



# Catholic Regional College Caroline Springs Caroline Springs

2020

Annual Report to the School Community



Registered School Number: 2044

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## Minimum Standards Attestation

I, Jamie Madigan, attest that Catholic Regional College Caroline Springs is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

03/06/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our College Vision

Our school motto, *Live Fully, Act Justly*, makes two distinct claims on us as a Catholic school and invites us to recognise and appreciate the 'fullness of life' that the College community enjoys.

Our students are enthusiastic young people connected to their families who are genuinely interested in their Wellbeing, and are connected to their parishes which have nurtured their minds and spirituality.

Connection to the Federation of Catholic Regional College means we enjoy the collegial support of others with whom we share our story and practice. We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities, which are exciting and new. The staff who choose to work at Catholic Regional College Caroline Springs are skilled professionals. In choosing to work at a new Catholic college, the staff make a strong commitment to hard work and shared responsibility. We are indeed privileged.

Our claim to be a school community, which acts justly, challenges us to never take for granted what we enjoy.

We are called to ensure that our day-to-day contact reflects our commitment to be just to ourselves and to others. We are to seek actively for others what we ourselves experience; to share what we have, to question why others live without in a world which has enough for all, and to challenge structures and beliefs which work to keep people in poverty and oppression. Moreover, we are called to guard against complacency and comfort which can mask the call for us to do what is right and good and holy. In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

**Learning:** in all forms, styles and situations — formal and informal, mutual and collegial

**Stewardship:** of all in and of God's creation — self, others and the world

**Compassion:** which, guided by respect, moves us to action

**Prayer:** as a way of living and knowing

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

## College Overview

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic secondary education for the residents of Caroline Springs and surrounding suburbs. In 2020 the College had an enrolment of 952 students in Years 7-10. Catholic Regional College Caroline Springs is one of five Colleges, which forms what is called the Federation of Catholic Regional College. The other 7-10 Colleges are located at St Albans and North Keilor, while Melton is a 7-12 College. Our students, once completing their compulsory years of schooling at Catholic Regional College Caroline Springs, then have the unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VCAL options.

Faith, learning and community are central to Catholic Regional College Caroline Springs. Our motto, Live Fully, Act Justly, urges students to take every opportunity to make the most of what life has to offer, to strive to be their very best and, in doing so, to remember to be just to themselves and to others. We ensure that the curriculum and programmes offered at the College also reflect the values embedded in our motto. A student-centred approach to learning that ensures that all students are given every opportunity to reach their potential is the basis of our rich, diverse and faith-centred learning environment.

## Principal's Report

***"The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. True education enables us to love life and opens us to the fullness of life." Pope Francis.***

What a year 2020 was! We certainly as a College community navigated our way through unprecedented, challenging and unique times. However, thankfully we have done so, in a beautifully calm, united and connected way. For that, I thank and congratulate the entire CRC Caroline Springs community of staff, students, parents/carers and families.

***"The ultimate measure of a person is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and controversy" — Martin Luther King Jnr.***

The challenges presented in 2020 by the COVID-19 pandemic and the subsequent extended period of forced remote learning, were not times of *comfort and convenience*, but rather times of *challenge and controversy*. Again, I would like to congratulate all students for standing tall and successfully completing an extended and intermittent period of remote and on-site learning. A truly remarkable effort, one of which the entire CRC Caroline Springs community is extremely proud of. A big thank you also to parents/ carers and families who supported the students through the unusual learning journey.

Overwhelmingly, despite the challenges in 2020, our students remained engaged, connected and involved in their learning throughout the year. Our students have indeed made history as the first ever students to have been so resilient and agile and to have undertaken learning in such challenging and unique ways. Unfortunately, due to COVID-19 we had to cancel all of our international and interstate trips in 2020, including the NASA-STEM, Italy, Kokoda Trek and Central Australia trips.

