



Penola
CATHOLIC COLLEGE
EST. 1995



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

Penola Catholic College Broadmeadows

2022 Annual Report to the School Community



Registered School Number: 1949

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Contact Details

ADDRESS	29 Gibson Street Broadmeadows VIC 3047
PRINCIPAL	Christopher Caldow
TELEPHONE	03 9301 2777
EMAIL	principal@penola.vic.edu.au
WEBSITE	www.penola.vic.edu.au
E NUMBER	E1363

Minimum Standards Attestation

I, Christopher Caldow, attest that Penola Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

24/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

OUR SHARED VISION

Our belief in Jesus Christ guides us in building a **FAITH** and learning **COMMUNITY**, actively pursuing **EXCELLENCE**.

Guided by St. Mary of the Cross MacKillop, every member is encouraged to personally journey in **FAITH**, being inspired to act for good in the world.

As a Josephite **COMMUNITY** we recognise the dignity of all people, encouraging mutual respect through fostering partnerships and global awareness.

We strive to achieve **EXCELLENCE** in heart and mind by maximising the God-given potential of every student: spiritually, physically, emotionally and academically.

College Overview

Penola Catholic College was formed as a result of the amalgamation of Sancta Sophia College, Therry College and Geoghegan College in 1995. The Josephite charism is the source of our spirituality.

The teachings and example set by Saint Mary of the Cross MacKillop are embedded in all that we do.

The College was established to provide those in the northern suburbs with a Catholic co education. Our community includes the Parishes of

- Corpus Christi - Glenroy
- St Dominic's - Broadmeadows
- Holy Child - Dallas
- Good Shepherd - Gladstone Park
- St Carlo Borromeo - Greenvale
- St Thomas More's - Hadfield
- St Francis de Sales - Oak Park
- St Matthew's - North Fawkner
- St Marks - Fawkner

We are a welcoming community where families and staff work in partnership to provide students with a holistic education. The provision of an education in faith, in a caring environment that places high value on learning, is at the core of our purpose.

Penola Catholic College is a multi-cultural learning community; it offers a safe, happy and progressive environment in which our students have the opportunity to develop and grow into mature young people who are ready to take their proper places in today's society. Modern state of the art facilities and well resourced programs create an outstanding learning environment.

We strive to assist each person to gain a strong sense of self through full, creative and open membership of our community. The Restorative Justice approach to discipline, Liturgical and Social Justice Groups, Transition and Peer Support programs, Student Leadership Programs from Year 7 to Year 12 and a range of team sports and co-curricular activities all contribute towards building a strong and vibrant community. Central to all that we do is the belief that quality relationships are essential to sustain and build a harmonious learning environment

Principal's Report

2022 was another incredibly busy and successful year, the twenty-eighth since the foundation of the College in 1995. This year we have been able to return to face-to-face learning but with Covid-19 and flu there has still been significant disruption to schooling. We have had over 500 students report that they have had Covid-19 throughout the year with a significant number of staff contracting Covid-19 as well. Fortunately, to date, there have been no significant long term impacts on the health of those who have experienced Covid-19.

Returning to face-to-face learning has been a joy but not without its challenges. Students had to re-learn school routines, come to terms with socialising with their peers and, for an increasing number of students, address mental health issues as a result of the prolonged lockdowns and isolation. Our Student Services team have worked tirelessly to restore the wellbeing of our students and link them in with external agencies where required. On behalf of the Penola community, I would like to thank all of our Student Services staff for the outstanding care and support that they have provided for all students, particularly our most vulnerable students.

I would like to publicly acknowledge the efforts of all of our staff in transitioning back to face-to-face learning throughout the year. In particular, I would like to acknowledge the efforts of our College Executive (Ms Erin Bonavia, Mrs Jenny Vinten, Mrs Vera Treloar, Mrs Monica Kacela, Mr Rob Dullard and Mr Stuart Harrison) for their tireless efforts in laying the foundations for successful transition back to face-to-face learning. I would also like to acknowledge the efforts of Mr Anthony Austin (ICT Manager) and his IT team for all of their efforts in dealing with the technological challenges that arose with all staff and students returning onsite. Schooling is both relational and social as many of our students and staff will currently attest to. Due to high numbers of Covid-19 and flu cases there has been significant absences of both staff and students throughout the year. Shortages of Casual Relief Teachers (CRT) has meant that it has been extremely difficult to keep trained teachers in front of our students. I would like to thank our Daily Organisers on both campuses, Mr Keven Zavadlal and Mr Simon Greatwood, as well as Mrs Kim Donovan and Mr Peter Phan for ensuring that classes have been covered to minimize the disruption to our students.

One of the more significant things to occur this year has seen the commencement of the building of our new VCE building. We faced significant challenges getting out of the ground with a significant amount of rock and soft spots removed to provide solid foundations for this building. Once this was rectified, we saw significant progress with the ground and first floor slabs poured, metal framing, walls and roofing all being constructed. At this stage the building is on track for students to occupy the building in Term 3 2023.

Faith

Beginning of Year Mass

We celebrated our beginning of year mass on Wednesday March 2 in what was our first occasion where we have physically been together for nearly 18 months. Whilst a significant number of students had forgotten the mass responses as many hadn't been to mass in the past 2 years, it was pleasing to see their reverence. Even if some students don't believe themselves they recognise that it is important to others within our community. The mass is another way of reinforcing our Catholic identity. Thanks to the Faith and Mission team for organising the Opening Mass. It also happened to be Ash Wednesday to mark the beginning of Lent.

The celebration of the Eucharist is what unites us as a Catholic community and reinforces to us, within a sacramental way, our identity as a Catholic school. We have very few opportunities to pray together as an entire community and this mass allows us to give thanks for all our blessings. Any time we have an opportunity to gather together as a faith community it not only builds our community but also reinforces our culture.

Catholic Education Week Mass – Thursday March 17

To celebrate Catholic Education Week (Tuesday March 15 – Monday March 21) on Thursday March 17 I attended the St Patrick's Day mass at the Cathedral with one of the College Captains, Jordan Gioskos and one of the Captains of Christian Service, Sarah Sona. This mass also acknowledged the 125th anniversary of the St Patrick's Cathedral which occurred in October 2022.

Weekly Masses

Fr Tony celebrated weekly Masses at both Campuses throughout 2022. Mass at the Glenroy campus was celebrated on a Tuesday morning and at the Broadmeadows campus on a Thursday morning. We advertised the Masses in the Daily Bulletin so that all students were made aware of the opportunity. All staff members were welcomed and definitely encouraged to attend.

Staff Spirituality Day

Staff Spirituality Day took place on Friday May 13 at the Broadmeadows Campus in the Auditorium. We were very fortunate to have Professor Br David Hall, Dean of the La Salle Academy, Australian Catholic University to lead us in an exploration of our purpose and mission, as staff members in a Catholic school and part of the Catholic Church in our contemporary, secular society. He was a very thought provoking and engaging speaker and staff found him both knowledgeable and engaging.

Mary MacKillop Day – Monday August 8

This year we celebrated St Mary MacKillop Day on Monday August 8, 2022 which is the anniversary of Mary's death on August 8, 1909. After the past two years being celebrated remotely, it was great to meet as an entire community to celebrate our Josephite charism. We began the day with a mass and a range of rides and activities. This year we continued the focus upon reconciliation with Indigenous Australia and the re-introduction of the Little Long Walk. The walk incorporated the pathway along the Ring Road, and we were really lucky with the weather. It was a fantastic day with a real sense of community evident on the day.

Memorial Mass

Our annual Memorial Mass remembering those who have gone before us, will be held this year on Thursday November 10. November is a time in the Church when we particularly honour and pray for those who have died. November 1 is All Saint's Day and November 2 is All Soul's Day, which begin the entire month of commemoration and prayers for the dead. All were invited to the Mass which began at 7.30pm in the St. Joseph's Chapel. A link to the live-streamed mass was placed on MyPenola as well as sent to members of our community who have experienced the loss of someone within their family over the preceding 12 months.

Excellence

VCE Results

212 Students completed Year 12 studies at Penola Catholic College in 2022. 53 Students were enrolled in the VCAL program with 159 students enrolled in the VCE. 98% percent of these students attained their VCE. 94% percent of these students attained their VCAL. Students participated in 51 different VCE Unit 3/4 studies in 2022. There were 10 study scores of 40 or above before scaling and an additional 7 study scores of 40 or above after scaling. These scores were attained in 13 different VCE and VET studies. 2 students attained an ATAR (Australian Tertiary Admission Rank) of 90 or above. A further 9 students attained an ATAR of 80 or above. This equates to 7.14% of the Year 12 students who received an ATAR attaining an ATAR of 80 and above. The highest ATAR of 93.00 was achieved by Stafro Hawel. He was followed by Mitchell Hayes on 92.60. Christian Maiorana achieved the top unscaled score of 47 in VET Engineering. Christelle El Hajj achieved the top scaled score of 47.70 in French.

