



ANNUAL REPORT 2018

Penola Catholic College

Registered School Number
E1363 / RSB1949





Penola
CATHOLIC COLLEGE
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Principal
Mr Chris Caldow

President of the Canonical Administrators
Father Tomy Kalthoor

School Board Chair
Mrs. Mary Anastasopoulos

May 10, 2018

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 2017 (Vic.), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Principal

Mr Chris Caldow

Chris Caldow

TABLE OF CONTENTS

- 4** Our College Vision
- 5** Our College Overview
- 6** Principal's Report
- 19** College Board
- 23** Learning and Teaching
- 34** Student Wellbeing
- 38** Leadership and Management
- 42** College Community
- 44** Future Directions



OUR COLLEGE VISION



OUR SHARED VISION

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



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

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

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

OUR COLLEGE OVERVIEW

Penola Catholic College was formed as a result of the amalgamation of Sancta Sophia College, Therry College and Geoghegan College in 1995. The Josephite charism is the source of our spirituality. The teachings and example set by Saint Mary of the Cross MacKillop are embedded in all that we do.

The College was established to provide those in the northern suburbs with a Catholic co-education. Our community includes the Parishes of Corpus Christi – Glenroy, St Dominic's – Broadmeadows, Holy Child – Dallas, Good Shepherd – Gladstone Park 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 programs create an outstanding learning environment.

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

PRINCIPAL'S REPORT

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

Improved Student Results

2018 was a good year for student results with our VCE median study score of 27, our average ATAR of 55.27, 95% of students who applied for an ATAR receiving an offer and 89% receiving one of their top 3 choices. Our unscaled and scaled 40+ scores both increased indicating an improvement in the achievement of our more capable students. The year 12 results were very good, particularly when you compare their predicted scores to their actual scores.



Chris Caldow (Principal), Jason Li (2018 College Dux)

Principal Review

My thanks to all who were involved with my formative review including parents, students and staff. The process for the review is that the panel looked at survey responses as well as the interviews that they conducted and came up with a report that contains both commendations and recommendations for areas of improvement. Provided I show evidence on working to address the areas for improvement, the Canonical Administrators make a decision at the end of my second review (2019) about whether to offer me another 5-year contract from 2021 onwards. I thank everyone for your honest feedback.

Thanks to all involved in the process including staff who completed a survey and staff, students and parents who were involved with interviews. The panel gave me a preliminary verbal report on Thursday afternoon, February 22, 2018.

Overwhelmingly it was very positive with the main recommendations focusing upon ways to incorporate student voice into decision making, looking at ways of empowering other leaders within the College and looking at staff workload and morale. My thanks to the panel member's Fr Vo Duc Thien, Chair of the Canonical Administrators, Mrs. Trish Cowling, Panel Chair from Catholic Education Melbourne and Mr Matthew Bryne, Principal of Damascus College, Ballarat.

SUMMARY OF COMMENDATIONS

EDUCATION IN FAITH

The Review Panel commends Chris for:

- Faith filled religious leadership and the authentic witness he gives to the Gospel.
- Willingness to speak openly of the importance of his Faith and his presentation as a strong role model
- The visibility of religious icons, crucifixes, prayer tables and other religious symbols and quotations throughout the College
- His inclusiveness and welcome to the multicultural community of families and their needs
- The clear focus on the links between the founding Charisms and the present reality along with Penola's identity as an active Catholic community
- His articulation of the centrality of the Eucharist to the Catholic tradition in a way that is educative for staff and students

LEARNING AND TEACHING

The Review Panel commends Chris for:

- His absolute commitment to student centred growth
- The school's strong focus on improved standards and pedagogical practice
- The growth in recent years in NAPLAN and VCE outcomes
- Celebration of student achievement
- Focus on data analysis and utilization through UMNOS involvement
- Role modelling as an authentic instructional leader
- Commitment to the professional learning of staff
- The successful implementation of the CLIL program for students of Italian
- The wide range of curriculum and co-curricular offerings available for students and staff

STUDENT WELLBEING

The Review Panel commends Chris for:

- His commitment to providing a safe and nurturing community for all students
- His exemplary accessibility and personal pastoral care of students.
- His modelling of respectful relations with staff and students and emphasis upon Restorative Practices across the College
- His commitment to ensuring that the needs of all students are met, particularly those with language needs through the establishment of the Language Centre
- Giving an authentic voice to students through the leadership program
- The changes to Timetabling that have provided greater accessibility to a wide range of subjects and levels at Years 10-12

LEADERSHIP AND MANAGEMENT

The Review Panel commends Chris for:

- His strong and decisive leadership
- His professional and people-centred leadership approach
- His relentless commitment to a much needed ongoing change agenda
- His highly effective organisational ability
- His role modelling of a strong work ethic and pursuit of excellence across the College
- His articulation of the vision of the school and the translation of this vision into reality.
- His astute management of finance and resources

SCHOOL COMMUNITY

The Review Panel commends Chris for:

- His positive relations with parents and focus on strengthening family engagement in student learning
- His presence at community events and effective communication, verbal and written with the parent body
- His advocacy of Penola in the broader community and efforts to raise both the profile and the reputation of the College
- His support for the parent community of the College, particularly those experiencing hardship

WORKING WITH THE BOARD AND THE CANONICAL ADMINISTRATORS The Review Panel commends Chris for:

- An effective and robust working relationship with the College Board, particularly the current Board Chairperson
- The close working relationship with the Business Manager, and his support for the Business Manager in her role.
- Raising the profile of the College Board to staff and parents
- The high level of care, attention and detail given to the overall planning and management of finances, property, buildings, grounds development and resources

SUMMARY OF RECOMMENDATIONS

EDUCATION IN FAITH

The Review Panel recommends that Chris:

- Continue the development of Penola Catholic College as a strong faith community
- Continue to promote the Catholic identity of the College, and the professional learning of staff in the area of faith and Catholic identity
- Continue to articulate the links between meeting the community at its point of need and its Catholic identity, e.g. promoting the Language Centre to staff as a legitimate response to community needs, outreach to the community and expression of Christian identity
- Explore ways in which the College can establish closer links with parish feeder schools, and connect students with their parishes
- Work with the local parish communities to enhance student connectedness to faith development activities
- Continue to ensure the relevance, engagement and strong status of the RE program at the College

LEARNING AND TEACHING

The Review Panel recommends that Chris:

- Continue to lead Penola unapologetically on its school improvement and effectiveness agenda
- Continue to foster high academic achievement, using contemporary research and data to inform best and next practice
- Develop the capacity of Senior and Middle level leaders to step up as change agents, communicators and decision-makers – so that this becomes the Penola Agenda rather than Chris's Agenda
- Encourage the involvement of student voice in matters pertaining to learning and teaching to continue to develop optimal growth – for example the student's perspective on improving the Head Start program
- Clearly and regularly articulate his big picture vision of teaching and learning to the school community
- Continue to develop online resources to enable the College to provide a contemporary approach to learning and teaching

STUDENT WELLBEING

The Review Panel recommends that Chris:

- Further extend the opportunities for "student voice", specifically around the Pastoral Care program
- Continue the exploration of flexible timetabling for students at Years 7-9
- Explore ways in which the College can continue to develop the interconnectedness between students' well-being and learning and teaching
- Continue to develop the principle that all staff have responsibility for the wellbeing of students and the expectation of high standards of behaviour
- Continue to ensure that all pastoral policies and practices are consistently implemented
- Clarify the place of leadership of restorative practices as a framework for student growth and support

LEADERSHIP AND MANAGEMENT

The Review Panel recommends that Chris:

- Look to ways to develop the capacity and leadership skills of his senior and middle leaders so as to strengthen the distributive leadership model
- Continue to hold leaders accountable for including staff in decision-making so that consultation can be authentic and staff input valued.
- Explore (and introduce) mechanisms for formally recognising and affirming the contributions of staff across the College
- Continue to ensure that his expectations for high quality performance of all staff are maintained
- Continue to focus on fostering a professional culture by developing the leadership capacity of all staff
- Develop a way in which all leaders can be seen to be listening – actively and often, with a view to giving credence to the ideas and opinions of others
- Provide further clarity regarding the new Human Resource Management function within the College to assist staff and leadership in optimising the performance and wellbeing of the staff team
- Develop an approach to his role that ensures that he is able to maintain and sustain his high quality leadership in the long term.