***"We pray for students who have to learn and take exams in a way they are not used to. Let us accompany them with prayer." — Pope Francis***

I would also like to express my thanks and gratitude to our teaching staff, who went above and beyond to ensure students had a positive remote and on-site learning experience. They worked long hours and have tirelessly re-written curriculum, course outlines and assessment tasks to accommodate remote learning. They have also undertaken various new and contemporary modes of pedagogical delivery, including the use of flipped learning, various new digital resources, video conferencing and MS Teams throughout this period, to enhance the students remote learning experiences. These key learnings will benefit the students and ultimately have long term benefits for the college and will enhance future learning and teaching experiences.

***"Let us pray for teachers who have to work so hard in order to do lessons on the internet and other media". — Pope Francis***

We also thank the College I.T, maintenance, counselling, learning diversity, library, support, administration and finance teams for their great work and dedication throughout 2020.

Amidst the uncertainty and challenges surrounding COVID-19, 2020 has still been a very productive one for our College community. It was filled with many highpoints and activities including:

- Opening College Mass
- Student Leaders Investiture Ceremony

- Easter Liturgy
- Whole school and Year Level assemblies both on-site and via MS Teams
- School Choir live and virtual performances
- Swimming Carnival
- SACCSS Premier League and Swimming and Athletics Carnivals
- Student Leaders camp (Term 1)
- Uganda building project
- Year 10 Graduation (live-streamed to families)
- Presentation Evening (live-streamed to families)

### **Uganda Project**

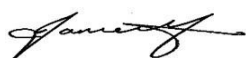
We continue to build on the very positive relationships that has been established between CRC Caroline Springs and St Luke's parish as well as our sister school St Francis primary school in Kizinga Uganda.

By reaching out in friendship and solidarity with the community of St Francis, Kizinga we have given hope to hundreds of children and their families who otherwise couldn't access education. The support of our students has enabled the construction and furnishing of a brick classroom; a food program; the refurbishment of the church with a concrete floor; and soon the installation of water tanks. Compassion, empathy and love for one another are the cornerstones of our teaching at Catholic Regional College Caroline Springs we are immensely proud of our community for continuing to embrace the Uganda Project.

### **Building and Maintenance**

- ClarkeHopkinsClarke Architects have completed Stage 2 of the College Master Plan
- Grant Applications will be submitted in 2021 for a new Arts/Technology/Music and Administration building
- The Year 9 Learning Centre will be completed ready for the start of Term 2, 2021. The College received a \$1.5 million Government grant for this building

I would like to thank everyone who has contributed to Catholic Regional College Caroline Springs in 2020. It was certainly been a unique set of challenging circumstances we have had to navigate our way through. However, I continually feel blessed that I work in a school environment where the College motto of *Live Fully Act Justly* is lived, breathed and enacted each and every day.



Jamie Madigan

**Principal**

## Education in Faith

### Goals & Intended Outcomes

Develop a holistic approach that strengthens the connections between faith, wellbeing, learning and teaching throughout the whole school community

Staff to gain and maintain accreditation to teach and lead in a Catholic school/ teach Religious Education

The RE curriculum and classroom practices are aligned with the Religious Education Framework

### Achievements

Continued to support staff in achieving Religious Education Accreditation and Accreditation to teach in a Catholic School through a number of Faith Professional Development online courses

Continued offering 8:00am Friday Mass for staff and students

Updated Faith and Mission Portal to provide access to faith resources for staff and students

Created a new Position of Leadership — Religious Education and Formation with the responsibility of implementing *The Horizons of Hope*, the new education framework for the Archdiocese of Melbourne

Established a relationship with James Sheahan Catholic High School, Orange through the 'Partners in Prayer' initiative

Continued the scheduling of class masses with St Catherine of Siena Parish

Created a 'faith and Spirituality in the home' resource for staff, students and their families to provide support in the faith life of our community during remote learning

Supported staff in their enrolment into the ACU Graduate Certificate in RE

### VALUE ADDED

Introduced opportunities for students to engage with their faith online such as 'Ask the Priest' Session and praying the rosary during remote learning

Introduced Service-Learning Program — Tutoring, St George Preca Primary School

Hosted 2020 Archdiocese Project Compassion Launch

Contributed to the Catholic Iconography of the College with implementation of crucifix in every classroom and office space.



## Learning & Teaching

### Goals & Intended Outcomes

Develop a whole school strategic approach to building a performance and development culture.

