



Penola
CATHOLIC COLLEGE
EST. 1995

ANNUAL REPORT 2017

Registered School Number

E1363 / RSB1949



Penola

CATHOLIC COLLEGE
EST. 1995

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Principal
Mr Chris Caldow

President of the Canonical Administrators
Father Tomy Kalthoor

School Board Chair
Mrs Mary Anastasopoulos

May 21, 2017

I, Chris 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Principal

Mr Chris Caldow

Chris Caldow



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Our College Vision

‘Penola Catholic College strives to involve its members in the life of the wider society. Through parish participation, local community activity and appreciation of national and global issues, we endeavor to foster critical awareness, a sense of belonging and a desire to work towards God’s Kingdom of justice and peace.’

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student.

As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Penola Catholic College strives to involve its members in the life of the wider society. Through parish participation, local community activity and appreciation of national and global issues, we endeavor to foster critical awareness, a sense of belonging and a desire to work towards God’s Kingdom of justice and peace.

- We seek to explore and celebrate the living Catholic tradition.
- We embrace the gospel values of justice, compassion and reconciliation in the ways we relate and work with each other
- We nurture each person in the ongoing development of his/ her faith.
- We believe that all people should be treated with dignity and compassion respecting and celebrating the richness of our social and cultural diversity.
- We strive for school structures and curriculum that are just, flexible and open to critical appraisal.
- We believe that all have a role to play in decision-making where collaborative solutions are sought openly.
- We strive to offer the best possible education for each student.
- We commit ourselves to the development of skills and talents through a broad-based and inclusive curriculum.
- We believe that all members of the College community, female and male, must have equal opportunities to develop their full potential.
- We appreciate and foster creativity and the many forms of its expression. We promote critical thinking and a spirit of enquiry.
- We encourage individuals to discover an inner strength and direction in order to become responsible for their own actions and to make a significant contribution to society.
- We believe in interacting with the wider community to make this region an even better place in which to live, work and learn.
- We believe that students should be encouraged to be critically aware of the society in which they live.
- We value all of creation and accept responsibility for the environment.
- We believe that the Christian message of hope will shed light on our relationships, our learning, our appraisal of the world and our participation in the world



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 & Meadow Heights, Good Shepherd – Gladstone Park and St Carlo Borromeo - Greenvale, St Thomas More's – Hadfield, St Francis de Sales – Oak Park and St Matthew's – North Fawkner.

The College is governed by the Association of Canonical Administrators. The College is administered by the Penola Catholic College Board, under delegation from the Association of Canonical Administrators.

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 men and women who are ready to take their proper places in today's society.

Modern state of the art facilities and well-resourced programmes 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 programmes, Student Leadership Programmes 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

As I write this report we are drawing to the close of another incredibly busy and successful year, the twenty third since the foundation of the College in 1995.

Blessing and Opening of the Mary Aikenhead Gymnasium

The new Mary Aikenhead Gymnasium was blessed and officially opened on Monday 15th May at 2.30pm. The Gymnasium was blessed and opened by Bishop Terry Curtin and Senator James Paterson, Senator for Victoria, had attended the opening ceremony on behalf of the Australian Government. The Opening of the Mary Aikenhead Gymnasium is another chapter in the unfolding story of Penola Catholic College and its predecessor colleges. As some of you would be aware, the Glenroy Campus of Penola Catholic College takes all of our Years 7 & 8 students. From 1967 until 1994, the Sisters of Charity ran a Years 7 – 10 All girls College on this site called Sancta Sophia College. Mary Aikenhead was the foundress of the Sisters of Charity and it is fitting that we acknowledge the contribution of the Sisters of Charity within this community through the naming of our new Gymnasium. It is the culmination of a significant degree of planning by my predecessor, Mr Chris Blake and I would like to take this time to publically acknowledge his foresight and vision for this facility.

The planning and construction of the building took place over a period of approximately 2 years. We acknowledge especially the expertise of our architect, Mr Ezio Costa from Clarke Hopkins Clarke, who has designed a wonderful contemporary facility within the usual constraints of space and money.

On behalf of all of us I thank you Ezio, and your staff, for once again converting our ideas into the reality of a new building. We acknowledge the work of our builder Raysett Constructions Pty Ltd and its staff, particularly Eddie, Lisa, and Jake. We wish to thank also Mr David Vilchez from the Diocesan Building Advisory Service for his assistance and advice. We acknowledge the contributions of College staff members including Mr John Gribble, Mrs Jenny Vinten, Mr Peter Ratcliffe and his team, Mr Anthony Ratcliffe and Mr Gareth Henderson.

As a large Catholic co-educational secondary school situated in Melbourne's North West we are able to offer a significant range of pathways for our students. The new Mary Aikenhead Gymnasium will provide state of the art facilities for our Years 7 & 8 students in the areas of Health and Physical Education. One of our publically stated aims is to provide holistic education and this facility will certainly help with the development of the physical aspect of each student here at Penola Catholic College.

I acknowledge the contribution of the Australian Government who provided \$1,150,000 towards the total cost of \$2.774 million of the Mary Aikenhead Gymnasium. Senator James Patterson, Senator for Victoria, represented the Federal Government here and I take the time to publically thank and acknowledge the Federal Government for their contribution towards this Gymnasium. It is my hope that our students will use the facilities provided to their full advantage and that it will support the students to become confident, happy and productive young adults.

LOTE Homestay Visits from Japan and France

Our sister school from Japan, Dokkyo Saitama High School, visited on Thursday 16th to Friday 24th March, 2017. Our sister school from France, St Jean Baptiste de la Salle, Avignon also visited on Thursday 16th to Thursday 30th March, 2017.

A number of our families hosted these students throughout this time. I would like to publically thank each of the families who have volunteered to host a student from either Japan or France. Without your generosity these programs would not be able to take place which would be a total shame given the benefits for both the host student, our students and their families.

The homestay experience is designed so that our sister school students get a taste of life in an Australian family and the Australian culture.



Penola Medallists

At the end of 2017 two Penola staff members were recognised for their contribution to Penola Catholic College with the awarding of the Penola Medal. The Penola Medal is awarded to a staff member, Canonical Administrator or Chaplain who has given service in a pastoral or professional capacity and has shown loyalty and commitment to the College for an extended period of time.

The first Penola Medal for 2017 was awarded to Mr Peter Ratcliffe

Peter is to be commended for his never-ending support of the College. In my time here at the College there have been many, many events that I have required spaces to be set-up and packed- up and called on the maintenance team via Peter to arrange these. Peter always responds to my emails and last minute phone calls with 'that's fine'. Nothing is ever too much trouble for Peter.

These events often require early morning set-ups or late night pack-ups, equipment transported to the various venues and then returned, and Peter always organises for these to be done; either by himself or by the maintenance team. I know without a doubt that I can always rely on everything to be in place and on time.

Peter always promptly follows up any maintenance issues around the Campus that I alert him to. Again, nothing is too much trouble and Peter always gets right on to it to resolve the issue. Peter works closely with John Gribble and side by side, they deal with all maintenance issues & problems which can include ant problems, mice problems, cat problems, fly problems, bee problems, rat problems, toilet problems and the odd graffiti issues.

Staff would not be aware that Peter, like John Gribble, is on call with the security of the College and is available out of hours for alarm call outs and issues that occur outside of the school day.

He is to be credited for his management of the maintenance team to ensure that the buildings and grounds are maintained to a high standard. Peter genuinely cares about the College, the staff and students.

The way Peter goes about his work is exemplary. He is hard working and is an all-round nice guy who exhibits the qualities we seek in employing staff at Penola Catholic College and is a role model for the students of our College. Peter has a very happy and friendly nature and a positive attitude, which are all evident as he goes about his work each day. Peter has been part of the Penola Community as a parent to Tom, Ned & Mollie as well as being a member of staff. He actively participates in the various College Activities as well as being involved in the wider community.

Peter definitely fits the criteria of the Penola Medal by being a staff member who is always professional in the way he goes about his job, his loyalty to the College and his service to the Penola Community. He is a well-respected member of staff and is very deserving of the Penola Medal.



The second Penola Medal for 2017 was awarded to Mr John Gribble

John first started at Penola as a Contract Gardener and then in 1997, John was employed as the Head Gardener. With John's vision and hard work over the years, the College Gardens are the beautiful gardens that they are today. John knows the College well as he was a past student of Therry and Geoghegan Colleges.

In 2008, John was appointed as Team Leader Operations & then in 2009 was appointed as Property Manager of the College. His vision for the College grew & he has overseen and been involved, in many magnificent projects from their inception to completion. These have included the McCormack Centre, Trade Training Centre, Glenroy Gym, Reception Building to name a few, as well as the Memorial Garden, the refurbishment of the Northern Oval, the Entrance to the Glenroy Campus, refurbishment of classrooms with the addition of colour to move away from prism white throughout the College.

John has had the foresight to keep evolving the College & keep improving the facilities for the students & staff. John has actively been part of the OHS Committee and has assisted the College in meeting its compliance regulations.

He is open to all suggestions, and is always approachable. He is the go to person with Peter by his side for every other job that presents itself whether it be dealing with faulty locks, setting up for assemblies, unblocking toilets and traffic management. John is called-upon to check the security cameras for a lead on the many different situations that arise in a large school i.e.; who has done the artistic graffiti around the College or how did a hole appear in a wall? He deals with ant problems, mice problems, cat problems, fly problems, bee problems, rat problems and on one occasion, checking on the odd kangaroo bouncing around the College.