SCHOOL COMMUNITY

The Review Panel recommends that Chris:

- Continue to advocate for Penola in the Parish primary schools promoting the facilities and resource provision of the College to parish primary Principals and staff
- Continue to monitor the parent response to online reporting and assessment and use of the learning management system to ensure that no families are left behind through lack of access
- Consider opening the library even later to enable older students access to the WIFI and resources for study purposes
- Provide ongoing opportunities for parent forums to seek feedback and engagement

WORKING WITH THE BOARD AND THE CANONICAL ADMINISTRATORS

The Review Panel recommends that Chris:

- Continue to look to ways that will engage the Canonical Administrators in the life of the College
- Continue to develop the capacity of the Board to ensure that there is a strong, strategic approach to governance of the College into the future.
- Continue to utilize the skills and expertise of the Board and the local Parishes in achieving the vision and mission of the College in the education of young women and men



ACER School Review

Thanks to all parents, students and staff for your willingness to be involved with the School Review. We received a full report at the end of term which enabled us to develop a new strategic plan in conjunction with staff, students, parents and the College Board.

The key aspects in developing a new strategic plan are answering the following questions:

Where are we now?

Where do we want to be?

How do we get there?

Are we on track?

The review enables us to determine where we are now. Key facets for us to focus upon in the new strategic plan are more effective use of data, differentiation of learning on a more widespread basis and a continued focus upon using contemporary pedagogies to improve student engagement with their learning.

School Improvement Plan

After a comprehensive external review conducted jointly by Catholic Education Melbourne (CEM) and Australian Council for Educational Research (ACER), the College Board has ratified our new School Improvement plan for 2018-2021. There are 5 broad goals upon which we will focus throughout this period, namely:



1. Improve student achievement in learning and performance



2. Use data effectively to improve student outcomes



3. Implement and embed differentiated practice



4. Develop and refine the curriculum plan



5. Continue to implement the College's pedagogical framework

These goals provide strategic directions for us throughout this four-year period (2018-2021) and are elaborated in much more significant detail throughout the body of the plan. The only way that these plans can be enacted is through the support of all involved at Penola Catholic College: - staff, students, parents and wider community members. In essence we are trying to provide an environment where each student can achieve their potential and become productive members of society upon the completion of their time at Penola Catholic College.

LOTE Tours to France and Italy

On Wednesday 28th March, five of our French students accompanied by Mr Nicolas Sliwka and myself travelled to France and fifteen of our Italian students accompanied by Ms Lucy D'Angelo and Ms Giuseppina Graziano travelled to Italy. They visited many sites throughout the two countries as well as being involved in a homestay with French and Italian families respectively. We also had thirteen students travelling to Italy as part of an Art Tour accompanied by Mr Jason Hussey, Ms Maree Farah and Ms Hari Dimitriou.

LOTE Homestay visits from Japan and France

Our sister school from Japan, Dokkyo Saitama High School, visited from Thursday 16th to Friday 24th March. Our sister school from France, St Jean Baptiste de la Salle, Avignon visited from Thursday 16th to Thursday 30th March. A number of our families hosted these students throughout this time. I would like to publically thank each of the families who 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.



Italian Sister School Visit

We said farewell to 10 students and two staff from our Italian sister school Versari Macrelli who were on a Language homestay with our Penola families from September 6th to September 17th. The students attended classes, participated in activities and were taken on a number of tourist excursions. These programs are of great value to the students and the families who participate and create wonderful opportunities for friendships to flourish. These programs also support the importance of learning other languages as we live in a global community. I thank all Penola families who hosted the Italian students. I also thank Mrs. Anna Favrin, Homestay Coordinator, for overseeing the program and the languages staff who have been involved in delivering such a fantastic experience for our visitors.

Faith Dimension of the College

Many lament the lack of participation of youth in organised religion, particularly attendance at Mass. For those of us who attend Mass on a regular basis it is clear to see that the general profile of the congregation is ageing. However, this does not necessarily reflect an absence of religion or spirituality in the youth of today. One of the best quotes that I have heard in recent times in this area states "Catholic schools are for many the closest experience to Church that the youth of today are involved in, and therefore we have an obligation to make it the best experience possible."

We are in the midst of changing times. It was once described to me by Fr Hugh Brown, a former Principal and Catholic Education Office administrator, as a state of liminality, where we knew we couldn't go back but were unsure of the way forward. I am constantly amazed at the opportunities that are provided to our students on a regular basis and hope that they take time to reflect upon their own spiritual journey throughout their time here at Penola Catholic College.

The life of Jesus Christ and the Church is about allowing all people to have many chances for "getting on" in life, in the truly human sense of that term. The life of Jesus Christ is about respecting and encouraging people's various talents, about patience and tolerance, about equality. The life of Jesus Christ is about challenging people and forgiving them, about listening to others' points of view and being prepared to change. The life of Jesus Christ is about hope, perseverance, and new life.

All who are involved in Catholic schools are able to develop and maintain this particular quality of life. And this quality has to be developed and maintained if our schools are to retain and grow in their specifically Catholic nature. This quality is developed in the ways that teachers relate with students, in the way that they relate to one another, in the ways that the students relate to one another and the support that is provided by the parents. Everyone who is part of a school contributes to its 'ethos' or quality. For a school to claim the name "Catholic" validly, that ethos or quality must be in the order of Jesus Christ and His Church.

Each of us has an opportunity to build the faith dimension of our school in our daily interactions. We cannot expect justice within our school if it is not modelled. The Gospel values need to be a lived experience of our students within the College otherwise we are merely giving platitudes and we are not providing a genuine or authentic experience of being a Catholic School in the Josephite tradition. The old saying that it takes a village to raise a child has never been truer, in what is increasingly becoming an individualistic and secular society. Our hope is that we can make a difference to each student here at Penola Catholic College.

AJASS Conference

This year I attended the annual AJASS conference in Adelaide. It was a great opportunity to learn from colleague principals and leaders who are also working in Association of Josephite Affiliated Secondary Schools. There are currently 38 schools throughout Australia and New Zealand who have joined AJASS in an attempt to understand the Josephite charism and live it out within today's context. We had the opportunity to visit the site of Mary MacKillop's excommunication as well as St Mary's Church where Saint Mary MacKillop and Fr Julian Tenison-Woods first arrived in Adelaide to begin the process of establishing the Sisters of St Joseph.

Sr Catherine Mead, spoke at our AJASS Conference last week about the role of Josephite Education. She is a Josephite sister who has worked in a number of Josephite schools in South Australia including times as Principal of these schools. She is currently working part-time at Mt Carmel College in Port Adelaide and is completing a PhD on Educational Leadership in the Josephite Tradition:

Her research to date indicates that are 4 key characteristics in Josephite Education:

1. Founding Story
2. Core Set of Values – Strength in Compassion, Dignity, Charity, Justice and Inclusion.
3. Symbols and Languages – Use of respectful and inclusive language
4. Service to the Community – Belonging is central

Her research has also identified the following key characteristics of a Josephite approach to Leadership:

1. Faith inspired Leadership – integration of faith and prayer, humility and compassion.
2. Integrity in Leading Mission – Congruency of mission and tradition
3. Leadership as Service and Vocation – Integration of Gospel values, Servant leadership built on the development of strong relationships.
4. Leadership Formation – Capacity building in faith, spirituality and educational leadership.

The ongoing question for us is how to witness the Gospel news through the Josephite charism to the students entrusted to our care. I found these days challenging as I listened to how these remarkable women, the Sisters of St Joseph, were answering God's call.

Work Experience

Thanks to our Careers staff for their tireless work in assisting over 235 Year 10 students with work placements in the week of June 4 – June 8. Thanks also to staff who took the time to visit a number of students within their work placements during this time. Many favourable comments were received from employers and the wider community regarding the positive impact that many of our students had within their work placement. As a school community it is great to receive these comments as often we only hear negative comments regarding the youth of today but it is great that the community gets to see the wonderful young people that we deal with daily, in action.

Grease – College Production

Countless hours of practice and rehearsal went into this year's production "Grease". My thanks to the staff involved with the production particularly James Maddocks, Jane Dalli, Simon Greatwood, Catherine Hosking, Sandra Warren, Dianne Lee, Ramona Arney and Kate Shoesmith. I attended the Opening night session and I was very impressed by the performance. I thank the student body involved with Grease including the cast members, band, backstage and costumes. Congratulations to all involved on a magnificent production and great showcase of student talents to our broader community. I am mindful of the time commitment that this has meant both 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.