Teachers attend high-quality, professional learning which reflects specific goals set out in the school improvement plan

Staff review, evaluate and provide feedback around internal and external Professional Learning

Teachers have the capacity for improved contemporary pedagogy and assessment practices

Develop and implement, learning intentions; success criteria; matching assessment tasks with rubrics; differentiation of curriculum; and quality and timeliness of feedback

Middle leaders will have improved capacity

Analyse and use data and evidence more strategically and systematically to inform student outcomes.

Teachers use data to inform personalised learning at student's point of need and monitor student learning growth

### Achievements

Teachers were involved in high-quality, ongoing professional learning which reflected specific goals set out in the school improvement plan. Teachers reflected on professional learning through EMS360, referencing the link of the PL to the school improvement plan.

Teachers, staff and students were introduced to the Microsoft Teams platform, an integral part of the Office 365 suite. Consistent processes and modelling were provided to equip key stakeholders with skills to successfully engage and collaborate in a remote learning environment. Comprehensive and continually revised policies and demonstrations were provided to ultimately support learning and teaching at Catholic Regional College Caroline Springs.

Remote learning required a sustained focus on digital learning resources. Teachers were provided with curated resources to aid their performance and development. A selection of the resources included:

- Supporting the continuation of teaching and learning during the COVID-19 Pandemic. The Global Education Innovation Initiative, Organisation for Economic Co-operation and Development (OECD), The World Bank and HundrED created a document for educators with annotated resources to assist with online learning.
- Digital Learning and Teaching Victoria curated an Online Resource Hub for VicTeachers. The resource guided teachers' transition to online teaching.
- A College-wide Digital Learning Resource collection Education Perfect
  - Knowledge base
  - Webinar schedule
  - Webinar library

- Pivot, who champion student surveys, highlighted effective remote learning strategies, together with effective distance learning assessment strategies.

All staff utilised the EMS360 reflection tool to evaluate and provide feedback on Professional Learning

Staff reviewed, evaluated and provided feedback around internal and external Professional Learning (meetings, PTTs, PPWs, external conferences ...)

Staff evaluated internal and external professional learning through EMS360, with this information shared with relevant staff.

Staff completed documentation (through EMS and the ARM process) on Professional Learning goals

Staff contributed their reflections and evaluations of professional learning through the EMS360 platform.

Teachers built capacity for improved contemporary pedagogy and assessment practices through Professional Learning opportunities

Teachers actively participated in collegial teams through structured school meetings (i.e. PTT, PPW, LA Meetings) mostly conducted on MS Teams platform

Teachers developed flipped learning content to improve student learning throughout remote learning

College introduced Unit 1 and 2 VCE Maths Methods and VCE Biology

Development and implementation of a consistent learning programme commenced, including learning intentions; success criteria; matching assessment tasks with rubrics; differentiation of curriculum; and quality and timeliness of feedback.

Teachers completed the SEQTA Checklist for course guides.

15 middle leaders participated in the Education Changemakers program

Mentoring through fortnightly meetings between Middle Leaders and Senior Leaders

Introduction of an additional portfolio in the Learning and Teaching Team, Learning and Teacher Leader Data Analysis, to kept abreast of current trends and thinking within the integral data sector and its intersection within education.

Teachers used data to inform personalised learning at student's point of need and monitoring student learning growth

Staff participated in Professional Learning on the interpretation of NAPLAN results

Staff discussed meaningful use of data within structured PTT and PPW meetings. More specifically, staff had the opportunity to engage in self-paced professional development surrounding the Australia College of Education Research's (ACER) Online Assessment and Report System (OARS). Fortnightly topics focused on:

- Band Reports
- Group Reports
- Individual Reports
- Norm Reference Reports

The respective reports were deconstructed, supported with contextual elements and used to guide teaching practice to inform and bolster student learning outcomes.

Improve student learning outcomes

Students, parents and teachers meet using MS Teams to discuss student progress and future goals as part of Student-Parent-Teacher Interviews.