The average ATAR of 60.99 was slightly up from 59.26 last year. The median study score was 27 up from 26 last year. 154 Year 12 students applied for a tertiary place. 69 Year 11 students completed at least one VCE Unit 3/4 study in 2022. 270 students were enrolled in one of the 29 VCE VET certificates studied in 2022. 13 VCAL students participated in SBAT programs, 50% opted to take up employment as a direct result of this, with a further 25% opting not to pursue in this industry but gaining employment in other related industries. 43 VCAL students participated in SWL programs, 74% obtained employment post SWL program. 4 VCAL students participated in both SWL and SBAT programs. 13 Students studied dual VET Certificates throughout the program. In total 38 VCAL students transitioned to immediate employment post completion.

Year 12 Awards

Congratulations to the following Year 12 students who were recognized for their achievements at our Year 12 Farewell Assembly.

Hume Whittlesea LLEN – Vocational Education Award

Selection Criteria:

- Excellent work ethic
- Been a valuable contributor to the VCAL program
- Shown initiative and leadership
- Demonstrated exceptional standards and excellent work ethic on work placement
- These students have been singled out for developing their skills on work placement

Recipients are:

- Anthony Mandanici SBAT Encouragement Award
- Liam Lyons SBAT Achievement Award
- Ayden Do VET Encouragement Award
- Jade McArthur VET Achievement Award

VCAL Achievement Award

Acknowledges the Commitment and Excellence of the recipient, this student has received this award because they:

- Have worked diligently in the workplace.
- Has shown a Commitment to and demonstrated Excellence in the VCAL program.

Recipient is: Lucas Gatto

VCAL Encouragement Award

Acknowledges the Commitment and Endeavour of the recipient, this student has received this award because they:

- Have worked diligently in the workplace.

Has shown a Commitment and Endeavour to the VCAL program.

Recipient is: Chelsea Bonacci

Academic Excellence Award

Selection Criteria:

- Year 12 students who have been nominated for 3 or more Subject/Highest Achiever Awards.

Recipients are:

Ellie Kazazes

- Health and Human Development
- English
- Further Mathematics

Aaron Dimakos

- English
- Health and Human Development
- History- Australian

Stafo Hawel

- Further Mathematics
- Mathematical Methods
- Specialist Mathematics
- Physics

Brandi Reid

- English Language

- Further Mathematics
- Mathematical Methods
- Chemistry
- Psychology

James Astuto

- IT: Software Development
- VET: Information Technology
- VET: Engineering

Tenison Woods Excellence in Science Award

Selection Criteria:

- Strong commitment to the study of Science
- Evidence of an active and enthusiastic in Science co-curricular programs
- Demonstrated academic success in Science

Recipient is: Brandi Reid

The Australian Defence Force introduced a new award this year called:

ADF Future Innovators Award

Selection Criteria:

- Ability to demonstrate innovation
- Learning in the fields of Science, Technology, Engineering and Mathematics.
- Resourcefulness

Recipient is: Stafro Hawel

Mary MacKillop Award for School Spirit

Selection Criteria:

- Motivated, (inspirational)
- Evidence of a willingness to serve others
- Significant role model in student community
- Consistently involved in College life
- Demonstrated initiative

Recipient is: Angus Drenen

Community

Students returning to face to face learning has been a highlight for 2022. This hasn't been without its challenges as students needed to relearn school routines and accepted behaviours when in a group setting. One of the main benefits of a return to face-to-face has been the opportunities to promote and live out our sense of community. A sense of belonging, opportunities to meet others, socialising with friends and participating in our extensive co-curricular program are all significantly easier to undertake when students are onsite.

Mother's Day Breakfast

The Mother's Day Breakfast was held on Friday 6 May. It is a great community event which enables mothers and grandmothers to spend time with their sons and daughters or grandchildren. My thanks to Mrs Angela Xidias and other staff who assisted with the preparation and serving of the breakfast, our fantastic Maintenance Team for their efforts in setting up and packing up the Assembly and Sports Hall and to Mrs Xidias for her overall organisation of the various aspects of the event.

Josephite Exchange

On Thursday August 25 and Friday August 26 we travelled to one of our Josephite schools in South Australia, Mt Carmel College at Rosewater. The visit involved a number of sporting competitions in sports such as netball, soccer, football, volleyball and basketball. It also provides an opportunity for our students to engage with students from another Josephite school and get a better understanding of the Josephite charism. I thank both the staff and students attending Adelaide for the way that they represented the College.

There were a number of people who made comment about the respectful, polite and courteous students that we have at Penola Catholic College and I thank the students for being such great ambassadors for our school. My thanks to Mr Shane Griffin and Ms Kathryn Ennor for all of their organisation and also Ms Natalie Presutti for accompanying the students on their trip to Adelaide.

Father's Day Breakfast

In our setting – a coeducational school in Melbourne's Northern suburbs, we are ever conscious of the impact we, as adults have on our young people. The influence that parents have on shaping their children is paramount, and the second-greatest influence usually comes from the teachers that young people have during their schooling. The opportunity to bring Dads and their children together is something which the College values enormously.

Father's Day Breakfast was held on Friday September 2 with mass commencing at 7.15am and the Breakfast at 8.00am. In light of the increased Covid-19 cases we made the decision not to have a guest speaker to minimise the chance of participants catching Covid-19. It was great to see a number of fathers, grandfathers and father figures present for the breakfast.

On behalf of the whole college community I thank our graduating students, for their contributions to the life of the school and for the way that they have shared their talents and gifts with us. I thank you also for the leadership that you have exercised, and I particularly wish to recognize the contribution of those who accepted leadership roles this year, especially our captains, Angus Drenen and Jordan Gioskos, and our portfolio captains, Sara Sona, Sofia Gutierrez Monroy, Leah McGrice, Grace Jury, Nelana Ferguson, Joulia Yokhana and Tara Oliva. Each one of our graduates leaves us with our best wishes for the future and our prayers that God will bless them abundantly.

Farewell to Year 12 students

As our Year 12 students completed their formal classes with us in the third week of fourth term and began their written exams the following week it is fitting that we pay tribute to them in this, the 2022 Annual Report. Their behavior was impeccable throughout the final week as they completed a range of activities including a College Assembly where they were farewelled by all staff and students, their Year 12 breakfast and dress up morning. We take this time to reflect on their contribution and achievements over the past six years and celebrate the conclusion of their secondary education.

I take this opportunity of firstly thanking our two College Captains, Angus Drenen and Jordan Gioskos for their leadership of the student body over 2022. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all of other Year 12 students who have held positions of leadership for their contribution to our Penola community.

I encourage the Year 12 students to become active in the Penola Collegians Association next year so that they may maintain strong links with the College community into the future. I wish all the Year 12 students every grace and blessing for their future.

Thanks

I wish to express my appreciation to the many people whose contributions ensure that our College continues to prosper in all dimensions of College life. Thank you to Fr Dishan Candappa, President of the Association of Canonical Administrators for his active support and keen interest in the College, and to the other Parish Priests for all that they do to support us in our shared mission of Catholic education.

Thank you to Mrs Alfina Astuto, Chairperson, and other members of the College Board for their generosity, support and advice; to our Business Manager, Mrs Jennifer Vinten for her unwavering commitment to making Catholic education as affordable as possible for all of our families; to my personal assistants Ms Rose Crocitti and Ms Julie Lyons for their organisation, attention to detail and thorough professionalism; to the Deputy Principals for their wisdom, commitment and professionalism; and the Organisational Team for all that they do on a day-to-day basis to support the operation of the College.

I sincerely thank all members of staff for the work they do, both teaching and non-teaching staff, to support the young people in their care. Their commitment and support is commendable. I thank our students for their commitment to their education, their participation in the many co-curricular activities offered and their willingness to participate in College life.

Finally, I thank our families for the great privilege of inviting us to share with them the Catholic education of their children. Your continued support has contributed to another successful year at Penola Catholic College.

School Advisory Council Report

On behalf of the School Advisory Council, I congratulate the graduating class of 2022. Their resilience over the past 2–3 years, during the pandemic, has been commendable. We would also like to thank the staff at Penola Catholic College for their unwavering support and commitment to the students.

Penola Catholic College has much to be proud of. As Chairperson of the School Advisory Council and as a parent, it's encouraging to see how our students continue to persevere and excel in different areas of their academic, religious, sporting and social lives. We are also fortunate to have teachers and staff who work hard, are approachable and dedicated to our students.

Our College has so many diverse and interesting subjects for students to choose.

In Years 7- 8, the main focus is on literacy and numeracy. Students try subjects in the areas of Food and Wood Technology as well as in Visual and Performing Arts. When students get to Years 9 -10, they can choose a variety of subjects that interest them. By the time students get to Years 11-12, they have a large range of subjects to choose from.

It's been a busy and productive year at Penola Catholic College. During the year the School Advisory Council has focused its efforts in the following areas:

- Review of the new Building plans and progress reports
- Monthly review of the College's Financial reports
- Review of Principal reports regarding updates of the College's activities.
- Review of College Policies
- School Review and School Improvement Plan

We in the School Advisory Council value and welcome your input and encourage any feedback.

This year is my final year with The School Advisory Council. Serving on the School Advisory Council has been a privilege. To be able to contribute and help create better outcomes for the College, students and the Penola Catholic College community is an honour. Members of the School Advisory Council give their time and I thank them for their efforts and commitment. I personally thank Mr Chris Caldow, Principal of Penola Catholic College, for his support and guidance during my time as Chairperson.