NAPLAN Results

As parents of Years 7 & 9 students would be aware, students received a printout of their NAPLAN results in August. Whilst they are only a snapshot of each student's level of achievement and an indication of how they have performed at a particular point in time, they do provide us, as a school, with valuable comparisons against the State and National performance. One of the best measures for our school is to look at the growth from Years 7 – 9 as it gives an indication as to whether we are progressing at the same rate as the rest of the state. 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 & Punct | Numeracy | As or better than State |
|--------------------|---------|---------|----------|-----------------|----------|-------------------------|
| 2016 - 2018 | -7 | +14 | 0 | +2 | -4 | 3 |
| 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 |

All of these results are indicators that our focus upon literacy is making a difference and provides significant encouragement for both staff and students. Well done to all!

Father's Day Breakfast

In our setting – a coeducational school in Melbourne's Northern suburbs, we are ever conscious of the impact we, as adults have on our young people. The influence that parents have on shaping their children is paramount and the second greatest influence usually comes from the teachers that young people have during their schooling. The opportunity to bring Dads and their children together is something which the College values enormously. The evidence suggests that as Dads, we must ensure that we do find time to be with our sons and daughters and to take an active and genuinely interested role in their lives. I thank all those Dads who attended our Father's Day breakfast on Friday August 31 and hope that all of our Dads and families enjoyed a great Fathers' Day!

Josephite Exchange

On Thursday August 23 and Friday August 24 we travelled to 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 provides an opportunity for our students to engage with students from another Josephite school and get a better understanding of the Josephite charism. I thank both the staff and students attending Adelaide for the way that they represented the College.

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 Wednesday August 8 2018 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 the heavens opened up just after they had left!

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 \$17,790.09

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 6 Year Level Charities:

Year 7 – Mary MacKillop Foundation - \$5361.38
 Year 8 – Mt. Rothwell Biodiversity Centre - \$2029.33
 Year 9 – Society of St. Vincent De Paul - \$1589.02
 Year 10 – Asylum Seeker Resource Centre - \$1859.49
 Year 11 – Opening the Doors Foundation - \$3730.97
 Year 12 – Foundation 18, Bali - \$3219.90

This resulted in a total of \$17,790.09 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!

This final aspect of our celebrations of the Feast of our Patron is an important acknowledgement of our theme 'gratitude is the memory of the heart'.

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'.

Year 10 Ball

The Year 10 Ball is one of my favourite events in our Calendar as it provides an opportunity for our parents to see their sons and daughters interacting with others and enjoying themselves. It also allows us as staff members to see some of our students in a different light as they present themselves in a different way to the way in which they may present in the classroom. My thanks to the staff who attended the night, our Year 10 PE staff who assisted in teaching the dancing, Michelle Galati, Deveraj Kumar and Rosa Lucarelli for their expert dance tuition and to Mr Mark Johnstone and Mrs Liviana Daniele for all of their organisation of the event. My favourite part of the night is the Father-Daughter and Mother-Son dance where all enjoy the experience!

Farewell to Year 12 students

As our Year 12 students completed their formal classes with us in the third week of fourth term and began their written exams the following week it is fitting that we pay tribute to them in this report. Their behaviour was impeccable throughout the final week where they completed a range of activities included 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, Alexandra Gilpin and Jessica Repic for their leadership of the student body over 2018. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all of other Year 12 students who have held positions of leadership for their contribution to our Penola community.

I encourage the Year 12 students to become active in the Penola Collegians Association 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. Congratulations to the following Year 12 students who were recognized for their achievements at our Graduation Mass:

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 are: Alexandra Gilpin
Jessica Repic
Matthew Williams
Manuella Allos
Cindy Nguyen
Natasha Lay

➤ 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 are: Emma Lang
Alexander Weaver
Mathew Chetcuti

➤ 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 are: Nicholas Valentino
Samantha Mahi
Tayla Garrett
Merna Amanowel
Angelica Salvador
Benjamin Cumming

➤ 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



➤ 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 are: Anna Nguyen-Do
Meriem Khoshaba
Jarrod Zammit
Anushka Warnakulasuriya

➤ 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 is: Nikita Sumner (Sancta Sophia House)

➤ 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 sports person

Recipients are: Olivia Busuttil
Lucas Cavallaro

➤ Academic Excellence Award

Selection Criteria:

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

The recipients are:

| | |
|------------------------------|--|
| Jason Li | Accounting Units 3 & 4, Mathematical Methods Unit 4 |
| Thomas Morrison | French Unit 4, Specialist Mathematics Units 3 & 4, Mathematical Methods Units 3 & 4, Legal Studies |
| Alessia Licitra | English as an Additional Language Units 3 & 4, French Unit 4 |
| Laura Tsivoglou | English Language Units 3 & 4, Global Politics Unit 4 |
| Monica Yu | Chemistry Unit 4, Biology Units 3 & 4, Literature Unit 4, Visual Communication Design Unit 4 |
| Taylah Cackett | Health & Human Development Units 3 & 4, Product Design & Technology (Textiles) Unit 4 |
| Jarod Stolinski | English Units 3 & 4, Further Mathematics Unit 4 |
| Malamati Tsiukardanis | Food Studies Units 3 & 4, Literature Unit 4, Psychology Unit 4 |
| Tina Tran | Psychology Units 3 & 4, Accounting Unit 4, Further Mathematics Unit 4, Health & Human Development Unit 4 |

➤ Tenison Woods Excellence in Science Award

Selection Criteria:

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

Recipient is: Monica Yu

➤ ADF Long Tan Award

Selection Criteria:

- ❖ Leadership
- ❖ Teamwork
- ❖ Community Involvement
- ❖ Resourcefulness

Recipient is: Brooke Davids

➤ Mary MacKillop Award for school spirit

Selection Criteria:

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

Recipient is: Jessica Repic

Thanks

I wish to express my appreciation to the many people whose contributions ensure that our College continues to prosper in all dimensions of College life. Thank you to Fr Duc Thien Vo, 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 Jennifer Vinten for her unwavering commitment to making Catholic education as affordable as possible for all of our families; to my personal assistant Mrs Evelyn Assaad 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 non-teaching staff, to support the young people in their care. Their commitment and support is commendable. I thank our students for their commitment to their education, their participation in the many co-curricular activities offered and their willingness to participate in College life.

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

Principal of Penola Catholic College,

Chris Caldow



COLLEGE BOARD

With pleasure, the Board thanks the College for providing our children with a nurturing, caring and academically enriched education proudly supported by the Principal and by committed and dedicated staff. We also thank the College for providing the school community frequent opportunities to give feedback on changes to improve performance.

The values and mission of a Catholic education are integrated through the learning and culture of our college. Our children learn what is important to them in their lives and have the opportunity to build on their values and beliefs according to our faith. More crucial is the role of parent involvement and parent engagement and partnerships with the College as student outcomes are closely linked with these connections. We thank Mr Caldwell on creating a culture of inclusion and taking into account the richness and diversity of the College's wider community.

The year commenced positively with enrolments up from the previous year. The first College assembly is historically special and memorable as our Year 7's are officially welcomed to the College. Our senior students preparing for their VCE draw on the inspiration of the Dux of 2017 on the benefits of establishing study routines as they do pay off in the long run.

In term 1 the College employed an independent body, ACER, to conduct a school review. Reviewers interviewed staff, students and parents as well as viewing the Colleges policies and a variety of data. Reviewers provided feedback on commendations, affirmations and recommendations which set up the strategic direction and forms part of the School Improvement Plan for 2018-2021.

The Board strongly agrees that positive outcomes can be achieved with the support of staff, students, parents and the wider community. The Board will continue to monitor the School Improvement Plan and the community will be updated via the College website and newsletter publications.

Also occurring in term 1 was the Principal's review, in similar processes, independent reviewers interviewed staff, students and parents and provided feedback to the Principal. Special guest leaders and presenters during the year included Lucy D'Angelo - Head of Learning and Teaching - with her presentation of the 2019 Year 7-9 curriculum update; Arnel Davis - discussing the VCAL program and Andrew, the College's independent financial auditor - presenting the Annual Financial Statement Report.

The Board is confident with the high level of assurances adhered to and commends the College on its continuous improvements and innovations, achievements, accountability and transparency. The Board is also confident with the effective strategic leadership and operational management and the positive culture of challenge and support that enables effective teaching, promoting enthusiasm and commitment to the learning and growth of our children.

We extend our thanks and appreciation to the Parents and Friends Committee who continue to be active in strengthening parent support and involvement throughout the school community.

Best wishes to our Year 12's, we look forward to hearing your achievements and we thank our Captains on their continued commitment to the College throughout the year. Congratulations to all our successes and achievers in 2018.

We look forward to another fulfilling and successful year in 2019.

Mary Anastasopoulos



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, 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 Year 11 RE course continue to develop.

