



# Catherine McAuley College

## Bendigo

### 2021

## Annual Report to the School Community



Registered School Number: 130

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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 2021 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 Schools.

25/03/2022

**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

### Future Direction 2020 - 2024

#### 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.

#### 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.

**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.

**Student Wellbeing:** As an integral element of an inspiring and rewarding education, CMC offers a mature and responsive student wellbeing program.

**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.

**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.

**CMC Community:** The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.

**Secure Future:** CMC has a commitment to secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.

## 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 Catholic Education Office (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

This year we were pleased to welcome many new students and families to the Catherine McAuley College (CMC) community, including 320 Year 7s. With around 1480 students in 2021, we are well ahead of our growth forecasts and the numbers confirm a strong endorsement of the College's direction.

Whilst the year has been challenging in a similar way to 2020, with ongoing updates, restrictions and guidelines to protect our community from COVID, we have tried to maintain as many events on the calendar as could safely occur within the COVID-safe guidelines. Overall, we believe the College once again successfully managed each COVID situation throughout the year and as a community we have persevered through many individual and collective challenges.

On occasion through the year the College adapted to suit the specific needs of individual cohorts. Year 7s had a day to themselves at Coolock to start the year. Having missed orientation the year prior, this gave them the opportunity to focus on transition and settling in. Then for a period of weeks towards the end of the year we were able to accommodate the Year 12s to have extra time onsite in the lead up to exams.

Given the limited opportunities in 2020 to explore and act on the College theme 'Mercy for our Common Home', we continued it into 2021. We continued to introduce various initiatives associated with reGEN and our Future Direction strategy. We have been exploring what our Common Home currently looks like and how we can work towards a sustainable and flourishing future, together with our stakeholders and partner organisations.

In September, work commenced on the exciting development of sporting facilities at Coolock, to be known as the Mercy Junortoun Sporting Precinct. CMC, the City of Greater Bendigo, Cricket Australia, Cricket Victoria and the Victorian Government have partnered to develop this much-needed new school and community joint use facility. Valued at \$24.8M, the project will result in four multi-purpose sporting fields to accommodate senior and junior sport, a stadium with two indoor basketball courts, two outdoor netball courts, parking and landscaping.

In Term 4 a new learning and teaching hub was situated at the Coolock campus. This \$3M facility provides twelve new general purpose learning areas, accommodating an entire year level.

In partnership with Mercy Health, we have ensured that students taking part in the iGEN program at Bethlehem Home for the Aged continued this opportunity in 2021, despite the interruptions of COVID. It has been heartening to observe how the residents were able to stay in touch with our students and many relationships flourished. The Australian Catholic University is a partner with Mercy Health and CMC, researching iGEN and the benefits of intergenerational connections.

Our touchstone statement, "Inspiring members of our community to be learners impelled to thrive and serve" is something we stand by, and we constantly seek the feedback and support of our families with this goal. This is critical to our reGEN initiative, which encourages our students to care for our environment and reduce our impact on climate change. During 2021, reGEN gained momentum as our community worked with Danihers and other partners. We aim to educate our community about the opportunities for environmental sustainability in our space and integrate action in all areas of College life and beyond.

Thank you to Mercy Education Limited and other associated governing bodies for their support throughout 2021. This year we acknowledge 145 years since our founding Sisters of Mercy commenced their ministry in Bendigo. One can only imagine how proud and amazed they would be to see the extent of their legacy at CMC.

Thank you to our staff, students, student leaders and parents for your partnership, gracing us with the gift of sharing in the education and development of the next generation. We look forward with hope and faith to 2022.

Mr Brian Turner, Principal



## School Advisory Council Report

The College Advisory Council provides advice and support to the Principal and the Staff of the College. Members of the College 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 purposes of the Council are as follows:

1. To act as a consultative Council for the College and the Principal in the provision of Catholic education.
2. To promote the Mercy ethos and to ensure the charism is alive and central to all deliberations.
3. To assist the Principal and staff in school policy making, including the formulation of foundational documents and those policies related to child safety.
4. To assist in the preparation of the College budget and to recommend its adoption.
5. To provide advice concerning the financial administration of the College.
6. To give such practical support to the College as required in matters such as capital development, the maintenance of College facilities and equipment.
7. To take part in the strategic planning for the future operations of the College.
8. To assist generally in developing relationships both within the College community and between the College and the wider community.
9. Supporting any fund-raising activities organised by auxiliary bodies associated with the College.
10. To facilitate the welcome of parents and students new to the College.
11. To develop strategies for the local promotion of Catholic education.
12. To provide advice according to members' expertise.