Catholic Identity and Mission

Goals & Intended Outcomes

Our belief in Jesus Christ guides us in building a FAITH and learning COMMUNITY, actively pursuing EXCELLENCE. This statement, taken from our Mission and Vision Statement, encompasses all that we do in Education in Faith. Our comprehensive Religious Education curriculum across all Year Levels, the many, varied Faith Development and Social Justice activities offered to broaden our students' experience of Catholic community, all work collectively towards encouraging and supporting our students in their efforts to more closely and authentically live out the Gospel values.

Our Religious Education program aims to provide a solid basis upon which our students can more fully integrate faith and life. As a Josephite community, the inspirational story of St Mary of the Cross MacKillop and the continuing work of the Sisters of Saint Joseph, is a focus. An additional focus for our Religious Education classes is to assist students to understand and experience various ways in which the knowledge gained about what it means to be Catholic in the world is lived through prayer and sacrament and put into action.

Throughout 2022, our goal was to continue the recontextualisation of the Catholic Identity of our College through our various Faith and Mission initiatives. Three key improvement strategies utilised to achieve our intended outcome were:

- To continue to deepen knowledge of the College Charism through the development of our annual College Theme.
- To improve understanding, relevance and purpose of faith through student and staff formation activities.
- To continue to encourage teaching staff to seek / maintain Accreditation to Teach or Lead in a Catholic School.

Achievements

As a faith community, we celebrated significant events throughout the year through whole school and Year Level liturgies on each Campus. For the past two years, our College Masses have been via live-stream, so it was beautiful having staff and students together again in person throughout the year to express our faith as a community. These liturgies included our Opening College and Ash Wednesday Mass, our annual Feast Day Mass, Mother's Day Mass, Father's Day Mass, Various Staff Masses, College Memorial Mass, Year 12 Graduation Mass and End of Year Masses.

All Penola Catholic College gatherings, of any size and purpose, begin with prayer, with an emphasis placed upon finding ways to engage community members in the message of the Gospel whilst reinforcing the important role our community has in building God's Kingdom of justice and peace. Each year a quote from our Patron, St Mary of the Cross MacKillop is chosen as our theme focus for the year. In 2022, our College theme was, "Let us show this love in our acts, bearing with one another, forgiving and forgetting", which St Mary said in 1890. It was extremely powerful and linked closely to our College Value of Community. By showing a Christ-like love in our acts, by bearing with one another during difficult or tense times and being truly willing to fully forgive each other for our indiscretions or wrong doings, we can enliven our sense of Community, recognising the dignity of all and ensuring we are building mutual respect for all.

This theme urged all within the College community to act with love towards each other. It called us to show respect, courtesy, care, kindness and support in all our relationships and daily dealings with one another. St Mary, through this quote, also reminds us that we need to bear with each other and that there will be times when we might feel annoyed or let down by our family, colleagues or peers; or that we may just seem to clash with some others at work or school; or that we might not necessarily agree with a friend's point of view or behaviour. When these moments occur, we need to be patient, tolerant and compassionate towards one another. We need to stick tight and not give up on each other. It is interesting that Mary also highlights in her words, "... forgiving and forgetting." Often, we are willing to forgive but we can't actually forget. True forgiveness actually involves this difficult aspect of forgetting and letting it go completely and being able to move forward in renewed and strengthened relationships.

The vital role our Penola Catholic College community members have in building the world Jesus Christ asked us to, is further emphasised by the opportunities offered through our extensive Faith Development and Christian Service offerings. Opportunities for students to deepen their faith are offered through our youth ministry activities, attending Catholic youth festivals, such as Reloaded, RISE Melbourne or ACYF (the Australian Catholic Youth Festival), raising funds for our various Year Level Charities, involvement in the St Vincent de Paul Society and other social justice activities, such as visits to MITA (Melbourne Immigration Transit Accommodation) and assisting with homework club at our local feeder primary schools. Students were able to further deepen their faith through participation in our age appropriate, Faith-based Reflection Days, provided at each year level. These provided great opportunities for our students to explore and develop their faith in various meaningful, contemporary experiences.

VALUE ADDED

Throughout 2022, we introduced some further opportunities for our students and staff to engage with liturgy. In Years 7 and 8, we introduced the concept of Dialogue Masses. These Dialogue Masses were opportunities for each Homeroom to not only attend Mass but to explore and discuss the various elements and traditions of the Mass, to gain a deeper sense of understanding and meaning of the celebration of Mass. They proved very successful in shaping student formation of the Eucharist. We also offered weekly Campus based Masses, before school each week. These too, proved very worthwhile, with several students and staff in attendance each week.

Due to the overwhelming success of livestreamed liturgies and pre-recorded prayers and reflections throughout the Covid-19 lockdowns, we continued to utilise these strategies to engage and connect the extended Penola community. Our livestreamed Masses were extremely effective, enabling our families the convenience of engaging and participating in our liturgies, without having to be physically present on-site.

Throughout 2022, we had the opportunity to send a small group of Year 10 students on the combined AJASS schools Year 10 Pilgrimage to Tasmania to trace the footsteps of St Mary of the Cross MacKillop and Fr Julian Tenison-Woods and grow a deeper appreciation of their work throughout Tasmania. Our College Captains also travelled to Sydney to participate in the JJAMM Student Leadership Forum at St Mary's Place. Here they were provided the opportunity to discuss and explore the Josephite leadership model with student leaders from other AJASS schools.

This year, we established a new look, Ministry Band, M22, who have set about writing and performing their own songs about faith. Not only did they perform at our College liturgies but were involved in a tour of some of our local Primary schools and Parishes and in Alice Springs with the Amoonguna Aboriginal Primary School community. These students have been wonderful witnesses of faith to the younger students, which is quite a courageous act when we consider that for the majority of people, faith is often kept quite private and rarely shared openly with others. It has been fantastic to see the beautiful manner in which they have spoken with the students and of course, performed on each occasion. They not only have been great ambassadors for our College but essentially for the Catholic Church and the recontextualisation of our faith.

These have all been wonderful experiences enabling faith to be at the forefront of our school life

Our staff were offered several opportunities to further develop their faith through involvement in our Staff Spirituality Day. In 2022, our Staff Spirituality Day focused on the important concept of "What it means to be a staff member in a Catholic school in our world today". It provided much food for thought as to what this means for us moving forward as a Catholic school community. Various staff were also offered opportunities to participate in the Josephite formation colloquiums in either Sydney or Melbourne to enrich their understanding of St Mary's charism. Staff were also able to participate in professional learning to attain Accreditation to teach in a Catholic School and to teach Religious Education in a Catholic School, as well as various Staff Liturgies. Many staff also volunteer their time in support of the Vinnies Soup Van on a regular basis.

Penola Catholic College continued to offer many varied opportunities for our students, staff and families to actively communicate their faith in meaningful ways.

In 2022, the following opportunities for our students and staff to broaden and deepen their experience and knowledge of Catholic community included:

- Year 7 Reflection Day which focused on exploration of the theme, "How to keep the Faith".
- Year 8 Reflection Day with Fr. Rob Galea, focusing on his sharing of his personal faith journey and how a relationship with God can be a pillar of support in times of despair.
- Year 9 Reflection Day focusing on the Snakes and Ladders of life and what are the ladders of resilience that we can utilise to help us climb back up.
- Year 10 Reflection Day, which focused on the theme of relationships in life through story and song.
- Year 11 Reflection Day, which focused on social justice issues and our role in combating them.
- Year 12 Reflection Day, which focused on exploration of the theme, "Launching into the Deep".
- Opening College and Ash Wednesday Mass, Stations of the Cross, the Feast of St. Mary of the Cross MacKillop Mass, Year 12 Graduation Mass and End of Year Masses.
- Project Compassion (a student led campaign)

- AJASS Year 10 Pilgrimage to Tasmania
- AJASS Student Leadership Day
- Solidarity Trip to Amoonguna, Northern Territory
- Attendance by students and staff at the annual JJAMM (Jesus, Joseph and Mary MacKillop) conference held in Sydney.
- Attendance by staff at the Josephite Formation Colloquiums in Sydney and Melbourne Heritage Centres.
- Weekly Reflections and Daily Prayer opportunities.

Learning and Teaching

Goals & Intended Outcomes

At Penola Catholic College, Learning and Teaching are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare students for the future. In an ever changing, technologically sophisticated world, we foster the ability to be critically aware and sensitive to local and global issues. In other words, we provide 'Real Life Learning'.

We aim to provide a safe learning environment that prioritises differentiation to ensure the needs of all students are met and are appropriate to their stage of learning. Our educational programs are student centred and aim to foster a growth mindset, empowering students to take safe risks and become independent learners who strive for excellence.

We endeavour to create learning spaces and facilities which utilise the latest technologies to enhance the learning environment and educational opportunities for our students. Our aims in learning and teaching are inspired by our College Mission and Vision and our Curriculum and Learning Policy.

Most of the learning spaces at Penola Catholic College are colourful, light-filled environments with state-of-the-art facilities, multimedia technologies and furniture that enable rich, varied and collaborative learning experiences. Teachers and students strive for excellence, adopt innovative, research-based, best-practice curriculum and contemporary teaching practices. We offered over 50 VCE and VET programs to our VCE/VCAL students across a broad range of subject areas.

