 2020 - 2024

#### Our Vision

Catherine McAuley College (CMC) lives out the Mercy charism, 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.

#### Mercy Education Limited: Mission and Vision

Mercy Education Limited is entrusted by the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) to provide governance for its member colleges. It also supports a broad range of Colleges to offer excellence in contemporary education in a safe environment, enriched by the Gospels and faithful to the legacy of Catherine McAuley

- A commitment to the Gospel of Jesus
- Fidelity to the tradition and spirit of Mercy and the mission of Catherine McAuley
- The provision of innovative, stimulating and inclusive educational programs
- A passion for social justice

#### 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

### Our Strategic Pillars

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

1. **Student Learning and Achievement:** CMC provides a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence.
2. **Student Wellbeing:** As an integral element of an inspiring and rewarding education, CMC offers a mature and responsive student wellbeing program.
3. **Excellence in Staff:** 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.
4. **Innovation and Resources:** CMC will continue to lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment.
5. **CMC Community:** The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.
6. **Secure Future:** The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.

## College Overview

Catherine McAuley College is a Catholic 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.

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

I suspect that future generations will be drawn to 2020 as an extraordinary year. However, when you compare the activities and events of 2019 with the cancellations of 2020, it becomes patently obvious that what drives our culture and community is shared time and space; people socialising and doing activities together, in the same space.

A year without a whole school assembly, Mercy Day, camps, retreats, sport, Energy Breakthrough, Production and so on is a huge emotional challenge for everyone. Many have regularly commented that they feel lost, that the ebb and flow of the year has been so different it does not feel like the year has been complete.

One can only start to imagine what it has been like for a Year 7 who has not had a chance to witness how it all works and to see the older students modelling the way we celebrate different events. Hopefully, the Year 9s at Coolock will show both Year 7 and Year 8 students next year how these events bind us as a Catherine McAuley College (CMC) community.

In 2020 our total lock-down time was:

1. 7 April - 26 May
2. 29 July - 18 September

In total, we have had eighteen weeks of remote learning and were closed with cases of our own before the second wave began. I believe, with the outstanding support of Bendigo Community Health and through our own tracing process, that the situation was handled well, and that the information was as clear and consistent as it could have been given the challenges and overload agencies were experiencing. Thank you to everyone across the community for your support through lock-down and for the support that so many families provided to their children in this learning environment. Only in time will we be able to measure the real magnitude of the impact on learning and the social emotional impact of lock-down and all the stress associated with COVID-19.

This year our theme was Mercy for our Common Home. This was announced by Bishop Shane at the start of the year and complements our reGEN program. Unfortunately, neither was able to be launched to the extent planned, due to the limitations with community access, College assemblies and broader involvement.

Learning and teaching through Veritas and Virtues is progressing and enormous work has been dedicated to forming and integrating themes that reflect reGEN and the College Strategic Pillars, but we have not been able to link with our partners and the local and regional community. We thank our College partners, and Danihers in particular, for their commitment to reGEN and look forward to seeing the learning that will eventuate and the greater evidence across many areas of the College when the direction is fully initiated.

Congratulations to the Year 12s. To have survived 2020 will be a feature on their resume in years to come. They have faced many challenges and uncertainty through the whole year after COVID-19 arrived in February arrived nationally on Australia Day. To miss all the events and milestones for the last time is very hard. Many a year level establishes a benchmark in the eyes of the school based on their carriage and leadership. The manner and perseverance that these students have shown in supporting one another and getting through to the end, their endeavours and capacity to thrive must be commended.

One of the strangest features of the year has been meeting with various governing bodies who have been working from home. We want to thank Mercy Education Limited for their ongoing

support and advice. The College also wants to acknowledge the great support offered by the Sandhurst Catholic Education Office and the critical ongoing information and clarification provided throughout this year.

Thank you to all our parents for their patience through this year. Thank you to all our teaching and learning tutors who maintained those important contacts and relationships with their students and to the support staff who were incredibly flexible in their efforts in maintaining the administration of the College.

One feature of this year is that even in the remote space, and behind a mask, you cannot miss the fact that our values are so strong in our actions and response to any challenge. We are very fortunate in so many ways and need to be thankful and celebrate where providence has been shining on us as a community.