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Catherine McAuley College is built on the Mercy Charism inspired by Catherine McAuley and the Sisters of Mercy and is actively engaged in the community of the Sandhurst Diocese.

Like Catherine, the teachings of Jesus and the Gospels inspire us in our words and actions and support the Mercy Values of service, courage, compassion, hospitality, respect and justice.

Our goal is to support students in developing a meaningful, contemporary connection to their faith through social justice activities, prayer, liturgies, community service and Mercy in action. To achieve this, each term we worked together to raise funds for and awareness of different groups: Caritas Australia, St Vincent de Paul Society, Mercy Works and Bendigo Foodshare.

### Achievements

#### FAITH AND MISSION

Caritas Project Compassion 'Be More': although the traditional pancake fundraiser on Shrove Tuesday was not able to happen due to COVID, fundraising and awareness raising activities continued through Lent and culminated in the Caritas Ks and Carnivals on the final day of Term 1.

Vinnies Winter Appeal: delayed due to COVID, students were finally able to hold Rug Up Day in July with students wearing their warmest casual clothes and ATSI colours to reflect on Reconciliation Week. Students and staff donated gold coins, toiletries and non-perishable food items for the Vinnies Winter Appeal.

Mercy Day: For the second year in a row, we were unable to come together to celebrate Mercy Day in the traditional way. Instead, we gathered as a virtual community at the end of Term 3 to reflect on Catherine McAuley and our Mercy community.

Bendigo Foodshare: This focus in Term 4 gave students the opportunity to live out our Mercy values in a way that is not only practical but also close to home. Students held a casual clothes day 'Comfortable, Colourful and Compassionate' and donated gold coins and non-perishable food items.

#### CATHOLIC IDENTITY

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 Gospel values and teachings are fundamental in the integrated programs of Veritas and Virtues, which support students in developing a greater understanding of issues and the connection to all areas of the curriculum.

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.

### **reGEN**

'Mercy for Our Common Home' was the College theme for 2021 (extended from 2020), and we continued our efforts to embed the reGEN program in the College culture, albeit on a smaller scale than planned due to COVID. A major initiative was the 'Bin It Right' initiative with a new 3-bin system implemented across the College. Other initiatives included National Schools Tree Day activities, Clean Ups and a reGEN Recycling Hub at the Trade Training Centre.

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 continuing COVID-19 lock-downs and restrictions on gatherings, we tried to maintain as many events on the calendar as could safely occur within the COVID-safe guidelines. However, many major celebrations, such as Mercy Day, moved online again in 2021. This was challenging as these events help shape us as a community and provide our students with the opportunity to develop as young adults.

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 themes such as 'Who was Catherine McAuley?' 'What does Mercy mean to me?' 'What examples of Mercy have I seen in our community?' and 'Why am I grateful to be part of the CMC community?'

Special thanks to the students who organised and those who attended celebrations throughout 2021 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, Easter and Graduation liturgies.

## 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 offered the following opportunities in 2021, to strengthen students' awareness of our Mercy story, local and global issues and understanding of the Gospel values:

- Opening Mass
- Masses & Liturgies: Anzac Day, Reconciliation Week, Ash Wednesday, Easter, Graduation, Mercy Day
- Daily prayer
- Term focuses and awareness, including:
  1. Caritas - Project Compassion activities and awareness in solidarity on the theme 'Be More'
  2. Vinnies Winter Appeal - awareness, gold coin and non-perishable food item donations
  3. Mercy Works - awareness of our own and the broader Mercy global community
  4. Bendigo Foodshare 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: SRC, Sandhurst Student Leaders Conference, Young Mercy Leaders programme with Mercy International Association, Mercy Scholarship, Spirit of Catherine Awards and Bishop Joe Grech Youth Scholarship (Leadership and Spirituality)
- Awareness Days from Social Justice Calendar: including Anzac Day, Sorry Day, Harmony Day, Refugee Week, International Women's Day, Remembrance Day, World Environment Day, Sandhurst Switches Off, 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 College.