## STUDENT LEARNING OUTCOMES

A total of 182 Year 7 students responded to the Remote Learning — Student Experience Survey, making it a reliable generalisation of a Year 7 student experience. On balance, the bulk of students indicated a positive remote learning experience, some referencing that they are finding the second time a lot better than the first in Term 2. The majority of students are feeling as though they are making progress, with an average 7 out of 10 rating for satisfaction with progress.

A total of 162 Year 8 students responded to the Remote Learning — Student Experience Survey, making it a reliable generalisation of a Year 8 student experience. On balance, the bulk of students indicated a positive remote learning experience. The majority of students are feeling as though they are making progress, with an average 7 out of 10 rating for satisfaction with their own progress. A total of 139 Year 9 students responded to the Remote Learning — Student Experience Survey, making it a reliable generalisation of a Year 9 student experience. On balance, the bulk of students indicated a positive remote learning experience. The majority of students are feeling as though they are making progress, with an average 7 out of 10 rating for satisfaction with their own progress.

A total of 119 Year 10 students responded to the Remote Learning — Student Experience Survey, making it a reliable generalisation of a Year 10 student experience. On balance, the bulk of students indicated a positive remote learning experience, however there is a slight decline in satisfaction with learning progress when compared to the Year 10 score last term, and the rest of the Year 7 to 9 data. While the median score was 7 (out of 10), the mean was 6.48; representing a slight negative shift in attitude towards progress.

## MEDIAN NAPLAN RESULTS FOR YEAR 9

\*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

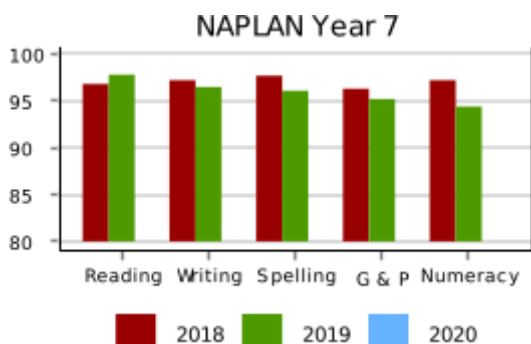
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	96.3	95.2	-1.1		
YR 07 Numeracy	97.2	94.4	-2.8		
YR 07 Reading	96.8	97.8	1.0		
YR 07 Spelling	97.7	96.1	-1.6		
YR 07 Writing	97.2	96.5	-0.7		
YR 09 Grammar & Punctuation	97.0	94.1	-2.9		
YR 09 Numeracy	98.0	99.5	1.5		
YR 09 Reading	97.0	94.6	-2.4		
YR 09 Spelling	95.0	97.5	2.5		
YR 09 Writing	88.1	95.1	7.0		

\* 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

Continued to develop a whole school understanding of, and approach to student wellbeing that leads to consistent practices.

Introduced a working party to plan the introduction of the Respectful Relationships program and curriculum.

That the school environment continues to nurture in students a sense of belonging, positive relationships and resilience.

### Achievements

The College continued to build relationships with external health providers and alternative educational settings to provide appropriate mental health and educational pathways for at-risk students

The Students in Focus Teams (SIFT) continued to be the central forum for strategic, longitudinal monitoring and management of students at risk.

SIFT meetings continued to action individual strategies, solutions and pathways for these students

SIFT meetings also enabled monitoring of whole year level trends and changes and responded to the needs of the whole cohort through collaborative planning and implementation

SEQTA was further refined in relation to the wellbeing needs of staff and students, and changes were implemented, including more efficient functionality and clearer formatting, particularly regarding Wellbeing Reports

A formal Student Leader Investiture ceremony was held for the third time and parents joined via an online forum. Inaugural Catholic Regional College Caroline Springs (CRCCS) Principal Kate Dishon was the Guest of Honour

In Term 1, student leaders underwent training for leading College tours, and these are now solely coordinated by students from the Year 7-10 leadership team

The move to remote learning was efficient but posed new challenges for the Wellbeing Leadership Team (WLT) to monitor and manage at-risk students

Guidelines for Remote Learning and Student Wellbeing were developed and disseminated to students and families

Whole-school daily wellbeing survey checks were developed by the WLT to monitor real-time mental health status and progress. These surveys were closely monitored for negative responses or downward trends in mood, sense of safety, coping with academic expectations and disconnection