John is also our Chief Toast Man for our Father's and Mother's Day breakfasts, cooking hundreds of slices of toast. He has also 'manned' the BBQ for staff association lunches. These are all over and above John's role and he is very happy to help wherever he can. He is very generous with his time and with no expectation of anything in return.

John is supportive of his colleagues and is a great role model to have for the College when interacting with others, especially with all of the hire of facilities that occur out of hours. Staff would not be aware that John is usually on call with the security of the College and is available out of hours for alarm call outs and issues that occur outside of the school day.



Cinderella

The production of "Cinderella" was presented over three evenings from Thursday 3rd – Saturday 5th August in the Mary MacKillop Auditorium at 7.30pm. There was also a matinee session on Saturday 5th August which started at 2:00pm. Students and staff, under the direction of Ms Catherine Hosking, worked hard for many months in preparation for what was an outstanding series of performances.

Countless hours of practice and rehearsal has gone into this year's production "Cinderella". I attended the Saturday night session and I was very impressed by all of the students involved with the production. I thank the student body involved with Cinderella including the cast members, band, backstage and costumes. I am mindful of the time commitment that this has meant for our students, staff but also parents as they have had to ferry around their sons or daughters to rehearsals and the like. I know that the performances are an accurate reflection of the effort, commitment and talents of all those involved.

Mary MacKillop Day

St Mary MacKillop is Australia's first Saint and Patron Saint of Penola Catholic College. The College celebrated St Mary MacKillop Day on Tuesday August 8, 2017 which is the anniversary of Mary's death on August 8, 1909. The day was a great celebration which began with a Mass; afterwards students enjoyed the carnival rides and entertainment. Our students were dismissed at 3:00pm and we opened up the rides to our own families with younger children as well as families from our Primary Feeder Schools. In total, more than 180 people attended the afternoon session and I thank the staff who volunteered their time to enable this event to take place. On behalf of the Penola Community I would like to thank those responsible for the organization of the Mass - Fr Tony Cox, our College Chaplain who celebrated the Mass, the College Ministry team led by Ms Nicole Allan, the Maintenance Team for the set-up of the ASH for Mass, the Ministry Band for their beautiful singing and music and to staff and students involved as altar servers, readers and Eucharistic Ministers. I commented to the students afterwards how impressed I was with their reverential attention throughout the Mass which was a reflection that we must be doing something right at Penola!

Our six Year Level Charities were the very grateful beneficiaries of the fundraising efforts of our community in honour of our Patron, St. Mary of the Cross MacKillop and her challenge to us this year to love one another and help one another. In total our College raised **\$17,059.73**

Josephite Exchange

On Thursday August 24 and Friday August 25 we hosted one of our Josephite Schools from 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 provided an opportunity for our students to engage with students from another Josephite School to get a better understanding of the Josephite charism. Unfortunately, Mt Carmel College proved too strong on the second day after scores were locked at 4 all after the first day and ran out convincing winners 10-4 overall. The visit was certainly a great success and I want to congratulate all students who were involved for their participation and behaviour throughout the two days of the Josephite Exchange. The staff from Mt Carmel College spoke very highly of our students and staff, and once again I felt proud to be a member of this community. Many staff and students were involved in the preparations for the visit and I want to thank all of them, and especially Mr Brett Dickinson and Ms Kathryn Ennor for all their work in the overall organisation of this visit.

At our leadership handover Assembly our Year Level Charity Representatives accepted the cheques raised for them as a result of our efforts. The following amounts were raised for each of our six Year Level Charities:

Year 7 – Mary MacKillop International, Peru - \$4076.67
Year 8 – Mt. Rothwell Biodiversity Centre - \$2089.26
Year 9 – Society of St. Vincent de Paul - \$3772.40
Year 10 – Asylum Seeker Resource Centre - \$1764.54
Year 11 – Opening the Doors Foundation - \$2323.40
Year 12 – Foundation 18, Bali - \$3033.46

This resulted in a total of \$17,059.73 being raised for our Year Level Charities this year in the name of our Patron, St. Mary of the Cross MacKillop. She would be very proud!

Three Homerooms were also recognised for their very generous individual efforts. These Homerooms will receive a pizza lunch in recognition of their efforts. Congratulations to 7F and Mrs Baker for raising \$720.00, 9D and Mrs Macawili and Mrs Mateski for raising \$1193.70 and 12E and Miss Huggins for raising \$440.80.

This final aspect of our celebrations of the Feast of our Patron is an important acknowledgement of our endeavours to 'love one another and help one another' this year!

A huge thank you to all those students and families who supported our efforts to support our Year Level Charities this year and who help us to respond to the call of St. Mary of the Cross MacKillop to be people of mercy in the world and 'never see a need without trying to do something about it'

Improved Student Results

Our 2017 VCE results indicated improvement is being made with an increase in our median study score from 28 to 29. This is the first time that our median study score has risen to 29 in the past decade. Our average ATAR for students who are applying for Tertiary Education has also risen to the highest value in a decade with an average ATAR of 59.94. Add to this our improvement in the percentage of successfully completed VET Units and it appears as though our results are tracking in the right direction. We still have work to do with regards to ensuring that our VCAL Program is the best that it can be and a viable alternative to the VCE pathway. Approximately 60% of our Year 12 students go on to University, a further 25% on to TAFE and the remaining 15% directly into employment.

I believe that our 2017 NAPLAN results are our best ever based upon growth from Years 7 to 9. We have had better results in individual areas but these are our best results overall and our best ever in Numeracy. I have listed these results below for our community to view and make their own interpretations. A score of +4 indicates that our growth was 4 points better than the state whereas a score of -4 indicates that we were 4 points behind the state in terms of growth.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	As or better than State
2015 -2017	+4	0	+1	-2	+5	4
2014 -2016	-2	+10	-2	-5	0	2
2013 - 2015	-9	+1	-10	-6	-7	1
2012 - 2014	+2	+15	-9	-6	-14	2
2011 - 2013	-4	+4	-2	-2	-5	1
2010 - 2012	-2	+11	-5	-3	-8	1
2009 - 2011	+2	+19	-5	+6	-5	3

There are a number of messages that we can take from these results but the first is that the more effort we put in the more we improve. The second is that if you concentrate on doing your best you will often do better than what you thought you could. The third is that your Postcode does not define you, unless you let it. One of the ways that you can let it is to give up on yourself by not giving your best. This allows you to make excuses such as 'I didn't really try' or 'no one believed I could do it' or 'I could have done better'. I have seen countless examples of extremely successful people from our area who have only been successful because they believed in themselves.

Farewell to Year 12 students

As our Year 12 students completed their formal classes with us in the third week of Term 4 and began their written exams the following week it is fitting that we pay tribute to them in this, their final yearbook. Their behaviour was impeccable throughout the final week where 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 and the Graduation Mass. 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, Darina Carvalho and Stavro Marogi for their leadership of the student body over 2017. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all of the 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 and, in particular, wish them well in the upcoming examination period. Congratulations to the following:



Year 12 Awards

Student Leadership Award

Selection Criteria:

- Shows commitment, loyalty and responsibility
- Proven leadership skills
- Able to relate well to peers and adults
- Good communication skills

Recipients:

Peter Capparelli
Steven Zois
Adrienne Barrett

Co-Curricular Involvement Award

Selection Criteria:

- Actively involved in the College Co-Curricular program
- Demonstrated initiative through involvement in the Co-Curricular program
- Has made a positive contribution to the Co-Curricular program

Recipients:

Joshue Busuttil
Nova Marie Gazzo
Amy Godfrey
Rance Lazarus
Benay Ozdemir
Michelle Pham
Matilda Ryan
William Stronach

Student Personal Endeavour Award

Selection Criteria:

- Achieving personal success under difficult circumstances
- Has demonstrated significant personal endeavour as a member of the College community

Recipients:

Daniel Bertone
Ryan Devapura
Zac Hoy
Kathryn Jones
Renaë Morran
Fiona Murabito

VCAL Enterprise Award

Selection Criteria:

- Excellent work ethic
- Been a valuable contributor to the VCAL program
- Shown initiative and leadership
- Demonstrated exceptional standards on work placement

Recipient:

Nichole Scully

Community Service Award

Selection Criteria:

- Evidence of a willingness to serve others
- Actively involved in one or more community service projects
- Promotes community service involvement
- Positive role model to other students

Recipients:

Nicholas Anastasopoulos
Tiarne Konsol
Rachel Scavera

House Leadership Award

Selection Criteria:

Best House Captain / Vice-Captain of the year. The student will have demonstrated:

- High degree of initiative and enthusiasm in promoting involvement of fellow students in House activities
- Reliability in attending meetings and completing organizational tasks.
- Personal participation in House events.

