

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



Catholic Regional College, Melton



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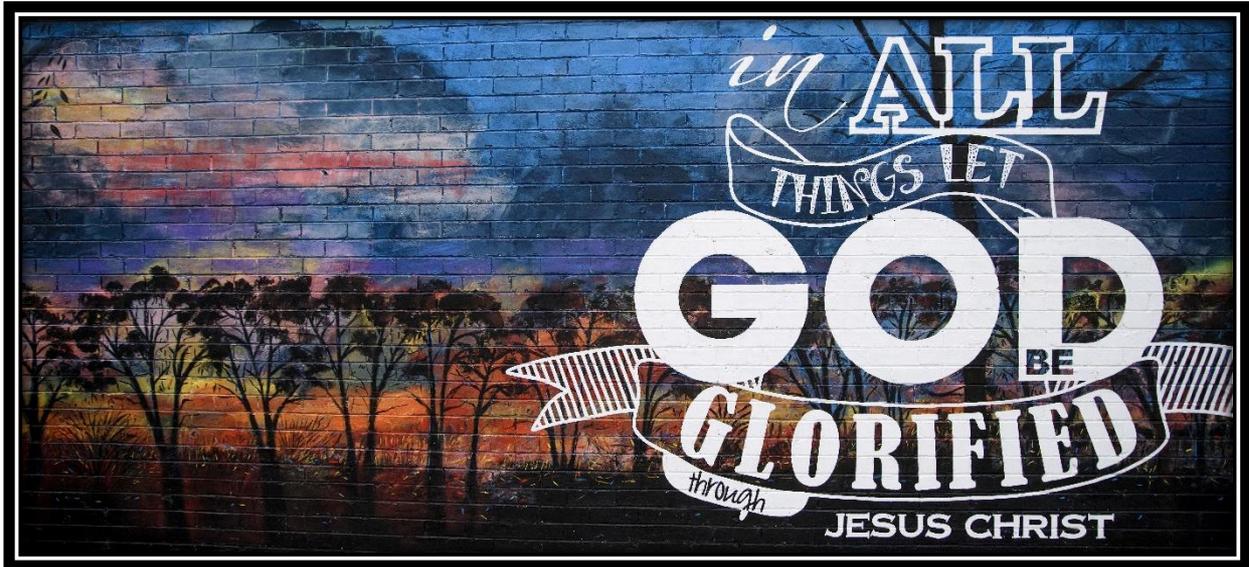
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Minimum Standards Attestation

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 2019 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.



6 May 2020

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 2019, the College was administered by the Catholic Regional College Council, with Bishop Mark Edwards as Chairperson, Fr Maurie Cooney as Vice Chairperson and Mr Mark Sheehan as CRC Melton Principal.

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

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.

In 2019 Mark Sheehan resigned as Principal and Marlene Jorgensen was appointed to commence in 2020.

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

As a new principal at the College in 2020, it gives me great pleasure to report on the achievements of our school community in 2019.

In March 2019, the College participated in the Australian Council for Education Research (ACER) School Review process. Of particular note in the report was our development of strong community and school partnerships.

This is exemplified through the collaboration of several local secondary colleges to host the African Youth Conference. The College also developed partnerships with local primary schools focused on improved numeracy.

In 2019, the College completed Victorian Regulations and Qualifications Authority (VRQA) registration. Through this process, our child safety protocols and practices were once again reviewed and adjusted to ensure best practice.

Education in Faith

As a Catholic school, staff, parents and students are called to understand and be committed to our Catholic identity. One critical indicator of a successful Catholic identity is the presence of distinctly Catholic symbols as part of the daily life of the College.

The ACER report notes that the Catholic identity of the College is evident in symbols, school rituals and strong participation in social justice activities.

For example, the construction of Sheehan Stadium meant staff and students were able to gather as one community to celebrate Mass for the opening of the 2019 school year. Mass was also celebrated each week in the College chapel and was well attended by staff and parents.

A large contingent of students attended the Australian Catholic Youth Festival in Perth. This group were led by Sister Mary Sarah, together with several other enthusiastic CRC Melton staff.

Sister Mary Sarah also initiated, along with our Social Justice teachers, the Make a Difference faith development group.

