



Catholic Regional College Melton Melton

2020 Annual Report to the School Community



Registered School Number: 1811

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Contact Details

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|--------------------|---|
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| E NUMBER | E1318 |

Minimum Standards Attestation

I, Marlene Jorgensen, attest that Catholic Regional College Melton 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.

19/05/2021

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

Our College Vision

Catholic Regional College Melton is a Catholic Secondary school serving the Parishes of Bacchus Marsh, Melton and Melton South. The mission of the College is to nurture the personal, spiritual and academic growth of each individual in this community in an atmosphere of faith, care, support and encouragement. We aim to foster the growth of personal worth and to develop the gifts of each individual through the pursuit of prayer, knowledge, communication and service to each other.

While respecting individual differences, we challenge each other to use our God-given talents to the best of our ability. We encourage personal excellence, self-discipline, and a sense of responsibility. These are demonstrated in our respect and concern for the wellbeing of all. All involved in CRC Melton - students, parents and staff - are called to be a sign of God's presence in the local community.

Educational Goals

In this Catholic College, our goals are:

Catholic Values: To provide an environment that nurtures and encourages Catholic Values.

Community Responsibility: To lead students to see that they have a responsibility to the broader community and so encourage them to become members of society who are active, productive citizens.

Lifelong Education: To recognise that at CRC Melton, students are continuing their lifelong education, which began at home with their families and involves primary, secondary and further education.

Critical Thinking: To encourage in students the will and capacity to:

- think independently
- develop responsibility for their learning
- make choices that are informed
- analyse critically.

Learning through Experience: To acknowledge that active learning takes place both within the classroom as well as through significant activities outside formal classes. Students are provided with opportunities to express their creativity and to explore options to apply their knowledge and learn through experience.

Relevance of Programs: To enrich learning, teaching and the school experience by making the curriculum challenging, relevant, varied and accessible. We aim to take students beyond the boundaries of the known to a broader range of knowledge and skills.

Building Self Esteem: To develop in the student a sense of personal worth, achievement and self-confidence. This will enable them to express their individuality appropriately and explore and participate comfortably on their own or within a group.

Realising Potential: To provide a supportive environment where students are challenged and inspired to recognise and maximise their potential spiritually, academically creatively socially and physically.

College Overview

Catholic Regional College (CRC) Melton is part of the CRC Federation, which includes Year 7-10 campuses at Caroline Springs, North Keilor and St Albans and a Year 11-12 campus at Sydenham.

CRC Melton provides secondary co-education for Catholic students from the Parish feeder schools, namely, St Bernard's Bacchus Marsh, St Dominic's and St Catherine's Melton and St Anthony's Melton South.

CRC Melton was established on an 8.4-hectare site on Bulman's Road, Melton West in 1980 as a Year 7-10 College. Students, on completion of Year 10, went onto the CRC Sydenham campus for their Year 11 and 12 studies.

In 2006, the CRC Council decided after consultation with the Catholic Education Office, Melbourne that the Melton campus would develop into a Year 7-12 College to cater for the growing enrolments from Melton, Melton South and Bacchus Marsh. Hence, after five years of planning and preparation, CRC Melton proudly hosted the first VCE classes at Bulmans Rd in 2011.

In 2020, the College was administered by the Catholic Regional College Council, with Bishop Mark Edwards as Chairperson, Fr Maurie Cooney as Vice Chairperson and Mrs Marlene Jorgensen as CRC Melton Principal.

CRC Melton has been served by five Principals, namely Sister Helen Reed (1980-1984), Mr Frank FitzGerald (1985-1995), Mr Paul Daffey (1996-2008), Mr Mark Sheehan (2009-2019) and Mrs Marlene Jorgensen who commenced her appointment in January 2020.

Sister Helen Reed, the inaugural Principal, is a member of the Sisters of St Joseph of the Sacred Heart whose founder St Mary Mackillop was a passionate believer in the value of education for all children.

The last decade has seen significant growth as the school matures as a Year 7-12 provider in its own right.

There have been many challenges and much joy on that journey. The College has continued together in hope and faith inspired by the College Motto In all things let God be glorified.

Principal's Report

In 2020, the College faced significant challenges and disruption brought about by COVID-19 lockdowns with incredible energy and innovation.

Within the first seven weeks of Term 1, the College pivoted to Distance Learning Mode (DLM). This required our staff to become proficient in Microsoft Teams to deliver learning remotely.

Staff, students and parents quickly mastered the technology and overcame challenges ensuring students' learning could continue from the safety of their homes. This online delivery continued for most of the year.