## Learning & Teaching

### Goals & Intended Outcomes

Our goal is to achieve 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 final year of our POL cycle for Year Level Learning Leaders and Interdisciplinary leaders, we intend to consolidate these roles and to strengthen the connection between our learning and teaching and pastoral care programs across all years at the College.

With 2021 being another year with interruptions with remote learning, we intend to review and iterate on our approaches to flexible and remote learning as required through the year.

### Achievements

With the COVID-19 pandemic continuing to have a significant impact on education, we drew on the experiences of the previous year and transitioned relatively smoothly and effectively between the remote learning program and periods on campus. Our management 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. Mindful of the growing fatigue brought about by isolation, 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, continuing to build their skills in remote learning and digital resource creation as an effective part of our learning and teaching program in 2021 and into the future.

During 2021, we implemented a structure with STEAM as a broader subject, with aspects of the Science and Veritas courses making up the curriculum in this new subject.

The Year 10 iGEN intergenerational program in partnership with Mercy Health Bethlehem Home for the Aged and Australian Catholic University continued despite the pandemic, with students and residents mainly interacting online. This program was highly valuable for both our students and the residents at Bethlehem, because of the level of isolation experienced. The value of the program is evident as it continues to grow and develop.

Despite the challenges of COVID, 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 2021 we continued this refinement process, looking for opportunities for the most effective interdisciplinary opportunities within our subjects, particularly in our common core subjects from Years 7 to 10. Through 2021 we finalised an ongoing review of our instrumental music program and are implementing these changes in 2022 based on staff, student and community feedback. These changes include more engagement of instrumental teachers in the classroom music setting at Year 7. We are hopeful that, with this change and a return to consistent face-to-face learning in 2022, that our enrolment numbers in classroom music will grow beyond Year 7.

## STUDENT LEARNING OUTCOMES

We pride ourselves on 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 Year 12 class of 2021, both at individual levels and collectively. Despite the challenges of two years of COVID and uncertainty in the lead up to exams, these were some of our best results in recent years and demonstrate the dedication and commitment of this cohort to their studies. They faced many challenges and great uncertainty in their final two years, including months in remote learning. We commend their courage and the perseverance they showed, supporting one another right through to the end. We are sure their efforts and their capacity to thrive in the face of adversity will serve them well in the future.

The College Dux for 2021 achieved an ATAR of 98.95 and the Dux Proximus achieved 97.70. Two students received perfect study scores of 50 - in VCE Food Studies and VCE Geography.

It was particularly pleasing to see a trend of high average scores across our technology subjects. This indicates that our teachers and students were able to more successfully adapt their learning and teaching to practical subjects despite the restrictions of flexible and remote learning.

11.4% of students achieved ATAR scores of over 90, 19.3% of students achieved ATAR scores over 80 and 37.1% 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 across two years.

Many of our Year 11 students achieved strong results in their Units 3 and 4 studies, with more students 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.

Following cancellation in 2020, NAPLAN Assessments were reinstated for 2021.

In 2021, 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. The College uses 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.

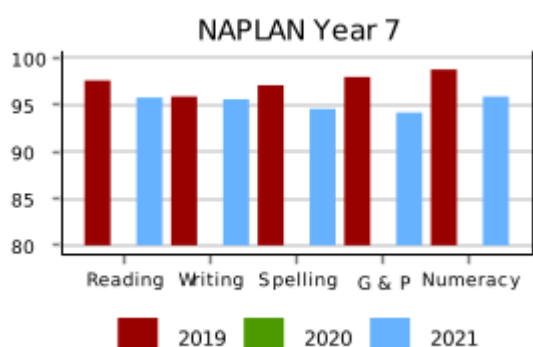
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	556.6
Year 9 Numeracy	589.5
Year 9 Reading	570.0
Year 9 Spelling	568.9
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	98.0	-	-	94.2	-
YR 07 Numeracy	98.8	-	-	95.9	-
YR 07 Reading	97.6	-	-	95.8	-
YR 07 Spelling	97.1	-	-	94.6	-
YR 07 Writing	95.9	-	-	95.6	-
YR 09 Grammar & Punctuation	93.1	-	-	86.6	-
YR 09 Numeracy	98.5	-	-	94.8	-
YR 09 Reading	95.3	-	-	92.7	-
YR 09 Spelling	96.1	-	-	90.9	-
YR 09 Writing	89.3	-	-	85.3	-

\* 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

Catherine McAuley College is an inclusive community that is enriched through cultural diversity, empathy and understanding. All members are expected to be respectful and considerate, be of service to others and to care for the Earth.