During 2019, College students and staff were involved in several social justice outreach programs such as the Winter Sleep Out, Vinnies Food Van and Breakfast Club. They also undertook to fundraise for Caritas and the Brother Beausang School in Kenya.

The College conducted its annual commemorative service at its Lone Pine memorial to mark both Anzac Day and Remembrance Day.

Learning and Teaching

With the increased requirements of the Nationally Consistent Collection of Data (NCCD), the College took the opportunity to restructure what had been known as the Student Learning Support area. Two coordinators were appointed under the new title of Learning Diversity Leader.

Year 10 Work Experience once again provided a diverse range of opportunities for students. This was supplemented by a variety of excursions to Melbourne Zoo, Barwon Prison and a range of museums and galleries.

The College VET and VCAL offerings continued to expand, providing meaningful pathways for our students.

During the second half of 2019, the leadership team met over several months to develop the 2020 - 2023 Strategic Improvement Plan.

Based heavily on the ACER recommendations and analysis of available data, the College determined that the area of focus for the Strategic Improvement Plan would be developing capacity in all teaching staff to differentiate learning.

Student Wellbeing

One of the great strengths of the College is the positive relationships staff have established with students.

Through the implementation of The Resilience Project, the wellbeing team has built a strong connection to community and school, resilience and positivity in our students.

A clear and well-documented support structure ensures students are well supported by both homeroom teachers and year level coordinators. Our counselling staff provide high-quality support for students at risk.

The College was well represented throughout the year at community forums such as the DEET (*Department of Education and Training*) Youth Offending Education Strategy and worked closely with organisations such as HEADSPACE, Beyond Blue, Djerriwarrh Youth Services and local police community liaison officers.

School as Community

The College continued to support many community groups who use our facilities including calisthenics clubs from Bacchus Marsh and Melton and several schools that use our Performing Arts Centre for their school production.

The Dinka language school commenced operations in our Trade Trading Centre, and basketball and volleyball clubs were delighted to use Sheehan Stadium. The College continues to maintain meaningful connections with our community.

Facilities

Continuation of the Masterplan saw the official opening of Sheehan Stadium on 28 May 2019. This outstanding two-court stadium provides gym and basketball facilities for our students and enables the whole school to celebrate significant College events together.

The old gymnasium was converted to our new library. This building was completed towards the end of 2019 and will be officially named and opened in 2020.

Summary

To mark the 40th anniversary of the College in 2020, the school commissioned the publication of a book written by our Domain Leader of English, Kezi Todd.

This beautiful history will stand as testament to the many incredible achievements of staff and students at the College since its inception.

Mr Mark Sheehan retired in 2019 and left the College in an excellent position. The outstanding facilities, financial security and variety of learning pathways are a testament to his vision, hard work, dedication and passion for making a difference in the lives of young people. His wisdom will be missed.



Education in Faith

Goals & Intended Outcomes

- To seek to be a model of Jesus in the community.
- To strengthen the Catholic identity of our community.
 1. *That staff, students and parents express their faith through their actions and behaviours.*
 2. *That students are active participants in an engaging RE program.*

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-campus and external RE accreditation sessions.
- Increased music and singing at College masses led by the student Ensemble.
- Development of collaborative teams in RE among the various year levels.
- An increase in social justice events and ongoing support for the position of Social Justice Coordinator. Social Justice awareness is high, and initiatives are well supported and promoted. For example, places for soup van volunteers are over-subscribed.
- 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.
- Strengthening relationships with local parishes through masses and by meeting with priests and inviting them to the College to celebrate the Eucharist.
- Publishing weekly reflections in the College newsletter.

VALUE ADDED

- Student leadership – Liturgy Captains and Social Justice Captains
- Daily prayers on Simon portal
- Prayer liturgies - Ash Wednesday, ANZAC Day
- Regular Eucharistic celebrations - whole school, year level and parish masses
- Reflection Days for all year levels
- Celebration Day Mass
- Year 12 Graduation Mass
- Australian Catholic Youth Festival in Perth - attendance by a student & staff group
- Student faith group Make A Difference
- Community Service Program for Year 11 and 12 students
- Project Compassion, various fundraising initiatives held throughout Lent



Learning & Teaching

Goals & Intended Outcomes

- To engage students in a contemporary pedagogy which challenges them to achieve excellence and enables them to be lifelong learners.
 1. *That students will be guided and inspired in their learning by teachers who are committed to continuous improvement.*
 2. *That student learning outcomes in literacy, Numeracy and VCE will continue to improve.*