Finally, this is a sad year for the Catherine McAuley College community as we farewell Sr Kathy Ryan, who may well be the last Sister of Mercy on our staff for many years. Sr Kathy has been with us since 2007 and has made an enormous contribution to the pastoral care of so many families who needed support. Sr Kathy has been instrumental in ensuring that families were supported with books, uniforms and anything they needed each year. She was actively involved in teams across the College, primarily Faith and Wellbeing, and was an enormous advocate for the students through her praxis and contribution.

**Mr Brian Turner, Principal**



# College Board Report

[CollegeBoardReport]

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Each term we worked together to raise funds for different groups: Caritas, St Vincent de Paul Society, Mercy Works and our own local community.

Caritas Project Compassion: Student leaders cooked pancakes at Coolock and St Mary's on Shrove Tuesday to raise money for Project Compassion.

Vinnies Winter Appeal: Students held a Rug Up Day with students bringing gold coin donations and wearing their warmest casual clothes. We turned the heaters off to show solidarity with those who need support from Vinnies, particularly due to COVID-19, winter and the flow on from the bushfires.

Our CMC community was proud to support Bendigo Food share with a non-perishable food drive as well as raising money through a gold coin casual day with the theme 'Comfortable Colourful Compassionate'.

### Achievements

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.

'Mercy for Our Common Home' was the College theme for 2020, and we saw the first stages of implementation of our reGEN program, albeit on a smaller scale than originally planned due to COVID. The encyclical *Laudato Si'* provides the basis for the reGEN program which encourages students to care for our environment and reduce our carbon footprint, minimise waste, save energy and water, promote biodiversity and reduce our impact on climate change.

### CELEBRATIONS

Due to COVID-19 lock-downs, celebrations were very different in 2020 compared with past years, with most major celebrations, such as Mercy Day, moving online.

On Mercy Day, students were encouraged to dress in house colours and costumes and gathered online at the beginning of the day to participate in the Mercy Day Liturgy. Student leaders had made the effort to record the entire liturgy so that all our students and staff could take part online.

Highlights of the Mass were student and staff reflections on What does Mercy mean to me? And Why am I grateful to be part of the CMC community? Afterwards, students and staff participated in a Call to Action, to be part of an act of solidarity, community, service or charity in connection with the wider Mercy community.

Special thanks to the students who organised and those who attended these celebrations in trying circumstances. 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 activities and events throughout this challenging 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 when COVID allowed on significant occasions such as Opening Mass and the Year 7 Welcome Mass.

### **FAREWELL TO SISTER KATHY RYAN**

In the late 1960s, Sr Kathy came to St Mary's College, Bendigo, as a boarder and began a life-long deep connection with the Mercy charism and a life of service, compassion and faith.

After completing her education, Sr Kathy's first posting was to St George's School in Carlton where she worked closely with newly-arrived refugees. While at times deeply confronting, Sr Kathy learned so much about resilience, faith and compassion from her interactions with the families.

Another posting was to St Brendan's Primary School in Flemington, where Sr Kathy developed a deep affinity with people who were struggling to build a new life in Australia.

The many years working with the women through the process of initial formation for religious life gave Sr Kathy a greater understanding of discernment, not just for the life of Mercy but understanding the way of sharing resources and providing practical assistance to others.

A year studying in Dublin and time spent in Pakistan developed Sr Kathy's deep appreciation of the connection to Mercy in places as well as people.

A highlight of Sr Kathy's time in Bendigo has been the transition of the College back to being fully Mercy governed. While the Marist connection has always been a close relationship with common aims, seeing the story of Catholic education in Bendigo return solely to the Mercy tradition and values at our College in a new, modern chapter has been exciting.

Sr Kathy was thrilled when the new name was announced, "There is no avoidance of the Mercy story and values with the name Catherine McAuley College

In her role as Family Liaison, Sr Kathy has enjoyed the opportunity to be part of both the Wellbeing Team and the Faith Team. These two teams focus on practical assistance and empowerment, rather than charity, and it is the Mercy values that drive Sr Kathy's commitment to our vulnerable families.

Sr Kathy sees the introduction of new programs iGEN and reGEN by the College, together with the 2020 theme Mercy for Our Common Home as heralding an exciting direction. She plans to put her time and energy into learning more about the urgent action to which the global Mercy Family is presently called, integral ecological conversion. These initiatives continue to place the story of Catherine at the forefront of all that we do as a Mercy school and in the broader Mercy community.