Achievements

Penola Catholic College continued to strive for academic excellence in 2022 and added value to the learning experiences through a range of opportunities and Key Learning Areas:

The continued development of our Learning Management System - MyPenola ensured that all educational resources and ICT systems were integrated through one portal for the whole community - parents, students and staff.

Targeted intervention programs ran for those with additional learning needs, offering a range of professional learning resources and workshops to all teaching staff, meeting the legislative requirements.

Embedded the Tutor Learning Program to support students who experienced setbacks in their learning due to Covid-19. This tutoring program was designed to mitigate learning loss and aimed to strengthen literacy and numeracy skills.

Continued refinement of the Year 9-12 Headstart program at the end of the examination period and launching classes in the courses selected for the next academic year in most year levels.

Teachers contributed to the NCCD program for the collection of data on students requiring adjustments.

Continued use of Office 365 tools as a means of collaboration, in particular, Microsoft TEAMS.

Staff Professional Learning

Monash Q Project

In an Australian first, the Q Project's goal is 'to understand and improve high-quality use of research evidence in Australian schools in order to enhance the quality of teaching'.

During this five-year partnership between Monash University and the Paul Ramsay Foundation, the project will involve close collaboration with school leaders, teachers, policymakers, evidence brokers, researchers and other key stakeholders across Australia. Four staff completed the Monash Q project.

Secondary Disciplinary Literacy Project

Instructional leadership, expert teaching and reflective professional inquiry are the drivers of literacy improvement, and these three elements form the frame for this professional learning project. It considers and explores the necessary knowledge and skills of literacy particular to a domain and how to teach for the growth and progress of all students.

Specifically, the project rationale articulates the need to focus on Disciplinary Literacy by supporting Heads of Learning to explore with colleagues the explicit teaching of literate practices in their discipline.

We seek to engage Teacher and Learning Leaders, Literacy Leaders and Domain leaders to engage with us in synchronous and asynchronous learning led by MACS staff and external consultants.

Instructional Coaching

Our coaching model assists staff seeking to improve their pedagogical practice. Teaching staff embraced opportunities that working with a Coach provides. Coaches assist teaching staff in helping to develop in specific areas as determined by each staff member.

Collaborative Planning Teams

At Penola Catholic College teachers work together in Collaborative Planning Teams. With student centred approach the work of the CPTs is aligned with the College's School Improvement Plan and Annual Action Plan. As lifelong learners CPTs collaborated and actively reflected on their practice and student achievement utilizing Rapid Action Plans. Immersed in 'deep collaborative experiences' CPTs communicate, build staff capacity, support one another and make informed decisions to drive continuous improvement. CPTs develop an understanding of what best practice looks like at Penola and collaborate to build a culture of excellence in learning and teaching.

Data Analytics

Staff continued to explore benefits of the Education 360 platform in order to make data informed decisions. They were engaged deeply in monitoring their teaching practice to improve student learning outcomes.

Careers and Subject Selection

Universities and TAFE providers offered their support to our careers expo, lunchtime sessions, pastorals, and 1 on 1 support to our students. The expo was supported by our Heads of Learning who answered questions from parents and students during subject selection.

In 2022, careers staff conducted 1 on 1 interviews with all year 12 students as well as offering a second interview with any student who wanted to further their knowledge. All year levels had a variety of pastoral sessions to assist them in deciding for subject selection.

Many opportunities were available to our students in 2022 including a camp at The University of Melbourne, Defence Force open day, leadership in specific careers, external expos and many other opportunities.

Pre-Service Teacher Placements

Penola Catholic College hosted 29 Pre-Service Teachers.

STUDENT LEARNING OUTCOMES

The VCE results in 2022 indicated some very pleasing efforts from our Year 12 cohort. There were many students completing VCAL, which opened up desired pathways into further study, apprenticeships, and the world of work for the Penola graduates.

The Dux of the College for 2022 was Stafo Hawal with an ATAR score of 93.00. There were two other students who received outstanding ATAR results above the 90 mark, placing them in the top 10% in the state.

Congratulations go to 98% of our Year 12 student cohort who successfully completed their VCE and VCAL studies in 2022. For the VCE, we achieved a median study score of 27 which was up from last year's 26 and just below the state average of 30. Our average ATAR was 60.99, up slightly from 59.26 in 2021.

There were 62% of VCAL students who moved straight into employment in a variety of apprenticeships including building and construction, plumbing, automotive, kitchen operations and electrical.

In December, a most impressive 96% of students who applied for an ATAR received an offer; one of our highest percentages ever. We had 93% of those students receiving one of their top 3 preferences. RMIT was the most popular choice for university entrance followed by Latrobe, ACU and Victoria University. Congratulations must go to all the VCAL and VCE students who strived to do their best during these most trying Covid times and whose achievements reflected their commitment and hard work.

2022

(Range, No, %)

- 0-29, 2, 1.6%
- >30, 9, 8.06%
- >40, 24, 14.5%

- >50, 31, 22.58%
- >60, 28, 25%
- >70, 18, 19.35%
- >80, 10, 7.25%
- >90, 2, 1.6%

- ATARS 124
- UNSCORED 38
- VCAL 57
- VCE 257

Post School Destinations

Most students who applied, via the VTAC process, for a tertiary place at University or TAFE were successful in receiving a first, second or supplementary offer. As stated earlier, 93% of students who received offers were successful in achieving one of their 1st, 2nd, or 3rd preferences. Students applied for a broad range of options with most offers being in Health, Science, Psychology, Engineering, Business and Finance, Law and Criminology, IT and Networking and Architecture and Design.

Students from VCAL as well as some from VCE were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing, Electrical and Hairdressing. Of the 150 eligible VTAC applicants, 144 students (96%), received an offer. Significantly, 136 of these offers were in the December main round, with 29 students receiving an offer or improved preference offer in the January and February rounds. Of the 6 students who did not receive a VTAC offer, they had pathway plans in place with a direct application to VET/TAFE providers, were taking up employment or deferred studies.

Percentage of 2022 Year 12 students moving to each destination

- University Study 66%
- TAFE / VET 14%
- Apprenticeships / Traineeships 14%
- Deferred 1%
- Employment 10%

Study / Career Interest Areas (VTAC offers received)

- Society and Culture 34
- Management and Commerce 33
- Health 27

- Natural and Physical Science 21
- IT 16
- Education 15
- Architecture and Environment 11
- Engineering 9
- Creative 6
- Food, Hospitality and Personal Services 2
- Agriculture and Environment 0

Institutions offering Penola Catholic College students a place

- RMIT 51
- LaTrobe University 51
- Vic University 28
- Swinburne 11
- ACU 6
- Melbourne University 6
- Monash University 6
- AIE 4
- Kangan 2
- Deakin University 1
- Deakin College 1
- Torrens 1
- Collarts 1
- SAE 1

NAPLAN Results

Years 7 and 9 students participated in NAPLAN testing. Whilst the test results are only a snapshot of each student's level of achievement and an indication of how they have performed at a particular point in time, they do provide us, as a school, with valuable comparisons against the State and National performance.

Religion

The faith development of students is nurtured through the Religious Education program and participation in year level Reflection Days. Reflection Day experiences complement the

Religious Education curriculum and provide opportunities for personal development and consider what faith in God, a transcendent reality has to offer.

Health & Physical Education

Students participated in a range of excursions and incursions during the year. These included:

- Year 7 Open Water Learning Experience with Lifesaving Victoria. Year 7 & 8 Aquatics at Elite Swimming Pascoe Vale.
- Year 8 Incursion – Hip Hop lesson with Deon Nuku.
- Year 10 PE: Lawn Bowls, Ten Pin Bowling, F45, BFT, ABF Fitness, Oak Park and Broadmeadows Fitness Sessions, Rock-climbing and Skateboarding sessions.
- VCE: Outdoor and Environmental Studies students to Wilsons Promontory, Grampians Hike, Surf and Ski Trip.
- VET Outdoor Recreation students were able to abseil, mountain bike, surf, walk the Werribee Gorge Hike and canoe on the Maribyrnong River. They also completed a First Aid certificate.
- Year 10 Exercise Science and Year 12 PE with METs Performance included a VO2 Max test and Biomechanics session
- Yr 12 VET Sport and Rec: Bubble Soccer, Gridiron, O'Brien Arena Ice Hockey sessions and Richmond Institute tour and experience.
- Yr 11 VET Sport and Recreation: First Aid certificate, ICE HQ and O'Brien Arena Ice skating sessions, Richmond Institute tour and experience, F45 Fitness session, St Dominic's Primary School Volleyball clinics and organising and hosting the Penola Catholic College annual Primary Schools Volleyball Tournament.

Humanities

VCE students had a few opportunities given to them to experience real life learning. Our legal studies students at both Years 11 & 12 had Scott Ellis from the Forensics Department, Victoria Police come and talk to them about investigating a crime and the use of forensics as evidence. We also had Arthur Bolkas speak to our Year 12 students regarding the use of prisons and the ability of the prison system to rehabilitate offenders.