Recipient:

Amy Godfrey

Excellence in Sport Award

Selection Criteria:

- Has demonstrated excellence in one or more sports
- Has made a significant contribution to the sporting life of the College
- Has been a positive role model as a sportsperson

Recipient:

Daniel Hogan

Principal's Award for Technology

Recipients:

Darina Carvalho (Design and Technology: Textiles)
Damon Koutsouras (Design and Technology: Wood)

Academic Excellence Award

Selection Criteria:

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

The recipients are:

Name	Subjects
Adrian Alessio	Chemistry Mathematical Methods
Philippa Davies	English Classical Studies
Sylvia Krywult	French Studio Arts
An Nguyen	VET Engineering Systems Engineering
Matilda Ryan	Psychology Outdoor & Environmental Studies
Amanda Tamburrino	Biology Physical Education
Adam Zuchowicz	Economics English Mathematical Methods Physics Specialist Mathematics

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:

James Warren

ADF Long Tan Award

Selection Criteria:

- Leadership
- Teamwork
- Community Involvement
- Resourcefulness

Recipient:

Ashlee Milich

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:

James Warren



Thanks

As the year draws to a close, 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 Tomy Kalthoor, 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 Mary Anastasopoulos, Chairperson, and other members of the College Board for their generosity, support and advice; to our Business Manager, Mrs Jenny Vinten for her unwavering commitment to making Catholic Education as affordable as possible for all of our families; to my Personal Assistant Mrs Sue Delaney for her 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 support 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.



College Board

I extend my sincere thanks and gratitude to Joanne Grindrod, Board Chairperson from 2012-2016, on her ongoing contribution and support to the College Board. Joanne has seen many projects come to fruition and continues to be an integral part of the College community.

I welcome our new Board members and thank them for their support and contribution in 2017 and extend many thanks to our existing members.

Penola offers a well-rounded, academically enriched education with a strong pastoral care program whereby each student is nurtured, cared, embraced and prepared for their vocation in life.

We are very proud of student achievements across the school, greatly supported by the commitment of our dedicated teachers and staff. Our children are given many opportunities to build on their faith, relationships, work ethics and education.

The Board is pleased with the achievements, accountability and transparency of the College as it continues to be presented with policy updates, teaching initiatives, development programs and financial reports.

The College continues to focus on parent support and involvement for the benefit of their children and to strengthen our relationships in the broader school community. Children observe everything their parents do, and whilst your children may not say much about your involvement at the moment, your support and presence in the school is a far more significant influence than you may think. One day they will acknowledge this to you as they are proud when your care is demonstrated through participation.

We would also like to extend our thanks and appreciation to the Parents & Friends committee who continue to be active in their role of building and strengthening parent support and involvement across the school community.

In 2017 the College proudly opened the Mary Aitkenhead Gymnasium at the Glenroy campus. It is common and researched knowledge that sport and friendly competition promotes integral short term and long term health and fitness benefits as well as social and academic gains. Raising confidence and gaining accomplishment have a positive and profound effect on our body, mind and soul. Sport unites people, instils respect, co-operation and life lessons of gracefully defeating as well as being defeated. The rebuilding of the Gymnasium was on the College's Masterplan since 2007. We thank our Principal, the College's executive team, staff, students and previous serving Board members for their support and contribution towards the completion of our new Gymnasium. The Board will now be presented with the next Masterplan and we look forward to updating our school community in 2018.

Best wishes to our Year 12 students as they turn a new leaf and embark on a new journey. We look forward to your contributions and achievements as citizens of a broader community and as ambassadors of Penola Catholic College. Congratulations to our new College Captains as we look forward to your contribution in 2018. Congratulations to our sporting successes and our academic and endeavour achievements - we have much to be proud of.

We look forward to another successful year in 2018.

Mary Anastasopoulos
Chairperson College Board – 2017
Penola Catholic College

Education in Faith

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, renewed during 2016, encompasses all that we do in Education in Faith.

Our comprehensive Religious Education curriculum across all year levels, many and varied Faith Development and Social Justice activities offered and efforts to broaden our students experience of Catholic community to take in Parish, the wider Church and their communities as a whole, all work towards encouraging and supporting our students in their efforts to more closely and authentically live out the Gospel values which inform all that we endeavour to achieve.

Our Religious Education program aims to provide a solid basis upon which our students can more fully integrate faith and life. In particular, 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.

This is being accomplished by an ongoing and thorough review of each unit to follow the Pedagogy of Encounter framework of Catholic Education Melbourne, to ensure that faith development opportunities are placed into units via the compulsory Closer To God lessons which take place once per cycle in classes from Year 7 to Year 10.

The Christian Service opportunities offered as a part of the Year 11 RE course continue to develop.



In addition, opportunities for further Faith Development for those students looking to deepen their faith are offered through the Glenroy Campus Youth Ministry Group, REMAR, involvement in the St Vincent de Paul Society and other social justice involvements such as visits to MITA (Melbourne Immigration Transit Accommodation Centre) and assisting with homework club at our local feeder primary schools.

Our staff also worked in support of the weekly Vinnies Soup Van.

Penola Catholic College offers many varied opportunities for our students, staff and families to actively communicate their faith in meaning filled ways.

In 2017, the following opportunities for our students and staff to broaden and deepen their experience and knowledge of Catholic community included:

- Year 7 Retreat Day focused on discipleship with the National Evangelisation Team.
- Year 8 Retreat Day with Fr. Rob Galea
- Year 9 Reflection Day focused on Resilience
- Year 10 Reflection Day in single gender groups focused on becoming young men and women of God.
- Year 11 Reflection Day focused on social justice issues and our role in combating them.
- Year 12 three-day Retreat focused on relationship with God and others and setting goals for the future
- Our annual celebration of the Feast of St. Mary of the Cross MacKillop including a focus on assisting our Year Level Charities to continue their important work in the world – in 2017 these charities were:
 - Josephite Concern - Year 7 – Mary MacKillop International.
 - Environmental Concern - Year 8 – Mt. Rothwell Biodiversity Centre.
 - Local Community Concern - Year 9 – Society of St. Vincent de Paul.
 - Global Concern - Year 10 – Asylum Seeker Resource Centre.
 - Indigenous Concern - Year 11 – Opening the Doors Foundation.
 - International Concern - Year 12 – Foundation 18 Orphanage in Bali.
 - The Project Compassion (student led campaign) and Opening and Ash Wednesday Mass.

Learning & Teaching

Goals & Intended Outcomes

At Penola Catholic College, teaching and learning are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare our 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.

We aim to provide a safe learning environment that caters to individual learning styles and meets the needs of students appropriate to their stages of learning. Our educational programs are student-centred and aim to bring out the best in our students, empowering them to take initiative and become independent and inquiring learners who strive for excellence.

We endeavour to create learning spaces and facilities which utilise the latest technologies so as to enhance the learning environment and educational opportunities for our students.

Our aims in teaching & learning are inspired by our College Philosophy, our Mission Statement and our Teaching & Learning Policy.

In 2017, we continued to focus on our two broad goals for 2014-2018: Improving Student Engagement in the Learning Process and Raising Levels of Student Achievement. Through the *Curiosity and Powerful Learning* program, we continued to offer professional learning and sharing opportunities designed to build teacher capacity. by refining our work on “*Learning Intentions, Narrative and Pace*” and “*Setting Challenging Tasks*”. These Theories of Action were imbedded in Units of Work and in teacher practice.

As a result, teachers and students at Penola Catholic College discuss and are explicit with students about the narrative of the units of work, the specific learning intentions and success criteria from lesson to lesson. Teachers have also become more conscious of the pace of their lessons. Work on the Six Models of Practice began in 2017 with a full day dedicated to professional learning on the Six Models of Practice and in semester two a 2 hour workshop, focussed on Co-operative Groups.

A new initiative in 2017 was the creation of the UMNOS Team with the appointment of a Success Coordinator and participation of 4 teachers/leaders in the University of Melbourne Network Of Schools Project, which is a three year commitment. By the end of 2017, it became apparent that the work of the UMNOS and of the Powerful Learning School Improvement Teams needed to merge as we implement the strategies of using data more effectively to inform practice and to differentiate more effectively.

These relatively new areas of staff development did not distract us from our whole school Literacy Improvement Strategy, with the support of the Literacy Leader and the three Literacy Coaches, who continued to deliver the *How Language Works* and the *Literacy for Learning* courses. The first year of the Australian Catholic University Multi-literacies in Year 10-12 Sciences project was fully implemented in 2017. All of the Senior Sciences teachers were actively involved in professional learning, collaborating with the three other schools, analysing students work, teacher practice and implementing new strategies. While extremely demanding, this work was considered beneficial. We continue this research work over the next two years.

Major developments continued to take place in our online learning environment as we focussed on developing the Course Outline features of our Learning Management System (LMS) and mandated Continuous Online Reporting across the College through MyPenola (our LMS). This resulted in the removal of the Progress Reports at the end of Terms 1 and 3 and the removal of comments from the Semester Reports. We continued to use Accelerus as our reporting system. The continued refinement of Class pages and Topic pages, as well as in the setting of due work online, enabled parents and students to have increasing access to resources, flipped lessons and feedback. At Years 7 and 8, the Renaissance adaptive, online reading program continued to be used and it was introduced at Year 9 so as to more accurately measure the reading levels of students, identify the individual zone of proximal development (ZPD) for each student's reading comprehension level, provide immediate feedback and encourage students to set achievable challenges and regular reading habits so as to improve their reading standards. We continued the practice of sharing the Renaissance data with each individual student at Years 7, 8 and 9, as well as sharing NAPLAN Growth Data with each student individually at Years 7 & 9. The strategy of making the data visible to students was well received and effective and therefore will be continued and further developed so as to assist students in owning their data and committing to continued growth in their skills.