As Sr Kathy prepares to begin the next chapter of her life she will look, as always, for her Mercy connections to place and values and is ready for change.

#### 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
- Masses & Liturgies: Anzac Day (online), Reconciliation Week, Ash Wednesday, Easter (online)
- Daily prayer
- Term focuses and awareness, including:
  - Caritas — activities and awareness in solidarity: Caritas guest speaker, participation in Caritas Launch in Bendigo
  - Vinnies Winder 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 activities and awareness in solidarity: Caritas Guest speaker, participation in Caritas Launch in Bendigo
- Staff Spirituality Days
- Retreats
- Mercy Day
- 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

### Goals & Intended Outcomes

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. 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. With this being the second year of our POL cycle, with Year Level Learning Leaders and Interdisciplinary leaders, we intend to consolidate these rolls and to have a greater connection between our learning and teaching and pastoral care programs across all years at the college.

### Achievements

With the COVID-19 Pandemic having a significant impact on Victorian education, we transitioned relatively smoothly and effectively to a remote learning program. Our implementation of remote learning struck a balance between connecting with students regularly, both for pastoral check ins and for feedback and instruction, while also being mindful of the variety of home learning environments that our students had. Our teachers and students gained flexibility in their approach to learning and teaching, with a mix of pre-recorded "flipped learning" classes, digital interactives and live feedback classes. Although all staff and students found remote learning challenging, our community rose to this challenge, and have developed some skills in remote learning and digital resource creation that we will continue to as an effective part of our learning and teaching program into the future.

Through the Veritas program teachers integrate curriculum and work together as teams, sharing collective responsibility for small "learning hubs" of students. This lets teachers get to know students very well, and vice versa. Students are engaged with subjects that speak to each other and involve integration. A project that is started in Veritas was continued and expanded upon in Maths, Science and English. This style of curriculum approach enables 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.

With 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 continued this refinement process, looking for opportunities for the most effective interdisciplinary course structures for students and teachers. This review has lead us to implement a curriculum structure with STEAM as a broader subject in 2021, with aspects of the Science and Veritas courses making up the curriculum in this new subject.

### 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. As a college we are very proud of the class of 2020, both at individual levels and

collectively. Despite the challenges of COVID, these are some of our best results in recent years and demonstrate the dedication and commitment of this cohort throughout the year.

Amongst the class of 2020 we had a dux of 99.35, with the top 3 students all achieving ATAR scores over 98. 10.9% of students achieved ATAR scores of over 90, 24.3% of students achieved ATAR scores over 80 and 39.6% over 70. It was fantastic to see the majority of our students who were looking for a pathway to University successfully get into courses with these outstanding results - especially with the impacts of COVID-19 and remote learning throughout the year.

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.

There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

In 2020, we used several assessment tools across Years 7 - 9 numeracy and literacy to track student progress and complement our internal assessment practices. These tools included ACER PAT-R and PAT-M, Renaissance Reading, Essential Assessment-My Numeracy and at Year 7, ACER eWrite. In 2020, the College purchased a subscription for the SPA (Student Performance Analyser) Platform to analyse, display and communicate all student analytic software modules. SPA enables leaders and teachers to access individual, subject and cohort data and track data across the years of schooling.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

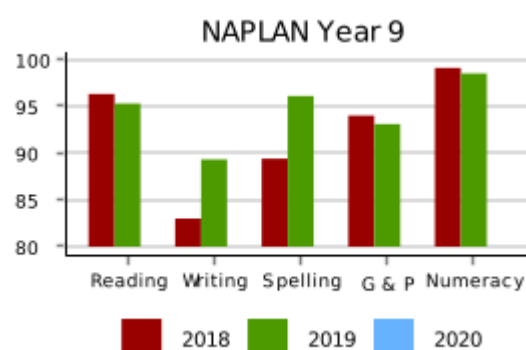
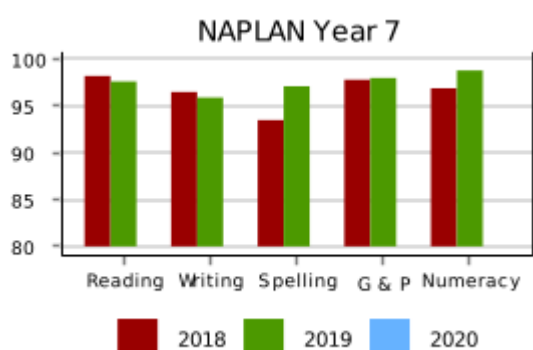
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.8	98.0	0.2		
YR 07 Numeracy	96.9	98.8	1.9		
YR 07 Reading	98.2	97.6	-0.6		
YR 07 Spelling	93.5	97.1	3.6		
YR 07 Writing	96.5	95.9	-0.6		
YR 09 Grammar & Punctuation	94.0	93.1	-0.9		
YR 09 Numeracy	99.1	98.5	-0.6		
YR 09 Reading	96.3	95.3	-1.0		
YR 09 Spelling	89.4	96.1	6.7		
YR 09 Writing	83.0	89.3	6.3		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Pastoral Wellbeing