Year 11 classics students were very fortunate to be privileged to attend the limited exhibition of Greek artefacts at the Melbourne Museum that were on loan from the National Greek Museum. Also, they went to the Hellenic Museum in Melbourne to learn more about the Greek Gods, legends and Myths.

Year 12 History students also spent a day in the city where they were able to learn more about the History of settlement of Victoria by visiting the State library and the Immigration Museum.

For the first time our Year 12 Business Management students went on an excursion for Operation Management, one of the more difficult Areas of Study in the course. Students went

to the Yarra Valley Chocolaterie, where they learnt about the making of chocolates from the cocoa bean right until the final product.

As per previous years, two of our Year 12 students for Legal Studies were awarded the Victorian Bar Legal Award which is organised by the Hume City council. The Highest achiever was given the opportunity to attend a presentation night at the Victorian Bar association in the city, and both recipients were able to complete work experience at the Victorian Bar association during the holidays.

Also, we were able to visit Canberra with our VCE Legal Studies students. They experienced the legal and parliamentary system in operation, but they also were given a history lesson on Australia's involvement in the Wars by walking up Anzac parade and attending the Australian War Memorial.

At Year 8 the students had a hands-on experience with the Medieval day.

Languages

The Languages team was back in the classroom for the whole of 2022, where they created plenty of exciting and real-life experiences for all students. In addition, lunchtime clubs, like the weekly French club held by our assistant, offered those students who wished to be extended opportunities to learn through ludic activities and games. Languages week was the highlight of the year, with all Year 9 French, Italian and Japanese students participating in the Languages banquet, the Year 10 students making pizzelle or taking part in a Japanese drumming workshop and VCE Japanese students enjoying a special Obento box lunch. As for our Junior students, Languages week involved gelati vans, a French croissant breakfast as well as manga drawing, cooking and Hiragana Neat Writing Competitions. As in previous years, the Year 8 Italian CLIL class participated in the Junior poetry competition organized by the CIS/ Swinburne University, where one student placed fourth in the state of Victoria. Year 8 CLIL Japanese students took part in the online exchange program with Ryukai Junior High School in Japan.

Several excursions finally happened in 2022. For instance, as part of their Unit 3 Italian course on the Renaissance in Italy, the Year 12 visited the 'Michelangelo's Sistine Chapel- The Exhibition at the Emporium in the city centre of Melbourne; the Year 11 Italian students went to an excursion to Lygon Street and Museo Italiano; finally, the Year 10 Advanced students went to the Abruzzo Lab where they tasted delicious regional foods as part of their unit on the Italian regions.

Science

Year 7 and 8 Science students at the Glenroy campus had a wonderful of 2022. In addition to the normal classwork like Bunsen burner licenses (Year 7), and chemistry experiments (Year 8) the Year 7 students attended a Zoo excursion in August for their classification topic, and the Year 8 students experienced using an electron microscope as part of the cells topic.

Lunchtime science club provided extension activities for Glenroy students. We completed student directed projects for the Science Talent Search and the structured challenges of Tournament of the Mind.

Science week this year was celebrated with a range of lunchtime activities including Kahoot challenges, Microscopes and making jelly lenses, the Zoo excursion, watching a glass blowing program, and flying drones. Well done to all students who participated and received prizes.

Our new Year 9 Electives Solve the mystery and STEM in action have been extremely popular with the students this year. Students engaged well making models, completing lots of practical tasks, and embracing the hands-on nature of science. In STEM in action students completed two design challenges in groups and developed excellent teamwork and problem-solving skills. In Solve the mystery students had to complete different modules of learning to be able to process pieces of evidence left at the crime scene of Humpty Dumpty and by doing so, not only learned who the culprit was but had fun along the way.

Luckily this year we have been able to attend a variety of excursions across our VCE levels.

These included:

- Victorian Space Science Education Centre (Year 11 and 12 Chemistry)
- Ecolinc (Year 12 Biology)

The students enjoyed interacting with different equipment and were fully immersed in real world learning activities.

Science week saw an unprecedented number of students getting involved! Our theme of Glass: More than meets the eye gave us the opportunity for students to make their own mock stained-glass panels, production of glass mosaic coasters, glass beaded necklaces and key chains, movies and culminated in a Masterclass explaining how to make sugar glass used in movies.

English

The English department once again celebrated Book Week with the theme 'Dreaming with Eyes Opened'. During the week staff and students were involved in daily quizzes and activities and the Glenroy students (and staff) were encouraged to dress up as their favourite character.

Further, Year 12 students participated onsite with a Year 12 Practice Examination weeks prior to their final examination. All students were provided this opportunity inclusive of EAL, Literature and English Language. External assessors were involved in marking these examinations to provide our students with the best possible feedback in readiness for the VCAA examination.

Mathematics

In 2022, the focus of the Mathematics KLA was to continue to develop a curriculum where all students were motivated and challenged, where student learning was relevant and engaging, and where all students were able to experience success. In particular, the KLA focussed on encouraging students to see the value of completing homework and so be better prepared for assessment tasks. The Maths staff constantly guided and mentored the students, as this is an integral part of successful learning outcomes and enjoyment at school.

Lunchtime Maths Club continued successfully on both campuses for students needing extra help, with more sessions being offered each week at the Glenroy Campus. As always, Maths Club was very popular with our Year 12 students. Maths Club was one-way teachers could spend more time with students and help mitigate the effects of two years of remote learning.

Maths Week was celebrated at Penola in the second week of August. Students at the Glenroy Campus had the opportunity to participate in many activities including Maths Bootcamp.

Technology

Students and teachers were excited to get back into the classroom and do practical work again.

Year 7 & 8 at the Glenroy Campus managed to Cook and do Design Wood for a semester.

On the senior campus, Year 9 & 10 students managed to get a taste of their chosen elective subjects like Textiles, Electronics, Engineering and Food Studies. All doing hands-on activities to upskill in their chosen subject.

At VCE level, students had a variety of subjects to choose including VET subjects like Hospitality, Engineering and Hair & Make-up. An Engineering student receiving the highest Study Score with a 44 score.

All students and teachers got involved with the 2022 Technology Show, the Fashion Show being the highlight of the evening. Another highlight was students entering the STITCH don't DITCH competition and winning the overall best school award.

Information Technology

In Year 12 VET IDMT, students continue to work collaboratively with other students to program an advanced 3D computer game using the Unity Game Engine and coding in C#.

While studying cyber security in Year 12 VCE software development, the students focused on the interactions between information systems that share data and how the performance of these systems are dependent on the integrity of the data.

In Year 11, students applied problem-solving stages of analysis, design, development, and evaluation to create a working solution from design requirements. This involved using a range of processing features and data structures, along with conducting testing and debugging techniques to ensure the software solution worked as intended.

In Year 10 IT programming, students continue to code for learning by extending their knowledge of Python by creating text based games such as two player horse race and simulated card games. They use this knowledge to create computer games using Unity Game Engine followed by building and coding a drone to fly remotely.

In Year 9 IT programming, students start by creating text based games coding in Python. They then work towards controlling a smart car. This is done by coding the smart car to follow a white line using built in infrared sensors; detecting distance stopping the smart car crashing into walls; as well as coding RGB brightness light to create an infinite number of colours that make the smart car flash at different speeds.

In Year 8, students use a client's list to design and develop ideas to create a house plan solution. This is a 3D modelling design that includes everything from walls, paint, flooring as well as appliances.

In Year 7, students use inventors kits to construct circuits. Once built they connect a Microbit and code it using MakeCode Editor to control the electronic circuits.

Performing Arts Music

Our 2022 performance calendar commenced in Term 1, with our senior rock band lunchtime concerts in the Performing Arts Centre Quadrangle. In May, 88 enthusiastic students and

staff attended Performing Arts Camp, at Rutherford Park, Blampied. In the week following Performing Arts Camp, we held three performances - our Year 10 Theatre Studies class performed Café Murder to our Year 7 students in the morning and then to a public audience in the evening and then the following day we held our first Performing Arts Variety Night. Our Semester 1 performance calendar closed with our Unit 1 and 3 VCE Music Night.

Second Semester was also packed with performances. After a 3-year hiatus, we finally performed our first production – High School Musical Jr bringing our wonderful production community together. In August, senior voice students participated in a special Vocal Workshop and Masterclass Incursion. Our Year 12 VCE Music Performance students performed their Unit 4 programs in the lead up to their end-of-year external performance examinations. Junior Voices visited Corpus Christi Primary school to perform a program of songs to a select group of students and our Senior Concert Band visited St. Matthew’s Primary School where they performed a wonderful selection of musical works and ran a short introductory session to concert band instruments for the Grade 4 students. Our Term 3 performance calendar closed with our Rock Band Night featuring six Penola Rock Bands across all year levels, as well as various soloists throughout the night. Term 4 events included Unit 2 VCE Music Night, Year 9 and 10 Dance and Drama Night, Under the Stars Concert, Junior Music Soiree and Awards Night.

Visual Arts

Visual Arts students created an array of media, art and design works. Final VCE folios were of a very good standard and showed a dedicated growth in our creative students working at the senior level. We again had student clay work chosen for display in the Catholic Education Art show. Selected VCE students attended the Sydney Art Tour for Media, Studio Arts and Visual Communication and Design. The Co-Curricular Ceramics club was ever so popular and a real success, engaging students in three-dimensional artforms, techniques and processes.