We acknowledge that all students grow and develop as individuals. As an integral element of an inspiring and rewarding education, Catherine McAuley College aims to:

- develop a supportive transition to secondary school
- offer a formative and responsive student pastoral care program
- nurture our students in a safe environment, to become confident and independent young adults
- provide structures and programs that support students' academic as well as social-emotional learning.

In addition, during 2021 a priority was to monitor and provide support around the ongoing effects of COVID on the pastoral wellbeing of students.

### Achievements

#### **BEGINNING THE YEAR**

In place of the traditional start to the year, the Year 7s had a day to themselves at Coolock Campus before Years 8 and 9 students returned on the following Monday. Having missed out on orientation experiences due to COVID in the year prior, this gave the Year 7s the opportunity to focus on the transition and settling in that they had missed out on. The transition program ensured that we prepared a thorough student profile in partnership with families prior to their commencement in Year 7 at CMC.

Year 12s also started a day earlier than Years 10 and 11 students, allowing them to settle into their classes, to receive important information in preparation for Year 12 Retreat and spend time with their Student Advocate.

New students in Years 8 and 9 and students with additional needs also had the opportunity had the opportunity to attend Coolock Campus for orientation and a tour prior to all students commencing.

#### **STUDENT ADVOCATES AND INDIVIDUAL SUPPORT**

Each student has a Student Advocate, who actively monitors and supports their learning and wellbeing. Student Advocates work in collaboration with students and families in their group to develop an understanding of their learning through regular reflection and goal setting. They are also well-supported by class teachers and Year Level Learning Leaders. Student Advocates contacted families in the early weeks of Term 1 to support the transition for all students, because it had not been possible to hold the traditional Pastoral Planning Day.

Individual support for students is also be provided by Year Level Learning Leaders, whole school, and Interdisciplinary Learning Leaders. Learning Diversity Leaders ensure at each campus ensure that appropriate resources and expertise is available to students who need additional

support. Other supports are provided by the Learning Diversity and Wellbeing teams, Educational Psychologist, Occupational Therapist, Koorie Education Workers, and Careers Practitioners.

### **COVID CHALLENGES AND WELLBEING**

Cancellation of community events from early in Term 1 and periods of remote learning proved challenging for all sections of our community and the College responded in line with government and CECV requirements. Students were supported through the Student Advocate program, year level structures and wellbeing processes throughout this difficult period.

During the periods of remote learning, we encouraged all students to remain connected with their classes and to seek support through their Student Advocate if required. It was important for all students to keep a healthy balance between their remote learning schedule and their physical and social-emotional wellbeing. The Wellbeing Team continued to support students throughout remote learning and the periodic return to school. Students or their parents and carers were able to access this support through their Student Advocate or Year Level Learning Leader.

Year Level Learning Leaders and the Directors of Pastoral Care continued to meet each morning throughout remote learning, as they had in 2020, to ensure that students were identified and supported as required. This process continued to be incredibly beneficial.

### **NALA - DOGS CONNECT WELLBEING DOG**

In 2020, CMC was privileged to welcome Nala to our College community and in 2021 she continued to be a great support and calming influence in classrooms during on-campus learning periods. Nala is a Dogs Connect Wellbeing Dog. She 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. Nala is a beautiful asset to the College, spreading happiness wherever she goes.

### **STUDENT REPRESENTATIVE COUNCIL (SRC)**

Student Representative Council (SRC) members faced a huge challenge in 2021 and showed great strength in a year where students were again isolated from each other and learning at home for periods of time. In addition, they dealt with the disappointment of cancellation of community gatherings due to COVID-19. However, wherever possible, they were active in their organisation of assemblies, liturgies and lunchtime activities.