### Goals & Intended Outcomes

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.

Remote Learning proved challenging for all sections of our community and the College responded in line with CECV requirements. Students were supported through the Learning Mentor program, Year Level Structures and wellbeing processes throughout this difficult period.

Year Level Learning Leaders and the Director's of Pastoral Care met each morning throughout remote learning to ensure that students were identified and supported as required. This process has continued post COVID as it proved to be incredibly beneficial.

Our students are supported across the College by all staff, particularly by their Learning Mentors who are students' first point of contact, and also by class teachers and Year Level Learning Leaders.

### Achievements

Catherine McAuley College was privileged to welcome Nala to our College community. Nala is a Dogs Connect Wellbeing Dog. Nala spent time in classes across all levels at Coolock and in the offices of the Year Level Learning Leaders, Wellbeing staff and in the General Office. She has also done yard duty and helped on Year 7 Immunisation Day. Nala has been a beautiful asset to the College, spreading happiness wherever she goes. When relaxed, she loves nothing more than having pats from students and staff alike, working quietly on the floor with students, or playing fetch in the classroom.

Student Representative Council (SRC) members faced a huge challenge in 2020 and showed great strength in a year where students were isolated from each other and learning at home, due to COVID-19. While on campus, they were active in their organisation of assemblies, liturgies and lunch activities. They did an extraordinary job organising Mercy Day and appeared regularly in videos about wellbeing and activities for students while in lockdown.

An integral part of our students' personal development and spiritual growth is participation in the Camps and Retreats Program across the College. Although the Year 7 Camps and Year 12 Retreats took place in Term 1, sadly the Year 8 Anglesea Camp, Year 9 Outdoor Experience and Year 10 Melbourne Camp did not take place due to COVID and this impacted on student connections across year levels and the sense of belonging for some students.

**Year 7 Encounter Day** in Term 4 was the culmination of their Veritas Unit "Who is my neighbour?"

**Year 9 Formation Day:** On their last day at Coolock Campus, the Year 9s participated in a Formation Day with a range of activities that reflected on their growth and experiences over the three years. It was a chance to focus on their future at St Mary's, as well as reflect and display gratitude for their time at Coolock.

**Year 11 Retreat online:** Our young men worked with The Man Cave, that works to give students the skills to lead happier and healthier lives through fostering healthy masculinity and positive



mental health. Our young women were privileged to work with Flourish Girl, where they were empowered to become leaders for themselves and create positive and impactful change in our community.

Students across all year levels were involved in the 5 Ways to Wellbeing Across 5 Weeks. This initiative shared and encouraged ways of keeping well and looking after each other during the challenges of 2020. Over five weeks the Student Representative Council (SRC) and Wellbeing Team came up with some great videos, resources, activities and ways to celebrate, such as the Staff vs Student Mental Health Cup 'Be Active' Challenge to see who could rack up the most kms in two weeks.

The R U OK? Day video put together by our student leaders Tess, Will, Abe and Holly was a highlight of our health promotion this year, with students determined to continue to challenge stigma around mental health and seeking support, particularly given the challenges of COVID-19 and remote learning.

For Bullying, No Way! Day, students wore colourful socks to acknowledge we all need to be upstanders. Student leaders created posters with powerful messages to raise awareness of issues surrounding bullying and violence.

Action Against Family Violence: CMC students assisted in the creation of orange silhouettes for display in public spaces around Bendigo. The silhouettes were a symbol of hope for a future without violence against women and girls as part of the sixteen days of action against family violence.