From the results, the WLT developed actions to support students with remote learning

A significant adjustment was the introduction of 'Catch-up days' and 'Wellness' days on a rotating fortnightly basis. Catch-up days meant no formal on-line classes were conducted; whereas Wellness days were student free days that encouraged everyone to shut down and spend time away from technology completely. These days were very well-received and contributed positively to the mental health of students and staff

The WLT continued to participate in on-line wellbeing networks that included CEM Western Region Office Secondary Wellbeing Leaders Professional Learning Network; City of Melton Police & Schools Consultative Committee Principals Network; Brimbank/Melton Local Learning & Employment Network

The WLT continued to collaborate with external services such as DHHS, Headspace, RCH, Catholic Care, private practice psychologists and paediatricians when working with high needs students

Year Level Leaders (YLLs) developed on-line forums to stay connected to students and conducted assemblies via pre-recorded Teams events.

The Primary Links team successfully planned and coordinated the Year 7 Orientation day program which was held on-site at the College.

The House & Student Leadership coordinators worked with the leaders to present on-line regularly to the student body.

**VALUE ADDED**

- Year 7 Welcome Day
- Year 7 House Building Day
- Investiture of Student Leaders
- Year 9 & 10 Student Leadership camp at Torquay
- Year 7 Orientation Day
- Student Wellbeing Daily Check-in surveys
- Student Leaders on-line bulletins
- Information nights hosted via Microsoft Teams

**STUDENT SATISFACTION**

The students were surveyed regularly during remote learning.

They completed daily wellness check-ins which were monitored by the WLT.

More comprehensive surveys were conducted at each year level about engagement with the remote learning curriculum.

On both return-to-school events, transition days and activities were organised that enabled students to re-acclimatise and debrief their Covid experience. This contributed to a smooth return logistically.

On return to onsite learning, students displayed a strong desire for community and connectedness.

**STUDENT ATTENDANCE**

As per the requirements, attendance is electronically recorded and maintained accurately via the College Learning Management System - SEQTA.

During remote learning, students indicated their attendance every lesson via a direct message, which was monitored by the attendance officer

An attendance report was generated weekly by the Executive Assistant to the Deputy Principal Wellbeing, which was scrutinised by the YLLs and regular non-attendance was then followed up.

The subject teachers would notify parents via e-mail of repeated non-attendance to scheduled lessons

Parents received documentation regarding, how they can monitor student attendance during remote learning

During normal school time, late-coming students and early exit students continued to use the electronic signing system which connects the data to SEQTA. Teachers are aware that it is compulsory to record attendance for every class in every lesson. If after Period 2 a student is recorded as not in attendance, then an automatic notification was sent to parents/carers from Reception. Non-attendance of three consecutive days prompted a homeroom teacher to make contact with home.

Parents have on-line, up to date access to their child's attendance via a parent portal. Non-attendance at excursions, off-site activities, sports days, reflection days and camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher. If attendance becomes problematic, the SIFT meeting will action a plan to re-engage students.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate 0.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	94.3%
Y08	92.6%
Y09	91.3%
Y10	92.7%
Overall average attendance	92.7%



## Child Safe Standards

### Goals & Intended Outcomes

The Federation Compliance Officer continued to work with the Deputy Principal Wellbeing and Head of Student Wellbeing on all child safety systems, protocols and practices ensuring the young people in our care are safe and nurtured. The risk register was implemented across all relevant documents and most policies were reviewed and updated accordingly. Staff are aware of their responsibilities in terms of vigilance and reporting procedures and our policy and procedures are visible and accessible to the whole community.