Achievements

'Don't practise until you get it right. Practise until you can't get it wrong'. Snapshot 2019, CRC Melton Yearbook

Key achievements in learning and teaching:

- Our Victorian Curriculum courses continued to be embedded and refined in Year 7 to 10. Each Learning Area was reviewed for academic rigour, student engagement, the inclusion of ICT and tasks that require higher-order thinking skills.
- The Mathematics Program continued to strengthen with pre-testing and rearrangement of classes for each topic, enabling teachers to target student misconceptions and misunderstandings. The program continues to be heavily staffed and anecdotally shows improvement in student attitude, learning outcomes and work ethic in Mathematics. Reflecting this the Year 9 NAPLAN results in Numeracy showed a strong trend towards all students meeting the minimum standards.
- Increased focus on the learning of students under the National Consistent Collection of Data (NCCD). Two Learning Support Leaders and 18 Educational Support Officers assisted teachers to implement lesson plans to accommodate the students' identified needs.
- Continued support for teachers from the English as an Additional Language (EAL) Co-ordinator and team to plan lessons and deliver quality curriculum and teaching practices for EAL and Culturally and Linguistically Diverse (CALD) students.
- The Sidekicks Mentoring Program, run in partnership with the Refugee Migrant Children Centre (RMCC), provided additional support for CALD students in Year 7. Our Year 10 students volunteered two hours a week to help the new students with their English skills. The senior students also provided educational, social and emotional support through a wide range of activities and received recognition for their efforts from the RMCC.
- Provision of support for the establishment of the Dinka Ethnic Language School hosted in the Trade Training Centre at the College on Saturdays.

- The Year 9 GADAL Program continued to evolve with a focus on student engagement and excellence in learning.
- Practice exams for Year 12 students completing VCE Unit 3 and 4 subjects were held during the September/October school holidays. The exams were overseen by supervisors from the Victorian Curriculum and Assessment Authority and helped students familiarise themselves with the exam process and environment. The results gave students invaluable feedback on their progress and more confidence entering their final exams.
- An increase in the number of students enrolled in Vincit and VCAL, indicating students are aware and supported in their choice of pathways. Staff continued to develop more engaging and innovative lessons to challenge students. The number of VCE and VCAL students leaving the College with a VET certificate also increased.
- Continued support and advice were provided to students about suitable and future pathways, subject selection and career pre-requisites.
- Student learning in history and Italian was further enhanced through the 2019 Europe Expedition, which saw the students visit cultural and historical sites in Poland and Italy.
- Improved literacy levels among students as a result of the Reading for Enjoyment, Encouragement and Development (REED) program, which continued for Year 7 to 10. Students were given 10 minutes each day to read for pleasure and encouraged to explore a variety of genres.
- The Renaissance Reading Program continued to provide students, parents and teachers with data on each student's reading and comprehension ability and worked hand-in-hand with the REED program.
- The continued services Speech Pathology in Schools further increased the literacy levels of selected students in Year 8 and gave teachers literacy strategies to use in their classes. Testing and anecdotal data collected from teachers indicated an increase in the ability of these students to cope with the required literacy level in a range of subjects.

STUDENT LEARNING OUTCOMES

For Year 7, the 2019 NAPLAN data shows 88.9% of students met the minimum standards for Grammar and Punctuation and 91% or above met the minimum requirements in all other NAPLAN Tests.

Although the 2019 results indicate a slight decline in the results for Reading, Numeracy and Grammar and Punctuation compared to 2018, an improvement was recorded in Spelling and Writing.

For Year 9 the 2019 NAPLAN data shows 76.1% of students met the minimum standards for Writing, a drop of 6.7% from 2018. For Grammar and Punctuation, 87.8% of students achieved the minimum standards and 91.5% or above met the standards in Numeracy (98.1%), Reading and Spelling.