**School Wide Positive Behaviour Support (SWPBS):** A diverse staff team worked closely with Jamie Edwards from Catholic Education Sandhurst to lead the development of shared, pro-social expectations at CMC. Many students who come to CMC are familiar with this approach to social behaviour from their experiences at primary school. The team read widely, met regularly, and began the process of implementing a SWPBS framework that reflects our history and values and identifies, teaches and celebrates positive behaviour.

#### VALUE ADDED

In 2020 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.

Although many of the regular curricular and co-curricular opportunities were not on offer, online activities were developed to enhance students' wellbeing, connectedness and sense of belonging, including:

- Student Leadership opportunities
- Veritas classes (Coolock)
- Camps, Retreats and Outdoor Experiences.
- Many of the sporting competitions where students can represent the College at local, regional and state levels were not held in 2020, however some lucky students attended some sporting events.
- Chess and library activities

- Performing arts opportunities were curtailed in 2020 as music ensembles were not able to rehearse and public performance events were not possible. A great sadness was cancellation of the College Production.
- Mental Health Week activities (online)
- Bullying. No Way! Day
- R U OK? Day
- Student Support Group (SSG) meetings to support identified students
- MacKillop Art Exhibition

In 2020 the following initiatives enhanced our College processes and structures, with a clear focus on students' Pastoral Wellbeing and Deeper Learning.

- 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.
- The Learning Mentor Program, for each student to have a significant advocate to liaise with about pastoral and learning matters
- Year Level Teams to focus on Pastoral Wellbeing needs through the Veritas and Virtues programs.
- 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 SATISFACTION

2020 has been a challenging year of changed or reduced opportunities, with many students struggling to connect. That said, throughout 2020 students have shown satisfaction with the opportunities that were able to proceed. Online activities were made available to replace on campus events, which allowed students to engage and connect with the College community. However, not all students found this a satisfying way to connect.

- Camps, Retreats and Sports Program - had excellent participation for the events that happened, with positive student feedback and engagement. Events that were cancelled were sorely missed.
- SRC - Large number of applicants received for the 2021 College Leadership positions.
- Engaged in integrated programs of Veritas and Virtues.
- Specialist facilities in areas of music, allied health, food technology and drama supported students in their learning.

### STUDENT ATTENDANCE

Throughout remote learning student attendance was monitored by subject teachers and Learning Mentors. Attendance concerns were discussed at daily Campus student wellbeing meetings and were followed up by Learning Mentors and the Pastoral Wellbeing structure.

The following procedure is utilised with students who are presenting with difficulties in maintaining their attendance. Attendance is 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 records reasons offered for absence, sends 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 are discussed with the student's Learning Mentor and, in more extreme cases of absence, the YLL is informed.
- Learning Mentors and/or YLLs 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.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 77.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	89.2%
Y08	88.2%
Y09	89.3%
Y10	83.0%
Overall average attendance	87.4%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	41.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	25.0%
Deferred	6.0%
Employment	17.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

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.

### Achievements

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

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

### Goals & Intended Outcomes

To maintain the high standard of engagement of students online.

For staff to provide ongoing support to students and families throughout online learning and support the transition back to school.

The development of the reGEN program with relevant actions, goals and evidence to present to the reGEN Leadership Team.

### Achievements

The challenges of COVID-19 resulted in many positive outcomes for our school community in identifying new ways to provide the high level of support for students and families.

Teachers had regular virtual meetings, to plan the different ways that the information and learning experiences could be delivered and opportunities created to keep students engaged. This was challenging, particularly for those students who would generally require more intensive support at school. The significant role and level of support provided by the Education Support Officers was highlighted.

Students were required to be online for the 9am classes to ensure a daily check in.

Leadership staff were allocated a team of staff to make regular contact with and mentor throughout COVID-19. This provided the opportunity to check in with staff about their classes and support their wellbeing.

Evidence of the partnerships developed in 2019 continued to evolve as the College plans for expansion progressed. The iGEN program continued to expand with Google Meets still providing the opportunity for students and the residents at Bethlehem to connect. The reGEN sustainability program continued to be a focal point as the College planned for its implementation across the College.

The reGEN policy and priority statement have been developed with the grounding of Laudato Si Encyclical and the ISMAPNG Sustainable Living policy.

ISMAPNG is committed to promoting and adopting an integrated approach to sustainable living across the whole of the Institute to respect, reverence, conserve and renew our global environment. An Integrated Approach to Sustainable Living

The intention is that ReGEN will be:

- reflected in every aspect of our College life;
- be integrated through all elements to ensure that our impact on the environment and Earth is at the forefront of our thinking;
- be evident in our stewardship of all resources and services.
- As education is paramount in the success of the policy, ReGEN will be a focus in curriculum and will be integrated across the College in every subject area and across the community.



