



Catherine McAuley College Bendigo

2022 Annual Report to the School Community



Registered School Number: 130

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Contact Details

| | |
|-----------|---------------------------------------|
| ADDRESS | 164 Barkly Street Bendigo VIC 3550 |
| PRINCIPAL | Brian Turner |
| TELEPHONE | 03 5445 9100 |
| EMAIL | principal@cmc.vic.edu.au |
| WEBSITE | www.cmc.vic.edu.au |
| E NUMBER | E3002 |

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Vision and Mission

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

Mercy Education Limited (Mercy Education) is an incorporated ministry of **Mercy Ministry Companions (MMC)**. MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.

MMC delegates the responsibility of these thirteen schools' governance to Mercy Education. There are nine schools in Victoria, three in Western Australia and one in South Australia.

Commencing on 3 December 2021, the MMC Trustee Directors were installed by the Institute Leadership Team of ISMAPNG as the canonical authority for Mercy Education Ltd. The Trustee Directors also comprise the Board Directors of Mercy Ministry Companions Limited (MMCL), the civil body of Mercy Ministry Companions. Mercy Ministry Companions Limited is the Member of Mercy Education Limited.

In transferring the incorporated Education, Health and Community Service ministries to Mercy Ministry Companions, the Institute Leadership Council and the Institute has entrusted the Trustee Directors with this Mercy heritage and empowered them to develop new expressions of the 'gift of mercy'. In the new era of Mercy Ministry Companions, canonical stewards, board directors, executives and management continue to embody the compassion, hospitality, integrity, care, justice, practicality and service which characterise contemporary channels of Mercy.

The governance role of the Board of Mercy Education is confined to the thirteen schools and sets policies, approves schools' strategic plans, appoints Principals, approves senior leadership positions and fulfils due diligence in finance and audit management, capital development, risk management and litigation.

Mercy Education is the Employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

The College is located in the Catholic Diocese of Sandhurst and in being so, operates at the grace of the Bishop of Sandhurst, Most Rev Shane Mackinlay DD. The College liaises closely with the nine Catholic primary schools in the Diocese to provide a 13-year journey in Catholic Education. 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.

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.

Principal's Report

Throughout 2022, our community has once again demonstrated its capacity to overcome adversity. COVID-19, flu and floods have not been able to break our spirit. One can easily forget that through the first semester there was considerable interruption to our programs. The level of illness across our community was significant, but fortunately we were able to maintain our programs through Semester 2 and even continue with co-curricular activities.

In response to the devastating floods north of us, we had the opportunity to host Years 3 to 6 students of St Joseph's Rochester in Term 4, as well as supporting VCE students from Echuca, Kerang and Swan Hill. To share our space and witness the energy and enthusiasm of St Joseph's staff and students was a privilege for all. The courage and perseverance of Rochester's community as they began rebuilding is a beacon for others to witness.

People and relationships are central to our community. Celebrating Mercy Day (and other co-curricular events) highlights the importance of our culture and tradition, a tradition that has not been part of many students' recent experience. The senior students have been very active in re-establishing these events and ensuring that the traditions of the past are not lost. Our community has been generous in our term focus fundraising efforts, for Caritas, Vinnies, Mercy Works and Bendigo Foodshare in addition to initiatives to support flood-affected communities.

On the sports field, CMC has been dominant at regional and state level, in a range of codes. Off the field, music performance evenings and the College Production made a welcome return this year with Monty Python's Spamalot. Camps and retreats have returned to our co-curricular calendar despite some disruption, especially with the Year 11 and 12 Retreats which had to be rescheduled.

Through 2022 the Mercy Junortoun Sporting Precinct (MJSP) began to emerge. Thankfully the build has managed to progress close to schedule, which is a remarkable effort given the frequent rains. The building and ovals are predicted to be available around Easter 2023. Thank you to Nicholsons, our builders, project managers RMG and our project partner the City of Greater Bendigo, for their energy and commitment over the past fourteen months.

The Danihers maintenance team restored the surface and pitch of the Finn Oval to a standard well beyond any in the past. Thank you to the Coolock students for putting up with restrictions placed on the oval caused by the restoration and incessant wet weather. Finn Oval, separate from the MJSP, will be one of five ovals at Coolock, complementing our other active spaces.