Through Staff Meetings, Professional Learning workshops, Learning Area meetings and the Planning and Coaching Teams (PCTs), teachers worked collaboratively on all of these important, whole school areas of focus, as well as individual learning area priorities, including familiarisation with the new Victorian Curriculum to be implemented 2017-2018, and writing of new VCE and VET courses of study as introduced and accredited by the VCAA.

Another feature of 2017 was the new and continuing university partnerships which enhance the teaching and learning programs at Penola Catholic College, providing rich opportunities to our students and building teacher capacity. Our partnership with La Trobe University continued to develop with all students from Years 8-10 accessing university workshops and presentations. One Year 12 student was awarded a Vice Chancellor's scholarship and the partnership with Victoria University was extended to include the teaching on our site of 20 pre-service teachers as part of our involvement in the Curiosity and Powerful Learning Program.

Three new university initiatives gained much momentum with the introduction of the ACU Multi-literacies for Addressing Disadvantage in Senior School Science research project with our Year 10 -12 teachers of sciences, collaborating to co-teach first year Italian to Year 12 students, with the University of Melbourne and participating in the University of Melbourne Network of School Project (UMNOS) and appointing a Success Co-ordinator.

We are also extremely proud to have been able to establish a Language Centre, within the College, to cater to students who have recently arrived in Australia. This enabled us to deliver a specialised program which was also personalised according to individual student ability and experience.



Proportion of Students meeting National Minimum Standards at Years 7 & 9

In this section of the report, we will highlight the degree to which our students at Years 7 & 9 have met the National benchmarks in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in 2016.

The NAPLAN Tests are standardised tests completed by Year 3, 5, 7 & 9 students throughout Australia. They provide a snapshot of student performance on a particular day, and must be read in line with other school assessment undertaken and with general student well-being indicators in mind.

2017 Year 7 NAPLAN National Minimum Standards

NAPLAN Tests	National	Victoria	Penola
Reading	94	94.9	95
Writing	87.9	90.8	93
Spelling	93.1	93.7	94
Grammar & Punctuation	92.2	93.7	92
Numeracy	95.4	96	98

The figures show that for Year 7 students in 2017:

- 95 % of Year 7 students were at or above the national minimum standard for Reading.
- 93 % of Year 7 students were at or above the national minimum standard for Writing.
- 94 % of Year 7 students were at or above the national minimum standard for Spelling.
- 92 % of Year 7 students were at or above the national minimum standard for Grammar and Punctuation.
- 98 % of Year 7 students were at or above the national minimum standard for Numeracy

2017 Year 9 NAPLAN National Minimum Standards

NAPLAN Tests	National	Victoria	Penola
Reading	91.7	92	89
Writing	81.6	84.4	83
Spelling	90.5	90.5	91
Grammar & Punctuation	89.4	90.6	84
Numeracy	95.8	95.5	99

The figures show that for Year 9 students in 2017:

- 89 % of Year 9 students were at or above the national minimum standard for Reading.
- 83 % of Year 9 students were at or above the national minimum standard for Writing.
- 84 % of Year 9 students were at or above the national minimum standard for Grammar and Punctuation.
- 99 % of Year 9 students were at or above the national minimum standard for Numeracy.

Changes in National Minimum Standard results at Years 7 and 9

The following table shows changes from the previous year in the proportion of students in Years 7 & 9 who met Reading, Writing, Spelling, Grammar and Punctuation and Numeracy national benchmarks. The table provides the percentage (%) change in the proportion of students in the school who met the national literacy and numeracy benchmarks, in comparison to the previous year.

For example a figure of +10% in a line item means there was an additional 10% of students who achieved the national benchmark from one year to the next. A figure of -10% in a line item means 10% less students achieved the national benchmark from one year to the next.

Proportion of students meeting the minimum standards

NAPLAN Tests	2015 %	2016 %	2015/2016 % Changes	2017 %	2016/2017 % Changes
Yr.7 Reading	98.6	92.4	- 6.2	95	+ 2.6
Yr.7 Writing	94.1	95.4	+ 1.3	93	-2.4
Yr.7 Spelling	91.8	95.9	+ 4.1	94	-1.9
Yr.7 Grammar & Punctuation	90.5	95.9	+ 5.4	92	-3.9
Yr.7 Numeracy	97.2	95.5	- 1.7	98	+ 2.5
Yr.9 Reading	92.7	92.2	- 0.5	89	-3.2
Yr.9 Writing	86.9	90.5	+ 3.6	83	-7.5
Yr.9 Spelling	90.1	92.6	+ 2.5	91	-1.6
Yr.9 Grammar & Punctuation	89.3	87.7	- 1.6	84	-3.7
Yr.9 Numeracy	97.1	97.9	+ 0.8	99	+1.1

In Summary

The 2017 NAPLAN data revealed that the proportion of students achieving the Reading and Numeracy standards at Year 7 has improved with the proportion of students achieving the minimum standards increased, compared to the previous year. We will strive for continual improvement in all areas in 2018.

Average Standardised Results Year 9

The College is required to report on the median score achieved by Year 9 students in Reading, Writing, Spelling and Numeracy. The following table provides the median score for each of the Year 9 assessments. The median score is the middle score obtained by Year 9 students at the school, i.e. when all the scores are ranked from highest to lowest half the scores will be below the median. The median score represents the average Standard Level achieved by students in Year 9 at the school.

The NAPLAN data is provided as scaled scores, which provide an ability measure of student outcomes. The scores range from 0 to 1000, and form the numeric continuum for ten reporting bands. For Year 9, results will be reported in Band 5 to Band 10. The national minimum standard is Band 6.

The bands are as follows:

- Band 5 (scaled scores > 426 and < 479)
- Band 6 (scaled scores > 478 and < 531)
- Band 7 (scaled scores > 530 and < 583)
- Band 8 (scaled scores > 582 and < 635)
- Band 9 (scaled scores > 634 and < 687)
- Band 10 (scaled scores > 686)

Average Standardised Results (National Scale) Year 9:

Once again, while there is variation from year to year, our levels are well in keeping with National expectations, always with a view to continual improvement.

Average Standardised Results for Penola

	2015	2016	2017
Reading	554	559	567
Writing	558	567	546
Spelling	568	570	569
Grammar & Punctuation	554	543	554
Numeracy	566	568	571

Change in Average Standardised Results for Penola

2014/ 2015	2015/2016	2016/2017
-5	+5	+8
-6	+9	-21
+4	+2	-1
+4	-1	+11
+11	+2	+3

National, Victorian and Penola “Mean” for Year 7

Average Standardised Results for Penola

Change in Average Standardised Results for Penola

	2015	2016	2017	2014/ 2015	2015/2016	2016/2017
	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen
Reading	546 553 526	541 547 522	545 552 526	+10 +5 -2	-5 -6 -4	+4 -2 +4
Writing	511 523 511	515 530 520	513 524 511	+6 +5 +9	+4 +7 +9	-2 -6 -9
Spelling	547 547 531	543 545 525	550 549 535	+7 -4 -7	-3 -2 -6	+7 +4 +10
Grammar & Punctuation	541 547 523	540 545 519	542 548 512	+8 +7 +2	-1 -2 -4	+2 +3 -7
Numeracy	543 550 522	550 558 525	554 562 530	+11 +7 0	+7 +8 +3	+4 +4 +5

National, Victoria and Penola “Mean” for Year 9

Average Standardised Results

Change in Average Standardised Results

	2015	2016	2017	2014/ 2015	2015/2016	2016/2017
	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen	Nat Vic Pen
Reading	580 588 562	581 586 561	581 584 561	+8 +1 +3	+1 -2 -1	0 -2 0
Writing	546 561 555	549 564 560	552 561 547	+2 -3 -9	+3 +3 +5	+3 -3 -13
Spelling	583 584 567	580 583 571	581 581 564	+7 -3 -3	-3 -1 +4	+1 -2 -7
Grammar & Punctuation	565 579 550	569 575 546	574 574 548	+1 +3 -1	+4 -2 -4	+5 -1 +2
Numeracy	592 600 573	589 596 572	592 597 574	+18+12 +18	-3 -4 -1	+3 +1 +2



Contemporary Learning at Penola Catholic College

‘The learning spaces at Penola Catholic College are colourful, light-filled environments with state of the art facilities, multi-media technologies and furniture that enable collaborative learning. Teachers and students strive for excellence, adopt innovative, research-based, best practice curriculum and contemporary teaching practices.’

The learning spaces at Penola Catholic College are colourful, light-filled environments with state of the art facilities, multi-media 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 & VET programs to our VCE/VCAL students across a broad range of subject areas.

In 2017 a number of teachers began exploring STEM and STEAM, reviewing current PBL projects and by finding ways to have a greater STEM focus especially as a way of engaging girls in these subject areas. There was a continued focus on developing literacy and numeracy skills and formative assessment strategies. Information and Communication Technologies continue to be an integral part of Learning and Teaching, using an increasing number of applications and online resources to support and enhance learning and feedback.

As part of our commitment to getting to know our students and accessing data to inform our practice, we collaborated with the Literacy Leaders in our feeder Catholic primary schools to develop processes for sharing data and strategies so as to ensure a more effective transition from Year 6 to Year 7. This initiative, which then required ACER to develop new software for the sharing of PAT data from primary schools to secondary schools, has changed the way we conduct grade six PAT arrangements and has improved the way we conduct PAT tests at Year 7 and 8. In addition, in 2017, more emphasis was placed on sharing PAT, NAPLAN and Renaissance results with students, in greater detail.