In the final weeks of Term 4, all staff and students returned on site. With restrictions still in place, significant events such as the Year 12 Graduation Mass were celebrated via online platforms.

While the year brought with it many challenges, there were also considerable benefits. The parent-teacher relationship for many was significantly strengthened. For some students, the lack of distractions at home and the student-centred approach resulted in meaningful learning.

The introduction of explicit learning intentions and less teacher direction suited many students learning styles. The challenge moving forward is to harness the positives we experienced during lock down and to ensure that best practice in teaching and learning is maintained.

Education in Faith

Goals & Intended Outcomes

To ensure staff, students and parents have a clear understanding of the part that a Catholic school plays in God's Mission.

To ensure that our point of difference as a Catholic Learning Community is evident in all that we undertake.

Achievements

Key achievements in further developing the religious dimension of the school include:

- A further increase in the number of staff with upgraded qualifications in Religious Education (RE). This was achieved by maintaining and promoting a calendar of RE accreditation and personal development opportunities including Federation Twilight Sessions, Federation Day, and various on-line and external RE accreditation sessions.
- Publishing weekly reflections in the College newsletter.
- Remembrance of deceased members of the CRC Melton community through a liturgy on All Souls Day and maintenance of the garden and commemorative wall established in their honour.
- Provision of a Religious Education Scholarship for students and a Faith/Religious Education Emmaus Bursary for a teacher each year.
- Maintaining morning prayer rosters.
- Increased music and singing at College masses led by the student Ensemble.
- Development of collaborative teams in RE among the various year levels.
- Online social justice events promoted and ongoing support for the position of Social Justice Coordinator. Social Justice awareness is high, and initiatives are well-supported and promoted.

VALUE ADDED

- Daily prayers on Simon portal
- Student faith group Youth Connect established to involve Sr Mary Sarah and Parish Priest
- Year 12 Graduation Mass online
- Student leadership - Liturgy Captains and Social Justice Captains
- Prayer liturgies - Ash Wednesday, ANZAC Day
- Online student-led prayer services held during COVID-19 lock down
- Project Compassion, various fundraising initiatives held throughout Lent

Learning & Teaching

Goals & Intended Outcomes

To improve outcomes in writing and numeracy in all subject areas

To build teacher capacity in differentiation

Achievements

In 2020 the Learning and Teaching Program responded to the move to distance learning with all teachers and Student Support Officers using the Teams Platform for delivery of lessons and communication with students.

The emphasis was on student-directed learning, supported by the students' subject teachers and support staff.

Key achievements in learning and teaching include:

A successful transition to Distance Learning Mode (DLM) through the use of Microsoft Teams online platform for learning and communication. Lessons, staff and parent meetings, information evenings, staff professional learning, parent/student/teacher interviews, incursions, excursions and the Graduation Ceremony were delivered online.

The launch of the SIP and AAP to staff took place. Staff had an opportunity to contribute to the skills and qualities they would like to encourage in students at CRC Melton.

Data-driven learning and teaching, with teachers accessing Student Performance Analyser for Year 7 PAT Data and previous NAPLAN and PAT results for students in Years 8-12.

A new common Course Outline template for all Domain areas to align curriculum documentation to the Victorian Curriculum strands and sub-strands. Included within the documentation was explicit focus on differentiation strategies and writing and numeracy.

Greater teacher collaboration and improved overall collective efficacy as resources were shared and reviewed for differentiation opportunities to meet the learning needs of all students.

Continued collaboration and investigation of new resources and ways to deliver applied learning courses remotely by Victorian Certificate Applied Learning and Vincer Program teachers.

Improved process for collection of National Consistent Collection of Data (NCCD) from teachers, counsellors, year level coordinators and pathways coordinator. The College's PSG process was strengthened with all teaching staff contributing to PSG either by recording progress to be

discussed or participating in interviews. Supporting documentation strengthened and parent signatures for modification followed up.

Learning Support Leaders continued to assist teachers in setting up Personal Learning Plans (PLPs) and goals and implementing lessons to accommodate a student's identified needs, especially with the move to remote and flexible learning.

English Alternative Language (EAL) Coordinator and English Domain Leader participated in the EAL Pathway online sessions to incorporate the move to EAL Pathway reporting in 2021. Connections with EAL families continued to be strengthened. There was an increase in the use of interpreters to assist families with student progress interviews.

Reporting templates were aligned across Domains and within Year 7 to 10, VCE, VET and VCAL. This improved consistency in understanding of the reports for students and families.

