



PENOLA CATHOLIC COLLEGE

ANNUAL REPORT

2019



Penola
CATHOLIC COLLEGE
EST. 1995

Registered School Number
E1363 / RSB1949



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EST. 1995

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Principal
Mr Chris Caldow

President of the Canonical Administrators
Father Vo Duc Thien

School Board Chair
Mrs Mary Anastasopoulos

May 8, 2020

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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).
- The Child Safe Standards prescribed in Ministerial Order No. 870- Child Safe Standards -Managing the risk of child abuse in schools.

Principal

Mr Chris Caldow

Chris Caldow

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OUR COLLEGE VISION



Penola
CATHOLIC COLLEGE
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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.

Penola Catholic College
Annual Report 2020

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



Mr Chris Caldwell

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

VCE Results

259 students completed Year 12 studies at Penola Catholic College in 2019. 40 students were enrolled in the VCAL program with 219 students enrolled in the VCE. The average ATAR was 62.36 up from 55.27 last year and the median study score was 28 up from 27 last year.

Traditionally, an ATAR of 90 or above has been used as a measure of academic excellence. In 2019, four students attained this outstanding result. 99% percent of these students attained their VCE and 100% percent of these students attained their VCAL.

Students participated in 51 different VCE Unit 3/4 studies in 2019. There were 26 study scores of 40 or above before scaling and an additional 2 study scores of 40 or above after scaling. These scores were attained in 12 different VCE and VET studies. 4 students attained an ATAR (Australian Tertiary Admission Rank) of 90 or above. A further 30 students attained an ATAR of 80 or above. This equates to 13.1% of the Year 12 students eligible for an ATAR attaining an ATAR 80 and above. The highest ATAR of 95.25 was achieved by Jasmine Pajar. She was followed by Nancy Nguyen on 92.40. Nathan Gallagher achieved the top unscaled score of 48 in Outdoor and Environmental Studies. 190 Year 12 students applied for a tertiary place. 84 Year 11 students completed at least one VCE Unit 3/4 study in 2019. 244 students were enrolled in one of the 27 VCE VET certificates studied in 2019, attaining 90% unit competency completion.

21 VCAL students completed SBAT programs, 59.09% obtained employment as a direct result of this. This shows an increase of 5 up from 16 in number and a significant 40.50% increase in employment up from 18.75%. 24 VCAL students completed SWL programs, 25% obtained employment post SWL program. 5 VCAL students participated in both SWL and SBAT programs. 11 Students studied dual VET Certificates throughout the program. In total 27 VCAL students transitioned to immediate employment post completion. 18 VCAL students or 42% were provided opportunities to work with at least 2 employers.

Principal Review

My thanks to all who were involved with my summative review including parents, students and staff. The process for the review is that the panel reviewed the 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. The Canonical Administrators make a decision at the end of this review about whether to offer me another five-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 on Wednesday October 30, 2019. The panel gave me a preliminary verbal report on Wednesday afternoon, October 30, 2019.

Overwhelmingly it was very positive with their recommendation to the Canonical Administrators of Penola Catholic College to offer me a new contract. My thanks to the panel members Mrs Mary Anastasopoulos, Chair of the College Board, Mrs Vicky Myers, Panel Chair from Catholic Education Melbourne and Mr Matthew Byrne, Principal of Damascus College, Ballarat.

Improve student achievement in learning and performance

- Develop targets and outcomes for student achievement
- Develop plan for communicating to the College Community
- Develop a systematic process for the ongoing monitoring and evaluation of targets
- Clearly articulate our strategies for improvement and the associated timeline
- Develop a strategy for monitoring workload

59% completed

Use data effectively to improve student outcomes

- Develop a data plan
- Collection and analysis of academic data
- Collection and analysis of attendance data
- Collection and analysis of behavioural outcomes
- Collection and analysis of wellbeing data
- Develop a Professional Development Plan to improve data literacy of leaders and teachers

64% completed

Implement and embed differentiated practice

- Build an approach to build a common understanding of differentiated practice, develop a plan to align our support strategies for differentiation
- Building a strategy to support staff to use student data to change teacher practice
- Develop a Professional Development Plan for teaching staff (within the Professional Learning Plan) to use data to inform their teaching
- Develop a process for identifying and catering for gifted and talented students

48% completed

Develop and refine the curriculum plan

- Develop a College Curriculum to ensure student progression, deep understanding of concepts and big ideas
- Develop a plan that enables the general capabilities and cross curriculum priorities to be explicitly taught and assessed
- Develop a plan to ensure that there is a strong alignment between assessment tasks and achievement standards of the Victorian Curriculum

25% completed

Continue to implement the College's pedagogical framework

- Redevelop the Powerful Learning implementation plan
- Develop a plan to monitor and evaluate the consistent use of Powerful Learning
- Develop a plan to measure and monitor levels of student engagement

67% completed

Overall progress 60%

Classic Tour to Greece and Italy

15 students were involved in a Classics Study Tour to Italy and Greece over the holiday break. This tour gave them a first-hand experience of the artefacts, architecture and artworks associated with Classical societies and is invaluable in their studies of Classical societies.

My thanks to Mrs Liviana Daniele for all her organisation of the tour, Ms Soula Argyropoulos and Mr Ernie Pisani for accompanying these students.