Year 9s were finally accommodated in their own dedicated learning space in 2022 when the 14-room West Building was positioned onsite. The building was completed and opened for use in Term 1 and has been a very successful space for the staff and students. The courts and surrounding area have been popular and have generated a sense of pride amongst the Year 9 students.

The iGEN program expanded to Shepparton and Ballarat during 2022. Despite the interruptions of COVID-19, residents were able to stay in touch with our students and many relationships flourished. For 2023 the College has planned a dedicated leadership role to ensure that this partnership flourishes. Special thanks to Ms Ellen Francis for her work facilitating the program. The CMC community also acknowledges the vision and support of Mr Stephen Cornelissen, former CEO of Mercy Health.

We believe the College has once again successfully managed each COVID-19 situation throughout the year. As a community, we have persevered through many challenges, with the academic results from last year and endorsement of our remote learning strategy. We look

forward to similar results from our 2022 cohort and we pray their efforts and their capacity to thrive in the face of adversity will serve them well.

We congratulate our Year 12 2022 students and wish them every success in the future: rarely will another year level be able to boast the chaos they have endured! We thank them for their outstanding service and example to others. Their conduct has been appreciated by all involved, especially with their welcome of the Echuca, Kerang and Swan Hill students for VCE exams – further demonstrating their compassion and hospitality. This year we returned (with thanks) to the Sacred Heart Cathedral to farewell our graduands for the first time in three years.

On behalf of Mercy Education and the College, I express our gratitude and appreciation to our parents, carers and students who have been so supportive of every contingency through these challenges. Who would have expected closures due to flooding? Our thoughts and prayers are extended to families who have been impacted by the hardships that have struck us over the past three years.

Finally, thank you to Mercy Education Limited, the College Advisory Council and other associated governing bodies for their support throughout 2022. Thank you to our staff, students, student leaders, parents and carers for their partnership, gracing us with the gift of sharing in the development of the next generation.

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 Identity and Mission

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: 'For All Future Generations' was the 2022 theme and our donations helped create lasting change. At Coolock, students took part in Caritas Ks along the O'Keefe trail as well as a BBQ lunch and fundraising activities.

Vinnies Winter Appeal: On Rug Up Day students wore casual clothes, turned off heaters and raised over \$2,000 for the Vinnies Winter Appeal. Students and staff donated gold coins, toiletries and non-perishable food items. VCAL students made an impressive 170 litres of soup to sell as a fundraising lunch at St Mary's.

Mercy Day: After two years of interruptions, all year levels gathered at Coolock for the Mercy Day Liturgy, led by College Captains and other student leaders, and the announcement of the Spirit of Catherine Awards. This was followed by fun fundraising activities and food stalls. Mercy Day was a fantastic celebration of College spirit and generosity, raising over \$17,000 for Mercy Works.

Bendigo Foodshare: Year 10 Virtues students led the St Mary's Food Drive throughout November to collect non-perishable food donations to help provide food relief to those affected by floods and doing it tough.

At Coolock, the Year 11 VCAL team ran food stalls with a barbecue, delicious, sweet treats and slushies on sale in McAuley Square at lunchtime to support Bendigo Foodshare at the same time.

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 programs 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

Laudato Si' provides the basis for the reGEN program, which encourages our community 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. Initiatives in 2022 included:

- 'Bin It Right', reducing our waste and helping to create a more sustainable future for everyone.
- Uniform Recycling Project: With the Class of 2022 being the last to wear the old CCB uniform, the Year 12 reGen Team developed a project to recycle the uniforms and keep them out of landfill.
- reGEN Team: We formed a new student and staff reGEN Team. The passionate and dedicated members of this team will utilise the Sustainability Victoria ResourceSmart Schools (RSS) and Catholic Earthcare programs as a guide to help further our College's reGEN direction.

CLASS MASSES

We were privileged to have visits from our local priests to celebrate class masses for each year level. We thank them for their commitment to the College and building students' understanding of the importance of the Eucharist.

CELEBRATIONS

Despite interruptions by COVID-19 and adverse weather, we tried to maintain as many events on the calendar as could safely occur. It was wonderful to see the return of some major celebrations, such as masses at Sacred Heart Cathedral and Mercy Day. Events such as this help shape us as a community and provide our students with the opportunity to develop as young adults.