The Year 9 Gadal Working Party met regularly with architects to design the extension to the Gadal building to accommodate the increase from 7 to 9 streams across the next few years. The design incorporates spaces for contemporary learning approaches to team teaching, project-based learning and integrated units planned across the upcoming years.

The Junior Hub Working Party met regularly with architects to design the new building. Emphasis was on providing a range of learning spaces to incorporate explicit and flexible learning.

The Differentiation Working Party presented information on improving our differentiation practices in the classroom by the inclusion of Learning Intentions, Success Criteria and Questioning. Differentiation is one of the Learning Goals within the School Improvement Plan.

An ITC Steering Committee was formed to look at how e-learning is used and supported across the College and especially within the Teams platform. The move to online learning during 2020 lock-downs prompted discussions on the access to stable and reliable internet. The suitability of the current iPad devices for junior students was reviewed with the recommendation to move to laptops for Year 7 2021. The senior BYO device program sought input from a range of people on the effectiveness and viability going forward.

Improved contributions to the College Newsletter on Learning and Teaching by Domain leaders. Articles were published regularly with examples of student learning taking place remotely.

STUDENT LEARNING OUTCOMES

The REED and Renaissance Programs continue to be a targeted intervention strategy, working towards meeting literacy needs within the College. Addressing the learning needs of our EAL and CALD students remains a priority.

Education Perfect continued to be used by English and Language classes and provided explicit data on students' progress for teachers.

Teachers used formative and summative data (quantitative assessment results) to determine students' learning progress on the learning continuum in Year 7-10.

Formal examinations were conducted under COVID safe guidelines for VCE Unit 2 and Year 10 English and Mathematics. This provided data to assist the decision-making for subject and pathway choice in 2021.

Practice examinations were conducted for VCE Unit 3 and 4 subjects, providing input for students and teachers prior to the VCE examinations.

The total number of Year 12 students increased from 134 (2019) to 149 (2020).

The number of students attempting VCE increased from 101 (2019) to 118 (2020).

In VCE 98 students received an ATAR and 20 students completed an unscored course of study.

A total of 31 students attempted VCAL in 2020, Of these students, 27 received their certificate at the end of the year and four continue to work towards completion in 2021.

Overall, 100% of students undertaking VCE and 87% undertaking VCAL completed their studies. The VCE median score was 28.

In 2020, 2% of students received a Study Score of 40 or above, compared to 1.2% in 2019.

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

| | |
|------------------------------|--|
| Year 9 Grammar & Punctuation | |
| Year 9 Numeracy | |
| Year 9 Reading | |
| Year 9 Spelling | |
| Year 9 Writing | |

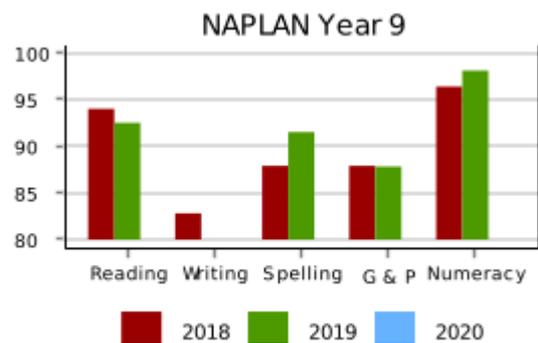
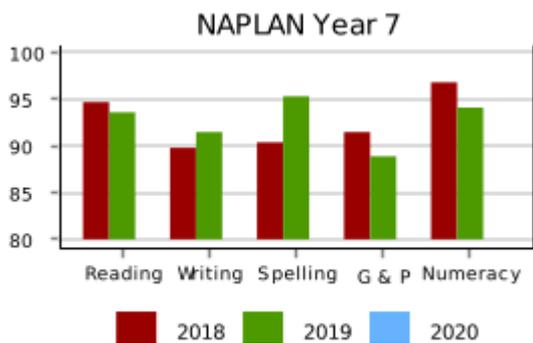
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 07 Grammar & Punctuation | 91.5 | 88.9 | -2.6 | | |
| YR 07 Numeracy | 96.8 | 94.1 | -2.7 | | |
| YR 07 Reading | 94.7 | 93.6 | -1.1 | | |
| YR 07 Spelling | 90.4 | 95.3 | 4.9 | | |
| YR 07 Writing | 89.8 | 91.5 | 1.7 | | |
| YR 09 Grammar & Punctuation | 87.9 | 87.8 | -0.1 | | |
| YR 09 Numeracy | 96.4 | 98.1 | 1.7 | | |
| YR 09 Reading | 94.0 | 92.5 | -1.5 | | |
| YR 09 Spelling | 87.9 | 91.5 | 3.6 | | |
| YR 09 Writing | 82.8 | 76.1 | -6.7 | | |