As a community, we celebrated significant events throughout the year through whole school and Year Level liturgies on each campus. In addition, we provided opportunities for the wider Penola community to come together to acknowledge and celebrate our shared faith through the annual Mother's Day and Father's Day Masses and the annual Memorial Mass offered in November in remembrance of those members of our community who have passed before us.

All Penola Catholic College gatherings, of any size and purpose, begin with prayer, with an emphasis placed upon finding ways to engage community members in the message of the Gospel whilst reinforcing the important role our community has in building God's Kingdom of justice and peace. Each year a quote from our Patron St Mary of the Cross MacKillop is chosen as our focus for the year – in 2018, the theme was 'Gratitude is the memory of the heart'.

The vital role our community members have in building the world Jesus Christ asked us to is further emphasised by the opportunities offered through our extensive co-curricular program including Faith Development and Christian Service offerings.

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 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 2018, 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 gender-specific groups focussed 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 their 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 2018 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.
- In class paraliturgical experiences that are student created and led.
- Involvement in local Parish Youth Masses and other Archdiocesan initiatives.
- Annual REMAR Solidarity trip to Amoonguna Indigenous Community, NT.
- Attendance by students and staff at the annual JJAMM (Jesus, Joseph and Mary MacKillop) conference held in Sydney.



Compliance Advice

Religious Education is a compulsory study for students from Years 7-12. To Know, Worship and Love texts form the basis of the Religious Education program from Year 7-10. Year 11 students study VCE Religion and Society Unit 2. Year 12 students participate in a school based program designed for young adults. All year levels engage in retreats or reflection days. Staff participated in an adult faith development program which was approved for the purpose of Accreditation to Teach in a Catholic School.

Pastoral Care

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, career development, learning approaches and resilience. Programs conducted in recent times include Positive Relations Program, Safe Partying Session, Study Skills Programs, 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.

LEARNING & TEACHING

Goals and 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. In other words, we provide 'Real Life Learning'.

We aim to provide a safe learning environment that prioritises differentiation to ensure the needs of all students are met and are appropriate to their stages of learning. Our educational programs are student-centred and aim to foster a growth mindset 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 as to enhance the learning environment and educational opportunities for our students. Our aims in teaching and learning are inspired by our College Mission and Vision and our Teaching and Learning Policy.

In 2018, we began the year continuing our focus on our two broad goals 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 prioritising higher order questioning, connecting feedback to data and committing to assessment for learning, through Professional Learning days, e.g. Glen Pearsall presentation on higher order questioning, presentations at meetings and the ongoing work of the School Improvement Team.

2018 saw the second year of the UMNOS Team working to implement the strategies of using data more effectively to inform practice and to differentiate more effectively. 2018 saw the consolidation of and improved access to meaningful data through the launch of the College data dashboards, the construction of developmental rubrics on the Glenroy Campus, supported by extensive Professional learning with Bronwyn Jones and the development of a growth focussed report template for the whole College. These goals were underpinned by Professional Learning focussed on our new College data dashboards, Andrew Douche on digital learning and differentiation and Bronwyn Jones on developmental rubrics on our Glenroy Campus.

In addition, we continued to focus on our whole school literacy Improvement Strategy, with the support of the Literacy leader and the three Literacy Coaches who continued to deliver the Literacy for Learning program to all staff. The Australian Catholic University's Multi Literacies in 10-12 Science Project continued in 2018, supported by extra time release given to those staff involved.

Further development and implementation of our Learning Management System, MyPenola, continued throughout 2018. Continuous reporting continued and was further developed and streamlined with the grades from MyPenola being captured by the reporting package, Accelerus, to construct the end of semester reports. Renaissance reading was expanded to be part of the year 9 English Curriculum.

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.

2018 saw the continuation of our university partnerships which enhance the teaching and learning programs at Penola Catholic College, providing rich opportunities for 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.

Three university initiatives continued to gain momentum with the continuation 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 University Italian to Year 12 students, with the University of Melbourne and participating in the second year of 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 continue to provide a Language Centre within the College, to cater to students who have recently arrived in Australia, but are unable to gain access to other Language Schools. This enabled us to deliver a specialised program which was also personalised according to individual student ability and experience.

In this next 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 2018.

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.

The figures below show that for Year 7 students in 2018:

- 95 % of Year 7 students were at or above the national minimum standard for Reading.
- 92 % of Year 7 students were at or above the national minimum standard for Writing.
- 97 % of Year 7 students were at or above the national minimum standard for Spelling.
- 96 % of Year 7 students were at or above the national minimum standard for Grammar and Punctuation.
- 97 % of Year 7 students were at or above the national minimum standard for Numeracy

| NAPLAN Tests | National | Victoria | Penola |
|----------------------------------|----------|----------|--------|
| Reading | 94.1 | 95.1 | 95 |
| Writing | 86.9 | 90.2 | 92 |
| Spelling | 92.8 | 93.4 | 97 |
| Grammar & Punctuation | 93 | 94.2 | 96 |
| Numeracy | 95.6 | 95.9 | 97 |

The figures below show that for Year 9 students in 2018:

- 91 % of Year 9 students were at or above the national minimum standard for Reading.
- 86 % of Year 9 students were at or above the national minimum standard for Writing.
- 87% of Year 9 students were at or above the national minimum standard for Spelling
- 89 % of Year 9 students were at or above the national minimum standard for Grammar and Punctuation.
- 95 % of Year 9 students were at or above the national minimum standard for Numeracy.

| NAPLAN Tests | National | Victoria | Penola |
|------------------|----------|----------|--------|
| Reading | 93.4 | 94.1 | 91 |
| Writing | 79.5 | 83.4 | 86 |
| Spelling | 90.4 | 90.5 | 87 |
| Grammar & Punct. | 92.3 | 93 | 89 |
| Numeracy | 95.5 | 95.5 | 95 |

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.

| NAPLAN Tests | 2016 % | 2017 % | 2016/2017 % Changes | 2018 % | 2017/2018 % Changes |
|------------------------|--------|--------|------------------------|--------|------------------------|
| Yr. 7 Reading | 92.4 | 95 | +2.6 | 95 | 0.0 |
| Yr. 7 Writing | 95.4 | 93 | -2.4 | 92 | -1.0 |
| Yr. 7 Spelling | 95.9 | 94 | -1.9 | 97 | +3.0 |
| Yr. 7 Grammar & Punct. | 95.9 | 92 | -3.9 | 96 | +4.0 |
| Yr. 7 Numeracy | 95.5 | 98 | +2.5 | 97 | -1.0 |
| Yr. 9 Reading | 92.2 | 89 | -3.2 | 91 | +2.0 |
| Yr. 9 Writing | 90.5 | 83 | -6.5 | 86 | +3.0 |
| Yr. 9 Spelling | 92.3 | 91 | -2.3 | 87 | -4.0 |
| Yr. 9 Grammar & Punct. | 87.7 | 84 | -3.7 | 89 | +5.0 |
| Yr. 9 Numeracy | 97.9 | 99 | +1.1 | 95 | -4.0 |

In Summary

The 2018 NAPLAN data revealed that the proportion of students achieving the Spelling and Grammar & Punctuation standards at Year 7 has improved with the proportion of students achieving the minimum standards increased, compared to the previous year. The proportion of students achieving the Reading, Writing and Grammar & Punctuation standards at year 9 has improved with the proportion of students achieving the minimum standards increasing compared to the previous year. We will strive for continual improvement in all areas in 2019.

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

| | 2016 | 2017 | 2018 |
|----------------------------------|------|------|------|
| Reading | 559 | 567 | 553 |
| Writing | 567 | 546 | 558 |
| Spelling | 570 | 569 | 558 |
| Grammar & Punctuation | 543 | 554 | 564 |
| Numeracy | 568 | 571 | 567 |