Japanese Homestay

On Friday, 15 March, 15 students and 2 staff arrived from our Japanese sister school, Dokkyo Saitama High School. As part of this visit, these students and staff completed a range of excursions and activities as well as getting a taste of Australian life through their homestay experience. They left us on Monday, 25 March, for a short visit to Sydney prior to returning to Japan. I thank the 15 Penola families who agreed to host these students and for their generosity in giving our sister school students a taste of Australian life. Without their generosity and support, this program would not be able to run which would be a significant loss for us as a College and for our students.



Mother's Day Breakfast

The Mother's Day Breakfast was held on Friday, 10 May. It is a great community event, which enables mothers and grandmothers to spend time with their sons and daughters or grandchildren. My thanks to our Catering Manager, Mrs Maria Cuzzupe, Mr Garry Cottom and other staff who assisted with the preparation and serving of the breakfast, our fantastic Maintenance Team for their efforts in setting up and packing up the Assembly and Sports Hall and to Mrs Xidias for her overall organisation of the various aspects of the event.

Staff Spirituality Day

On Monday, 13 May we had a Student Free Day so that all staff could gather at The Meadows for our annual staff Spirituality Day. The purpose of the day was for staff to recognize their contribution to creating a Catholic school where staff are able to best live their mission and purpose at our school. The focus of the day was on 'Living and Promoting the Gospel in Catholic Schools through Beauty, Truth and Goodness.'

Our presenter for the day was Steve Lawrence who is a former AFL footballer at Hawthorn including winning a premiership in 1991, Steve was a Director of Australia's largest ever event, the World Youth Day, which hosted 500,000 people in Sydney 2008, where he had a major role in its success, and a father of six children. Steve was able to provide examples of beauty, truth and goodness from his own life experiences in ways that engaged our staff through humorous anecdotes and stories. My hope is that all staff in attendance were able to recognize the beauty, truth and goodness in their own lives and be able to share this with our students and their families. Thanks to the Faith and Mission Team for their organisation of the day.



AJASS Conference

This year I attended the annual AJASS Conference in North Sydney. 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 Kincumber. The Sisters of Saint Joseph have maintained an important link to Kincumber since "Mother" Mary MacKillop and the Sisters first established this site as a home for boys in 1887. The area has more recently been designated by Gosford Council as Mary MacKillop Peninsula. St Mary MacKillop established an institution for the poor and destitute at the Rocks in Sydney. This institution was known as St Joseph's Providence.

One of the sessions was an update on the Plenary Council which is being held in 2020. The first phase was consultation and dialogue which has been conducted and they are now moving into the next phase which is titled listening and discernment.

6 National Themes for Discernment
www.plenarycouncil.catholic.org.au

- Missionary and Evangelising
- Inclusive, participatory and synodal
- Prayerful and Eucharistic
- Humble, healing and merciful
- A joyful, hope-filled and servant community
- Open to conversion, renewal and reform.

It also included a visit to another AJASS school in St Joseph's College in East Gosford and a visit to Kincumber. Kincumber was formerly a boy's home established by St Mary MacKillop and run by the Sisters of St Joseph. It has been converted into a retreat and spirituality centre.

Another session involved a panel of Sisters of St Joseph talking about their call for their vocation and the ways in which they answered the call. 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.

Robin Hood – College Production

Countless hours of practice and rehearsal went into this year's production "Robin Hood". My thanks to the staff involved with the production particularly Mr James Maddocks, Ms Jane Dalli, Mr Simon Greatwood, Mrs Rebecca Lang, Mrs Tania Hatherell, Miss Bethanie Warren, Mrs Sandra Warren, Mrs Dianne Lee, Mrs Ramona Arney, Mr Paolo Muccini, Mr Stanley Azarcon and Ms Josie Mendoza.

I attended the Opening Night session and I was very impressed by the performance. I thank the student body involved with Robin Hood 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.



Work Experience

Thanks to our Careers Staff for their tireless work in assisting over 215 Year 10 students with work placements in the week of 3 June – 7 June. 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 as possible as 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.

NAPLAN Results

As parents of Years 7 & 9 students would be aware, students had received a printout of their NAPLAN results. 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
2017-2019	-4	-26	-5	+8	+4	2
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

Our Writing result was very disappointing, but we had our best ever result in Grammar and Punctuation and another good result in Numeracy. We will continue to work with our Year 9 students to improve their writing as well as spelling and reading.

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 and Grandfathers 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, 22 August and Friday, 23 August we hosted one of our Josephite schools from South Australia, Mt Carmel College at Rosewater. The visit involved a number of sporting competitions in sports such as netball, soccer, football, volleyball and basketball. It also provided an opportunity for our students to engage with students from another Josephite school and get a better understanding of the Josephite charism. I thank both the staff and students involved with the exchange for the way that they represented the College.

St 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 Thursday, August 8, 2019 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.

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 Mr Robert Dullard, 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. Each of the Year level charities were presented with their respective cheques due to the combined fundraising efforts of staff and students as part of our Feast Day celebrations. Our theme for this year was "Never see a need without doing something about it" and our community was able to raise a combined total of \$23,994.64 towards our respective year level charities.

This final aspect of our celebrations of the Feast of our Patron is an important acknowledgement of our theme 'never see a need without doing something about it.'

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.



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 our Year 10 PE staff who assisted in teaching the dancing, Ms Michelle Galati, Mr Deveraj Kumar and Mrs Rosa Lucarelli for their expert dance tuition and to Mrs Katie Murray-Fawcett, Ms Ann-Maree Dellorso and Mr Danny Diaz for all of their organisation of the event. My favourite part of the night is always 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. Their behaviour was impeccable throughout the final week where they completed a range of activities including a College Assembly where they were farewelled by all staff and students, their Year 12 breakfast and dress up morning and the Graduation Mass. We take this time to reflect on their contribution and achievements over the past six years and celebrate the conclusion of their secondary education.