* 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

Restructure Year Level Coordinators Role

Focus on Mental Health and Anxiety

Achievements

Key achievements in student wellbeing include:

- The introduction of the Resilience Project student planner across all year levels. The program has also been incorporated into the Health and PE curriculum, allowing us to embed the themes of gratitude, empathy, mindfulness and emotional intelligence.
- Publishing weekly wellbeing information, resources and support services in the College newsletter, particularly to support families during COVID-19 lock-downs.
- The introduction of Wellbeing Days for staff and students during lock-downs to provide time away from screens and foster self-care.
- Virtual whole-school assemblies run by the student leadership team who pre-recorded messages of hope and advice during lock down and promoted their various initiatives.
- Activity challenges for students during Distance Learning Mode (DLM) that were organised and run online by student leaders.
- New and innovative online activities to support and engage students during lock down including photography competitions, a house mascot drawing competition, short film competition, trivia competition, push-up challenge and a virtual talent show.
- A Positivity and Gratitude initiative in which staff and students were encouraged to post positive images from their lives on their homeroom Teams pages.
- A Cultural Working Party established to address racism at the College. It was led by the Deputy Principal of Students.
- Successful Social Justice initiatives that engaged students, promoted collaboration among year levels and raised funds for many community groups, despite COVID-19 lock-downs. Almost \$2000 was raised during the virtual Winter Sleep Out, during which staff and students slept on their floor at home and took part in informative sessions and games through Teams. Funds raised were divided and donated to 300 blankets, St Vincent De Paul Melton and Hope Street Youth and Family Services.
- Year Level Activity Days that were held at the end of 2020 to bring together students for a day of sporting activity designed to build connections among the cohort after they had spent most of the year offsite.
- Following a review, the introduction of new structure of Year Level Coordinators to establish better connections to student wellbeing.
- The introduction of Domestique Awards in Year 8 to recognise and celebrate the achievements of Year 8 students whose actions often go unnoticed. The awards highlight positive student achievements and contributions in three categories - Empathy, Community

and Endeavour. Subject and homeroom teachers and students submit nominations for each of the categories. Students then vote and awards are presented at the end of each term.

- A successful Swimming and Multisport Carnival that led to an increase in student engagement. Students in Year 7 and 12, along with selected students from other year levels, took part in the Swimming Carnival while the majority of students in Year 8 to 11 participated in volleyball, basketball, netball, soccer and e-sports at the College and Eagle Stadium in Werribee.

VALUE ADDED

The Resilience Project

FIRE Carrier Program

NAIDOC Week

Refugee Week

Cultural Diversity Week

Inclusion and Diversity Week

International Women's Day

International Men's Day

Positivity and Gratitude Initiative

Project Compassion

Virtual Winter Sleepout

Sports Association for Catholic Co-educational Secondary Schools (SACCS) membership

VCE Awards Ceremony

Year 7-11 Awards Ceremony

Domestique Awards (Year 8)

ANZAC Day and Remembrance Services

School Assemblies

College Production

Year level Sports and Activity Days

College Ensemble and Vocal Ensemble

Student Representative Council

STUDENT SATISFACTION

Survey results indicated that student reaction to learning from home varied widely. For some remote schooling exacerbated existing health issues and resulted in the emergence of wellbeing and mental health problems. For others the explicit intentions and success criteria

and lack of distraction provided a positive learning environment. The majority of students reported that they missed socialising with friends and the ability to ask questions face to face. The results of capable students were higher than expected while low ability students demonstrated disengagement with learning when in Distance Learning Mode.

STUDENT ATTENDANCE

CRC Melton believes that student attendance is a measure of student wellbeing and is crucial to building relationships, a healthy self-esteem, and a sense of belonging and connectedness to the school community.

Just as important, students who regularly miss school are at risk of missing out on key learning activities and may experience long-term difficulties with their learning.

When a student is absent from school, an SMS is sent to the parent/guardian alerting them to the student's absence. Parents also have access to a report of student attendance through PAM.

The relevant Year Level Coordinator and all teachers can access a daily report of student absence. If a student is absent for multiple days, the Homeroom teacher will contact the student's parents/guardian. The relevant Year Level Coordinator will make contact to organise a meeting with the parents/guardian.