### Achievements

The embedding of policies and commitments into everyday practice

After the previous year's VRQA review, all policies and practices were rolled out at whole staff forums and published on the College website. Child Safety is a permanent agenda item on all Leadership and Staff meetings

### Professional learning

All staff completed the mandatory reporting e-Learning modules and their certificates were recorded

Members of the WLT completed various professional learning courses and attended forums and seminars

### Implementation of PROTECT

The PROTECT protocols are prominently displayed in every office and study area in the College. Staff are regularly taken through the key steps and supported by a member of the WLT when making a report

### Strategies addressing the principle of inclusion

Student demographics have been presented to staff. Staff have been directed to refer to students with African background as Africa-Australian when referencing those students in general terms. Refugee students are referred to as English as an Additional Language (EAL) students. The College has increased the number of students from Iraq to 42 and continues to be a destination school for this demographic. All students arriving with refugee status are supported financially for their first three years. The College has no students who identify as Aboriginal or Torres Strait Islander, but continues to promote indigenous issues through curriculum initiatives, cultural immersions and guest speakers. The College supports families through fee relief and reduced fee payment plans.

### Child Safety Committee structures

The Child Safety Officers were updated according to changes in the College Leadership Team, the Wellbeing Leadership Team and the Learning and Teaching Team.

### Engagement of families and communities in promoting child safety

All Child Safety policies are made public. New sign-in practices were implemented and entry and exit gates were reviewed and re-designated students only or parents/public only.

### Human resources practices (recruitment, supervision, performance review)

In line with recruitment policy, all applicants are now referee checked and asked specific Child Safety questions during the interview process. A Staff Conduct of Conduct was reviewed and implemented, and the Reportable Conduct policy introduced. The DPW attended PL relating to the Reportable Conduct policy and discussed this at staff meetings

**Child Safety-Risk management practices**

The Federation Compliance Officer met weekly with relevant staff and most risk management practices were reviewed and updated

All communications and processes, including literature and recruitment are in accordance with the requirements of Ministerial Order Number 870.

# Leadership & Management

## Goals & Intended Outcomes

- Middle leaders will have improved capacity
- Support staff, will have improved capacity
- Develop a whole school strategic approach to building a performance and development culture.
- Teachers attend high-quality, professional learning which reflects specific goals set out in the school improvement plan
- The design and implementation of the Master Plan and building of new facilities meets the growing enrolment needs of the College

## Achievements

- Administration Staff external review conducted resulting in all position descriptions being re-written and a re-structuring of positions
- Administration area renovated and made more safe and secure as per the recent school review recommendations
- Four new Administration/Finance positions created including Finance Assistant, Marketing and Communications Coordinator, Receptionist and Administration Assistant/Daily Organiser
- Position of Leadership structure and time allocations reviewed and updated, with all positions advertised, position descriptions updated and three-year appointments made
- A new Deputy Principal position was created and appointed- *Deputy Principal Staffing and Operations*
- Stage 2 of the College Master Plan updated with Clarke Hopkins Clarke Architects
- Year 9 building project commenced
- Website re-development and re-launched
- MS Teams and Office 365 implemented
- New cultural immersion and interstate trips developed as a result of COVID: Cairns Adventure Trek, Cairns Tour, Central Australia Tour, Sydney and Canberra Trip, Tasmania Trip
- MACS Governance updated
- Staff further studies encouraged including TESAL and accreditation to teach in a Catholic school and teach Religious Education

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

**Entire Teaching Staff Participation**

Catholic Regional College Caroline Springs continued the structure of Professional Teaching Teams (PTTs) and Professional Practice Workshops (PPWs) in 2020. All Teachers in the College participated in both the PTTs and PPWS. The PTTs provided an opportunity for guided

course development, guided by the Learning and Teaching Team, training all Teachers on the use of SEQTA for auditing, recording and building upon course documentation.

The PPW were structured in Term One to provide opportunities for all Teachers to learn the use of SEQTA features and functionalities, such as the use of the SEQTA Forum and updated strategies for creating online lessons and rubrics.

While the shift to remote learning and teaching due to COVID-19 impacted upon our usual progression of PTT and PPW in subsequent terms, staff were still provided with the professional development opportunities in the following areas:

- Microsoft Teams
- ClickView Online
- Data Informed Practices and Online Assessment & Reporting
- Completion of various Compliance Modules e.g OHS, Privacy, Emergency Management

**Individual Teacher Professional Development**

While most Professional Learning opportunities were cancelled due to COVID-19, Teachers were provided with a number of options for continued learning through an online structure. All staff were enrolled in the Teacher Learning Network (TLN), which provided them with on-demand access to professional learning opportunities in a range of topics, as decided by the individual teacher. Teachers utilised further opportunities to participate in professional development through engagement in online forms of professional learning (e.g. webinars and online conferences). Through these online means, teacher participation was supported in a range of subject areas, including rich opportunities for faith development during the remote learning period.