I take this opportunity of firstly thanking our two College Captains, Chanilka Amantha Jayakodi Arachchige and Vishnu Satish for their leadership of the student body over 2019. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all of the other Year 12 students who have held positions of leadership for their contribution to our Penola community.

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

Nathan Gallagher
Vishnu Satish
Chanilka Amantha Jayakodi Arachchige
Mason Bradford
Sarah Anid

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:

Sabrina Batras
Ben Portelli
Olivia Bruns

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:

Christina Keselj- Schneider
Jayde Chahoud
Regina De Oliveira

VCAL Enterprise Award

Selection Criteria:

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

Recipient is: Mirva Moussa
Callea Palmieri

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 Anastasopoulos
Ella Ryan
Chloe Ciavarella

Excellence in Sport Award

Selection Criteria:

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

Recipients are: Vishnu Satish

Academic Excellence Award

Selection Criteria:

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

Recipients are:

Chelsea Byron	Visual Communication & Design
	English
	Product Design & Technology (Textiles)

Jasmine Pajar	English Language
	Further Mathematics
	Biology
	Psychology

Jayde Chahoud	Health & Human Development
	Accounting
	Further Mathematics

Nancy Nguyen	English
	Mathematical Methods
	Specialist Mathematics
	Chemistry
	Psychology

Robert Gad	Mathematical Methods
	Physics
	Systems Engineering

Tenison Woods Excellence in Science Award

Selection Criteria:

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

Recipient is: Nancy Nguyen

ADF Long Tan Award

Selection Criteria:

- Leadership
- Teamwork
- Community Involvement
- Resourcefulness

Recipient is: Vishnu Satish

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: Chanilka Amantha Jayakodi Arachchige



Thanks

As the year draws to a close, I wish to express my appreciation to the many people whose contributions ensure that our College continues to prosper in all dimensions of College life. Thank you to Fr 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.

COLLEGE BOARD

This year I complete my sixth year and final term with the School Advisory Board. My report for 2019 draws on reflection, gratitude, acknowledgement and thanks to our College. We have much to be proud of. Our College offers a comprehensive, rich and engaging range of subjects, activities, excursions, Clubs, Committees, Societies, Co-Curricular programs and Pastoral Care.

From the commencement of Year 7, there is a strong focus on Literacy and Numeracy. Our children are also introduced to Visual and Performing Arts and Wood and Food Technology. The incorporation of ICT sets pathways to the ever-evolving world of digital technology and the introduction of other languages gives our children an opportunity to explore other cultural backgrounds. Moving into the Middle Years our children are encouraged to develop greater independence and focus on apply based learning. They are also given the opportunity to identify and develop preferred subject areas via Core and Elective programs, which in turn assists their pathways moving into the Senior Years. In the Senior Years, we are fortunate our College offers over 40 VCE studies and 7 College provided VET programs. Opportunities are many, VCE, VET, VCAL and School Based New Apprenticeships to cater for individual needs, interests and talent. Also included are the University Partnerships our College has established with Melbourne University, Australian Catholic University and La Trobe University.



Our College engages our children to build on their faith and be drawn closer to God's love and compassion with our Faith and Mission program. Opportunities are given through prayer, liturgy, reflection days, Youth Ministry events, Christian Services and many more.

We are fortunate to have a committed group of volunteer parents who form the Parents and Friends Committee. The committee spends time ensuring some of our favourite events such as the Year 7 welcome dinner, Mother's Day and Father's Day breakfasts run smoothly. Parts of funds raised through raffle ticket and biscuit sales are given back to our children through a range of scholarships. Let us continue to support our wonderful parents who give up so much of their time for the benefit of our children. Parent Teacher Student Partnership Meetings are one of many significant events to engage ourselves with our College. I strongly invite parents to consider how they can have a positive impact and make a powerful contribution to their children's education. Be a presence and show enthusiasm towards your child's College. Your enthusiasm and interest will flow to your children's vision of the College. Attending family focused events such as the Year 10 Ball and Year 12 Graduation establishes feelings of belonging, pride and importance.

The Board is confident with the College's transparency and financial reporting accountability as well as its vision for improvement moving forward with the new Masterplan. Fortnightly published newsletters, teacher emails and updates via the Parent Portal are a means of communication and how the College continues its commitment to keep parents updated.

I thank our current members on the Board for their time, efforts, and contribution. I also acknowledge and personally thank our other departing Board members; Mrs Carmen Alongi who supported me in her role as Deputy Chairperson, Mrs Vivien Miles, who has been actively involved with both the Board and Parents and Friends and Mrs Marija Cakarun as our Co-opted Parent.

Best wishes to our Year 12 students as it's their turn now to embark on a new journey in their adult life. Best of luck to their forthcoming achievements and successes. We thank our 2019 College Captains who have made significant contributions to the College. Their presence and enthusiasm has been positively embraced.

I personally thank Mr Chris Caldow, Principal of Penola Catholic College for his support and guidance during my time on the Board. I also thank the Deputy's of the College, the Executive Team, Year Level Coordinators, Heads of Learning, Mrs Jennifer Vinten Business Manager, Mrs Evelyn Assaad Personal Assistant to Mr Chris Caldow, Fr Duc Thien Vo and all staff including teachers, support and administration for their commitment and dedication.