### **CAMPS AND RETREATS**

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, 8 and 9 camps, and Year 12 retreats took place, sadly the Year 10 Melbourne Camp and Year 11 Retreat did not happen due to COVID and this impacted student connections across year levels and the sense of belonging for some students.

### **WELLBEING ACTIVITIES**

**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.

For **R U OK? Day** students participated in a number of online activities and wore a touch of yellow.

Students across all year levels were involved in **Mental Health Week** activities, focusing on the 5 Ways to Wellbeing. This initiative shared ways of keeping well and encouraged student to look after each other during the challenges of 2021. Activities such as the staff vs student Mental Health Cup 'Be Active' Challenge were popular.

**Celebrating Safely:** Dynamic presented Sonya Karras visited our College once again to present party-safe sessions for students, parents and carers during Term 1.

### **SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)**

A diverse staff team continued to work 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 in readiness for the rollout to students at the beginning of 2022.

#### **VALUE ADDED**

In 2021 student pastoral wellbeing was managed through the year level model, with the Student Advocate 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 (Years 7, 8, 9 and 12)
- Sporting Competitions: many of the sporting competitions where students can represent the College at local, regional and state levels were not held in 2021, however some lucky students attended some sporting events.
- Ride 2 School Day
- Lunchtime house sport competitions at both campuses
- Performing arts opportunities were curtailed in 2021 due to periods where music ensembles were not able to rehearse and public performance events were not possible. A great sadness was the cancellation yet again of the College Production. However, there were more opportunities in 2021 than in 2020, including: performances at assemblies/liturgies, Victorian All State Jazz Championships (Stage Band in Melbourne), Dance Workshop with Sydney Dance Company, Music Camp
- Visual Arts: MacKillop Art Exhibition
- COGB Raw Arts Awards
- Coolock Library: lunchtime chess, games and other activities
- St Mary's Library activities and competitions: Writers Club, Illustrators Club, online competitions and prizes, Chess Challenge
- Mental Health Week activities
- R U OK? Day

- Student Support Group (SSG) meetings to support identified students

In 2021 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 College structure with a commitment to integrated learning and enhanced pastoral care for all students.
- The Student Advocate 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 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 and West Wing at Coolock for Year 9; and the Sister Anastasia Vanderfeen Building at St Mary's, for Allied Health, Hospitality and recreation.
- Building commenced for the Mercy Junortoun Sporting Precinct partnership development at Coolock

## STUDENT SATISFACTION

2021 has been another challenging year of changed or reduced opportunities, with many students struggling to connect. That said, throughout 2021 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.

- 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.
- 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 - Many applications were received for the 2022 College Leadership positions.

- Student engaged well with the integrated programs of Veritas and Virtues.
- Specialist facilities in areas of music, allied health, technology subjects, drama and agriculture supported students in their learning.

## STUDENT ATTENDANCE

Through 2021 we again had periods of remote learning in response to COVID 19. We were fortunate that Term 1 was uninterrupted but in Term 2 we were returned to remote learning for one week. Term 3 was also interrupted by eight days in total of remote learning occurring over two separate occasions through to week 7 when we entered remote learning for the remaining three weeks of the Term. We achieved one benefit of having the Year 12 students return to school for the last week of Term 3. Term 4 returned to some normality with Year 12s in classrooms, and they were soon after following by all year 11s. From week two onwards the remaining year levels were back in the classrooms, at least part-time through to 26 October when the school year proceeded uninterrupted until completion.

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	74.6%
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**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y07	89.7%
Y08	86.3%
Y09	85.5%
Y10	85.1%
Overall average attendance	86.7%

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	100.0%

**POST-SCHOOL DESTINATIONS AS AT 2021**

Tertiary Study	38.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	22.0%
Deferred	24.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

## 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
- To support students and families with the transition back to on campus learning at school.
- The development of the reGEN program with relevant actions, goals and evidence to present to the reGEN Leadership Team.

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.

### Achievements

#### **LEARNING, WELLBEING AND SUPPORT**

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. Engagement in Parent-Student-Teacher Interviews (PSTI) was high with positive feedback from parents and carers about the platform.

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 Learning Tutors 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.

With the return to on campus learning, staff explored ways to reconnect students with their peers and their learning, through opportunities for social interaction and activities to encourage engagement in class and break times.