Special thanks to the students who organised and all who attended celebrations throughout 2022. 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 Campus Masses, 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 2022, to strengthen students' awareness of our Mercy story, local and global issues and understanding the Gospel values:

- Masses at the Cathedral
- Masses & liturgies: Anzac Day, Reconciliation Week, Ash Wednesday, Easter, Graduation, Mercy Day, class masses for all senior classes, Year Level Masses for Coolock students
- Daily prayer
- Term focuses and awareness, including:
 1. Caritas - Project Compassion activities and awareness in solidarity on the theme 'For All Future Generations'
 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 - fundraising and donations of food
- Fire Carriers Program
- Participation in Caritas Launch in Bendigo
- St Joseph's Rochester flood relief and Christmas gifts
- Staff Spirituality Days
- Retreats and Encounter Days
- Mercy Day and Mercy Works Guest Speaker
- Student Leadership: SRC, Seeds of Justice Camp, Mercy Scholarship and Spirit of Catherine Awards
- 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 and 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 study pathways for students that both open up new experiences and opportunities for students and support them to successfully transition beyond CMC. This includes a review of our applied learning programs to align with the new Vocational Major which rolls out across the state from the start of 2023. We continue to review our students' opportunities for subject acceleration and for interventions where students need additional support. We continue to review our curriculum and subject choices, particularly at Year 9 where there are far fewer elective options than students are offered at Year 10.

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 first year of our POL cycle for Year Level Learning Leaders and Interdisciplinary leaders, we worked to support these middle leaders and enable them to work together and support our students, staff and programs across the College.

Achievements

With the COVID pandemic continuing to have a significant impact on education, with high student and staff absenteeism, we drew on the experiences of the previous years and transitioned relatively smoothly and effectively back to face-to-face learning. Our staff worked well with students who needed additional support with this transition, and we were flexible and responsive in our approaches to student work, while maintaining a rigorous curriculum. We used a weekly wellbeing check-in survey called 'Pivot' which supported Student Advocates, year level leaders and classroom teachers in gauging how individuals and cohorts were feeling and adjusted our curriculum for these students based on this ongoing feedback. We took advantage of the wealth of digital resources teachers created through the periods of remote learning and reviewed which resources could and would be relevant to continue with in a classroom setting. We also had a 'reset' to consider what new curriculum and resources we can develop that take advantage of a face-to-face setting and enable students to interact with each other more.

iGEN (Intergenerational Learning) is a partnership between Mercy Health, Australian Catholic University and Catherine McAuley College. During 2022, the program has grown to include 120 Year 10 students who now make weekly visits to aged care homes. There were three classes each semester. Two classes connected with Mercy Health Bethlehem through weekly visits and one class connected with Mercy Place Shepparton in Semester 1 and Mercy Place Ballarat in Semester 2, with two in-person visits per semester. Currently, about thirty aged care residents participate in the program. 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.

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 enormously proud of the Year 12 class of 2022, both at individual levels and collectively. Despite the challenges of COVID, floods and uncertainty in the lead up to exams, our 2022 results were some of our best 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 three 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 Catherine McAuley College Dux for 2022 was Lochlan Tresize with an ATAR of 99.35. The Dux Proximus was Lily Jones with an ATAR of 99.10, followed by Tahlia Isaac, with an ATAR of 98.05. Year 11 student Noah Layton achieved a perfect study score of 50 in Further Mathematics.

It was particularly pleasing to see a trend of high average scores across many of our health, science and technology subjects, with particularly high average study scores in Allied Health and Biology. These subjects are popular amongst the senior cohort, so strong results in these areas support strong overall ATAR scores for the cohort.

2022 saw some of the College's strongest ATAR results in recent times for students over 70 and 80. 26% of students achieved ATAR scores over 80 and 44% over 70. The majority of our students who were looking for a pathway to university successfully get into courses with these outstanding results. Students were well supported by strong results in achieving their first preference in university entry.

Many 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.

In 2022, we used several assessment tools across Years 7 to 10 in 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.