If there is a wellbeing concern regarding the student's absence, one of the College counsellors or psychologists will become involved, by conducting parent interviews and home visits. A formal letter is sent to parents of students with high absence by the Deputy Principal Students if earlier steps have not achieved the desired result of the student returning to school. Parents can also be referred to outside agencies for support.

These procedures were slightly adjusted during Distance Learning mode.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 77.7%

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y07 | 92.0% |
| Y08 | 89.2% |
| Y09 | 90.8% |
| Y10 | 90.7% |
| Overall average attendance | 90.7% |

| SENIOR SECONDARY OUTCOMES | |
|---------------------------|--------|
| VCE Median Score | 28.0 |
| VCE Completion Rate | 100.0% |
| VCAL Completion Rate | 79.0% |

| POST-SCHOOL DESTINATIONS AS AT 2020 | |
|--|-------|
| Tertiary Study | 57.0% |
| TAFE / VET | 11.0% |
| Apprenticeship / Traineeship | 5.0% |
| Deferred | 7.0% |
| Employment | 14.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 0.0% |

Child Safe Standards

Goals & Intended Outcomes

To embed a culture of child safety in all we do.

That policies and practices related to the safety of young people are part of everyday practice.

Achievements

The completion and update of various policies following discussions and feedback from staff, including:

Child Protection - Reporting Obligations

Student Wellbeing Policy

Pastoral Care Policy

Digital Devices Policy updated to reflect the change in phone policy

Acceptable Network Use and Internet Use Agreement

Volunteer's Policy

Grievance and Complaints Procedures

Staff Recruitment Policy

Professional Learning Policy

Anti-Bullying and Harassment Policy

Updated Drug and Alcohol Policy

All staff completed online Mandatory Reporting training.

- Our Child Safety Policy is included on the College Website.
- Human Resources practices have been implemented for all staff appointments, visitors, pre-service teachers and volunteers. Along with the new practices, accompanying role descriptions, application forms, Code of Conduct acceptance and interview criteria have been completed.
- Implementation of PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools.
- The centralised storage of reports made by staff to the Department of Health and Human Services.
- PROTECT and Child Safety posters were displayed in prominent areas of the school.
- Additional security cameras were installed in areas that could become places for bullying and intimidation, largely because they were not visible.
- Introduction of an online referral process for staff regarding student wellbeing.
- The embedding of policies and commitments into everyday practice
- Further development of student participation and empowerment strategies.
- Child safety Team/Committee structures

- Fortnightly Case Management Meetings for each year level.
- Centralising of wellbeing staff in the Resource Centre.

Leadership & Management

Goals & Intended Outcomes

The focus in 2020 was

To review Leadership Structures across the College.

To develop a Masterplan

Achievements

Key achievements in 2020 include:

- Completion of a new Masterplan that includes an extension and redevelopment of our Year 9 Gadal Building, redevelopment of the main Administration area, and a new Junior School hub that replaces our current B Block and incorporates our Year 7 Clairvaux building. Architects were appointed and applications for the building projects were completed.
- Installation of new Year 7 portable to cater for an eighth stream and a camp kitchen for the Year 12 Padua building.
- Establishment of a working party for the Cobblebank Masterplan. The College announced that the new Year 7-12 school would become a second campus of CRC Melton. It is scheduled to open for Year 7 students in 2023.
- Camp programs for Year 7, 8 and 9 students were held. Year 8 camps were held at the beginning of the year (prior to the first lock down) and Year 7 and Rite Journey camps were held in the last week of Term 4.
- In 2020, 26 new staff began at the College, including 11 first year teachers.
- A review of positions of leadership and class sizes was completed by the College Consultative Committee.
- New online activities for staff to maintain connections during Distance Learning Mode including a trivia night, scavenger hunt and the Staff Active Challenge, which saw staff walk, run or cycle more than 2500km in 5 weeks.
- Regular online staff meetings

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Restorative Practices Training

Gifted Students

Law Awareness

RITE Journey Training

Specific VCE Studies preparation and information sessions

VCE Administration

- Subject Association Conferences
- Gifted and Talented Students
- Student Support/Services
- Student Wellbeing
- Applied Suicide Interventions Skills
- CyberSafety
- Religious Education/Liturgy
- Technology/eLearning
- EAL
- VCAL/VET
- Leadership Training
- First Aid/Asthma/Anaphylaxis Training
- Communication Skills with Parents
- Careers Pathways
- Disability Training
- STEM
- OHS Training
- Mental Health First Aid
- TEAMS tutorials
- Remote Learning

| | |
|---|-------|
| Number of teachers who participated in PL in 2020 | 97 |
| Average expenditure per teacher for PL | \$550 |