MEDIAN NAPLAN RESULTS FOR YEAR 9

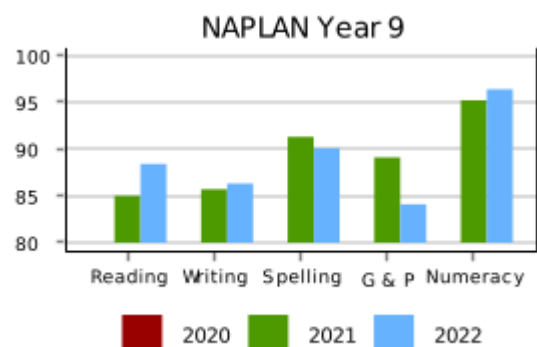
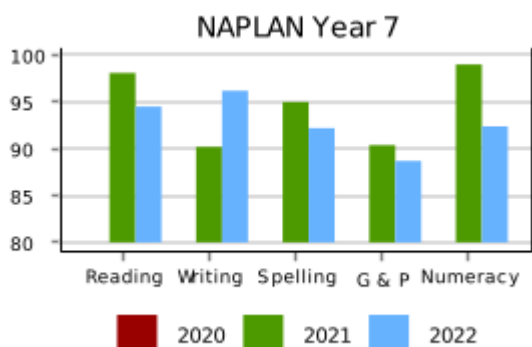
Year 9 Grammar & Punctuation	558.5
Year 9 Numeracy	562.1
Year 9 Reading	561.6
Year 9 Spelling	564.9
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	90.4	-	88.7	-1.7
YR 07 Numeracy	-	99.0	-	92.4	-6.6
YR 07 Reading	-	98.1	-	94.5	-3.6
YR 07 Spelling	-	95.0	-	92.2	-2.8
YR 07 Writing	-	90.2	-	96.2	6.0
YR 09 Grammar & Punctuation	-	89.1	-	84.1	-5.0
YR 09 Numeracy	-	95.2	-	96.4	1.2
YR 09 Reading	-	85.0	-	88.4	3.4
YR 09 Spelling	-	91.3	-	90.1	-1.2
YR 09 Writing	-	85.7	-	86.3	0.6

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

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



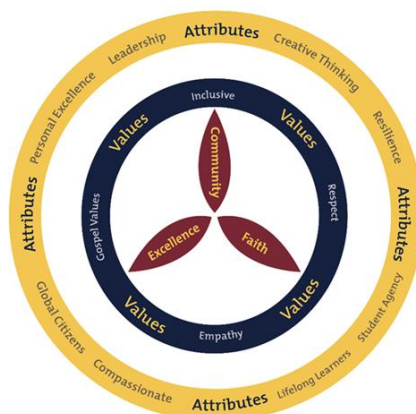
Student Wellbeing

Goals & Intended Outcomes

Penola Catholic College’s approach to wellbeing is founded on the example of Jesus Christ which guides us in building a faith and learning community, actively pursuing excellence. It is Jesus Christ Himself who has baptised us into a life of fullness by showing us ‘the way, the truth and the life’ (John 14:6). We believe that all human life is unique, sacred and loved by God and that human flourishing is supported by celebrating the innate dignity of each person who is made in the image and likeness of God (Genesis 1:27). Therefore, as a College community we aspire that all students live life abundantly as Jesus desired (John 10:10). Based on this approach, Penola Catholic College is a diverse learning community that promotes student wellbeing, which is critical to the development of the whole person and supports students in reaching their optimal potential. We endeavour to nurture a healthy student attitude to school and attributes of resilience, levels of personal accountability and engagement, and a sustainable work ethic that promotes our learning culture.

In 2022 the College began the implementation of a Wellbeing Framework underpinned by our College's Shared Vision and Pastoral Care philosophy which calls for a standard of care for students that is explicitly modelled on the example of Jesus and the Charism of St Mary MacKillop. It fosters concern for the dignity and growth of all students, staff and parents. It requires a commitment to create forgiveness, hope, healing and reconciliation in order for all members of the college community to experience the formation, development and enrichment of authentic and positive relationships. Student wellbeing is at its best when students feel connected through the formation of authentic and positive relationships. When these are visible in a school, students are more likely to flourish and be active participants in an educational setting that seeks to enhance their learning and develop their physical, emotional, spiritual and social attributes.

The Penola Catholic College Wellbeing Framework consists of an overarching vision, key elements, guiding principles, and effective practices to support the school community in order to build and maintain safety, positive relationships and wellbeing in the Catholic tradition. The key elements focus on inclusion, student voice and community partnerships with the view of developing respect, empathy, gospel values and through our Josephite charism, fostering a sense of community. This framework creates a platform for staff, as well as students and parents to build a positive and inclusive learning environment through explicit teaching, evidence informed practices and active participation of the whole school community.



Achievements

As the College commenced the 2022 school year, school wellbeing activities and programs were navigated through the new Covid-19 normal and the changing government guidelines. As 2022 progressed, each day was one more day of face-to-face learning compared to the previous two years. Whilst many students and staff were happy about the return of many traditional school experiences that could not be offered during the pandemic, it is acknowledged that adjusting to the routines and expectations of regular school was at times challenging. As a result, a key priority in 2022 was to support students to return to classroom routines through the provision of structured classroom environments and consistent and clear learning and behaviour expectations. These strategies aimed to assist in promoting calm learning environments for optimal wellbeing. The College continued to work in partnership with families and the community to support optimal wellbeing of students.

Ongoing professional development opportunities that support staff to develop a greater understanding and focus of the breadth of student wellbeing continued during 2022. The whole school approach to restorative justice underpins supporting students to develop their behavioural accountability. Student wellbeing throughout the year was monitored and supported by collaborative efforts of Homeroom and Subject Teachers, Year Level Coordinators and Coordinator of Students. In recognition of the increased help seeking by students for support from school psychologists, counsellors and youth worker, 20 staff participated in Youth Mental Health First Aid training. Through a partnership developed with the ICAN Network, all staff participated in a workshop designed to enhance teachers ability to support the learning needs of Autistic young people.

VALUE ADDED

Introduction of The Resilience Project

As part of continued refinement and development of the pastoral program, and a focus on the intrinsic growth of the individual, the College began the implementation of The Resilience Project. The Resilience Project aims to support mental health in the classroom, staff room and family home through presentations, student curriculum, teacher resources and digital content. The Resilience Project implementation has included:

- Mapping of the current pastoral program to identify optimal opportunities for The Resilience Project lessons
- Staff introduction to the project including presentations and online modules about the key components of the program Gratitude, Empathy, Mindfulness and Emotional Literacy
- School leaders attending The Resilience Project teacher conference
- Students being provided with the opportunity to learn the value of, and practice key skills in gratitude, empathy and mindfulness through structured activities
- Prompts in the College student planner providing opportunity for ongoing reflection and application of social emotional skills.
- Video presentations for families about The Resilience Project created by the school counsellor and shared through the College Facebook page

Partnerships and Collaboration

Parent Teacher Student Partnership Meetings were conducted in person and online to further build partnerships between the College and families in supporting the educational and wellbeing needs of students. Ongoing preparation by the IT department of the data dashboards has assisted in identifying emerging trends of student wellbeing, attendance and academic performance.

The College continued its partnerships and collaboration with external services to promote student wellbeing. This included:

- Banksia Gardens Community Centre Aiming High tutoring program
- Melbourne University Student Welfare Outreach Team revision classes for Year 12 students
- School Focused Youth Services of Hume and Merri-bek to identify school program needs
- Continued partnership with the Black Dog Institute future proofing longitudinal study
- Participation in the Secondary Student Wellbeing Cluster meetings
- Attendance at the Hume City Council Principals' Breakfasts
- Participation in the Hume Whittlesea LLEN Hume Youth Commitment
- Continued participation in the Respectful Relationships Catholic Schools Cluster

Support for students

In recognition of the range of mental health concerns that students have faced in recent years, several strategies, and initiatives to promote mental health and develop the personal skills of resilience and coping were offered including:

- Inaugural Junior Campus Mental Wellbeing Day introduced by the Glenroy Campus Wellbeing Team. The day was a huge success and included guest presenters (Butterfly Foundation and Luke Kennedy) and students choosing from workshops such as Lego masters, Christian meditation, art therapy and yoga.
- Student led initiatives during Mental Health Week across both campuses to raise awareness about regular maintenance of mental health and ways to seek support.
- Pastoral sessions organised by year level teams to enhance connectedness.

The Wellbeing Team including Year Level Coordinators, Coordinator of Students, School Psychologists, Counsellors, Speech Pathologist and Learning Enhancement staff are to be thanked for their tireless efforts in supporting student wellbeing needs. Many students have benefited from supported referrals from Homeroom and Subject Teachers for individual counselling and assessments and participation in skill development groups. In addition to individual counselling, a variety of group interventions were implemented, extending the reach of service and also providing students with the support of their peers. The College Counsellors, Psychologists and Youth Worker facilitated specialised groups across the College including:

- Social stencil supporting young people to navigate friendship issues independently
- Anxiety Group to enhance coping skills

- Revved Up Anger and emotional control skills group
- I AM Mindful program teaching emotional regulation
- I Can Mentor Program designed for students with ASD and facilitated by a mentor living with ASD
- Lego Club and mindful colouring and Minecraft group fostering social support
- EAL social club and youth ministry

Collaboratively, Year Level Coordinators/Coordinator of Students/Wellbeing Team staff, and Teaching staff developing personalised Behaviour Support Plans for students with a recognised need for them.