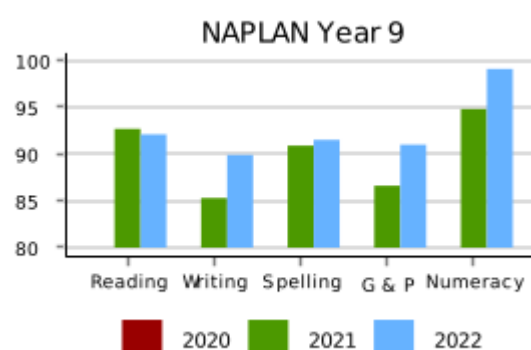
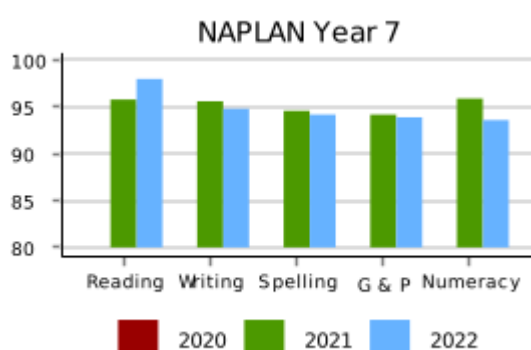
| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|----------------------------------|-------|
| Year 9 Grammar & Punctuation | 574.3 |
| Year 9 Numeracy | 587.3 |
| Year 9 Reading | 581.8 |
| Year 9 Spelling | 565.6 |
| Year 9 Writing | 560.2 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|------|------------------------|------|------------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 07 Grammar & Punctuation | - | 94.2 | - | 93.9 | -0.3 |
| YR 07 Numeracy | - | 95.9 | - | 93.6 | -2.3 |
| YR 07 Reading | - | 95.8 | - | 98.0 | 2.2 |
| YR 07 Spelling | - | 94.6 | - | 94.2 | -0.4 |
| YR 07 Writing | - | 95.6 | - | 94.8 | -0.8 |
| YR 09 Grammar & Punctuation | - | 86.6 | - | 91.0 | 4.4 |
| YR 09 Numeracy | - | 94.8 | - | 99.1 | 4.3 |
| YR 09 Reading | - | 92.7 | - | 92.1 | -0.6 |
| YR 09 Spelling | - | 90.9 | - | 91.5 | 0.6 |
| YR 09 Writing | - | 85.3 | - | 89.9 | 4.6 |

* 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.



Student 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 2022 a priority was to monitor and provide support around the ongoing effects of COVID and floods on the pastoral wellbeing of students.

Achievements

BEGINNING THE YEAR

Due to COVID-safe reasons, the Pastoral Planning Day was cancelled, with all year levels commencing together on 1 February. On their first day the Year 7 students had a tour and orientation program to assist with settling into secondary school. Year 7 students benefitted from our transition program the previous year, where we prepared a thorough student profile in partnership with families and primary schools prior to their commencement in Year 7 at CMC.

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 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 provided by Year Level Leaders, whole school, and Learning Leaders. Learning Diversity Leaders at each campus ensure that appropriate resources and expertise are 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

COVID continued to challenge our community in 2022, restricting the scope of events and cancellation of some. There was a high level of illness through Terms 2 and 3, challenging families and staff alike. In Term 4, adverse weather and flooding also impacted on education.

The College responded in line with government, Mercy Education and CECV requirements. Students were supported through the Student Advocate program, year level structures and wellbeing processes throughout this difficult period.

The Wellbeing Team continued to support students struggling with return to school, with students or their parents and carers able to access this support through their Student Advocate or Year Level Leader.

Year Level Leaders and the Directors of Campus met regularly to ensure that students were identified and supported as required. This process continued to be incredibly beneficial.

NALA - DOGS CONNECT WELLBEING DOG

In 2022 it was great to see Nala back in classrooms. She continued to be a great support and calming influence in classrooms. 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 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 were able to support the return to rebuilding of community and College spirit as traditional activities were reintroduced to the range of activities. However, there were still disappointing cancellations that challenged them. They showed great strength in a year when students were re-learning how to be involved in on-campus school life. We thank them for their active involvement in organising assemblies, liturgies, Mercy Day 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. These strengthen student connections across year levels and the sense of belonging for students. The Years 7, 8 and 9 camps, and the Year 10 Melbourne Camp and Year 12 Retreat took place. Sadly, the Year 11 Incursion Day was impacted by floods and school closure, so the full program was postponed, and a short program presented during Headstart.

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 previous 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 several activities and wore a touch of yellow.

Students across all year levels participated in **Mental Health Week** activities, focusing on the 5 Ways to Wellbeing. This initiative shared ways of keeping well and encouraged students to look after each other during the challenges of 2022. Activities such as the staff vs student Mental Health Cup 'Be Active' Challenge were popular.