Best wishes for a successful year in 2020 and beyond.

Mrs 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



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 2019, however, the theme was not actually a direct quote from Mary MacKillop but rather a Josephite Tenant (a guiding principle of the Josephite order), 'Never see a need without doing something about it'.

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, attending the RISE Melbourne Youth Festival (hosted on our Broadmeadows Campus grounds), the Australian Catholic Youth Festival (held in Perth, Western Australia), 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 are offered several opportunities to further develop their faith through involvement in our Staff Spirituality Day, professional learning to attain Accreditation to teach in a Catholic School and to teach Religious Education in a Catholic School as well as various Staff Liturgies. Many staff also volunteer their time in support of the Vinnies Soup Van on a regular basis. Penola Catholic College offers many varied opportunities for our students, staff and families to actively communicate their faith in meaning filled ways.

In 2019, 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 2019 these charities were:
 - Year 7 – Mary MacKillop Today.
 - Year 8 – K.A.DA.S.I.G.
 - Year 9 – Vinnies.
 - Year 10 – The Asylum Seeker Resource Centre.
 - Year 11 – Christmas on the Streets (C.O.T.S.)
 - Year 12 – The Hope Centre (Glenroy)
- 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.
- Annual AJASS Year 10 Pilgrimage - this year to Penola, South Australia.
- Attendance at the RISE Melbourne Youth Festival
- Attendance at the Australian Catholic Youth Festival held in Perth, Western Australia.

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 Years 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

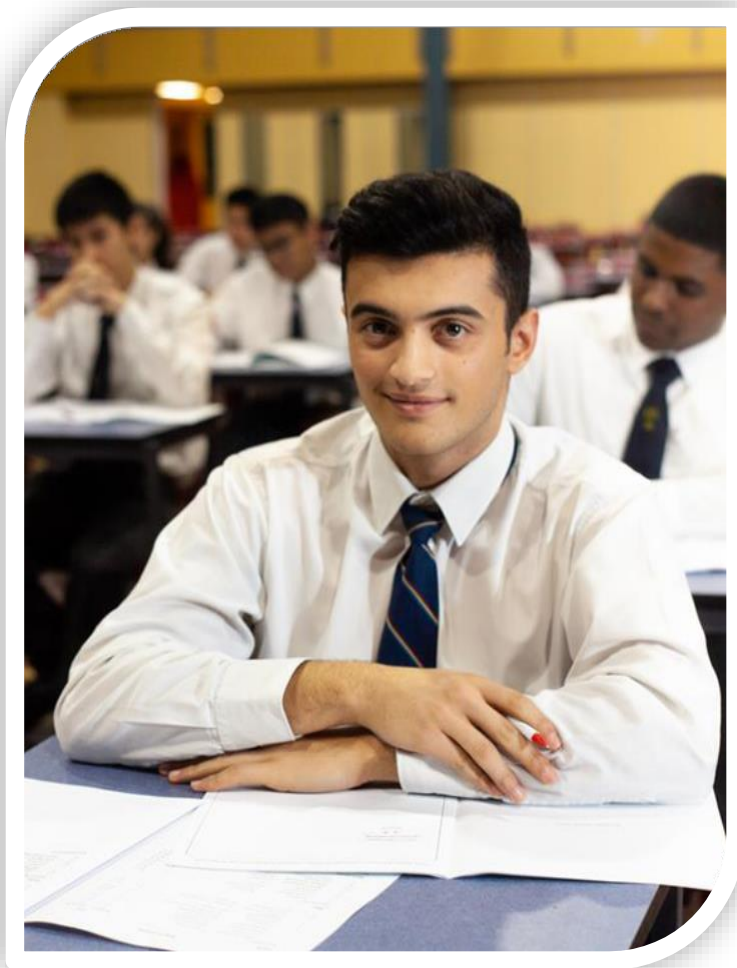
At Penola Catholic College, learning and teaching are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare our students for the future. In an ever changing, technologically sophisticated world, we foster the ability to be critically aware and sensitive to local and 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, empowering students to take safe risks and become independent learners who strive for excellence.

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

In 2019, we continued to focus on two broad goals: 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 and the ongoing work of the School Improvement Team.

2019 saw the third year of the University of Melbourne Network of Schools (UMNOS) Team working to implement the strategies of using data more effectively to inform practice and to differentiate more effectively. 2019 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 another year of 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, differentiation and on developmental rubrics.



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.

Further development and implementation of our Learning Management System, MyPenola, continued throughout 2019. Continuous reporting was sustained and developed and streamlined with the grades from MyPenola being captured by the reporting package, Accelerus, to construct the end of semester reports. Renaissance reading continued 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 Victorian Curriculum, and writing of new VCE and VET courses of study as introduced and accredited by the VCAA.

2019 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.

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 2019.

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 2019:

- 96 % 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.
- 96 % of Year 7 students were at or above the national minimum standard for Spelling.
- 88 % 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	94.5	94.7	96
Writing	89.4	90.6	92
Spelling	93.3	93.9	96
Grammar & Punctuation	92.2	93.8	88
Numeracy	94.3	95.7	97

The figures below show that for Year 9 students in 2019:

- 90 % of Year 9 students were at or above the national minimum standard for Reading.
- 81 % of Year 9 students were at or above the national minimum standard for Writing.
- 92% of Year 9 students were at or above the national minimum standard for Spelling
- 86 % of Year 9 students were at or above the national minimum standard for Grammar and Punctuation.
- 98 % of Year 9 students were at or above the national minimum standard for Numeracy.