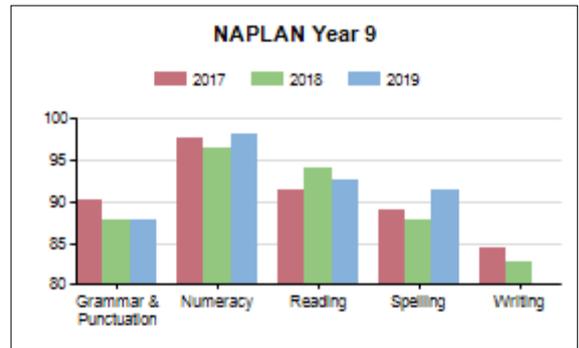
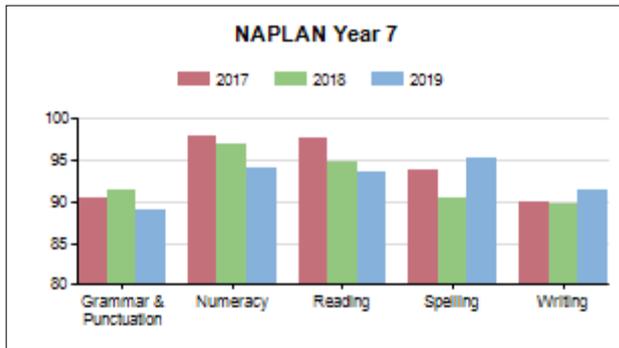
Numeracy and Spelling results improved compared to 2018 while Reading results were slightly below the previous year.

Effect size measures the growth from Year 7 to 9. Patterns and trends from 2017 to 2019 indicate a need for intervention in Reading, Writing and Numeracy.

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.

Overall, 100% of students undertaking VCE and 87% undertaking VCAL completed their studies. The VCE median score was 28, compared to 29 in 2018.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
	%	%	%	%	%
YR 07 Grammar & Punctuation	90.4	91.5	1.1	88.9	-2.6
YR 07 Numeracy	97.8	96.8	-1.0	94.1	-2.7
YR 07 Reading	97.7	94.7	-3.0	93.6	-1.1
YR 07 Spelling	93.8	90.4	-3.4	95.3	4.9
YR 07 Writing	89.9	89.8	-0.1	91.5	1.7
YR 09 Grammar & Punctuation	90.1	87.9	-2.2	87.8	-0.1
YR 09 Numeracy	97.7	96.4	-1.3	98.1	1.7
YR 09 Reading	91.5	94.0	2.5	92.5	-1.5
YR 09 Spelling	89.0	87.9	-1.1	91.5	3.6
YR 09 Writing	84.3	82.8	-1.5	76.1	-6.7



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	565.5
Year 9 Reading	560.4
Year 9 Spelling	568.2
Year 9 Writing	522.5

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	87%

POST-SCHOOL DESTINATIONS (On Track 2018 Data)

TERTIARY STUDY	53.4%
TAFE / VET	6.9%
APPRENTICESHIP / TRAINEESHIP	20.7%
DEFERRED	3.4%
EMPLOYMENT	13.8%

Student Wellbeing

Goals & Intended Outcomes

- To continue to develop a culture at the College where wellbeing is integral to learning and consciously connects wellbeing to student achievement.
 1. *Students will further develop into confident and respectful young people with a sense of integrity, compassion, initiative, resilience and well-being, imbued with a sense of responsibility for their learning and the local and global community.*

Achievements

Key Achievements in Student Wellbeing include:

- Hosting the inaugural 2019 African Student Conference in June. More than 200 students from schools across the North West metropolitan region attended.
- A parent workshop presented by The Resilience Project to provide practical, evidence-based, positive mental health strategies to build resilience and happiness. More than 100 parents attended the event.
- Hosting the inaugural Project Rokit Digital Workshop for more than 200 students in Year 7 to 9 from nine schools in the western suburbs. Project Rokit is a youth-designed platform to tackle cyberbullying and the workshop was the first of its kind in Australia. Following the event, two of our Year 9 students were invited to participate in the Design Jam Workshop hosted by Facebook in Sydney. They joined 20 students from across Australia and New Zealand to share their perspectives and experiences before creating their own apps to help young people engage safely online and pitching their ideas to Facebook's Global Head of Safety, Antigone Davis.
- Successful fundraising events that engaged students and families and resulted in thousands of dollars being donated to various organisations. One of the major events was Celebration Day that saw Year 12 student leaders coordinate expanded activities and food options and invite organisations to set-up information tables. More than \$10,000 was raised and distributed evenly to Brother Beausang College in Nairobi, Kenya and the Motor Neurone Disease Foundation. Students and staff also raised \$3000 by taking part in the Vinnie's Winter Sleepout.
- The appointment of a Cultural Mentor worker following a successful application with Melton Secondary College to the Victorian Government's Place-Based Partnership to Support School Engagement and Completion initiative.
- Empowering staff to support students with mental health issues. A workshop by mental health organisation Batyr was held for staff to help them guide students to seek help if they needed it. Batyr also led a presentation on preventative mental health strategies for students in Year 10 to 12. Mental Wellbeing was the theme chosen by student leaders as the focus for their activities in 2019.