Celebrating Safely: Dynamic presenter Sonya Karras visited our College once again, with an added focus on the issues of e-cigarettes and vaping, as well as her traditional party-safe sessions for students, parents and carers.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

This approach to social behaviour was rolled out during 2022 after two years of development. Posters of the 3 B's were placed in all classrooms (Be Respectful, Be Responsible, Be Kind) which gave examples of expected behaviour in different areas of school life and particularly in classrooms.

VALUE ADDED

In 2022 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.

Student Support Group (SSG) meetings were held to support identified students.

The return to on-campus traditional curricular and co-curricular opportunities continued and enhanced students' wellbeing, connectedness and sense of belonging:

- Student Leadership opportunities
- Veritas classes (Coolock)
- Camps, Retreats and Outdoor Experiences
- Sporting Competitions at local, regional and state levels
- Ride 2 School Day
- Lunchtime house sport competitions at both campuses
- Performing arts opportunities included the return of the College production, Monty Python's Spamalot' (School Edition), performances at assemblies, masses and liturgies, Victorian Schools Music Festival, performance nights and Music Camp.
- Visual Arts: MacKillop Art Exhibition
- COGB Raw Arts Awards
- Coolock Library: Book Week, lunchtime chess, games and other activities
- St Mary's Library activities and competitions: Book Week Writers Club, Illustrators Club, poetry, competitions and prizes, Chess Challenge
- Mental Health Week activities
- R U OK? Day
- Headspace Visits

In 2022 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.
- Focus on Catherine McAuley's story generated a deeper understanding of our Mercy charism.

- 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 consult with about pastoral and learning matters.
- Year Level Teams focus on Pastoral Wellbeing needs through the Veritas and Virtues programs.
- Active student leadership through Student Representative Council promotion of community days and 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, including West Wing building and recreation areas at Coolock for Year 9 and the ongoing building of the Mercy Junortoun Sporting Precinct, due to open in Term 2, 2023.

STUDENT SATISFACTION

2022 has been another challenging year with both COVID and floods impacting school life and learning. Many students still struggled to connect with the return to school routines and relationships. That said, throughout 2022 students have shown satisfaction with the increasing opportunities.

- We implemented a feedback tool, 'Pivot', which involved students completing surveys to provide confidential feedback to their teachers. The feedback provided by the students was also used to guide ongoing professional development and learning opportunities for teachers.
- Camps, Retreats and Sports Program - had excellent participation in the returning events, with positive student feedback and engagement.
- SRC – Following consultation with SRC members, a new, expanded structure for student leadership positions was developed and many applications were received for the 2023 College Leadership positions.
- Students 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 2022, COVID continued to impact student attendance and school events and activities. Particularly during Terms 2 and 3, the College juggled a reduced workforce because of COVID cases and the flu which was rampant across the College and broader

communities. At times it was necessary to ask one, or more, year levels to stay home due to lack of staff to cover classes.

The following procedure is utilised with students who are presenting with difficulties in maintaining their attendance. Attendance is monitored by Student Advocates, Classroom Teachers and Year Level 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 Student Advocates and Year Level Leaders 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 Student Advocate and, in more extreme cases of absence, the Year Level Leader 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 Year Level Leaders will discuss with the Director of Pastoral Care and in some cases, implement the Attendance Improvement Process with families.

Wellbeing staff, Koorie Education Worker 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 | 69.5% |
|--------------------------------------|-------|

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y07 | 84.3% |
| Y08 | 82.4% |
| Y09 | 80.6% |
| Y10 | 81.4% |
| Overall average attendance | 82.2% |

SENIOR SECONDARY OUTCOMES

| | |
|----------------------|--------|
| VCE Median Score | 29.0 |
| VCE Completion Rate | 100.0% |
| VCAL Completion Rate | 91.0% |

POST-SCHOOL DESTINATIONS AS AT 2022

| | |
|--|-------|
| 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 and Ministerial Order 1359 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 SIMON.

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

Goals & Intended Outcomes

To uphold and deliver CMC's Vision and Missions, with reference to the six strategic pillars outlined in the 'Future Direction 2020-2024' document:

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 are being integrated across the College with actions and priority goals in common language.

reGEN

To challenge our community to work together to contribute to the school's goal of creating a sustainable future, through the reGEN project.