NAPLAN Tests	National	Victoria	Penola
Reading	91.8	92.4	90
Writing	82.4	85.8	81
Spelling	92.0	92.5	92
Grammar & Punctuation	90.1	90.4	86
Numeracy	96	96.2	98

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	2017 %	2018 %	2017/2018 % Changes	2019 %	2018/2019 % Changes
Yr. 7 Reading	95	95	0.0	96	+1.0
Yr. 7 Writing	93	92	-1.0	92	0.0
Yr. 7 Spelling	94	97	+3.0	96	-1.0
Yr. 7 Grammar & Punct.	92	96	+4	88	-8.0
Yr. 7 Numeracy	98	97	-1.0	97	0.0
Yr. 9 Reading	89	91	+3.0	90	-1.0
Yr. 9 Writing	83	86	+3.0	81	-5.0
Yr. 9 Spelling	91	87	-4.0	92	+5.0
Yr. 9 Grammar & Punct.	84	89	+5.0	86	-3.0
Yr. 9 Numeracy	99	95	-4.0	98	+3.0

In Summary

The 2019 NAPLAN data revealed that the proportion of students achieving the Reading 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 Spelling and Numeracy 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 2020.

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

	2017	2018	2019
Reading	567	553	553
Writing	546	558	522
Spelling	569	558	566
Grammar & Punctuation	554	564	548
Numeracy	571	567	569

Source: Results as listed on Naplan Data Service - School Summary Report.

Change in Average Standardised results for Penola

2016/2017	2017/2018	2018/2019
+8	-14	0
-21	+12	-36
-1	-11	+8
+11	+10	-14
+3	-4	+2

National, Victorian and Penola 'Mean' for Year 7

Average Standardised Results for Penola

Change in Average Standardised Results for Penola

	2017			2018			2019			2016/2017			2017/2018			2018/2019		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	545	552	526	542	548	533	546	552	525	-4	-2	+4	-3	-4	+7	+4	+4	-8
Writing	513	524	511	505	514	508	513	523	503	-2	-6	-9	-8	-10	-3	+8	+9	-8
Spelling	550	549	535	545	547	547	546	548	537	-7	+4	+10	-5	-2	+12	+1	+1	-10
Grammar & Punctuation	542	548	512	544	549	539	542	546	521	+2	+3	-7	+2	+1	+27	+2	-3	-18
Numeracy	554	562	530	548	556	530	554	562	529	+4	+4	+5	-6	-6	0	+6	+6	-1

Source: Results as listed on Naplan Data Service - School Comparison Report.



National, Victorian and Penola 'Mean' for Year 9

Average Standardised Results for Penola

Change in Average Standardised Results for Penola

	2017			2018			2019			2016/2017			2017/2018			2018/2019		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	581	584	561	584	591	558	580	587	553	0	-2	0	+3	+7	-3	-4	-4	-5
Writing	552	561	547	542	551	551	549	558	522	+3	-3	-13	-10	-10	-4	+7	+7	-29
Spelling	581	581	564	583	586	562	582	585	566	-1	-2	-7	+2	+5	-2	-1	-3	+4
Grammar & Punctuation	574	574	548	581	584	555	573	577	548	+5	-1	+2	+7	+10	+7	-8	-7	-7
Numeracy	592	597	574	596	603	560	592	599	569	+3	+1	+2	+4	+6	-14	-4	-4	+9

Source: Results as listed on Naplan Data Service - School Comparison Report.

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 2019 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 2019 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 Heads Of Learning will then work with the Heads of Key Learning Areas at the Broadmeadows campus to also implement these in 2019.
- The STEAM week organisation began in 2019 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 Employers 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 appeal to the Year 7 and 8 cohort. Students presented impressive STEAM projects to staff in 2019 based on this preparation.
- 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, as 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. CLIL was introduced in Year 8 for Japanese in Humanities.
- 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 new Year 7 to 9 curriculum structure was implemented.
- VCE Unit 1 & 2 Subjects offered to Year 10 high performing students.
- VCE Unit 3 & 4 Subjects offered to Year 11 high performing students.
- Twelve Year 10 girls attended the Girls in IT Annual Conference.
- Participation in Alliance Française Competitions.
- House Athletics and Swimming Carnivals took place as whole school events.
- Year 10 Ball was attended by students and their parents.
- The Keys Please Program and a wide range of other pastoral programs were delivered to Years 7-12 students.
- Students at Years 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.
- 51 VCE subjects and 27 VET studies were offered by the College. VCAL students also accessed external VET studies offered by TAFE institutions.
- Students interested in an apprenticeship 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 2019, 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 2019 was Jasmine Pajar with an ATAR score of 95.25. There were three other students who received outstanding ATAR results above the 90 mark, placing them in the top 10% in the state. Congratulations go to 99% of our Year 12 student cohort who successfully completed their VCE and VCAL studies in 2019. For the VCE, we achieved a median study score of 28 which was above last year's 27 and just below the state average of 30. Our average ATAR increased from 55.27 in 2018 to 62.36 in 2019