Change in Average Standardised results for Penola

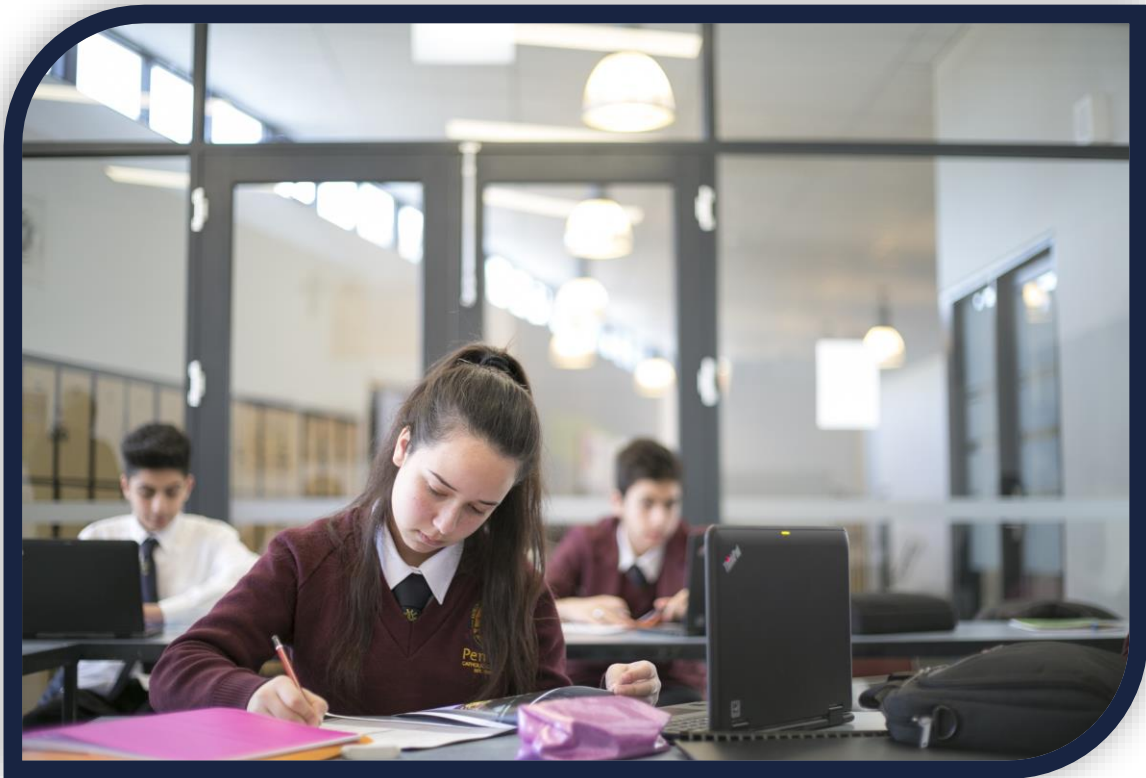
| 2015/2016 | 2016/2017 | 2017/2018 |
|-----------|-----------|-----------|
| +5 | +8 | -14 |
| +9 | -21 | +12 |
| +2 | -1 | -11 |
| -1 | +11 | +10 |
| +2 | +3 | -4 |

National, Victorian and Penola 'Mean' for Year 7

Average Standardised Results for Penola

Change in Average Standardised Results for Penola

| | 2016 | | | 2017 | | | 2018 | | | 2015/2016 | | | 2016/2017 | | | 2017/2018 | | |
|-----------------------------|------|-----|-----|------|-----|-----|------|-----|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|
| | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen |
| Reading | 541 | 547 | 522 | 545 | 552 | 526 | 542 | 548 | 533 | -5 | -6 | -4 | -4 | -2 | +4 | -3 | -4 | +7 |
| Writing | 515 | 530 | 520 | 513 | 524 | 511 | 505 | 514 | 508 | +4 | +7 | +9 | -2 | -6 | -9 | -8 | -10 | -3 |
| Spelling | 543 | 545 | 525 | 550 | 549 | 535 | 545 | 547 | 547 | -3 | -2 | -6 | -7 | +4 | +10 | -5 | -2 | +12 |
| Grammar & Punct. | 540 | 545 | 519 | 542 | 548 | 512 | 544 | 549 | 539 | -1 | -2 | -4 | +2 | +3 | -7 | +2 | +1 | +27 |
| Numeracy | 550 | 558 | 525 | 554 | 562 | 530 | 548 | 556 | 530 | +7 | +8 | +3 | +4 | +4 | +5 | -6 | -6 | 0 |

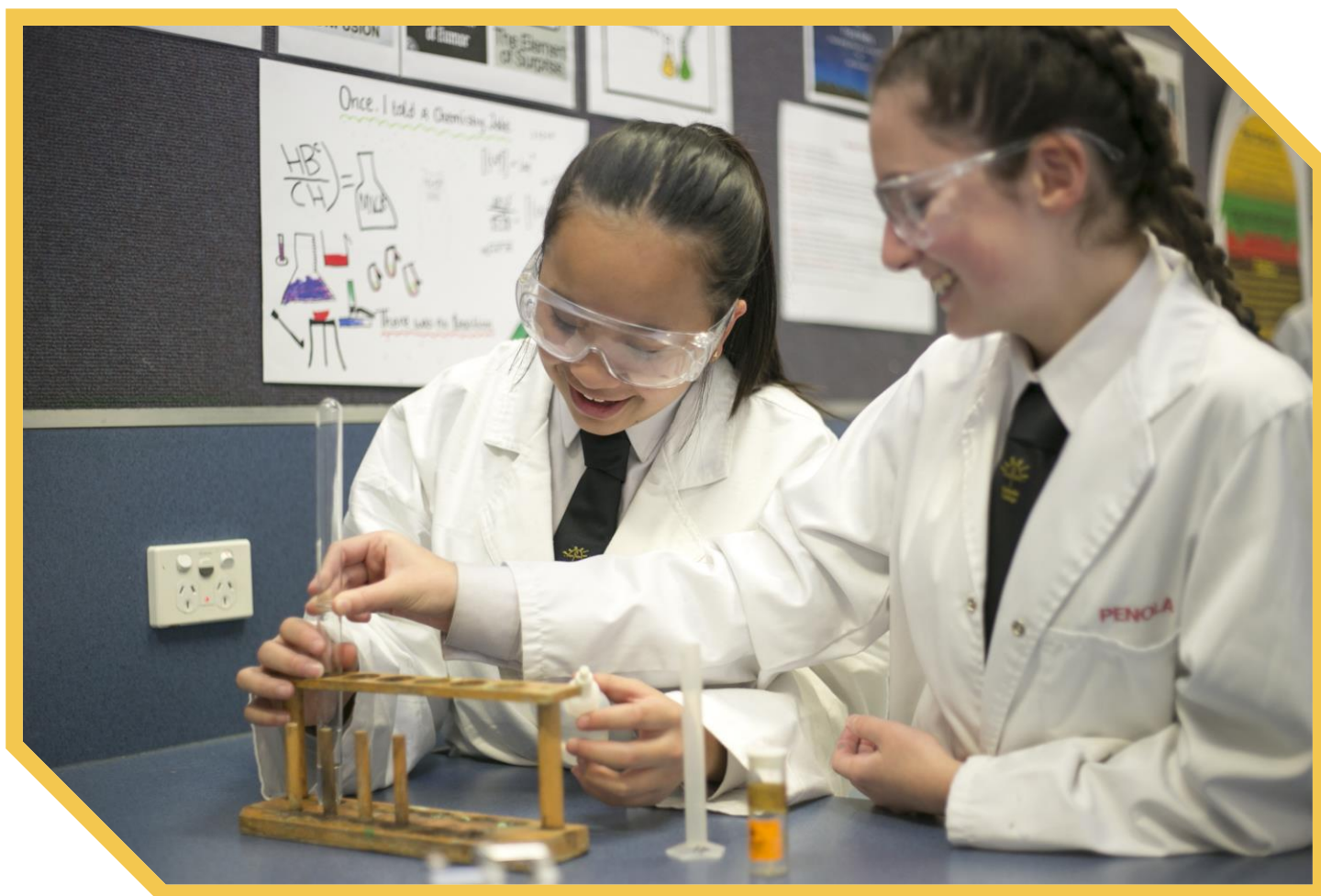


National, Victorian and Penola 'Mean' for Year 9

Average Standardised Results for Penola

Change in Average Standardised Results for Penola

| | 2016 | | | 2017 | | | 2018 | | | 2015/2016 | | | 2016/2017 | | | 2017/2018 | | |
|-----------------------------|------|-----|-----|------|-----|-----|------|-----|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|
| | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen | Nat | Vic | Pen |
| Reading | 581 | 586 | 561 | 581 | 584 | 561 | 584 | 591 | 558 | +1 | -2 | -1 | 0 | -2 | 0 | +3 | +7 | -6 |
| Writing | 549 | 564 | 560 | 552 | 561 | 547 | 542 | 551 | 551 | +3 | -3 | +5 | +3 | -3 | -13 | -10 | -10 | -4 |
| Spelling | 580 | 583 | 571 | 581 | 581 | 564 | 583 | 586 | 562 | -3 | -1 | +4 | -1 | -2 | -7 | +2 | +5 | -2 |
| Grammar & Punct. | 569 | 575 | 546 | 574 | 574 | 548 | 581 | 584 | 555 | +4 | -2 | -4 | +5 | -1 | +2 | +7 | +10 | +7 |
| Numeracy | 589 | 596 | 572 | 592 | 597 | 574 | 596 | 603 | 560 | -3 | -4 | -1 | +3 | +1 | +2 | +4 | +6 | -14 |



Contemporary Learning at Penola Catholic College

Most of 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 2018 the focus on developing a STEAM program on our Glenroy Campus was brought to fruition. The staff on the Glenroy Campus worked collaboratively with STEAM expert Adrian Bertollini, who guided the development of the one-week program to be undertaken in the final week of term 2, 2019. The review of the Year 9 PBL projects continued. 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, these included Renaissance Reading, Education Perfect and Edrolo.