Supported referrals to external agencies were provided to students and families to access additional support when required from The Orange Door, Headspace, Orygen, Victoria Police, Department of Families, Fairness and Housing, Navigator Program, and Foundation House.

Students with diverse needs were provided with ongoing support from the staff working in the Student Enhancement and Student Inclusion Teams. These teams include Learning Enhancement Teachers, Multicultural Education Aides, Learning Support Officers who dedicate their time and expertise to assisting students throughout all areas of College life. The College partakes in the Nationally Consistent Collection of Data (NCCD) to ensure all students with specific learning and health needs are cared for and given the best support possible at school.

Student Leadership

All students are encouraged to show leadership by accepting responsibility for their own work and behaviour and for creating a safe, caring and productive environment for all. Our student leadership structure provides opportunities for students to exercise more specific leadership roles in the College. The Student Leaders are to be commended for their enthusiasm, commitment, and eagerness for providing opportunities for students and advocating for student needs. They embraced the return to face to face learning with fundraising efforts, lunchtime activities including staff vs student sport matches and awareness raising events.

Co-Curricular

The beginning of the school year saw Year 7 students transition to secondary school and Year 9 students commence their journey at the Senior Campus. The school camp program provided opportunities for the respective year levels to form peer relationships and challenge themselves in a range of activities. The Year 7 camp was at Camp Manyung located at Mt Eliza whilst the Year 9 students took part in a Year 9 camp at Lady Northcote Bacchus Marsh. Year 9 students were also provided with the option to further challenge themselves and could participate in an Adventure Camp, involving hiking, tents and own food preparation.

It was exciting to see the return of many key events and activities on the school calendar throughout 2022 that promote the social and emotional development of students including:

- Year 9 City Experience
- St Mary of the Cross MacKillop Feast Day celebrations
- The Year 10 Ball

- Year 10 Work Experience
- Performing Arts performances
- Year 12 celebrations including Year 12 Graduation Dinner
- Various sporting and co-curricular activities
- Year 8 and 10 students visiting La Trobe University to learn more about tertiary studies
- Interstate learning tours and sport trips

STUDENT SATISFACTION

With a return to face-to-face learning throughout 2022 many students had to relearn the routines of schooling. For some students this took very little time but for others it took a great deal of time and effort. There is no doubt that the prolonged lockdowns in 2020 and 2021 impacted on student outcomes, readiness for learning and their mental health. The overwhelming response from students when asked about the return to face-to-face learning is that they prefer to be at school with their friends than remote learning.

A consistent message from teaching staff was that students at each of the respective year levels were generally less mature and prepared for the academic rigours in comparison to previous students at this year level. Teaching staff spent considerable time reducing content and focusing upon the key skills and knowledge required in each of their respective subjects. Our focus for the year was upon mitigating the learning loss that had resulted, despite our best intentions, from remote learning.

Students noted that it was great to return to school and face-to-face learning. There was also an acknowledgement that, while Covid-19 had an impact on school engagement and belonging, overall students feel confident and safe in the different contexts of learning offered at Penola Catholic College.

The narrative associated with learner mindsets, student voice, College expectations and support for students was exceptionally positive. The data analysed also indicates that students felt known, accounted for and that the learning partnerships established were of value. Students highlighted the positive impact of the programs on offer and the various initiatives in place to assist them at various stages within their secondary educational journey and within the various contexts of learning that operated in 2022.

STUDENT ATTENDANCE

The College monitors student attendance with staff marking student attendance period by period.

Campus Office staff will contact families by phone or text message to check on students who are not in attendance and whose parents have not contacted the College.

In 2022, processes to notify families of accumulative lates and absences were further refined through the student management system and data dashboards.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	86.6%
Y08	85.5%
Y09	83.2%
Y10	83.4%
Overall average attendance	84.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	98.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	66.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	16.0%
Deferred	4.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

The physical, emotional and social wellbeing of students is fundamental to their learning and physical development. Penola Catholic College is committed to highest standards of care for the students in our care, and to fostering a Child Safe culture (ministerial order 1359) that prioritises the wellbeing, safety and protection of all.

Achievements

In 2022, the following actions and achievements enabled Child Safe Standards to be embedded in all aspects of College life:

- Extending the focus on Child Safety as a key responsibility of all staff, both in online and onsite learning modes
- Ongoing professional development of staff to foster a zero-tolerance approach to all forms of Child Abuse and empower staff to identify and report all reasonable suspicions of risk to a child
- Reinforcement of the exemplary professional boundaries for staff outlined in the College's Child Safe Standards in their interactions with students in both virtual and face-to-face environments
- Ensuring Child Safety is a standing agenda item in meetings of the School Advisory Council, College Executive, Student Wellbeing meetings and Staff meetings
- Publication of the College's Child Safe Standards on the College Website to ensure the community is familiar with the expectations and safeguards in place for the children in our care
- Development of a child-friendly version of the Child Safe Standards to promote student awareness of their rights to feel safe and be kept free from abuse
- Ongoing communication and access to information about Child Safety via the College Website and the Learning Management System, MyPenola is made available to staff, students and families
- Ongoing review of mandatory reports, utilising the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' process, to ensure a collaborative process of review following all mandatory reports
- Completion of the Mandatory Reporting Module by all staff and regular updates and briefings throughout the year regarding Child Safety matters and professional development
- Consistent induction of all staff, volunteers, pre-service teachers, contractors and visitors in child safe policies and procedures, culminating in signing the Child Safe Code of Conduct
- Initial review of College procedures and processes against the 11 new Child Safe Standards to identify areas for ongoing improvement at Penola Catholic College

- Vigilant tracking of Working with Children Checks and VIT Registration information to ensure all teaching, non-teaching staff, volunteers and visitors meet the requirements to work safely with our students
- Ongoing professional development and training of Child Safety Officers to support students and assist staff in monitoring and reporting any breaches of Child Safety
- Implementing recording procedures for making or responding to requests for information under CISS and FVISS
- Prominent display of photographs of the Child Safety Officers in all buildings to assist students to readily recognise personnel who can assist them if they ever feel unsafe
- Fortnightly meetings of the Coordinators of Students, Year Level Coordinators, Student Enhancement staff and Wellbeing Teams to monitor 'at risk' students and develop action plans for support
- Thorough risk assessments for all excursions, activities and programs to ensure students' safety is prioritised
- Regular review of duty of care provisions – in the yard, in classrooms and online - to ensure supervision of students affords the best possible care
- Abundant opportunities for students to access support via the Pastoral Care structures and Wellbeing Team, with frequent communications encouraging students to seek assistance if they ever feel unsafe or experience any form of physical, emotional or sexual abuse
- Cybersafety programs, mental health activities, wellbeing seminars and other initiatives to support students to develop their understanding of protective online behaviours.
- Continuous review of the College's Child Safety provisions to strive for ongoing improvement in care and support.

Leadership

Goals & Intended Outcomes

In keeping with our Mission Statement, the College Leadership Team is committed to developing a learning community that enables our young people to achieve personal excellence.

To develop a strong professional culture of effective leadership and management that nurtures and engages the staff.

A key focus for 2022 for Penola Catholic College was the social and emotional wellbeing of both the staff and students, especially after two years of remote learning due to the Covid-19 pandemic.

Achievements

In 2022, Staff Professional Learning took a variety of forms, with many of the Professional Learning Opportunities delivered through external guest presenters, in-house training and collegial activities. A key focus was on the introduction of the Penola Catholic College Wellbeing Framework. The framework provides a whole school approach that aims to capture the social, emotional, intellectual and spiritual development of students at Penola Catholic College. The framework included the introduction of the Resilience Project through the pastoral program. Members of The Resilience Project presented to the Wellbeing Leaders and all Teaching staff around its implementation. As part of the Wellbeing Framework's implementation, staff professional development took place, delivered by members of the newly formed Wellbeing Framework Reference. The Wellbeing teams across the college also underwent professional training on Mental Health First Aid with an external provider as part of their growing knowledge on student mental health.

Many parts of the program are part of our everyday classroom practice and can easily be embedded into our curriculum and classroom delivery

The broad range of in-house Professional Learning activities included:

- The Wellbeing Framework Implementation
- The Resilience Project
- Mental Health First Aid Training
- Continuation of the Growth Coaching Model with the introduction of all new staff to the College are to work with an instructional coach.