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 97% of students who applied for an ATAR received an offer with 95% receiving one of their top 3 preferences. RMIT was the most popular choice for University entrance followed by Latrobe, ACU and Vic Uni. 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		2019	
Range	No	%	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	29	11.20
>30	21	8.90	26	10.88	23	9.00	29	11.15	20	13.33	25	13.88	40	15.44
>40	31	13.14	26	10.88	19	7.98	34	13.08	23	15.33	31	17.22	2	0.77
>50	36	15.25	37	15.48	30	12.61	42	16.15	23	15.33	38	21.11	14	5.41
>60	35	14.83	23	9.62	36	15.13	35	13.46	33	22	26	14.44	34	13.13
>70	31	13.14	33	13.80	21	8.82	28	10.77	27	18	25	13.88	30	11.58
>80	27	11.44	19	7.95	25	10.50	17	6.54	18	12	12	6.66	43	16.60
>90	5	2.12	4	1.70	4	1.68	11	4.23	2	1.33	7	2.16	33	12.74

	2013	2014	2015	2016	2017	2018	2019
VCE	236	239	238	234	217	233	303
ATARS	195	190	188	190	150	183	271
UNSCORED	17	20	18	18	33	18	32
VCAL	24	29	32	26	4	32	29

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, 95% of students who received offers were successful in achieving 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 193 eligible VTAC applicants, 187 students (97%), received an offer. Significantly, 174 of these offers were in the December main round, with 43 students receiving an offer or improved preference offer in the January round. Of the 6 students who did not receive a VTAC offer, they had pathway plans in place with a direct application to VET/TAFE providers, were taking up employment or deferred studies.

Percentage of 2019 Year 12 students moving to each destination.

University Study	74%
TAFE/VET	10%
Apprenticeships/Traineeship	8%
Deferred	2%
Employment	6%

Study/Career Interest Areas (VTAC offers received)

Area	%
Commerce/Business	16
Environment/Agriculture	0.5
Science/Natural Science	10
Education/Teaching	4
Society & Culture	16
Nursing/Health	15
Arts/Creative Arts	9
Building Architecture/Construction Management	6
Engineering	13
Psychology	6
Food/Hospitality	0.5
IT/Computer Science	4

Institutions offering Penola Catholic College students a place

University/TAFE	%
RMIT	34
LaTrobe Uni	25
Vic Uni	7
Monash Uni	2
ACU	10
Uni Melb	5
Swinburne	5
Deakin Uni	1
Melbourne Polytechnic	1
LaTrobe College	4
Collarts	2
William Angliss, JMC, MIT	<1 each
AIE, Monash College	<1 each

Victorian Certificate of Applied Learning

2019 saw many changes for the Applied Learning Program, with the appointment of a new VCAL Coordinator and the creation of the Pathways Liaison role, alongside the implementation of the VCE Pathways program, a hybrid VCE / VCAL program.

A VCAL working party was formed, with the common goal of increasing the status of Applied Learning programs within the College and wider community.

Due to the implementation of Literacy and Numeracy testing within the Intermediate and Senior programs, it was established that there was a need for the introduction of a Foundation class for semester two within the Year 11 cohort. This class was the only class to be taught with an integrated curriculum, one classroom teacher teaching across the 4 strands of the VCAL.

The outcomes for our students were incredibly positive, including:

- Receiving a \$2500 grant from CECV for the establishment of an innovation partnership with the 'Food Security Network'
- Growing more than 130 kgs of vegetables which were donated to FareShare
- Christian Service rotations at many local Volunteer organisations including Atwood Community House, Broadmeadows Disability Services, Glenlyn Aged Care and Woodlands Nature Reserve
- The VCAL Coordinator, Laura Elliott, developed and delivered Professional Development workshops at the Applied Learning Association's annual conference
- Laura Elliott was one of five teachers selected to write and review the VCAA Personal Development Skills curriculum for the accreditation period 2020-24

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. 2019 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

On Penola Catholic College's 25th anniversary, we look back with pride and a sense of achievement at what the College has been able to accomplish in the area of student wellbeing. We recognize that student wellbeing is a critical component of the development of the individual and that student happiness and satisfaction at school assists in creating healthy individuals. To this end, Penola Catholic College provides opportunities to develop students academically, socially and spiritually to shape them into young men and women who are confident, compassionate and responsible young adults.

To ensure the success of this mission we have an extensive range of programs, structures and personnel dedicated to support the social, emotional and physical development and well-being of our students. At Penola Catholic College, the Australian Wellbeing Framework provides an overarching vision and guiding principles for the development of 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.

Student wellbeing is also underpinned by various Catholic Education Melbourne wellbeing frameworks. The documents Horizons of Hope and eXcel, continue to provide a clear focus for the development of student values, hopes and dreams. From these frameworks, the social and emotional wellbeing of our students has been given a clear direction and unique programs on safety, inclusivity, and resilience have been created and offered at the school.



Support for Students

Students with diverse needs are cared for with specialised programs of support. The staff working in the EAL, Student Enhancement and Inclusion teams facilitate programs which cater for culturally and linguistically diverse students. These teams are complemented by the employment of Special Education Teachers, Learning Support Officers, Multicultural Education Aides, Psychologists and a Student Wellbeing Officer. Each of these personnel dedicate their time and expertise to assisting students with a learning need and provide support for them in and out of the classroom experience. These staff also give support to the teaching staff to ensure the best outcomes for learning are managed adequately for the student.

The College partakes 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 Student Wellbeing Officer works across both campuses to assist with the mentoring of disengaged students and students at risk; and to help students and families access external support agencies including: 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 Focused Youth Services.