As part of our involvement in the UMNOS Project, work continued on the Student Data 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.

Penola Catholic College continued to strive for academic excellence in 2018 and added value to the learning experiences through:

- Work began at the Glenroy Campus on the creation of 'Developmental Rubrics' under the coaching of the school's UMNOS critical friend, Bronwyn Jones. Developmental Rubrics, connected with Curiosity and Powerful Learning Action 8 'Connect Feedback to Data', have resulted in staff looking closely at their assessment tasks and connecting them to observable skills. The Glenroy HOLs will then work with the KLAs at the Broadmeadows campus to also implement these in 2019.
- The STEAM week organisation began in 2018 with the Glenroy Staff taking place in professional development under the guidance of Adrian Bertolini. STEAM stands for science, technology, engineering, arts and math's. The projects look to develop not only content knowledge, but also look to foster the skills that employees are seeking such as collaboration, effective communication and critical thinking. At the conclusion of the PD day there were 9 projects put forward that the staff believed would be appeal to the Year 7 and 8 cohort. Further work will need to be carried out in the beginning of 2019 before the actual week which will be held from the 24th to the 28th June 2019.
- Continued projects with Australian Catholic University, LaTrobe University and the University of Melbourne: UMNOS the University of Melbourne Network of Schools; and offering first year Italian to Year 12 students.
- Continued 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 in most year levels
- 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, one Penola Catholic College student successfully completed first year university studies in Italian while completing Year 12 at the College. Preparations were made for the introduction of Year 8 CLIL Japanese in Humanities in 2019
- 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 9, 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-model resources for each subject, allowing 24/7 access to students, parents and staff. Continuous reporting, 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
- Teachers were supported in the implementation of the NCCD program for the collection of data on students requiring adjustments
- Numeracy Enrichment programs for high performing students continued in Years 8.
- Participation in UNSW, Science & ICT Competitions and the Australian Maths Competition
- Moved forward with the implementation of Office 365 tools as a means of collaboration in particular with OneNote for staff and students and the introduction of Teams

- 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 Project-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.
- The development of a new Year 7 to 9 curriculum structure to be implemented in 2019
- VCE Unit 1 & 2 Subjects offered to Year 10 high performing students
- VCE Unit 3 & 4 Subjects offered to Year 11 high performing students
- Two Year 10 students selected in the University of Melbourne Kwong Lee Dow Young Scholars' Program
- Twelve Year 10 girls attended the Girls in IT Annual Conference
- Year 11 students were finalists in the Dante Alighieri Poetry Recital Competition
- Participation in Alliance Française Competitions
- House Athletics and Swimming Carnivals took place as whole school events
- Year 10 Ball was attended by 163 students and their parents
- 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 to all current staff
- 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 16 external VET studies offered by TAFE institutions
- Some students interested in an Apprenticeships accessed school-based apprenticeships and others undertook work placements while undertaking a mainstream program at Year 10, but these were predominantly accessed, as part of the VCAL program.
- Continued the "Jumpstart" project for Year 9 students at risk
- Continued the Vocational Pathways Program for Year 10 students at risk
- Language Exchanges continued with Italy, France and Japan



Senior Secondary Outcomes

Once again in 2018, 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 2018 was Jason Li with an ATAR score of 98.75, closely followed by Malmati Tsiukardanis with 97.45. There were seven students who received outstanding ATAR results above the 90 mark, placing them in the top 10% in the state. Congratulations go to 98% of our Year 12 student cohort who successfully completed their VCE and VCAL studies in 2018. For the VCE, we achieved a median study score of 27 which was slightly down on last year and just below the state average of 30.

Many of the VCAL students moved straight into employment in a variety of apprenticeships including building and construction, plumbing, automotive and hairdressing. Some students decided to take a GAP year before taking up work or tertiary studies.

In January, an impressive 95% of students who applied for an ATAR received an offer with just over 90% receiving one of their top 3 preferences. RMIT was the most popular choice for University entrance followed by Latrobe, Vic Uni and ACU. Full details are in the table below.

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.

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Range | No | % | No | % | No | % | No | % | No | % | No | % |
| 0-29 | 9 | 3.81 | 22 | 9.20 | 30 | 12.61 | 38 | 14.62 | 4 | 2.66 | 19 | 10.55 |
| >30 | 21 | 8.90 | 26 | 10.88 | 23 | 9.00 | 29 | 11.15 | 20 | 13.33 | 25 | 13.88 |
| >40 | 31 | 13.14 | 26 | 10.88 | 19 | 7.98 | 34 | 13.08 | 23 | 15.33 | 31 | 17.22 |
| >50 | 36 | 15.25 | 37 | 15.48 | 30 | 12.61 | 42 | 16.15 | 23 | 15.33 | 38 | 21.11 |
| >60 | 35 | 14.83 | 23 | 9.62 | 36 | 15.13 | 35 | 13.46 | 33 | 22 | 26 | 14.44 |
| >70 | 31 | 13.14 | 33 | 13.80 | 21 | 8.82 | 28 | 10.77 | 27 | 18 | 25 | 13.88 |
| >80 | 27 | 11.44 | 19 | 7.95 | 25 | 10.50 | 17 | 6.54 | 18 | 12 | 12 | 6.66 |
| >90 | 5 | 2.12 | 4 | 1.70 | 4 | 1.68 | 11 | 4.23 | 2 | 1.33 | 7 | 2.16 |

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------|------|------|------|------|------|------|
| VCE | 236 | 239 | 238 | 234 | 217 | 233 |
| ATARS | 195 | 190 | 188 | 190 | 150 | 183 |
| UNSCORED | 17 | 20 | 18 | 18 | 33 | 18 |
| VCAL | 24 | 29 | 32 | 26 | 4 | 32 |

Post School Destinations

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, 93% of students who received offers were successful in achieving one, 89% one of 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, Architecture, Creative Arts and Education.

Students were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing, Electrical and Hairdressing. Of the 180 eligible VTAC applicants, 171 students (95%), received an offer. Significantly, 166 of these offers were in the first (main) round, with 5 students receiving an offer in the later rounds, making the total of 171 VTAC offers being made to Penola students. Of the 9 students who did not receive a VTAC offer, they had pathway plans in place with a direct application to VET/TAFE providers, were taking up employment or deferred studies.

Percentage of 2018 Year 12 students moving to each destination.

| University Study | 68% |
|-----------------------------|-----|
| TAFE/VET | 13% |
| Apprenticeships/Traineeship | 9% |
| Deferred | 2% |
| Employment | 8% |

Study/Career Interest Areas (VTAC offers received)

| Area | % |
|---|----|
| Commerce/Business | 13 |
| Science/Natural Science | 9 |
| Education/Teaching | 8 |
| Society & Culture | 22 |
| Nursing/Health | 23 |
| Arts/Creative Arts | 5 |
| Building Architecture/Construction Management | 3 |
| Engineering | 10 |
| Psychology | 3 |
| Food/Hospitality | 1 |
| IT/Computer Science | 3 |

Institutions offering Penola Catholic College students a place

| University/TAFE | % |
|-----------------|----|
| RMIT | 33 |
| LaTrobe Uni | 22 |
| Vic Uni | 20 |
| Monash Uni | 1 |
| ACU | 8 |
| Uni Melb | 5 |
| Swinburne | 2 |
| Deakin Uni | 2 |
| Deakin College | 1 |
| LaTrobe Melb | 2 |
| Collarts | 2 |
| William Angliss | 1 |
| AIE | 1 |

Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning at Penola Catholic College delivers Certificates commencing at Certificate I to Certificate II, this is in line with the Federal Standards of the Australian Qualifications Framework. The major award is the Victorian Certificate of Applied Learning Senior award. The minor being the Certificate I in Vocational Preparation.

The Certificate I in Vocational Pathways is offered during Year 10, with VCAL commencing in Year 11.

It is an expectation that all students adequately prepare for the workforce and they are given the opportunity to commence this process upon entry to Certificate I in Vocational Pathways.

Students are offered the opportunity to prepare for their future obligations during the schools Headstart program.