Achievements

STUDENT LEARNING & ACHIEVEMENT

- High priority on camps and retreats taking place despite challenges of staffing, COVID and floods causing re-scheduling. Year 7 Camp – all students went together for the first time (3 days). Unfortunately, the Year 11 program postponed and shortened due to floods.
- Student-led Conferences continued remotely; Subject Selection in person; Arts performance events back on calendar - community appreciated mix of remote and on campus events.
- COVID Year Level Closures were required on some occasions due to staff illness, but mostly the school managed to stay open
- Leadership team, IDLLs and YLLs met to recontextualise our learning and teaching programs
- Assessment & Reporting: a 'live' reporting model implemented allowing more timely feedback; implemented consistent grade scale from Semester 2 onwards (Very Low to Very High, all year levels)
- 2023 Subject proposals: considerations for Vocational Major, Year 9 electives, and the RE curriculum
- Work Placements for Applied Learning & VCAL students
- Year 10 Work Experience
- Monitoring of VCMEA negotiations and consideration of impact on program and activities

- Improved NAPLAN results
- Investigating partnerships with other schools for programs with few students
- Evaluation of Headstart - program, length and activities

STUDENT WELLBEING

- Incursions: Pat Cronin Foundation (end the coward punch); Sonya Karras (impacts of vaping)
- Students introduced to the PIVOT Wellbeing survey to monitor students' wellbeing and provide support
- Spirit of Catherine Awards each term recognised students who epitomise the Mercy Values
- Child safety: 11 new standards replace previous 7. All policies updated and staff professional learning.
- PIVOT Wellbeing for learning check: surveys done by students allowed teachers to check 'Students in Need' and provide support for early intervention strategies.
- St Mary's Personal Device Policy: staggered implementation of no personal devices in the classroom or grounds during school hours.
- Australian Student Wellbeing Framework: Many areas well covered across the College but need to better articulate this work.
- Mental Health Week – student activities aligned to 5 Ways to Wellbeing
- Planning for Student Advocate time to be allocated into timetable in 2023.
- Year 7 2023 Transition – Discover CMC Days, Orientation Day
- Year 9 Transition to St Mary's Campus; extra transition support provided where needed.
- School Wide Positive Behaviour Support (SWPBS): matrix completed and classroom routines established; explicit teaching of expected behaviour mapped within curriculum for 2023.

EXCELLENCE IN STAFF

- POL Formation Day 21 February: Leading Teams with Brendan Maher POL4+. Focus on developing a high performing team.
- Staff Spirituality Day 25 April: on 'connection' – connection with one another, our College theme of 'Walking together in hope'. Keynote speaker, Sr Liz Dowling.
- Staff Spirituality Week: a range of sessions, including guest speaker Jo Casamento from Mercy Works.
- Professional Development for seven graduate teachers: session with mentors and Catholic Education Sandhurst Leader of Pedagogy; Sandhurst Graduate Conference on 19-20 May.
- 'PIVOT Learning Surveys provided feedback from students to staff on teaching and learning.
- PIVOT Learning Surveys identified that students in VET classes are particularly engaged compared to other learning areas.

- Monitoring of VCMEA negotiations and consideration of impact on staffing. Ongoing planning for new Enterprise Agreement, delay in finalisation was challenging.
- 2023 Positions of Leadership new structure developed – greater range of POL roles.
- reGEN direction maintained with a reGEN Learning Leader commencing at the start of 2022 and a student and staff reGEN Team established.
- Staffing recruitment 2022: successful in filling most positions, although some were challenging to fill in the post-COVID environment.
- 2023 teaching positions: a pleasing response with applications and we were successful in filling all vacancies.
- ‘World Education Support Staff Day’ and ‘World Teachers’ Day’ celebrated with gathering and refreshments.
- Mental Health Week activities held focusing on staff health and wellbeing.
- Barefoot bowling event for staff and families.

INNOVATION AND RESOURCES

- Coolock ‘West Wing’ building: gained occupancy, Year 9 cohort moved in, landscaping and active play areas complete.
- Coolock: Mercy Junortoun Sporting Precinct (MJSP) works continued throughout the year. Despite challenges of supply, weather etc. the project is on track for opening mid-2023.
- Coolock: ovals refurbishment
- St Mary’s: new shade structure on west side of Arts
- St Mary’s: gates at the main entrance in Barkly Street and at the Valentine Street entrance to improve security.
- Marketing resources updated: photography/video shoots at both campuses to support the Year 7 2023 Campaign and Senior Years Retention campaign.