- The induction of CRC Melton as a FIRE Carrier School. FIRE stands for Friends Igniting Reconciliation through Education. Students and staff were commissioned to become FIRE Carriers and organised initiatives and events to educate and inform our College community about Reconciliation, our shared history and culture.
- Hosting a successful Careers Expo and Seminar Program including 55 representatives from universities, TAFE providers, employment agencies and independent colleges.
- Providing regular case management meetings for each year level to identify students at risk. Student counsellors, year level coordinators the Deputy Principal Students meet to discuss feedback from teachers and student support staff.
- An increase in the number of students enrolling in VCAL across Year 11 and 12.
- Maintaining important connections with community groups including Melton Youth Services, Melton Health and Community Services, Headspace, Caritas, the Asylum Seeker Resource Centre, and Beyond Blue.

VALUE ADDED

- The Resilience Project
- Project Rokit anti-bullying program
- African Student Conference
- FIRE Carrier program
- NAIDOC Week
- Vinnie's Winter Sleep Out
- Outdoor education programs
- Sports Association of Catholic Co-educational Secondary Schools (SACCSS) membership
- Year 9 Melbourne Experience
- Year 10 Work Experience
- Year 10 Tertiary Experience Day
- VCE Awards Ceremony
- Year 7-11 Awards Ceremony
- School Spirit Awards
- Student Leaders Investiture
- ANZAC Day and Remembrance Services
- School assemblies

STUDENT SATISFACTION

Until 2019, the College used the Insight School Improvement Survey to gauge staff, student and parent satisfaction. In 2019 we began using the Catholic Education Melbourne School Improvement Survey (CEMSIS) therefore it is difficult to compare this year's results to previous years.

The 2019 CEMSIS results indicated a generally high satisfaction level among students however, in all domains other than student voice, results were less than the CEM average. Students were asked to consider the College's performance in a variety of different key focus areas.

When questioned on their attitude to school, they rated the following based on 2019 percentage

1. Student Safety 43% CEM Average 51%
2. Rigorous Expectations 55% CEM Average 57%
3. School engagement 30% CEM Average 33%
4. Learning disposition 52% CEM Average 54%
5. Student Voice 42% CEM Average 41%
6. Student Belonging 46% CEM Average 54%.



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 welfare 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.

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	81.3%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.7
Y08	90.6
Y09	89.9
Y10	90.7
Overall average attendance	91.0

Child Safe Standards

Goals and Intended Outcomes

- To embed a culture of child safety in all we do.
 1. *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

- To create and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork, and a focus on continuous improvement and leadership development.
 1. *That a vibrant pedagogical culture where staff continuously reflect on their practice and commit to continuous improvement will be established.*
 2. *That understanding and practise of distributed leadership will be improved and staff empowerment increased.*

Achievements

Key achievements in 2019 include:

- Regular staff team meetings.
- Continued development of targeted curriculum structures and learning programs.
- Continued focus on Year 12 VCE curriculum and teaching.
- Expansion of VCAL program and staff training.
- Continued review of College policies and role descriptions.
- Provision of new College learning facilities.
- Focus on student learning.
- Use of student learning data to inform teachers.
- Review and expansion of GADAL Program Director Role.
- Implementation of Mathematics groupings across Year 7 to 9.
- Completion of Catholic Education Commission of Victoria Occupational Health and Safety School Safety Assessment

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

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
 Australian Curriculum
 Administration Training
 Leadership Training
 First Aid/Asthma/Anaphylaxis Training
 NeuroScience
 Communication Skills with Parents
 Careers Pathways
 Disability Training
 STEM
 OHS Training
 Library updates
 TAE upgrades

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	110
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$902