#### **PARTNERSHIPS**

The valuable partnerships formed pre COVID continued to evolve and progress the College Future Direction plans for expansion.

The Mercy Junortoun Sporting Precinct reached the building stage with work commencing in September.

The iGEN program continued to expand with Google Meets still providing the opportunity for students and the residents at Bethlehem to connect.

### reGEN

The reGEN sustainability program continued to be a focal point as the College planned for its implementation across the College, based on the reGEN policy and priority statement which is informed by the Laudato Si Encyclical and the ISMAPNG Sustainable Living policy. A reGEN Learning Leader position was developed and appointed to commence at the start of 2022.

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.

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.

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

Professional Learning (PL) at Catherine McAuley college is underpinned by the College's Professional Learning Policy. The College's Professional Development Policy is designed to encourage and support staff to actively pursue their professional and career development as an integral element of their employment. The College acknowledges that continuing professional learning and development contributes to a better outcome for students, the College and also personal job satisfaction.

At the end of 2020, a working party was formed to commence work on the College's PL Strategy. The outcome of this was the formation of the PL Committee. In 2021, the PL Committee met on seven occasions and continued their commitment to:

- the development of the PL Strategy 2021-2024
- work with the leadership team to ensure implementation of the strategy, including preparation of the term-based PL/Meeting Schedule
- review the professional learning proposals put forward by individual staff members, leadership teams and reGEN pillar teams
- ensure all planned PL is in direct alignment with the College pillars
- evaluate the PL plan at the end of each year.
- report on PL outcomes at the end of each year.

Professional Learning activities during 2021 included a focus on:

- Faith and Mission
- Curriculum development
- Subject specific PL
- Strategic direction
- Professional practice
- Learning and teaching strategies
- Leadership formation

The Education Management System (EMS360) software program introduced in 2020 to manage PL continued to provide an effective central platform to support the College's Professional Learning and culture.

In 2021, it has improved the efficiency and effectiveness of the operational aspects of PL, by enabling the communication of College-led 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 program 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.

**TEACHER SATISFACTION**

During 2021, work commenced on developing a Staff Wellbeing Program in line with the College's Strategic Pillar of Excellence in Staff and the recognition that quality educational outcomes are driven by motivated and engaged staff - a focus on staff wellbeing is critical to the success of this. In the future, a Staff Wellbeing Committee will be formed to continue the foundation that has already been laid and will oversee:

- The introduction of a Staff Wellbeing Policy that underpins staff wellbeing at the College
- A program of events and activities focussing on staff wellbeing
- A suite of resources accessible to all staff

New staff to the College reported feeling welcome to the College Community and suggested more time be provided prior to the commencement of the school year to become familiar with the College's systems and processes.

During the year, staff continued to switch between on-site and remote learning. During periods of remote learning, staff in positions of leadership continued to check in on others to ensure their wellbeing. Any concerns were recorded and followed up by a member of the leadership team. This initiative continued to be well-received by staff.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.4%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	89.9%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	13.0%
Graduate	32.9%
Graduate Certificate	4.1%
Bachelor Degree	74.7%
Advanced Diploma	12.3%
No Qualifications Listed	15.8%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	151.0
Teaching Staff (FTE)	133.2
Non-Teaching Staff (Headcount)	72.0
Non-Teaching Staff (FTE)	61.3
Indigenous Teaching Staff (Headcount)	1.0

## College Community

### Goals & Intended Outcomes

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

### Achievements

#### COMMUNITY EVENTS

Holding community events was challenging in 2021 due to changing COVID risks and regulations. This resulted in some events being cancelled, some moving online and some adapted in scale and format.

Opening Mass was held at Sacred Heart Cathedral with attendance by Year 12 students and teachers only. The 2020 College Dux addressed the students although it was not possible invite all 2020 Laureate Award Winners for the traditional presentation, due to COVID restrictions.

Other events such as the Year 7 Welcome Evening, the Swimming Carnival, College Tours and Open Evening were cancelled, however the Athletics Carnival and various sporting competitions were able to be held.

The popular Mercy Day celebrations continued online, as did various masses and liturgies and the Parent-Student-Teacher Interviews.

In November, it was with great joy that the Year 12 Graduation Mass was able to be celebrated at St Mary's, including the presentation of Graduation Certificates. This was followed by an outdoor celebration at Bendigo Jockey Club and parents and carers were able to attend as guests.