SECURE FUTURE

- Successful Year 7 2023 Enrolment Campaign resulted in full enrolment.
- 2022 Open House event held back on campus.
- Transition program: Discover CMC Days, Students with Additional Learning Needs Information Night, regular Transition Updates.
- Timely enrolment and offer process to allow for preparation of student profiles, planning and staffing.
- Key dates for Enrolment Campaign 2024 set late 2022.
- Masterplan discussions with RMG and Clarke Hopkins Clarke architects led to commencement of planning and consultation process in September.
- Master Planning Reference Groups established and initial concepts prepared.
- Partnerships continue 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. and many local community organisations.

CMC COMMUNITY

- COVID communications and data gathering – keeping community informed and protecting privacy.
- Return to fortnightly News Updates as main source of information for parents, along with SIMON/PAM Daily Messages. Student activities and achievements celebrated through College latest news articles and social media.
- Parent/carer session with Sonya Karras about vaping. Principal, Mr Brian Turner also spoke on the issue to community media.
- Events included: Careers Night, Subject Selection Evening, Student-led Conferences, masses and liturgies, Performing Arts evenings, Presentation Evening.
- Production returned to College calendar, Monty Python's Spamalat (School Edition). Students, staff and alumni combined to stage the show. Packed out matinee show and two evening performances.
- Mercy Day returned to traditional format, with Year 12 student leaders' enthusiastic involvement in planning.
- Support for flood affected communities: St Joseph's Echuca VCE students sat their exams at CMC; students from St Joseph's Primary School Rochester completed the 2022 school year studies at Coolock Campus post-floods.
- Year 7 2023 Transition – Parent Information Evening in December.
- College Magazine – keepsake celebrating the 2022 school year. In line with reGEN commitment, published in digital format and limited print copies gifted to Year 12s, and a few copies for purchase by students in Years 7 – 11.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Catherine McAuley College Bendigo's approach to professional learning in 2022 was designed to support our staff in their ongoing professional development and contribute to the overall improvement of the College. The key features of our professional learning approach in 2022 included staff pursuing further education, whole-staff professional learning on sustainability, use of a teacher feedback tool, and supporting staff to settle students back into the classroom following remote learning.

Master of Education and Theology

In 2022, a number of staff and members of the leadership team commenced a Master of Education and Theology through Catholic Theological College to further their knowledge and skills in these areas.

The Master of Education and Theology program provides staff with a deeper understanding of the principles and practices of Catholic education, as well as an understanding of the theological foundations that underpin Catholic teaching. The program commenced in 2022 and will conclude for all participants by the end of 2024. The investment in this study was

considered a valuable opportunity to further develop their skills, knowledge and understanding of Catholic education. The Master of Education and Theology program provided our staff with the opportunity to develop their understanding of theology, its relevance to our school community and its application to teaching and leadership practices. This program of study has also enabled our staff to critically reflect on their own beliefs, values and practices in the context of Catholic education and to apply this learning to their work with students and colleagues.

reGEN

The reGEN project challenges our community to work together to contribute to the school's goal of creating a sustainable future. The entire staff participated in professional learning on sustainable practices and ways to reduce the College's environmental footprint. Through this training, staff developed a greater understanding of how small changes in behaviour can make a big difference to the environment. The training also included practical steps that staff could take to promote sustainable practices in their classrooms and workspaces.

Pivot: Feedback Platform

We implemented a teacher feedback tool, 'Pivot', which involved students completing surveys to provide confidential feedback to their teachers. This gave teachers valuable insights into their teaching practices and allowed them to make improvements based on the feedback. The feedback provided by the students was also used to guide ongoing professional development and learning opportunities for teachers.

Student Support: Supporting staff and students' return to the classroom

The College faced the challenge of helping students transition back to classroom learning following periods of remote learning due to the pandemic. We investigated ways to support teachers in this process and decided to initiate whole-school training in the Berry Street Education Model in 2023. This training will provide teachers with strategies to support students' social and emotional needs, build positive relationships with students and promote positive behaviour in the classroom.