- During Headstart students complete the following tasks or prepare for the upcoming year;
- Safe@Work - Pre-Work \ Volunteering Certificates
- Responsible Service of Gambling
- Responsible Service of Alcohol
- Responsible Service of Food
- Barista Course
- Industry Site Induction (Whitecard)
- AFL club umpiring certification

The intensive program not only prepares students for a major part of their program, in which they must undertake work in either mode of:

- Structured Workplace Learning
- Volunteering
- School Based Traineeship or Apprenticeship

The flow on affect from such a program is to have an impact for the purposes of our College but immediately on outside, providing further small qualifications to gain students part time or casual employment whilst providing community organisations with another volunteer.

Students were then able to complete their compulsory aspect of Vocational and Educational Training (VET) one day a week, work one day a week and attend school three days a week. 2018 saw 2 Vocational Pathways groups prepare themselves with a variety of hands on style projects, culminating with them completing 10 days' work experience in 5 day blocks in June and September of this year. In terms of the success of the Work Experience Program this year we had 2 students who became School Based Apprentices or Trainees whilst still in Year 10.

Post this result some students already had taken confidence from the experience and organised themselves School Based Traineeships. This is becoming a trend over the last 2 years in our program at Penola Catholic College.

In addition to this, our VCAL students again utilised their qualifications tickets and knowledge to serve themselves their families and community, they completed community service work. The work was carried out over Terms 1 & 2 at Glenlyn Aged Care Facility in Glenroy, Broadmeadows disability service as well as BRITE industries and for SCOPE.

Finally, over the course of the year students were required to work one day per week and along with employers put in a massive effort to ensure they met their requirements. 2018 saw record numbers for our School Based Trainees and Apprentices with a total of 45 across all levels commencing their pathway in an advanced manner.

All teachers have worked tirelessly, behind the scenes, to ensure that all of our students have been supported and guided, not only in an academic sense, but in all areas of wellbeing. We wish all of the students every success for the future.

| | SWL | SBAT |
|---------------------|-----|------|
| VPP Year 10 | 29 | 2 |
| VCAL Year 11 | 23 | 27 |
| VCAL Year 12 | 14 | 15 |

STUDENT WELLBEING



Over the years Penola Catholic College have used the platform of education to develop our young men and women into confident, caring and responsible young adults. To ensure that we give students every opportunity for growth, we provide a comprehensive range of programs, structures and personnel dedicated to deal with the social, emotional and physical well-being and development of our students.

Our philosophy for student wellbeing is underpinned by a number of research papers and frameworks for the development of students that each build on creating authentic relationships between staff and students. The college has done extensive work on the CEM documents Horizons of Hope and excel, both of which provide frameworks for the development and support of students, through structured wellbeing initiatives. These initiatives include programs on safety, inclusivity, respect and, purposeful skill-based development of staff in the area of social and emotional wellbeing of our students.

At Penola Catholic College, the Australian Wellbeing Framework also provides an overarching vision and guiding principles for the development of a systemic approach to the college's student wellbeing focus. With this in mind, we endorse the tenets of the framework: providing a visible leadership that inspires a positive school environment, creating an inclusive and connected school culture, providing for student voice, developing effective partnerships with the community and families, and developing strategies for positive behaviour.

We believe that wellbeing and learning are inextricably linked. Given that recent research indicates that creating effective and trusting relationships between students and staff creates a greater platform for educational success, in 2018 and early 2019 staff have been involved in various training opportunities to develop their skills in creating authentic relationships with students in all aspects of college life. In recent times, staff have participated in training provided by the Student Wellbeing Unit of Catholic Education Melbourne, the Rites of Passage institute, as well as in-house programs and training on developing trusting and sustaining relationships.

The College has worked with students to identify what their perceptions of a positive and progressive school are in order to collectively create platforms for success and identify areas that link with the needs of students. To this extent the Penola Student Council are regularly consulted on about various school matters and prospective changes to college programs. All students are given opportunities to feedback to the college Executive about various school matters. In 2018, their feedback through a school-wide survey was instrumental in making changes to the Headstart program as well as the structure of Parent Teacher Student Partnership Meetings for 2019 and beyond.

The College's continuing focus on literacy has impacted positively as the gradual growth of literacy standards of students is visible. The College Literacy Teams continue their work in skilling staff in developing literacy programs to deal with the challenges to improve literacy.

Penola Catholic College continue to embed Restorative Practices within our structures to create a harmonious, safe and secure environment which promotes positive behaviour management and to further enhance College and family partnerships. Staff are periodically provided with professional development in this area to refine skills in student management and creating positive relationships with students.

Penola Catholic College continues to focus on, and develop, programs that assist with the mentoring of disengaged students and students at risk. We are proactive in establishing links with external support agencies to assist students and families to gain support for issues which impact on their wellbeing and educational and personal development. These agencies may include Victoria Police, Youth Connections, Headspace, Child First, Salvation Army, St. Vinnies, MacKillop Family Services, Royal Children's Hospital, Berry Street, Department of Health and Human Services, Moreland Council's Navigator program, St Joseph's Flexible Learning Centre and School Focussed Youth Services.

The Jumpstart Program for disengaged students in Year 9 is one example of establishing diverse programs to cater for the needs of all students; not just the academic. The program focuses on small group learning opportunities which facilitate learning in ways that these students are able to access. At times this includes a more hands-on learning approach with consideration of the individual learning needs of each of the participating students. The small classroom environment allows staff and students to work on behavioural patterns for learning and classroom management.

To enhance their learning experience and develop a love for learning, students are encouraged to be drivers and owners of their own learning. In Years 7 and 9 students are involved in learning programs that are collaborative and inquiry based. A Project Based Learning experience is part of that curriculum which explores issues such as how the brain works, factors that affect Australian society and an eco-challenge which explores sustainable futures. These project based learning options encourage students to be conscious of the world around them and their place in it, which augments their personal development.

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; and promoting attitudes about sustainability in the future world. These experiences also foster their growing independence as they prepare for a world where they need to think, act and make decisions for the common good on their own.

The promotion of mental health is a high priority at Penola Catholic College. Student Services provide a service that students can easily access at both the Glenroy and Broadmeadows campuses. This includes access to on-campus psychologists to help students deal with every day issues such as anxiety, friendship concerns, home-life issues, school refusal, etc.

The college participates in the Nationally Consistent Collection of Data to ensure that all students with specific learning or health needs are cared for and given appropriate levels of support in and out of the classroom. A horizontal system of grouping students exists at Penola Catholic College which allows each student to be a member of a home group. These groupings are fundamental as they provide students with a home base for pastoral development and where trusting relationships are formed with the home room teacher and other students.

Home Group teachers and Year Level Coordinators are facilitators of a rich Pastoral Program. Pastoral sessions are conducted on life issues that are relevant to young people and which help them develop attitudes and perspectives on those issues. These sessions effectively take place once a week either within the homeroom environment or in year level assemblies. Some of the themes explored across the year were: risk-taking, risks of social media, goal setting and career development, learning approaches and resilience. Each of these themes were addressed with specific relevance to that year level. Standard features of the Pastoral program have also included programs on positive relations, study skills, Year 7 Induction and Transition Programs

In 2019 the Rites of Passage Institute will be working with Year 8 – 11 students via the Pastoral program as well as retreat days. The aim of the program is to assist them in identifying their place in the world and to help shape their attitudes and personal standards for the road ahead. A major focus will be to assist individuals in forming self-management tools for behaviours and decision making.

The physical development of students is important for their overall wellbeing and so the College encourages healthy living and exercise. Our membership of SACCSS (Sports Association of Catholic Co-educational Secondary Schools) and the Premier League competition provides a means to participate in Inter-school sports at local, state and at times national level. We have been fortunate to enter team in an array of competitions including: Football, Soccer, Cricket, Swimming, Athletics, Cross Country, Basketball, Volleyball, Tennis and Golf. These experiences, along with the educative purpose of 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.

Activities such as the Year 10 Ball and the Year 8 Social allow students the opportunity to mature in other ways. In particular, through the Year 10 Ball, social etiquette is taught and experienced allowing students to build levels of self-esteem and establish proper behavioural interactions between genders.

As a further measure to build self-esteem, students are encouraged to participate in the Student Leadership Program. Our student leadership structure provides opportunities for students from Years 7-12 to exercise more specific leadership roles within the College. Student leaders have been provided with training to develop public presentation and communication skills, management of team skills and problem solving skills. In general, students are encouraged to show leadership by accepting responsibility for their own work and behaviour, and for creating a safe, caring and productive environment for all to share. Through the Penola Student Council, students have a forum for their opinions to be heard and to have a platform for school reform.