TEACHER SATISFACTION

Based on data from the 2019 Catholic Education Melbourne School Improvement Survey staff rated the College highly in the following areas:

- Friendliness of school leaders
- Approachability of school leaders
- Respect shown by school leaders towards staff
- Manageability of workloads
- Empathy of school leaders to personal issues faced by staff

The College rated close to average in the following areas:

- How motivated staff were when working with the leadership team
- How much trust existed between school leaders and staff
- How quickly and thoroughly staff occupational health and safety concerns were addressed by leadership
- How much school leaders cared about staff as individuals

The areas identified for improvement include:

- The level of confidence staff have that their leaders have the best interests of the school in mind
- How supportive leaders are perceived to be when staff face challenges at work
- How clearly school leaders identify their goals for teachers and other staff
- How knowledgeable school leaders are about classroom and school activities
- The level of staff input to important decisions affecting the school
- The effectiveness of the school’s Professional Learning Program.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	88.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.7%
Graduate	45.7%
Graduate Certificate	8.5%
Bachelor Degree	87.2%
Advanced Diploma	9.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	104
Teaching Staff (FTE)	96.6
Non-Teaching Staff (Headcount)	45
Non-Teaching Staff (FTE)	41.3
Indigenous Teaching Staff (Headcount)	0



College Community

Goals & Intended Outcomes

- To foster and maintain active partnerships both within the College community and between the College and the wider community.
 1. *That the participation and involvement with the parent and wider community continue to grow.*

Achievements

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

- Attendance by more than 100 families at The Resilience Project Parent Seminar.
- High attendance at information evenings, learning expos, art exhibitions, musicals, assemblies, and celebrations of student learning.
- Involvement in Social Justice events including Soup Vans, blood donations, fundraising initiatives and Relay for Life.
- Community Liaison for South Sudanese families.
- Connections with community service providers for student wellbeing.
- Regular workshops facilitated by Afro-Care.
- A continuing relationship with Sister school in Cividale and Brother Beausang.
- Math Collective with the four Catholic feeder primary schools.
- Maintenance and enrichment of existing links within the parish, community and local schools.
- Membership of the Refugee Education Support Program.
- Music events including performances at aged care facilities and local community events, an Ensemble/Music Program evening and College production.
- A stronger social media presence through Facebook and Instagram.
- College Tours that were well attended by prospective families.
- A one-day basketball tournament for the four feeder primary schools organised and run by the Vincit class.
- Established connection with VMCH Providence Aged Care as part of the Intergenerational Program.
- Commenced design of new College website to be launched in 2020.
- Science Taste testers for Grade 2 students at St Catherine's Primary School

VALUE ADDED

- Member of the Melton Community Safety Committee
- Member of the Melton Police and Schools Consultative Committee
- Senior Levels - Community Service program
- Attendance at the Melton and Bacchus Marsh Dawn Service on ANZAC Day
- Staff Community Service day
- Parent & Friends Committee
- Year 5 feeder school visits to the College
- Peer Support Program
- University visits
- Work Experience Program
- Breakfast Club
- Melton Youth Services
- Use of Performing Arts Centre and Sheehan Stadium by community groups
- Strong links with community agencies such as Headspace, and the Victorian Cooperative on Children's Services for Ethnic Groups (VICSEG)
- Annual BBQ with previous year's Year 12 students.

PARENT SATISFACTION

There is a high level of satisfaction with CRC Melton from the parent/carers, indicated by such things as the:

- Informal feedback provided by families when interviewing for enrolment
- Increasing student retention.

Data from the 2019 Catholic Education Melbourne School Improvement Survey indicated high levels of parent satisfaction. Catholic Identity, School Climate and Communication were of note.

Future Directions

The demographic data from Catholic Education Melbourne and the current enrolment data from the primary feeder schools of St Anthony's Melton South, St Bernard's Bacchus Marsh, St Catherine's Melton West and St Dominic's Melton suggests considerable pressure on enrolments at the College.

This will require a revision of the masterplan and additional buildings to facilitate the increase in the projected number of students.

The Strategic Plan will focus on building capacity in all staff to differentiate learning. The two key focus areas will be in numeracy and writing.

The College will continue to build community partnerships and continue the strong wellbeing program already established.



School Performance Data Summary

This information has been included in relevant sections throughout the Annual Report.

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