TEACHER SATISFACTION

The overarching finding of surveys conducted throughout Distance Learning was that there was great variation in impacts felt by staff. Staff surveys revealed that while some staff members felt isolated and exhausted by the shift to Distance Learning Mode, others were very comfortable and adapted quickly to teaching remotely. Some had high levels of anxiety around the Covid19 pandemic while others felt secure while working from home. A team was established to arrange social activities for staff to alleviate any feelings of isolation and promote connection to the College. The Leadership team also arranged fortnightly check-in with all staff to maintain connection. An increase in collegiality and collaboration across departments and the school was also reported with a desire to help one another to support student learning. Many teachers reported that staff collegiality and collaboration improved during this time with staff relying on each other to support the transition to remote learning.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 92.0% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 80.4% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 26.6% |
| Graduate | 43.6% |
| Graduate Certificate | 8.5% |
| Bachelor Degree | 87.2% |
| Advanced Diploma | 9.6% |
| No Qualifications Listed | 1.1% |

STAFF COMPOSITION

| | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 4.0 |
| Teaching Staff (Headcount) | 104.0 |
| Teaching Staff (FTE) | 96.4 |
| Non-Teaching Staff (Headcount) | 45.0 |
| Non-Teaching Staff (FTE) | 40.9 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

College Community

Goals & Intended Outcomes

To maintain a connection with the College community in particular parents/guardians

Achievements

The College continued to build links with families and the broader community in 2020. Key achievements include:

- The launch of a new College website.
- A new and updated online weekly newsletter featuring improved content and layout.
- The appointment of a Communications Officer to broaden and assist with internal and external communications activities.
- The hosting of successful virtual events including the VCE 2020 Online Folio Exhibition and launch of the College's 40th Anniversary commemorative book.
- Online Parents and Friends meetings which led to improved attendance.
- High attendance and engagement with families at the Year 9 Rite Journey Calling and Departure Ceremonies.
- Well planned and consistent communication to families before, during and after COVID-19 lock down. Emails and weekly newsletter used to disseminate information in a timely manner.
- Production of a Parent Handbook, published online to help families navigate day-to-day life at the College. It includes procedures, policies and other guides on topics commonly accessed by parents and guardians.
- An unprecedented increase in the use of online platforms including Teams, YouTube, Whereby (enrolments) and Zoom that enabled information evenings, webinars, awards ceremonies and other events to be held during COVID-19 lock-downs.
- An increase in the College's social media presence (Facebook and Instagram).
- Maintenance and enrichment of existing links with the parish, community and local schools.
- The hosting of virtual College tours by student leaders.
- Development of a plan to transition all medical information and parental permission requests to PAM from Operoo. The College embarked on extensive communications to advise parents and guardians of the change. Parents of students beginning in 2021 were given access to their child's PAM account at the end of 2020 instead of early in 2021. All families were asked to update their medical details in PAM prior to the beginning of the 2021 school year.
- Plans for a new online enrolment process were finalised and development began.

VALUE ADDED

- Member of the Melton Community Safety Committee
- Member of the Melton Police and Schools Consultative Committee
- Senior Levels - Community Service program
- Staff Community Service day
- Parent & Friends Committee
- Peer Support Program
- University visits
- Breakfast Club
- Melton Youth Services
- Strong links with community agencies such as Headspace, and the Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)
- Student led fitness initiatives such as Active April, Move-in May and Rejuvenate in June challenges
- Organised staff activities while in Distance Learning Mode

PARENT SATISFACTION

Regular feedback was gained during Parent & Friends meetings together with Parent surveys.

Parent surveys revealed that 79% of parents felt the lack of socialisation was detrimental for their students. Parents reported an increase in family time, bonding opportunities and more regular contact with the school as positives of distance learning. Parents reported that student capacity for independent learning improved.

I was independent, self-directed, confident in my learning (23%)

Future Directions

Moving forward, the College will enter an exciting new stage of development with a second campus to be built at Cobblebank in Melton South.

This new campus will open in 2023, with an initial intake of 200 students. The master planning stage is complete, with Stage 1 design and development well on the way. The College will be renamed through a consultation process involving families and staff to coincide with this additional campus.

An application for capital funds for our West Melton campus has been submitted. If successful, the College will build a new Year 8 Learning Hub.