As part of our involvement in the UMNOS Project, work began on a Student Dashboard which will make the access to data from a range of sources easily accessible to teachers and leaders. This will assist with the implementation of the differentiated curriculum and enable teachers to access and analyse data to personalise learning and set achievable targets for all students. It will also assist with the evaluation of teaching programs.

Achievements / Value Added

Penola Catholic College continued to strive for academic excellence in 2017 and added value to the learning experiences through:

- Continued projects with Australian Catholic University, LaTrobe University and Victoria University and initiated 2 new projects with the University of Melbourne: UMNOS the University of Melbourne Network of Schools; and offering first Year Italian to Year 12 students.
- Introduction of end of year examinations for Year 7 students which now means that students undertake examinations progressively from Year 7-12
- Refinement of the Year 9-12 Headstart program at the end of the examination period and launching 3 weeks of classes in the courses selected for the next academic year.
- Further development of the CLIL Italian program, whereby some students undertake the studies of Religious education and Humanities in Italian, and pathways to university studies. Through our initiation and collaboration with the University of Melbourne, Italian was offered as part of the University's Extension Program. As a result, four Penola Catholic College students successfully completed first year university studies in Italian while completing Year 12 at the College.
- Three Year 12 graduates were awarded the La Trobe University Vice-Chancellor's Access Scholarship
- ICT – being a 1.1 Laptop school from Years 7-12, we continued to focus on making best use of digital technologies to enhance learning through the effective use of eBooks, online resources and programs such as Edrolo for VCE, Renaissance Learning Reading Comprehension program at Years 7 & 8, and Education Perfect for Year 7-12 Languages and EAL students.
- 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. Teachers uploaded well-structured, relevant and current curriculum and multi-modal resources for each subject, allowing 24/7 access to students, parents and staff. Publishing assessments and due work dates for easy access was another focus area.
- Targeted intervention programs run for those with special learning needs, offering a range of professional learning resources and workshops to all teaching staff, meeting the new legislative requirements.
- Numeracy Enrichment programs for high performing students begins in Years 8.
- Participation in UNSW, Science & ICT Competitions and the Australian Maths Competition
- VET Sport and Recreation class running school events and running the CEM St Patrick's day activities for children in the Fitzroy Gardens and running sporting events at Penola and other feeder primary schools.
- VCAL Community projects in a range of settings
- Technology and Arts shows to highlight excellence in student work in design and production
- Excursions/Incursions across all of the Learning areas to engage and motivate students
- VCE Seminars and exam preparation workshops in-house for Health and Physical Education, Outdoor Education, Sciences, Psychology, English and Languages
- VCE Maths Homework Club for Extra Support
- VCE Plato's Circle – extra support for Year 12 students
- Year 7 and 9 Camps
- Year 9 Projects-based learning and presentation nights each term with a different focus: Redesign my brain; Is Australia Fair? TEAMS; and Eco-Spiritually and Sustainability
- A wide range of co-curricular programs especially in the Visual Arts, Performing Arts, Sciences and Languages to support the curriculum, including lunch time clubs catering to a wide range of interests, including Debating,
- Targeted intervention programs were run for those with special learning needs, both through individual programs as well as Language Development classes and the Year 10 Literacy Intervention subject
- Accessed feeder primary school PAT data, testing of Year 7 and Year 8 students at the end of the year to compare with Grade 6 PAT test results to measure growth
- Specialised EAL (English as Additional Language) classes for new arrivals in Years 7 – 12
- Establishment of a language School for New Arrivals into Australia
- Continued refinement of the Year 10 Structure and course advice process to allow students greater choice in designing their Year 10 pathway into Years 11 & 12.
- VCE Unit 1 & 2 Subjects offered to Year 10 high performing students
- VCE Unit 3 & 4 Subjects offered to Year 11 high performing students
- 2 Year 10 students selected in the University of Melbourne Kwong Lee Dow Young Scholars' Program
- 8 VCE Maths and Science students participated in the Monash University SEAMS program
- 12 Year 10 girls attended the Girls in IT Annual Conference
- Four students in Year 11 were finalists in the Dante Alighieri Poetry Recital Competition
- Participation in Alliance Française Competitions

- The Keys Please Program and a wide range of other pastoral programs were delivered to Year 7-12 students
- Students at Year 7-11 accessed assemblies, workshops, Careers Day and Course Advice Days, with varied programs at each year level in preparation for subject selection
- All English teachers new or returning to the College completed the five day "How Language Works" professional development program with our own qualified tutors.
- The Literacy Leader and the three Literacy Coaches continued to work with staff across both campuses to improve literacy skills and delivered the three day 'Literacy for Learning' program with our own qualified tutors.
- All teachers worked in Planning and Coaching Teams according to the subjects and year levels they taught, in order to plan lessons and assessments, moderate tasks and implement priorities such as literacy strategies, new courses, Learning Intentions and success criteria, etc.
- 56 VCE subjects and 13 in-house VET studies were offered by the College. VCAL students also accessed 18 external VET studies offered by TAFE institutions
- 100% of our students successfully completed the VCE
- Some students interested in an Apprenticeship accessed school-based apprenticeships and work placements were able to enrol in while undertaking a mainstream program at Year 10, but these were predominantly accessed, as part of the VCAL program.
- Participation in the Hume Youth Commitment, an organisation established by the Hume Whittlesea Local Learning and Employment Network to enhance youth participation in education and employment. It includes the involvement of Youth Connections, Kangan Institute, Hume City Council, local business and a range of community organisations aimed at supporting families in the North
- Continued the "Jumpstart" project for Year 9 students at risk for 8 students
- Continued the Vocational Pathways Program for Year 10 students at risk
- Languages Exchanges continued with Italy, France and Japan
- The Classics Tour to Greece and Italy took place in 2017

Senior Secondary Outcomes

Once again in 2017, our students achieved pleasing results in the VCE and 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 2017 was Adam Zuchowicz with an ATAR score of 96.55, closely followed by Adrian Alessio with 95.80. Twenty students received an ATAR ranking in the 80 – 90 range.

There were a total of **30** study scores of 40 or above either before or after scaling, with 17 before scaling and an additional 13 after scaling. These scores were attained in 14 different VCE and VET studies. Among these Malamati Tsuikardanis achieved a score of 48 in Religion and Society and Alessia Licitra also scored 48 in Italian.

Our Year 12 cohort participated in 57 different VCE Unit 3/4 studies in 2017, and 64 Year 11 students completed at least one VCE Unit 3/4 study as part of our accelerated studies program.

99% of our Year 12 student cohort successfully completed their VCE studies in 2017. We achieved a median study score of 29, an increase from a median study score of 28 in 2016. The State median for 2017 was 30.

91% of students enrolled in the Victorian Certificate of Applied Learning successfully completed the VCAL units in 2017. Two Year 12 VCAL students gained apprenticeships before completing the year, with many students also successfully gaining employment in apprenticeships, full time employment or TAFE training.

Congratulations must go to all the VCAL and VCE students who strived to do their best and whose achievements reflected their commitment and hard work.

'The Dux of the College for 2017 was Adam Zuchowicz with an ATAR score of 96.55, closely followed by Adrian Alessio with 95.80. Twenty students received an ATAR ranking above the 80 mark.'

Post School Destination

The majority of 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. In fact, 96% of students who received offers were successful in achieving their 1st, 2nd or 3rd preferences. Our students applied for a broad range of options with offers including places in Science, Engineering, Psychology, Business and Finance, Health Sciences, Commerce, IT Networking, Arts, Nursing, Game Design and Production, International Trade, Computer Systems, Hotel Management, Sports Management, Law and Criminology.

Students were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing, Electrical and Hairdressing.

Post School in Destinations in 2017

University Study	64.0%
TAFE / VET	15.0%
Apprenticeship/Traineeship	11.0%
Deferred	2.0%
Employment	8.0%

Of the 149 eligible VTAC applicants, 143 students (96%), received an offer. Significantly, 140 of these offers were in the first (main) round, with 22 students receiving a higher offer in the later rounds, making a total of 162 VTAC offers being made to Penola students. 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

Study/Career interest areas (VTAC applicants):

Management/Commerce	11%
Society and Culture	25%
(Arts, Law, Psychology)	
Natural and Physical Sciences	16%
Health	18%
Engineering and Related Technologies	11%
Information Technology	5%
Education	8%
Creative Arts	6%

2017 ATAR Scores

	2012		2013		2014		2015		2016		2017	
Range	No	%	No	%	No	%	No	%	No	%	No	%
Zero	20	7.22%	17	7.20%	20	8.36%	18	7.56%	18	14.62%	25	10.25
0-29	15	5.41%	9	3.81%	22	9.20%	30	12.61%	38	11.15%	4	2.66%
>30	20	7.22%	21	8.90%	26	10.88%	23	9.66%	29	13.08%	20	13.33%
>40	52	18.77%	31	13.14%	26	10.88%	19	7.98%	34	16.15%	23	15.33%
>50	46	16.61%	36	15.25%	37	15.48%	30	12.61%	42	13.46%	23	15.33%
>60	3	13.72%	35	14.83%	23	9.62%	36	15.13%	35	10.77%	33	22.00%
>70	26	9.39%	31	13.14%	33	13.80%	21	8.82%	28	6.54%	27	18.00%
>80	19	6.86%	27	11.44%	19	7.95%	25	10.50%	17	6.54%	18	12.00%
>90	18	6.50%	5	2.12%	4	1.70%	4	1.68%	11	4.23%	2	1.33%
VCE	277	100%	236	100%	239	110%	238	100%	234	100%	217	100%
VCAL	23	8.30%	24	10.17%	29	12.13%	32	13.45%	26	10%	34	15.66%