The professional learning approach adopted by Catherine McAuley College Bendigo in 2022 reflects our commitment to ongoing learning and development. We invested in staff education, focused on sustainability, and implemented a feedback tool for teachers to support their ongoing growth. We also identified and addressed the challenges of remote learning and decided to initiate training to support teachers in their efforts to help students transition back to classroom learning. The College is committed to providing a high-quality education for all students and our professional learning approach is one way we are working to achieve this goal.

| | |
|---|-------|
| Number of teachers who participated in PL in 2022 | 97 |
| Average expenditure per teacher for PL | \$730 |

TEACHER SATISFACTION

A survey of teacher satisfaction was not undertaken in 2022.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 84.3% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 86.1% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 12.2% |
| Graduate | 32.4% |
| Graduate Certificate | 5.0% |
| Bachelor Degree | 74.8% |
| Advanced Diploma | 11.5% |
| No Qualifications Listed | 15.1% |

STAFF COMPOSITION

| | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 6.0 |
| Teaching Staff (Headcount) | 165.0 |
| Teaching Staff (FTE) | 146.8 |
| Non-Teaching Staff (Headcount) | 79.0 |
| Non-Teaching Staff (FTE) | 67.9 |
| Indigenous Teaching Staff (Headcount) | 2.0 |

Community Engagement

Goals & Intended Outcomes

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

Achievements

COMMUNITY EVENTS

2022 saw a gradual return to holding community events which was exciting and very beneficial to community spirit. There were still challenges with COVID and illness which resulted in some events being cancelled or postponed and some moving online in an adapted format.

Opening Mass was postponed and instead two campus masses were held at Sacred Heart Cathedral. Unfortunately, the Year 12 Laureate Presentation had to be cancelled, and awards for other year levels were presented in year level assemblies.

The Year 7 Welcome Evening was a wonderful gathering to welcome our new students and families and we were once again able to conduct College Tours and hold Open Evening.

Sadly, the Swimming Carnival was cancelled, but the Athletics Carnival was a great day out for Coolock and some St Mary's students. Increasingly the various sporting competitions were back on the calendar with our teams having success at various levels and across a wide range of sports.

The popular Mercy Day celebrations were a major highlight of 2022, with our Year 12 students being strong drivers of bringing back the Mercy Day traditions. It was a joyful day with the rain holding off until the last student got on the bus!

Throughout the year students were able to take part in various masses and liturgies, both in person. The Student-led Conferences were held online, strengthening the partnership between students, teachers and parents/carers.

In November, it was with great joy that the Year 12 Graduation Mass returned to Sacred Heart Cathedral, 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 to celebrate with their child.

The delight of students returning to campus after two years of constant lockdowns 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 returned to the calendar, including College Production.

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

Self-expression and creativity are important in the development of our students. In Music, students were able to continue learning their instruments and played in ensembles and sang

in choir. The Music Camp in the final week of the year was a great reward and thoroughly enjoyed by our music students.

Senior drama students travelled to Melbourne for performances and presented their own ensemble performances mid-year in the Marian Theatre.

Sporting Life

The revival of sporting competitions saw students participating in a range of external competitions, as well as year-level sporting activities at school, encouraging participation and confidence.

In 2022, students represented the College in a number of sporting competitions: basketball, cricket, golf, tennis, badminton, diving, swimming, cross country, volleyball, soccer, hockey, table tennis, trapshooting, athletics, netball and football.

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 in Victoria's South West.

Year 12s were able to attend their Retreats in Melbourne and the Year 10's enjoyed the Melbourne Camp, but unfortunately 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
- Bendigo Tech School
- STEAM Girls Breakfast
- Science and Engineering Challenge
- Renegades Roadshow
- Australian Sheep and Wool Show
- Defying the Drift (Agriculture)
- Victorian Schools Music Festival in Melbourne
- 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 in 2022, however anecdotal feedback was positive around the way the College handled the return to on-campus learning, the increase in community activities and the challenges of COVID and floods,

Parents and carers responded well with excellent attendance at online Student-led Conferences. These will continue to be part of our mix in 2023.

We experienced 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. Drawing on nearly 150 years of heritage and tradition, we are 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 masterplan.

To accommodate growing enrolments, the new 2-storey building was opened at Coolock to the Year 9 cohort from the start 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 masterplan project has made excellent progress throughout 2022 and was eagerly watched by students and staff alike. It is due for completion in Term 2 2023. The Mercy Junortoun Sporting Precinct is 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. Studies in Agriculture and Animal Care at our Trade Training Centre support learning and skill development in this high-demand vocational pathway.

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.

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.