The Year 9 Jumpstart Program has continued to cater for the students "at risk" of disengagement or not completing formal secondary education. The program has a hands-on learning approach with a focus on the individual learning needs of each of the participating students. The small number of students in the program, as well as a hand-picked staff, allows for trusting relationships to be established within the group to facilitate learning in ways that these students are able to access. Parents and students involved in the program speak highly of the turn-around in student attitudes towards school and their improved attendance record.

As a way of engaging students further with their school work, and providing levels of extra assistance for students, an Academic Intervention Program has been established. This program ensures that students who are working below their personal level of academic ability are supported. Students on the Academic Intervention Program are invited to attend three after-school workshops on topics which supported their success: these topics included establishing good homework plans, developing effective study techniques, and building self-esteem. These students are also monitored weekly to track their progress and additional communication with parents is designed to establish an overall network of support. Further support is given via the Homework Club which operates on two afternoons per week on each campus and is available to all students seeking extra support from teachers who make themselves available to assist.

Pastoral Care

Home groups are fundamental as they provide students with a home base for pastoral development where trusting relationships are formed with the home room teacher and other students. Home room teachers and Year Level Coordinators provide a rich Pastoral Care Program which is designed to assist in the personal development of the student. These sessions effectively take place once a week either within the homeroom environment or in year level assemblies and explore themes that are age-specific such as: risk-taking, mental health, risks of social media, goal setting and career development, learning approaches and resilience. Standard features of the Pastoral program have also included programs on positive relations, study skills, Induction and Transition Programs

The Rites of Passage Institute continues their work with Year 8 – 11 students via the Pastoral program as well as retreat days. This program helps students identify their place in the world and shape their attitudes and personal values for the road ahead. A clear mandate of this program is to assist individuals in forming self-management tools for behaviours and decision making.

Effective Relationships

Penola Catholic College sees creating effective relationships between students, staff and parents as vital to the smooth operation of a school and for effective communication within the College experience. There are ample opportunities for parents and students to meet staff to be informed of college operations, services and programs. Some examples are the various Parent Information Nights, Senior Programs Night (for career planning and subject selections), VCAL Information Night (for students contemplating a VCAL program), Project Based Learning Presentation Nights (Year 9 students and parents), and various other program specific information nights.

The College continues to embed Restorative Practices in our behaviour management processes. This is done to establish harmonious relationships between staff and students to ensure that a cooperative and respectful environment exists in and out of the classroom.

Student Leadership

Student leadership is greatly valued and widely supported at Penola Catholic College. Students are regularly encouraged to show personal leadership by accepting responsibility for creating proper dynamics for behaviour and work ethic which support their development.

As a further measure to build self-esteem and to develop a student voice, students are encouraged to participate in the Student Leadership Program. Our student leadership structure has provided opportunities for students from Years 7-12 to exercise more specific leadership roles within the College. Student leadership comes in the form of Class Captains, House Captains, Penola Student Council, College Captains and Vice-Captains as well as 6 Portfolio Captains (Captains of Christian Service, Academic Excellence, Sport, Sustainability, Applied Learning and Performing Arts).

Student leaders were provided with training to develop public presentation skills, team management and communication skills. Over the course of the year, their responsibilities included representing the College at a range of external forums and conferences, addressing assemblies on issues relevant to the College or student body, and through the Penola Student Council, developing goals and ideas for the continual improvement of College processes and school reform.

Navigating the Digital World

As information technology continues to impact society, students are engaged in programs designed to increase awareness of the proper use and dangers of digital technology. Whilst a greater focus on the issues of cyber-safety was formed, students were encouraged to access digital technology to enhance their skills in learning and communication. Teacher use of technology continues to develop as regular opportunities to enhance their skills in new ICT initiatives are available.



Fostering a Culture of Developing Connections

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.

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.

Penola Catholic College takes pride in forming, and engaging in, programs which foster the physical and health development of students. Through our membership of SACCSS (Sports Association of Catholic Co-educational Secondary Schools) and the Premier League competition, students can participate in Inter-school sports at local, state and at times national level. We have been fortunate to enter teams 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.

Performing Arts provides a platform for all students to develop their skills in acting, singing and music. In 2019 the Junior Drama nights featured Year 7 students performing classic fairy tales "Aladdin and Cinderella." The College production, Robin Hood, featured students from across all year levels, giving these students opportunities to hone their acting and singing skills in front of large audiences.

Throughout the year, other opportunities were available for students to be involved in Senior and Junior Drama and Music Nights, Junior and Senior Voices, the Under the Stars Twilight Concert, and the Battle of the Bands music competition: involving Penola Catholic College, Gladstone Park Secondary College, Hume Anglican Grammar and Hume Central Secondary College.





Co-curricular

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

In 2019 co-curricular activities and other events which involved student participation included:

- Music Ensembles and Choir Recitals
- The Robin Hood College 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

Student Attendance Rates

After analysis of our 2019 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 via the phone line.

Apparent Student Retention Rates

Our Years 9-12 Retention Rate was 95.8%

Average student attendance rate

by Year Level

Year 7	92.5%
Year 8	91.4%
Year 9	91.1%
Year 10	91.4%

Overall average attendance 91.6%

LEADERSHIP & MANAGEMENT



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

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

Achievements / Value Added

Three main areas of whole school, professional learning and leadership development in 2019 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 delivered a range of Professional Development with the Curiosity and Powerful Learning program. The focus for 2019 was Authentic Relationships and much of the professional development focused around staff developing relationships with our students and how best to engage them in and out of classroom.