Other whole staff PD was undertaken in the following areas:

- Master-classes and workshops on our Learning Management System
- MyPenola - Setting up Courses and Continuous Reporting
- First Aid & Anaphylaxis Training
- Bullying & Harassment in the Workplace
- Protecting Children - Mandatory Reporting and other obligations

- NCCD training modules were offered
- Student Management
- Sustainability
- Managing stress and anxiety

Individual teams at the College in both the teaching and support staff areas, undertook professional learning both in-house and externally provided as relevant to their work and specialised field, in alignment with College priorities, Learning Area or team priorities and individual goals such as:

- Wellbeing Teams
- CLIL Content & Language Integrated Learning for Languages Teachers
- Victorian Curriculum
- Leadership workshops
- ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data
- Careers, VCAL & VET Conferences
- Performance Development and Coaching Training
- Contemporary Learning eBooks and online learning programs such as Oxford, Jacaranda, Language Perfect and Edrolo PD
- New graduate teachers were assisted to achieve full registration
- Teachers took on roles with the Victorian Curriculum and Assessment Authority (VCAA) as VCE assessors and examiners
- A wide range of externally provided Professional Learning activities were accessed by many teachers and support staff. The College maintains subscriptions to education and leadership journals and organisations. Both hard copy and online publications were subscribed to and distributed for professional reading.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, Staff Professional Learning took a variety of forms. Professional Learning was delivered through in-house training and collegial activities, formal mentoring for new employees, and informal mentoring of middle leaders as well as whole school professional learning programs on a range of topics from workplace safety, student achievement, learning spaces and pedagogical approaches which were delivered by external providers as well as our own staff. Some professional learning continued on an online platform. It was great to have staff returning to face-to-face training through various organisations broad range of Professional Learning activities.

A wide range of externally provided Professional Learning activities were accessed by many teachers and support staff. Professional Learning included:

- Continuation of the Growth Coaching Model
- Masterclasses and workshops on our Learning Management System (MyPenola) e.g., Setting up courses and continuous Reporting
- First Aid & Anaphylaxis Training
- Protecting Children - Mandatory Reporting and other obligations
- NCCD training modules were offered
- ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data
- Graduate teachers were assisted to achieve full registration
- Teachers took on roles with the Victorian Curriculum and Assessment Authority (VCAA) as VCE assessors and examiners
- The College maintains subscriptions to education and leadership journals and organisations.
- Staff attended a wide range of Key Learning Area conferences e.g., ACHPER, VATE, STAV etc.
- Penola staff joined the Hume Respectful Relationship Catholic School cluster
- Selected staff completed the Monash Q Project to improve high quality use of research and enhance the quality of teaching
- Selected staff participated in the MACs Senior Disciplinary Literacy Project focussing on literacy in Mathematics and Science
- All staff worked in Curriculum Planning Teams to inform decision making and encourage reflective practice
- Staff utilised the Education 360 platform to hone their data analysis skills and to monitor student achievement

Number of teachers who participated in PL in 2022	160
Average expenditure per teacher for PL	\$1405

TEACHER SATISFACTION

The 2022 data collected through the school review, exit interviews and new starter feedback as well as general feedback from staff consistently reflects staff satisfaction. The narrative associated with School Morale, School Climate, Empowerment, Supportive Leadership, Instructional Leadership, Professional Growth and Professional Learning opportunities remains positive across multiple data sets. The longevity of staff service indicates high levels of satisfaction.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.1%

ALL STAFF RETENTION RATE	
Staff Retention Rate	88.0%

TEACHER QUALIFICATIONS	
Doctorate	1.3%
Masters	22.4%
Graduate	42.8%
Graduate Certificate	7.9%
Bachelor Degree	87.5%
Advanced Diploma	15.1%
No Qualifications Listed	3.9%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	173.0
Teaching Staff (FTE)	154.7
Non-Teaching Staff (Headcount)	98.0
Non-Teaching Staff (FTE)	80.2
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Our College Community is large involving our Parishes, our feeder Primary Schools, our Catholic zone, our parents and friends, our Alumni, our community and ultimately our experience as global citizens and our global community - we impact all as they impact us. This reciprocal relationship enables us to be educators and be educated. Serving this community is at the core of what we do.

Goal Outcome

To deepen our relationships within and beyond the Penola community, fostering appropriate and supportive engagement with parent/carers and the wider community.

That participation and involvement with parent/carers, the parish and wider community continues to grow.

Achievements

- Continued implementation of Cultural Inclusivity in Communication, Mindset and Understanding and Student Involvement
- Utilisation of Translation Services for our culturally diverse parent/carers body
- Student Representative Council (SRC) and other student leadership groups
- Performing Arts: music and ensemble opportunities, Penola Voices, CD recording etc.
- Parental involvement in Individualised Learning (e.g. ILPS and PSGs)
- Greater parental involvement in the progress of their child e.g. Engage portal in MyPenola (including assessments, courses, direct messages, documents, portals, reports, timetables); Operoo (excursions, notifications, correspondence)
- Dynamic webpage where visitors can access Newsletters, policies, photo gallery, enrolment information, handbooks, and uniform information
- Facebook page with continual currency of College events, news and announcements
- College annual Yearbook and fortnightly Newsletter
- Principal Tours

VALUE ADDED

- Developed collaborative partnerships to strengthen opportunities for all

- Continue to ensure existing links within the parish, community and to local schools are maintained and enriched
- Timing, nature, and frequency of contact with parent/carers regarding student progress and development enhanced
- Celebrating, promoting, and enriching the strength of the existing partnerships and explore further opportunities
- Seeking feedback from parent/carers regarding school programs and practices specifically via two surveys on remote and online learning and wellbeing
- Development of College Master Plan that links our Vision, Mission, Educational Principles and Key Strategies
- Through the College community seek support for ongoing improvement in outcomes for all of our students and staff
- Enhancing community connectedness and stronger social networks for all
- Improved links between College and community agencies
- Mothers' / Fathers' Day Breakfasts
- Opening of the School Year Mass
- Mary MacKillop Feast Day Mass and activities
- Parent Teacher Student Partnership meetings
- House and Interschool Swimming and Athletics carnivals
- Annual College Awards evening
- Year 12 Graduation Mass and Dinner
- Years 7-12 Reflection Days
- Year 7 camps
- Year 9 camps
- Musical performances

Our annual major Community Awards recognising the recipient's outstanding services and commitment to the College were presented at the conclusion of the school year. Angus Drenen was awarded the Mary MacKillop Award (Students) and Joulia Youkhana was awarded the Mary of the Cross Medal (Students), Mrs Michelle Quiriconi and Mr Chris Caldow were each awarded the Penola Medal (Staff) and Mr Colin Peasnell was awarded the Josephite Medal (Parent/Community)

PARENT SATISFACTION

In the latest round of MACSSIS surveys conducted in Term 3, 2022 parents reported significant increases in the following questions when compared to the 2021 survey results:

- In the past year, how often have you communicated with teachers at your school?
- How often do teachers seek your expertise and knowledge of your child and their learning?
- In the past year, how often have you participated in conversations with your child's school about their learning or wellbeing?
- How well do you feel the school is preparing your child for the next school year?
- How well do the classroom experiences offered at the school match your child's interests?
- How motivating is the classroom learning experiences at your child's school?
- How much respect do you think staff at your child's school have for the children?
- How well does the school value the diversity of children's backgrounds?
- How often do students demonstrate respect for one another?
- How likely is it that staff at this school would notice if something isn't right with your child?
- How comfortable do you feel in reaching out to the school for support?

In the latest round of MACSSIS surveys conducted in Term 3, 2022 parents reported significant decreases in the following questions when compared to the 2021 survey results:

- How well do teachers at the school support you to engage with your child's learning?
- How involved have you been with a parent group(s) at your child's school?
- How well does the school consider your family's cultural background?
- How well does feedback from the school help you to understand how your child is doing in other aspects of their school life, such as peer/social relationships, communication, and wellbeing?

Data suggests parents:

- Feel engaged with their child's learning
- Are likely to recommend the College to prospective families
- Believe the overall approach to discipline works for their child
- Recognise that staff are approachable
- Consider the physical environment as being pleasant

- Recognise that the feedback received from the College helps them understand how their child is doing outside of academics
- Are satisfied with the timeliness, frequency, and quality of communication between the College and families
- Perceptions of and engagement with the overall Catholic Identity of the College is positive
- Have a respect for the Catholic religion and religious beliefs emphasised at the College
- Believe there is a strong emphasis placed on the Catholic ethos of the College

Future Directions

Achievements / Value added

- Edmund Rice and L Block Demolished
- Commencement of new Year 12/ VCAL Building
- Grounds and maintenance building completed
- Shade star structure installed North of the McCormack Centre
- New ovens and joinery completed in Food Technology B/M
- Upgrade to roadway and kerbing Glenroy Campus
- Lifting hoist installed Glenroy Gym accessible toilet
- Design for bus turnaround and overflow carpark completed
- Public address systems upgraded Broadmeadows
- Speed humps installed Broadmeadows carpark
- New projection screen installed on stage in Auditorium

Goals for 2023

- Complete the Year 12/ VCAL Building and Landscaping
- Begin works on new B/M overflow carpark and bus turn around
- Begin paving works around maintenance building B/M
- Modification of entries to accessible toilet Glenroy
- Begin the demolition of the Shortis building
- Complete the design of the new year 10 and canteen buildings
- Install new platform lift to the Assembly Hall stage
- Upgrade Glenroy campus PA Systems
- Complete the resurfacing of synthetic sports field Glenroy
- Upgrade cooling systems Smyth & Tenison Woods Buildings