Number of teachers who participated in PL in 2020	75
Average expenditure per teacher for PL	\$219

**TEACHER SATISFACTION**

CEMSIS not completed in 2020 due to Covid19

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.8%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	90.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	23.9%
Graduate	26.9%
Graduate Certificate	6.0%
Bachelor Degree	85.1%
Advanced Diploma	10.4%
No Qualifications Listed	4.5%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	72.0
Teaching Staff (FTE)	66.2
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	32.3
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

Strong links formed with alumni

Parents and families are partners in student learning

### Achievements

Staff, Students and Parent remote learning surveys introduced

College introduced Unit 1 and 2 VCE Maths Methods and VCE Biology

Weekly Principal video messages to the community introduced

Student Community Conversations via MS Teams introduced

Marketing and Communications Coordinator role introduced

Staff Association role strengthened

Events and Performing Arts Centre Manager role introduced

Mother's Day on-line Mass

Student Leadership Bulletin introduced

### VALUE ADDED

Increased opportunities for staff, student and parent collaboration and feedback

Staff, Students and Parent remote learning surveys introduced

Weekly Principal video messages to the community introduced

Continued building on the positive relationship with St Catherine of Siena Parish

Parish use of College facilities increased

Primary Links Team increased links with the Primary schools and developed transition programs

Virtual Choir performances introduced

Virtual Staff room introduced

Live-streaming of whole college events and Masses

### PARENT SATISFACTION

CEMSIS not completed in 2020 due to Covid19

## Future Directions

Our striving for excellence in all we do will be supported by ongoing development and upgrading of College buildings, grounds and facilities. The College is working closely with architect firm, Clarke Hopkins Clarke who are now overseeing stage two of the College Masterplan.

The Performing Arts Centre, cafeteria and the Siena general-purpose classroom building were all opened in 2019. They have been a great inclusion for our community and the students are now reaping the rewards of these state-of-the-art facilities. These new facilities provide a rich and stimulating learning environment for all our students to flourish and reach their full potential. Construction of the Year 9 Learning Centre began in January 2020 and will be completed ready for use in Term 2, 2021.

The College Architects ClarkeHopkinsClarke have significantly redesigned the collegeMasterplan which includes an additional 'Stage 2 Redevelopment'. This has identified some significant concerns and shortfalls in the Arts, Technology, Music, General Purpose Learning Areas (GPLA's) and Administration facilities within the college.

The proposal is for the construction of a multi-storey building to accommodate a new college entrance, administration reception office and foyer, conference room, offices of the Principal and additional staff office spaces.

Additionally, this building will allow for two Food Technology rooms, with an adjoining dining room, two collaboration spaces, various Textiles and Materials Technology rooms, Multi-Media room, four Art classrooms, interim Music rooms and four GPLA's. This new building would provide the growing population of students the opportunity to ensure the rapidly increasing number of students selecting Art, Technology and Music subjects, can all be accommodated for in suitable specialist classrooms. The provision of this building will enable students to further develop their gifts and talents and increase pride, connectedness, and overall involvement in College life.

Caroline Springs and the surrounding suburbs including Plumpton, Fraser Rise and Deanside are a rapidly growing area and vastly expanding. Enrolments at the local Catholic and Government schools are high and are continuing to grow. Caroline Springs has a large Catholic demographic and demand for Catholic education has been steadily increasing.

In 2007 when the College first opened there were only 82 students and 11 staff members. In 2020 we had 951 students and 101 staff.

It is the curriculum vision of the College, that we provide learning experiences that are engaging, meaningful and truly reflect the Victorian Curriculum and the associated general capabilities. In order to do this, we need to develop classroom and specialist facilities that enable us to continue to develop a contemporary approach to learning and teaching, whilst meeting the urgent needs resulting from growing enrolments.