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

1. Student Learning and Achievement
2. Student Wellbeing
3. Excellence in Staff
4. Innovation and Resources
5. CMC Community
6. Secure Future

The purpose and goals of each pillar will be integrated across the College with actions and priority goals in common language.

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

To assist in the development of Professional Learning (PL) across the College, a new database was introduced to manage Professional Learning. The purpose of the software is to provide a platform to support the College's PL and culture, which includes improving the efficiency and effectiveness of the operational aspects of the PL, through enabling the communication of College lead PL to all staff, the approval of individual staff PL applications and also the generation of PL reports to support the development of a broad longer term PL strategy. The database also enables all employees to manage their own professional learning, view their PL history and proposed PL and to apply for College support for planned PL.

Professional Learning includes a combination of individually driven professional learning and College lead PL and in term 1, the designated College lead sessions were held on Monday and Wednesday afternoons. However, with the remote learning to commence in the final week of Term 1, the formal PL program was suspended to enable staff to focus on upskilling for the remote learning period. Staff worked tirelessly, both individually and collaboratively to upskill their skills and knowledge, particularly in the technology area, to support the classes being delivered via Google Meet.

During remote learning, staff were still able to apply for online PL and a number of staff attended learning and teaching and student wellbeing centred online webinars and collaborative sessions internally and externally based.

reGEN PL was planned as a key focus for 2020 and although this was hampered by the pandemic a very engaging and successful Staff Spirituality Session was held on the last day of Term 3, highlighting the exciting direction of the College in relation to reGEN, continuing to reference Laudato Si and ensuring the sustainability of our Earth through our actions and our common home. reGEN will continue to be a key focus of the College's PL in 2021 and beyond.

On the return to the College in Term 4, a working party was formed to commence work on the College's strategic PL plan. This included reviewing current PL research and addressing the Colleges specific needs before planning strategies for the next three years. These strategies will be in direct alignment with the College's strategic pillars. Following some interim work, the next step is the formation of a College PL Committee in 2021. This committee will continue to develop the strategic plan and to drive PL across the College.

It is envisaged the role of this committee will include:

- To develop the PL Strategy 2021-2024.
- To work with the leadership team to ensure implementation of the strategy. This includes preparation of the term based PL/Meeting Schedule.
- To review the professional learning proposals put forward by individual employees, leadership areas and reGEN pillar teams.
- To approve that all planned PL is in direct alignment with CMC pillars.
- To evaluate the PL plan at the end of each year.
- To report on PL outcomes at the end of each year.

**TEACHER SATISFACTION**

During the last week of Term 1, all staff transitioned to remote learning preparation in readiness for Term 2 commencement. Staff were provided with a home office checklist, a newly generated pandemic working from home policy and agile working guidelines. All POL4 leaders were allocated a group of staff to check in on daily to ensure their wellbeing given the pandemic situation. Any concerns were recorded and followed up by a member of the leadership team, using Google Meet. This initiative was very well-received by staff who reported enjoying the regular communication with their groups.

Anecdotal verbal feedback and high attendance numbers were recorded at the weekly Monday morning Staff Briefings held throughout the pandemic whilst in remote learning. These meetings were a combination of site based and whole school.

A formal staff survey conducted at the conclusion of the first remote learning period, supported the positive anecdotal verbal feedback received by leadership members. The survey addressed staff satisfaction with the management of the remote learning period, specifically: College communication to staff, support provided to staff, staff mentor program, communication to families, additional support required by staff and feelings about returning to school. The results indicated that whilst acknowledging they were working very hard, they overwhelmingly felt supported, particularly through strong communication and the staff mentor program.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	87.9%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	10.1%
Graduate	38.8%
Graduate Certificate	3.9%
Bachelor Degree	77.5%
Advanced Diploma	14.7%
No Qualifications Listed	12.4%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	144.0
Teaching Staff (FTE)	128.1
Non-Teaching Staff (Headcount)	71.0
Non-Teaching Staff (FTE)	58.3
Indigenous Teaching Staff (Headcount)	2.0

## College Community

### Goals & Intended Outcomes

To provide a rich source of opportunity, personal growth and sense of belonging for all members.