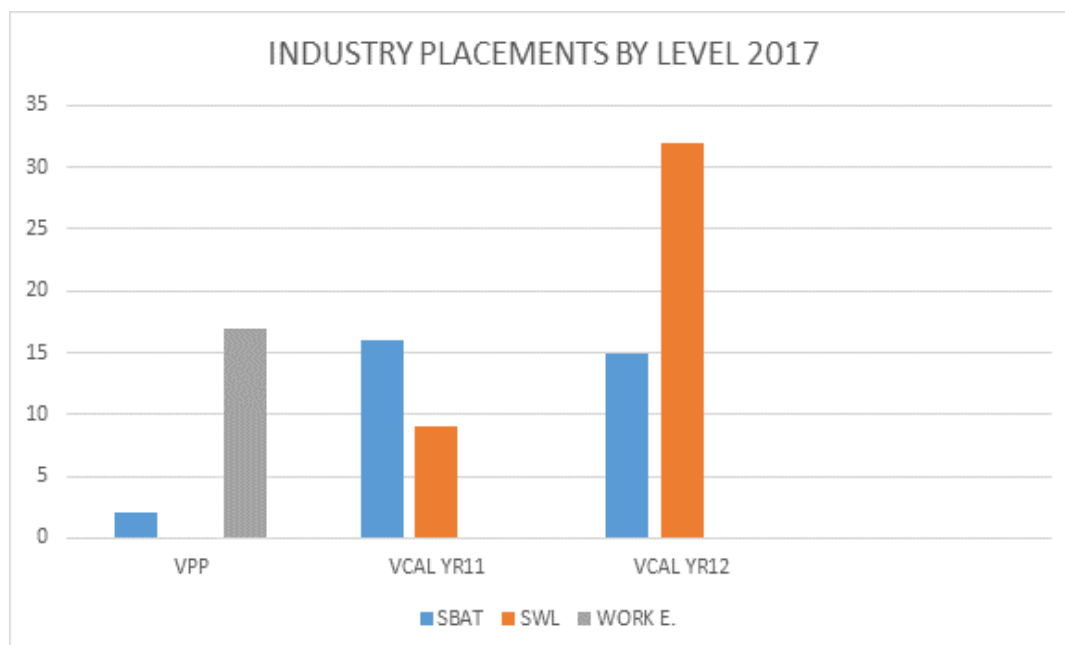
The VCAL program continued to grow in 2017. The year commenced with the introduction of the Essendon District Football League Umpiring familiarisation program, offered to students who had not commenced placement in industry during Headstart. 2017 saw the VCAL students actively involved in many programs such as: The Commonwealth Bank Start Smart program continuing their ongoing work with students around financial literacy, a further extension of this program resulted in students gaining experience and knowledge from Real Estate professionals and real estate developers. The RSPCA program enabled students to discover our responsibilities and obligations to animals and wildlife and led to a student driven visit to the Lort Smith lost dogs home. The students created toys for the dogs with skills they had learnt at the RSPCA. Through this program, students were challenged to think about the personal commitment needed to raise and care for animals.

As part of the ongoing programs, the VCAL students visited the Marngoneet correctional facility, continued to develop the Garden area and completed community service work over Terms 1 & 2 at Glenlyn Aged Care Facility in Glenroy and at Broadmeadows disability service.

This year, the Year 12 VCAL group entered a competition with the Victorian Woodworkers Association, producing furniture from recycled timber and the Year 11 students were involved in various wellbeing workshops with "Self Defence and discipline" being new to VCAL.

Over the course of the year students were required to work one day per week as a work placement or as School Based Apprentice or Trainee in a wide range of industries.

VCAL STUDENT WORK PLACEMENTS 2017



Student Wellbeing

Penola Catholic College strives to provide a holistic education to ensure that every student has opportunities to develop a range of talents and abilities and to assist them in growing into confident and responsible young adults. Therefore, a comprehensive range of educational opportunities and programs are offered to assist in developing the intellectual, spiritual and physical well-being of our students.



Education in the 21st Century

The intellectual and cognitive development of students is paramount in the process of growth. Students are challenged to be active seekers of knowledge, resilient in approach and outlook, respectful persons and faith-filled members of a community.

The College develops its curriculum to warrant its relevance to the needs of a vastly changing world. We are also mindful of the role that education has in developing youth to be critical thinkers, problem solvers and creative inventors.

The College strives to establish a model of teaching and learning, where students develop learning styles that are collaborative and inquiry based. Lessons are created with the intention of prompting students to be conscious of the world around them and their place in it, which assists their personal development.

The whole school approach to developing the literacy skills of students is a strong focus. Literacy leaders have lead the charge, training staff and encouraging them to develop approaches for literacy improvement across the curriculum.

Some students are better engaged in programs which are experiential in nature. There are numerous hands-on experiences and excursions available at the College which complements the learning program and gives students other ways of accessing knowledge and developing skills.

Students have opportunities to engage in the LOTE Immersion Program. This program provides opportunities for our students to travel to our sister schools in Italy, France and Japan to stay with volunteer host families to develop their language skills. This immersion experience is hugely successful and is another window of experiential learning that takes place at Penola Catholic College. Similarly, the Arts tour of Italy and the Classical Studies tour of Athens and Rome are also resounding successes, giving students who attended those trips a close insight into the masters of art and sculpture.

Providing opportunities for disengaged students is also a high priority. The Jumpstart Program in Year 9 is one example of establishing diverse programs to cater for the needs of all students; not just the academic. The program delivers a hands-on learning approach with full consideration to the individual learning needs of each of the participating students. The small classroom environment allows staff and students to work on behavioral patterns required for learning and classroom management. The Vocational Pathways Program in Year 10 is another program which students can tap into, and which is a distinct pathway into the well-



Personal Development

The growth of the individual in a world that is challenging, and whose values are tested regularly, is a top priority at our school. Schools are not just shapers of young minds; they have a great responsibility in forming young people into active and productive citizens of the world.

Penola Catholic College continues to focus on, and develop, programs that assist with the mentoring of all students. We are proactive in establishing links with external support agencies to assist students and families gain support for issues which impact on their wellbeing and development. These agencies may include Victoria Police, Headspace, the Navigator Program, Child First, St. Vinnies, MacKillop Family Services, Berry Street, DHS, and both the Hume and Moreland City Councils.

Students are also able to participate in exploring agencies for their vocational development. As such the college has close links with the Broadmeadows Disability Service, Workplace Connect, Apprenticeships Matter, TAC, SCOPE and the department of Justice.

Our welfare and discipline policy is guided by the principles of Restorative Practices. This approach to student behaviour ensures a just welfare and discipline policy, designed to create a harmonious, safe and secure environment. This style of student management has provided positive and trusting relationships with students and vibrant family partnerships.

The student leadership program provides opportunities for students from Years 7-12 to exercise specific leadership roles within the College. Student leaders are trained over a series of workshops to develop public presentation skills, team management and communication skills. Student leaders are ambassadors for the college. As such they represent the College at external forums (e.g. National Youth Forum, Association of Josephite Affiliated Secondary Schools, Jesus Joseph and Mary MacKillop Leadership Conference, Australian Catholic Youth Festival) and activities, addressing gatherings and being the voice for the student population. Through the Penola Student Council, students have a forum for their opinions to be heard and a platform for school reform, including sitting as members of the College Board.

The development of personal etiquette is important for students as they mature from adolescence into young adults. College programs assist in this development through events such as the Year 10 Ball and the Year 8 social. Through these activities, social etiquette is taught allowing students to build levels of self-esteem and establish proper social interactions between genders.

The various camps and retreats that are offered by the college give students another way of developing their life experience. These programs give students opportunities to refine their skills of initiative, self-dependence and decision making. The Year 7 and 9 camps and the many retreats (incl. the well-established Year 12 retreat) are good examples of this.

The Performing Arts program offers a great roadway to building self-confidence whilst having fun at the same time. The annual college production, Junior and Senior Voices, Battle of the Bands competitions, various music and drama nights give students wonderful opportunities to showcase talents and continue their development of their love for music or acting.

Information Technology and Communication

In preparing students for a future which is driven by the digital and IT world, the College's ICT program continues to expand at the College. The continuing development of eLearning across the curriculum is one such example. How students learn and the issues of Cyber safety are explored in the pastoral program to ensure that students understand the full responsibility of the use of technology.

Teachers are regularly inserviced on the expanding network of ICT, developing their skills and pedagogies to both inform and increase student learning opportunities. The College's MyPenola intranet platform has provided possibilities for student-teacher-parent communication and transparency in the learning experience. Online reporting through MyPenola is available and gives parents the latest previews of their children's progress.