The delight of students when they returned to campus after periods of lockdown was a strong reminder of how important gathering as a community is to our CMC community.

#### VALUE ADDED

##### Exploring the Arts

Public Performing Arts events were mainly not possible in 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 was limited. The Music Camp in the final week of the year was a great reward and thoroughly enjoyed by our music students.

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 2021, students represented the College in a number of sporting competitions: Basketball, Cricket, Golf, Tennis, Badminton, Diving, Swimming, Cross Country, Volleyball, Soccer, Netball and Football. Although some events were cancelled, there were definitely more opportunities than the previous year.

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

### **Camps**

Our Year 7 students had the opportunity to get to know each other better through our camps program at Campaspe Downs camp in Kyneton. Year 8s loved their time at Anglesea and Year 9s gained confidence in the outdoors through their camp experiences.

Year 12s were able to attend their Retreats in Melbourne, but unfortunately the Year 10 Melbourne Camp and Year 11 Retreats did not proceed.

### **Other community co-curricular opportunities included:**

- Student Representative Council
- Sandhurst Student Leaders Conference
- Community Service
- Work Experience
- Ride 2 School Day 2021
- Bendigo Tech School
- 18th Australasian Vertebrate Pest Conference 'Feral Futures'
- Victorian All State Jazz Championships (Stage Band in Melbourne)
- Dance Workshop with Sydney Dance Company
- COGB Raw Arts Awards and Vox Bendigo Young Writers Anthology
- Coolock Library: lunchtime chess, games and other activities
- St Mary's Library activities and competitions: Writers Club, Illustrators Club, online competitions and prizes, Chess Challenge

## **PARENT SATISFACTION**

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

Parents and carers found the move to online Parent-Student-Teacher Interviews a positive one and this is something that will be retained in 2022.

We experience increased demand for enrolment at Year 7 for 2022 and feedback shows that word of mouth from current parents is a driver of new enrolments.

## 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 secure sustainable future.

Our programs are inclusive and learning settings are innovative, stimulating and continue to evolve from our master plan.

To accommodate growing enrolments, a new multi-storey building was installed at Coolock in Term 4. Known currently as "the West Wing" it was ready for students at the commencement of 2022. The building provides bright and expansive general purpose learning spaces and, with twelve classrooms and staff offices, has the capacity for a whole year level. It is surrounded by high activity multi-purpose courts and areas of green lawn for quieter recreation.

However, the biggest and most long-awaited master plan project has commenced. The Mercy Junortoun Sporting Precinct will be a high-quality state-of-the-art junior sporting hub with irrigated sports fields, indoor basketball courts and cricket nets, AFL and soccer fields alongside netball courts. The precinct will support educational use during school hours and community use outside school hours. The initiative is a partnership between Catherine McAuley College and the City of Greater Bendigo in the provision of school, community and sporting facilities.

Partnerships are valued at Catherine McAuley College, to support outstanding learning opportunities and better facilities for our students and the community. As well as with the City of Greater Bendigo, the College also has partnerships with Mercy Health, Australian Catholic University, Cricket Australia, Danihers and Carter & Co.

At Coolock, the state-of-the-art Sister Aloysius Martyn Arts Centre features a performance area, specialist classrooms for music and performing arts, and vibrant learning spaces to support integrated learning across the 'STEAM' areas - Science, Technology, Engineering, Arts and Mathematics.

At St Mary's, students have opportunities for diverse specialisations tailored to student pathways. Our modern commercial kitchen provides opportunities for Food Technology and Hospitality, incorporating a canteen and indoor-outdoor dining areas. A purpose-built Allied Health area includes a simulated hospital ward for practical learning. Allied Health is a major growth area and our iGen partnership with Mercy Health Bethlehem Home for the Aged and Australian Catholic University (ACU) provides an entry into the health and business industries and real intergenerational experience.

Studies in Agriculture and Animal Care at our Trade Training Centre support learning and skill development in this high-demand vocational pathway.

The College Masterplan includes many exciting developments across both campuses in the coming years. Facilities at both campuses will continue to evolve and integrate with existing infrastructure, providing students with the learning resources and pathway opportunities to be prepared for their future direction.