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 their community. Students' achievements are celebrated in: The Newsletter, local newspapers, at College Assemblies, Performances, Art shows, Awards Night, Sports Awards Night and in the annual Year Book.

In 2018 co-curricular activities and other events which involved student participation included:

- Music Ensembles and Choir Recitals
- The Cinderella production
- Battle of the Bands
- Various social justice outreach programs (e.g. soup kitchens)
- Youth Ministry & REMAR
- House and Inter School Swimming Carnivals
- Year 10 Ball
- Year 12 Graduation Dinner
- Careers expo
- Safe partying
- Keys Please Program
- Student overseas immersion programs
- Mary MacKillop Day celebrations
- Guest speakers at College and Year Level Assemblies
- House Athletics and Swimming Carnivals
- Penola Student Council / Leadership
- Art and Technology Shows

Average student attendance rate by Year

Level

| | |
|---------|-------|
| Year 7 | 93.7% |
| Year 8 | 92.3% |
| Year 9 | 91.4% |
| Year 10 | 92.8% |

Overall average attendance 92.5%

Student Attendance Rates

After analysis of our 2018 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 phoning parents of students who are absent or send daily SMS messaging where possible to families with students on both campuses who have not registered their son/daughter's absence phone line.

LEADERSHIP AND 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 2018 were our continued focus on the 'Curiosity and Powerful Learning' program, 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, with a Core School Improvement Team of 5 being established at the end of 2018. Their role will be to reinvigorate the Curiosity and Powerful Learning program from the beginning of 2019. The UMNOS Team of 4 teachers/leaders lead by the Success Co-ordinator focused on two areas in 2018, that being the establishment of a data dashboard on our learning management system MyPenola and a whole school approach to rubric writing.

The ACU MS3 research project continued in 2018 with the involvement of the Years 10-12 science teachers with the other four secondary schools, who participated in a range of professional development days with a range of experts both in the fields of sciences and literacy.

The Planning and Coaching Teams for teachers, continued to be a significant means for implementing curriculum changes, focussing especially on Curiosity and Powerful Learning in 2018. 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 2018: 84.3%. 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 2018, the proportion of teaching staff retained from the previous school year was 81.5%. 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 2018, 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 continued 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
- Glenroy Campus had extensive PD on Rubric Writing
- Master-classes and workshops on our Learning Management System, MyPenola - Setting up Courses, Continuous Reporting and our new data dashboards.
- 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 2018 the College expended \$260148 across all teaching staff. 165 teaching staff or \$1576 per staff member on professional development activities. Teaching staff attended 6173 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 7933 hours of Professional Learning were undertaken by the staff excluding meetings.

Professional Development:

| | |
|--------------------------------------|----------|
| Salaries casual relief @8% | \$48260 |
| Teaching staff allowances & expenses | \$127419 |
| Subscriptions & levies | \$61464 |
| Staff study | \$16649 |
| Catering | \$6355 |
| | \$260148 |

Staff Qualifications:

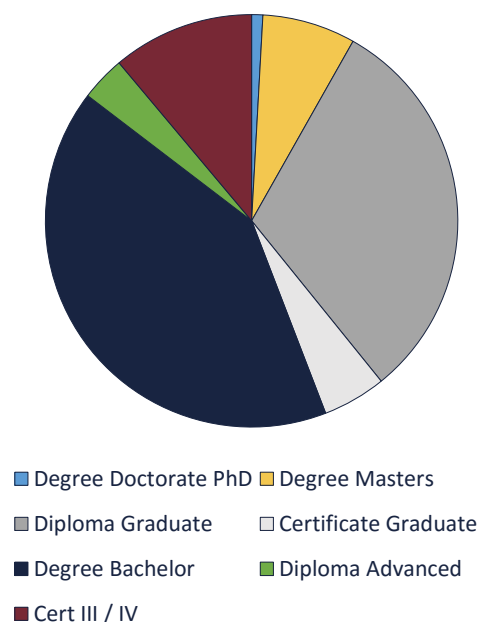
All Penola Catholic College teaching staff are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT). Teachers holding VIT registration have met professional practice standards and are required to renew their registration annually.

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

The College's teaching staff hold a range of qualifications including:

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

2018 Teaching Staff All Qualifications



Compliance Advice

Staff Composition:

| | |
|---------------------------------|------|
| Principal | 1 |
| Teaching Staff (Head Count) | 165 |
| Fte Teaching Staff | 146 |
| Non-Teaching Staff (Head Count) | 95 |
| Fte Non-Teaching Staff | 79.6 |
| Indigenous Teaching Staff | 1 |

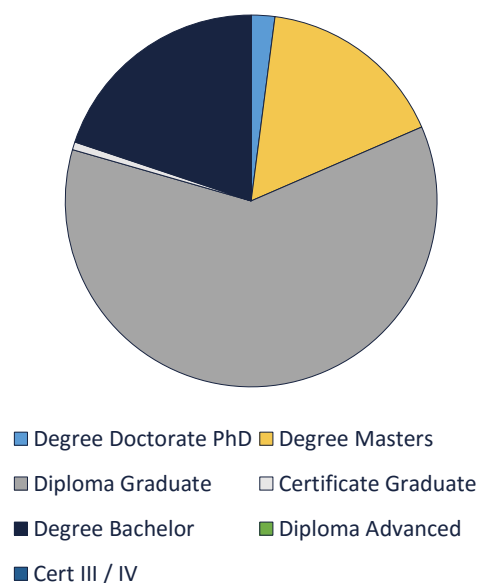
Co-Curricular Involvement:

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.

2018 Teaching Staff Highest Qualification



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

The fortnightly College Newsletter and Year Book, along with access to MyPenola, the College Facebook page and the College App provide a comprehensive summary of activities and events that contribute to the holistic growth of each student.

In 2018 the opportunity was offered for families to attend:

- Opening of the School Year Mass and Assembly
- Mothers' / Fathers' Day Breakfasts
- Year 7 Family Welcome Dinner
- Year 8 -12 Family Welcome Dinner
- House and Interschool Swimming and Athletics Carnivals
- Parent Information Nights and Senior Program's 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
- Year 12 Graduation Mass and Farewell Dinner
- 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 2018 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, Miss Jessica Repic (Year 12 Student) was awarded the Mary of the Cross Medal and Mrs Carmen Alongi was awarded the Josephite Medal. At the College End of Year Luncheon, Ms. Lyn Peters and Mr. Ernie Pisani were awarded the Penola Medal. These awards recognize 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



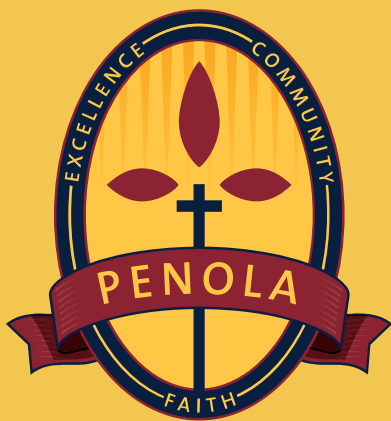
Facilities and Resources

Achievements / value added

- Installation of New Touch Screens in all classrooms
- New LED lighting upgrade in Mary Mackillop Auditorium
- New LED lighting upgrade in Kerrsland Building
- Fire ring main reconnection including new fire service booster
- Installation of new wheelchair lift Glenroy
- New Vinyl flooring in Canteen Broadmeadows
- Opening up of Art / Graphics rooms NOL004, including new furniture and carpet
- New carpet in Drama room Glenroy
- New ovens installed Glenroy Food Tech
- Glenroy staff lounge refurbished
- Eco Garden completed Glenroy
- Archives relocated from Mannes House to Shortis building
- Replace damaged exterior doors Glenroy
- Connect Broadmeadows Assembly Hall power supply to back up generator
- Hot - House area refurbished including new polyurethane cover
- Refurbished 2 classrooms Glenroy Centre
- New classroom space built in Glenroy ERC
- Nolan building and Chapel exterior windows painted
- Window graphic decals installed Glenroy Centre classrooms
- Reception area Glenroy Campus refurbished
- Installed new carpet in seven classrooms Mannes House Broadmeadows

Goals for 2019

- Continue developing plan for a new year 12 - VCAL Building
- Continue electrical switchboard upgrades
- Refurbish Food Technology Broadmeadows
- Complete installation of roof cover over Performing Arts courtyard Broadmeadows
- New shade cover for sails area Glenroy
- New carpet and vinyl for Reception and main corridor Glenroy
- Install seating structures for students in gardens and courtyards Broadmeadows
- Complete ICT Server upgrade



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