Health and Wellbeing

The growth of students does not just hinge on their home-life routines and habits. The College complements their growth through the various pastoral programs designed to stimulate maturity and independence. As mentioned earlier, the Year 7 Transition camps, the Year 9 Adventure camps, the Year Level Retreats and VCE Outdoor Education camps continue to be a positive feature of our College life. They provide challenges and life experiences that assist students in understanding their world and the environment in which they live.

Our membership in various sporting competitions deliver opportunities for students to satisfy their competitive spirit and recognise the health benefits of sport. SACCSS (Sports Association of Catholic Co-educational Secondary Schools) as well as the Premier League Competition provide a means to participate in inter-school sports at local, state and at times national level in the following sports: Football, Soccer, Swimming, Athletics, Cross Country, Basketball, Volleyball, Tennis and Golf. These experiences, alongside Physical and Health Education classes have directed students to care for their body and routinely involve exercise in their life as well as promote healthier options in life.

Pastoral Care of students

Student wellbeing is ably supported through the structure of homeroom and the Pastoral Care Program at Penola Catholic College. Home Room Teachers and Year Level Coordinators provide a rich program which facilitates age-specific study on issues such as: risk-taking, goal setting and career development, learning approaches and resilience. Programs conducted in recent times include Positive Relations Program, Safe Partying Session,

Study Skills Programs and Transition Programs, Year 7 Induction Program, Warner Youth Education, Cyber Safety and Elevate Education.

The Student Services Department provides support for students, teachers and parents, led by the Head of Student Enhancement and the Head of Student Inclusion. Within this department Special Education teachers, Learning Support Officers, Multicultural Education Assistance Officers, Psychologists and a Wellbeing Officer all offer help and support to the wellbeing of our community, especially to the development of the young person.

The Careers Department at the College also provides helpful guidance for students wishing to pursue a particular career path. Their support is available throughout the year especially during the high-season when our senior students are finalising their career pathways beyond Penola Catholic College. The Careers Expo provides an invaluable source of information for all students and parents as students start to map out their futures

Average student attendance rate by Year Level

Year 7	93.53%
Year 8	91.01
Year 9	92.70%
Year 10	91.26%
Year 11	93.2%
Year 12	92.9%

Overall average attendance
7 – 10
92.13%

Co-curricular

The College continues to offer a range of exciting co-curricular activities and students participate in these with great results. Participation empowers students and teaches them about working cooperatively, team building and contributing to team and their community. Members' achievements are celebrated in: The Newsletter, local newspapers, at College Assemblies, Information and Promotion Evenings, Performances, Art shows, Awards Night, Sports Awards Night and in the annual Year Book.

In 2017 some of the co-curricular activities included:

- Music Ensembles and Choir Recitals
- College production (Cinderella)
- Battle of the Bands
- Various social justice outreach programs (e.g., soup kitchens)
- Youth Ministry & REMAR
- House and Inter School Swimming & Athletics Carnivals
- Year 10 Ball
- Year 12 Graduation Dinner
- Keys Please Program
- LOTE Immersion Programs
- Mary MacKillop Feast Day
- Josephite Exchange Adelaide Tour
- Guest speakers at College and Year Level Assemblies
- Student Council / Leadership
- Fashion Parade and involvement in the Australian Fashion Awards
- College Restaurant (Stringybark)

Student Attendance Rates

After analysis of our 2016 Student Attendance Records, it is apparent that our student attendance rate across both the Broadmeadows & Glenroy campuses is at an acceptable level. A positive attendance rate is a strong indicator of student satisfaction with the College.

To further improve our attendance records, we have continued with daily SMS messaging where possible to families with students on both campuses who have not registered their son / daughter's absence on the designated absentee phone line.

Student Retention Rates: Years 9 – 12

Our Years 9 - 12 student retention rate for 2017 was 83.98%.



Leadership & Management

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.

Achievements / Value Added

Three main areas of whole school, professional learning and leadership development in 2017 were our continued focus on the 'Curiosity and Powerful Learning' program, the establishment of the University of Melbourne Network of Schools (UMNOS) Team and the Australian Catholic University Multi-literacies in Sciences Project.

The School Improvement Team continued to plan and deliver professional learning programs for the teaching staff. The UMNOS Team of 4 teachers/leaders was established and attended 8 professional learning days in 2017 as part of a 3 year project focussing on school improvement. A new leadership position dedicated to the UMNOS project was created in 2017 with a significant time allocation for Success Co-ordinator, to drive the UMNOS project.

The ACU MS3 research project, as it has become known, also had a new leadership position created to oversee the organisation of the project over 3 years. All of the Years 10-12 teachers of Sciences of the four secondary schools participated in a range of professional development days with a range of experts both in the fields of sciences and literacy.

Another development in 2017 was the creation of a new leadership structure within the Student Services area. The College Psychologists now report to the Head of the Senior Campus and two new roles were created to better cater to the needs of the students with more focussed portfolios with the appointment of a Head of Student Enhancement and a Head of Student Inclusion. A Speech Pathologist was also employed by the College in 2017 on a part time basis to better support students with additional needs.

The Planning and Coaching Teams for teachers, continued to be a significant means for implementing curriculum changes, focussing especially on Powerful Learning in 2017. These teams aim at allowing teaching staff to work and develop curriculum within a core team at a specific Key Learning Area and year level, as well as setting term goals and classroom observations. Each team appointed a teacher within the group to lead that Planning and Coaching Team for the year.

Other areas of focus in terms of leadership and management were in concentrations included building capacity for strong, shared leadership based on collaborative trust and decision making. As well as building clarity around the role of staff members as leaders and their subsequent professional responsibilities.

A key focus is for all leaders to actively ensure that the whole school shared vision is owned and promoted by all.

Compliance Advice

Staff Attendance:

The attendance rate or average number of days attended per teaching staff member for 2017: 89.16%. These figures include staff on extended sick leave, leave without pay, study and enrichment leave but do not include staff on long service leave or maternity leave.

Staff Retention:

A healthy movement of teaching staff occurred in 2017, the proportion of teaching staff retained from the previous school year was 89.21%. This movement included:

- Staff who were employed on short term contracts
- Staff who took up teaching / administrative positions in other schools
- Staff who retired from teaching
- Staff who were on long term leave and resigned from the College

This high retention rate reflects positively on staff morale and the College environment. We are truly thankful for the expertise, commitment and talent that our staff bring to Penola Catholic College.

Staff Professional Learning:

In 2017, Staff Professional Learning took a variety of forms.

The Professional Learning took place through in-house training and collegial activities, formal mentoring for new employees, and informal mentoring of new middle leaders as well as whole school professional development programs on a range of topics from work place safety through to student management, learning spaces and pedagogical approaches which were delivered by external providers as well as from our own staff.

Many externally provided conferences, webinars and workshops were also attended throughout the year. Eight staff members attended an international conference in Brisbane on the future directions of education.

The Year 10-12 teachers of Science began the Multi-literacies in Science project with the researchers from the Australian Catholic University and colleagues in the 3 other participating school.

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

- *How language works and Literacy for Learning* courses were conducted in house
- Curiosity and Powerful Learning Professional development - four Powerful Learning PD sessions were offered to all teaching staff – 2 full days and 2 half days as well as the opportunity to attend Communities of Practice PD sessions.

Other whole staff PD was undertaken in the following areas:

- *Catholic Identity – Enhancing Catholic School Identity Projects*
- *Staff Spirituality Day that focussed on wellbeing and was run with a range of presenters*
- *The new legislation regarding disabilities and special needs, teaching students with a learning disability and the VIT requirements for teacher registration*
- *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 in the College in both the teaching and non-teaching teams undertook professional development 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:

- Boys Education National Conference
- CLIL Content & Language Integrated Learning for Languages teachers
- Victorian Curriculum
- Leadership workshops
- ACEL conference in Melbourne
- ACER conference in Melbourne.
- Renaissance Reading Program
- ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data
- Maker Spaces PD and Workshops
- STEM, STEAM Conferences and Workshops
- Subject association PD - MAV, STAV, VCV, DLTV, VATI, VCTA, ACHPER, GTAV, MLTAV and HTAV
- Careers, VCAL & VET Conferences
- Swimming & Water Safety
- Careers, VCAL & VET Conferences
- Swimming & Water Safety
- Performance Development and Coaching Training
- A number of teachers presented at conferences e.g. ACHPER Conference PD
- School Counsellors and Psychologists Conferences
- Contemporary Learning eBooks and online learning programs such as Oxford, Jacaranda, Language Perfect and Edrolo PD
- Teaching Industry Placements for teachers of VET subjects
- TLN & VCAA – professional reading and webinars
- Four of our new graduate teachers were assisted to achieve full registration.
- Twelve 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 a wide range of teachers and non-teaching staff. The College maintains subscriptions to a range of education and leadership journals and organisations. Both hard copy and online publications were subscribed to and distributed for professional reading.