The final year of the UMNOS program took place in 2019 with further development of the data dashboards to assist staff in better knowing their students. The work on rubric writing continued at the Glenroy Campus with it being extended out to the Broadmeadows Campus in the second half of the year. In collaboration with the School Improvement Team, the UMNOS team delivered Professional Development on differentiation with both in-house and external presenters.

Our new Annual Review Meetings (ARM) began in 2019 with those conducting ARMs being opened to include those staff who hold a Position of Leadership (POL) at the College. The process involved 3 meetings over the course of the year with staff focusing on 3 personal goals.

In 2019 we introduced the Alignment Meeting specifically for POL holders. The purpose was to build capacity amongst our leaders with our Principal Chris Caldow discussing and implementing the focus for each term. The meeting aimed at building capacity for strong, shared leadership based on collaborative trust and decision making and aided in implementing a whole school vision.

Compliance Advice

Staff Attendance:

The attendance rate or average number of days attended per teaching staff member for 2019: 84%. 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 2019, the proportion of teaching staff retained from the previous school year was 86.3%. 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 2019, 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 from the 3 other participating schools.

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 2019 the College expended \$268173 across all teaching staff. 148 teaching staff or \$1811 per staff member on professional development activities. Teaching staff attended 5864 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 7536 hours of Professional Learning were undertaken by the staff excluding meetings.

Professional Development:

Salaries casual relief @8%	\$39648
Teaching staff allowances & expenses	\$134919
Subscriptions & levies	\$66701
Staff study	\$17351
Catering	\$9553
	\$268172

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



Compliance Advice

Staff Composition:

Principal	1
Teaching Staff (Head Count)	148
Fte Teaching Staff	130.72
Non-Teaching Staff (Head Count)	84
Fte Non-Teaching Staff	63.98
Indigenous Teaching Staff	1

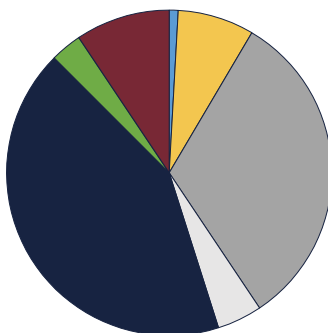
Co-Curricular Involvement:

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 2019 the College employed 84 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.

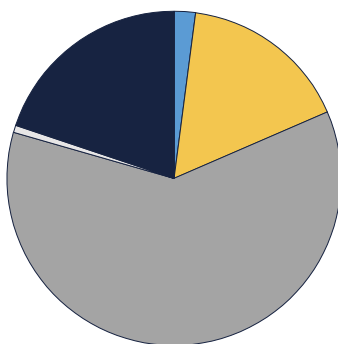
2019 Teaching Staff All Qualifications



- Degree Doctorate PhD ■ Degree Masters
- Diploma Graduate ■ Certificate Graduate
- Degree Bachelor ■ Diploma Advanced
- Cert III / IV

Degree Doctorate PhD	Degree Masters	Diploma Graduate	Certificate Graduate	Degree Bachelor	Diploma Advanced	Cert III / IV
2%	17%	72%	10%	95%	7%	21%

2019 Teaching Staff Highest Qualification



- Degree Doctorate PhD ■ Degree Masters
- Diploma Graduate ■ Certificate Graduate
- Degree Bachelor ■ Diploma Advanced
- Cert III / IV

Degree Doctorate PhD	Degree Masters	Diploma Graduate	Certificate Graduate	Degree Bachelor	Diploma Advanced	Cert III / IV
2%	17%	59%	1%	19%	1%	1%

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 2019 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 2019 some of these activities included:

- Various Faith and Mission and Youth Ministry activities
- Australian Catholic Youth Festival (Perth)
- RISE Melbourne Youth Festival
- 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

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 Annual Awards Night, where we celebrate the achievements of members of our College community, Mr Chanilka Amantha Jayakodi Arachchige (Year 12 Student) was awarded the Mary of the Cross Medal and Ms Janine Ireland was awarded the Josephite Medal. At the College End of Year Luncheon, Ms Nicole Allan and Mrs Pam Johnson 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 School Improvement Framework survey results.

FUTURE DIRECTIONS



Facilities and Resources

Achievements / value added

- New Barrel vault shade structure installed Performing Arts courtyard
- Exterior of Smyth, Tenison Woods and Mannes House painted
- Planning and design of the Year 12/VCAL Building completed
- Fire ring main upgrade (Stage 3) completed
- Toilet partition upgrades Shortis girls and Tenison Woods boys toilets
- Canteen upgrades works Broadmeadows
- H001 portable classroom refurbished
- Hang down power removed all classrooms
- New Joinery installed NOL004
- Canteen modifications Glenroy
- New office space installed Glenroy
- New carpet installed foyer, campus office and main hallway Glenroy
- Replace damaged exterior doors Glenroy
- Replace roof sheeting above ERC Glenroy
- Install new heating/cooling system ERC Glenroy
- New vinyl flooring first floor staff toilets Glenroy

Goals for 2020

- Continue with plans to build Year 12/VCAL building
- Install new seating for Performing Arts Courtyard
- Install New Barrel Vault shade structure Glenroy
- Completion of fire ring main upgrade
- Continue electrical switchboard upgrades
- Build 2 new office pods Glenroy
- Resurface pathway to station Broadmeadows
- Upgrade of Audio/Visual Systems Auditorium Broadmeadows
- Internal painting of Aitkenhead Building Glenroy



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