### Achievements

#### COMMUNITY EVENTS

Pastoral Planning Day, Opening Mass, Year 7 Welcome Evening, the Laureate Assembly, Swimming Carnival, College Tours and a limited number of liturgies and assemblies were held as usual.

Year 12 Presentation Evening was held at St Mary's Campus for the Class of 2020, however parents were not able to attend in person. Instead, the ceremony was live-streamed, which worked well as a substitute.

The popular Mercy Day celebrations moved online, as did the Parent-Student-Teacher Interviews.

#### CO-CURRICULAR OPPORTUNITIES

Book Week, Robogals and Lego Masters competitions were held in 2020.

#### Exploring the Arts

Public Performing Arts events were mainly not possible in 2020 due to COVID restrictions.

In the Visual Arts, some of our students had work selected for the MacKillop Art Exhibition in Sacred Heart Cathedral.

Self-expression and creativity are important in the development of our students. In Music, students were able to continue learning their instruments, via Google Meets for much of the year, however playing and singing in ensembles did not take place.

Senior drama students were able to perform their ensemble performances mid-year however the final Year 12 solo performances were not open to the public.

#### Sporting Life

Students participated in a range of year-level sporting activities at school when possible on campus, encouraging participation and confidence.

In 2020, students represented the College in a very limited number of competitions: Swimming, Cricket, Golf, Tennis and Volleyball.

The Swimming Carnival was a huge success providing great competition, house spirit and friendly rivalry. Sadly, the Athletics Carnivals were cancelled.

#### Camps

Our Year 7 students had the opportunity to get to know each other better through our camps program at Camp Weekaway in Lancefield.

## VALUE ADDED

- Masses and Liturgies
- Prayer and Retreats
- Reflection and Encounter Days
- Social Justice Groups
- Community Service
- Swimming Carnival
- Sports Competitions
- Camps (Year 7 only)
- Student Representative Council
- Leadership Programs
- Bands and Choirs (limited)
- Instrumental Music Program
- Academic competitions
- Work Experience

## PARENT SATISFACTION

A survey was not completed due to COVID-19 and remote learning however anecdotal feedback was positive around remote learning,

## Future Directions

Catherine McAuley College has been woven into the fabric of Bendigo since 1876 when Sister Aloysius Martyn and the Sisters of Mercy first arrived in Sandhurst, from Ireland. So, we have over 140 years of heritage and tradition to draw upon, inspired by the pioneering spirit of our founders. Our College Direction 2020-2024 commits to continuing their legacy of service, offering an outstanding Catholic education to the families of Central Victoria and working towards a sustainable future.

We are dedicated to developing students who are independent, critical and creative thinkers, with a passion for learning and striving for excellence. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

Learning settings and programs at Catherine McAuley College are innovative, stimulating and inclusive. The Sister Aloysius Martyn Arts Centre at the Coolock Campus, together with the Sister Anastasia Vanderfeen Building at St Mary's, reflect the contemporary learning paces that are evolving from our master plan. The Sr Ana building has a commercial kitchen and Allied Health learning spaces to support students' learning and pathways.

These buildings are complemented by an integrated approach to learning that engages and inspires our students to discover their way in a dynamic 21st century environment.

Partnerships are valued at Catherine McAuley College, to support outstanding learning opportunities and facilities for our students and the community. Some of the more established partnerships are with Mercy Health, Australian Catholic University, the City of Greater Bendigo, Cricket Australia, Danihers and Fraynetwork.

During 2021 and through 2022 you will see further evidence of the value of our partnerships as we continue to build the iGEN program at Bethlehem Home for the Aged, expand our reGEN sustainability program across the College and construction of a sporting precinct, including fresh green spaces with the upgrade of sporting fields, a new gymnasium, indoor cricket nets and netball courts will commence this year.

Innovative programs and building developments at Catherine McAuley College create learning opportunities designed to support the many educational pathways for students. The future of employment is increasingly collaborative, so it is vital that students learn to work together, interact and plan in teams.

At Coolock, a shared industrial trade learning facility is being developed later this year. Together with the sporting precinct development, the College will be able to offer a range of Applied Learning Courses with ACU and our other partners. A review of current timetables will create the opportunity for students to move between campuses to access the best facilities and individual pathways. In 2021, planning will commence for an applied learning facility for construction, automotive engineering and associated trades.