Compliance Advice

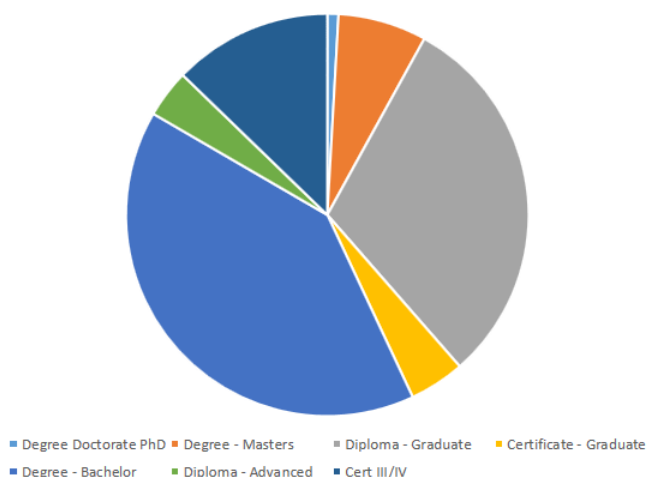
Expenditure on Professional Learning:

In 2017 the College expended \$231730 across all teaching staff. 163 teaching staff or \$1421 per staff member on professional development activities. Teaching staff attended 6500 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 7856 hours of Professional Learning were undertaken by the staff excluding meetings.

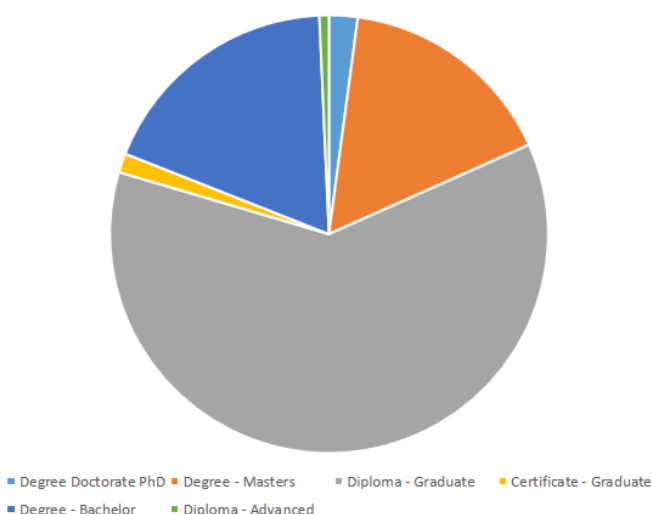
Professional Development:

Salaries casual relief @8%	\$30482
Teaching staff allowances & expenses	\$119017
Subscriptions & levies	\$60943
Staff study	\$15499
Catering	\$5789
	\$231730

Overall Qualifications - 2017 Teaching Staff – Staff hold one or more in each category



Highest Qualification - 2017 Teaching Staff



Compliance Advice

Staff Qualifications:

Teacher Qualifications - All Penola Catholic College teaching staff are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT). Teachers holding VIT registration have met professional practice standards and are required to renew their registration annually.

The registration process entails a National Criminal Records Check. All non-teaching staff, contractors and volunteers hold a valid Victorian Working with Children Check

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 Degree - Doctorate (Phd)
 Degree - Masters
 Diploma - Graduate
 Certificate - Graduate
 Degree - Bachelor
 Diploma - Advanced
 Degree - Doctorate (Phd)
 Degree - Masters
 Diploma - Graduate
 Certificate - Graduate
 Degree - Bachelor
 Diploma - Advanced
 Certificate III/IV

Overall Qualifications held by Staff 2017 Highest Qualifications held by Staff 2017

Many staff at Penola Catholic College have completed specialist Post Graduate qualifications with a significant number also completing Graduate and Masters Degree courses. Other staff are continuing to study for further post Graduate qualifications.

Compliance Advice

Staff Composition:

Principal	1
Teaching Staff (Head Count)	163
Fte Teaching Staff	140.637
Non-Teaching Staff (Head Count)	94
Fte Non-Teaching Staff	81.941
Indigenous Teaching Staff	1

Co-Curricular Involvement:

All members of the teaching staff are required to support the Co-Curricular Program and they do so with great generosity.

Participation of Support Staff in Educational Programs:

In 2017 the College employed 94 Education Support Officers, who provided essential support to the College in a wide variety of areas including administration, student services, information technology services, grounds and maintenance, Education Resource Centre, laboratories, home liaison, and catering. A number of support staff willingly gave up their time and expertise to participate in the co-curricular program.

College Community

Penola Catholic College continues to work in partnership with parents, Parish and the broader communities. We believe that belonging to a strong and active community is fundamental to the positive development of our young people.

We continue to strive to:

- support the accessibility of the College for Catholic families
- engage parents and past pupils in the broader educational programs offered by the College
- Support parents in being empowered as the first educators of their children
- proactively engage potential families in the College
- build mutually beneficial partnerships with a range of organisations
- create open and transparent lines of communication both within the College community and with the wider community
- welcome members of the wider community to College functions and activities whenever appropriate

Achievements/Value Added

We once again opened up our College Feast Day celebrations to primary school age children from local schools from 4:00pm to 5:30pm so that they could also enjoy the celebrations. The fortnightly College Newsletter and Year Book, along with access to MyPenola, the College Facebook page and the College App also provide a comprehensive summary of activities and events that contribute to the holistic growth of each student.

In 2017 the opportunity was offered for families to attend:

- Opening of the School Year Mass and Assembly
- Mother's / Father's Day Breakfasts
- Year 7 Family Welcome Dinner
- Year 12 Graduation Mass and Farewell Dinner
- House and Interschool Swimming and Athletics Carnivals
- Parent Information Nights and Senior Programs Evening
- Visual Arts Exhibitions, Technology Show and Performances
- Parents and Friends Association meetings and events
- Parent Consultation Meetings
- Annual College Awards Evening
- Annual Memorial Mass for deceased community members
- The Chaldean Parents Information Night
- Year 9 Integrated Project Presentation nights



We also provided a range of co-curricular activities, programs and camps, both inside and out of normal school hours, which enhance the education program offered to our students.

In 2017 some of these activities included:

- Various Faith and Mission and Youth Ministry activities
- SACCSS Sporting competitions
- Public Speaking & Debating
- Year 12 Retreats over three days
- Year 7-11 one day Retreats
- Year 7 Orientation camps
- Year 9 Outdoor Activity camps
- Year 10 Ball
- Senior Students - 'Keys Please' program
- Annual College Production
- Musical Performances
- Various Community Service Activities
- Involvement in REMAR
- Mary MacKillop Feast Day Celebrations
- Parents and Friends Association

Parent volunteers ensured the smooth functioning of hospitality at some school functions. Parents and Friends Association members were active in fundraising and community building activities throughout the year, including our annual Year 7 Family Welcome Dinner, which continues to grow in numbers attending each year. At our Parent Thank You Evening, we celebrated the services of volunteers throughout the year.

At our Annual Awards Night, where we celebrate the achievements of members of our College community, Mr James Warren (Year 12 Student) was awarded the Mary MacKillop Award, the MacKillop Medal was awarded to Year 12 student, Miss Ashlee Milich and at the College End of Year Luncheon, Mr John Gribble and Mr Peter Ratcliffe were awarded the Penola Medal. These awards recognise their services and commitment to the College.

Our past students contributed to the Careers Education Program and Scholarship Program and mentored our students on Retreat Days.

Compliance Advice

Parent, Student and Teacher Satisfaction Levels

The indications are that Penola Catholic College enjoys a very positive reputation in the community as evidenced by enrolment demand, high retention rates and survey and School Improvement Framework survey results.

Future Directions

Facilities and Resources

Our aim is to continue to provide the finest possible facilities and resources

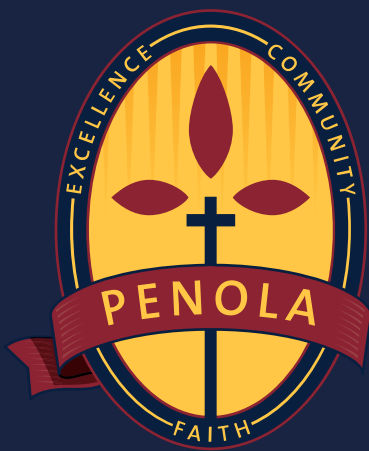
Achievements / value added

- Painting of exterior eaves and fascias Cameron building Glenroy
- Landscaping and seating area between Cameron and Aikenhead buildings Glenroy
- Synthetic cricket pitch installed Broadmeadows
- ERC interior lighting upgrade Broadmeadows
- Performing Arts Foyer, new carpet and vinyl installed
Artwork and Lighting upgrade outside canteen Broadmeadows
- Power generator installed Broadmeadows
Refurbishment of canteen and equipment Broadmeadows
Completion of Audio Control Room Assembly Hall Broadmeadows
- New split system air conditioning units to 5 classrooms and staff lounge Glenroy
- Kersland building interior painting works
- Server room switchboard upgrade completed
- College Masterplan completed
- New carpet installed PAC002 Music Room
- Painting works exterior Mannes House completed
- New quiet space class area ERC Broadmeadows
- Chewing gum removal from paving Broadmeadows

Goals for 2018

- Begin planning for year 12- VCAL Building Broadmeadows
- Continue electrical switchboard upgrade program Broadmeadows
- Continue fire ring main upgrade program Broadmeadows
- Relocate Archives storage from Mannes House to Shortis building Broadmeadows
- Complete foundation underpinning works Nolan Building Broadmeadows
- Complete hot-house area and nursery area Broadmeadows
- Refurbish Staff lounge area Glenroy
- Exterior door and Salto locks upgrades Glenroy
- New carpet for drama room Glenroy
- Complete science garden project Glenroy
- Begin assembly hall toilet upgrades





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