



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



**Penola**  
CATHOLIC COLLEGE  
EST. 1949

### Penola Catholic College

29 Gibson Street, BROADMEADOWS 3047

Principal: Tracey Kift

Web: [www.penola.vic.edu.au](http://www.penola.vic.edu.au)

Registration: 1949, E Number: E1363

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## Principal's Attestation

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I, Tracey Kift, attest that Penola Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2026

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## About this report

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Penola Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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**, 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.

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## College Overview

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

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

The College was established to provide families in the northern suburbs with a Catholic co-educational experience. Our community includes the parishes of:

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

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

Penola Catholic College is a multicultural learning community. It offers a safe, happy and progressive environment where students have the opportunity to develop and grow into mature young people, ready to take their place in today's society. Modern, state-of-the-art facilities and well-resourced programs create an outstanding learning environment.

We strive to support each person in gaining a strong sense of self through full, creative and open participation in our community. The Restorative Justice approach to discipline, Liturgical and Social Justice Groups, Transition and Peer Support programs, Student Leadership opportunities from Year 7 to Year 12, and a wide range of team sports and co-curricular activities all contribute to building a strong and vibrant community.

Central to all that we do is the belief that quality relationships are essential to sustaining and strengthening a harmonious learning environment.

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## Principal's Report

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2025 was a very special year of celebration as Penola turned 30. In looking back on this milestone year, there were countless highlights and moments of extraordinary pride in the community Penola Catholic College has become. Amongst these highlights are:

- Seeing the success of our Student Ambassadors Program in fostering the confidence, responsibility and spirit of service in our students
- Being thoroughly captivated by the talent and 'wow' factor of our inaugural Junior Musical, *Seussical Jr.*, and our Senior Production, *Beauty and the Beast*.
- Seeing the outstanding growth of Performing Arts in the school, with our Head of Performing Arts proudly coining the description of Penola as 'the Performing Arts hub of the North'
- Connecting with our primary schools through the LEAP program, the Grade 4 Discovery Days and countless other events throughout the year
- Watching our online alumni platform grow and welcoming alumni back to the College at our 30th Anniversary Alumni event
- Seeing the exciting changes to classrooms at the Junior Campus through the beginning of our renovations and development plans for the campus
- Implementing strategies to enhance student engagement and achievement in learning and teaching, and to support students to develop social emotional skills essential to future pathways
- Celebrating the explosion in co-curricular options for students, offering an ever-increasing range of opportunities to students to find their talent and their tribe
- Experiencing the joy-filled community events throughout the year that deepened connection and belonging such as the Athletics Carnival, Swimming Carnival, Year 7 Welcome Barbeque, our 30th Anniversary Community Event, our Mothers' and Fathers' Day celebrations and more.
- And, of course, experiencing a once-in-a-lifetime 30th Anniversary Feast Day at St Patrick's Cathedral and Luna Park – a day of such incredible joy, celebration and pride in this wonderful community.

The success of 2025 would not have been possible without our outstanding teaching and support staff, whose unwavering desire to see every student thrive academically and personally continues to be a hallmark of our College.

I would also commend the College's Leadership Team, who continue to lead the College with passion, empathy and belief in the unlimited potential of our community. I extend my sincere thanks to the Executive Team – Erin Bonavia, Liviana Daniele, Vera Treloar, Vince Iannuzzi, and Jenny Vinten – as well as the Principal's PA, Julie Lyons, for their unwavering support and positivity.

I would particularly acknowledge the contributions of Vera Treloar, who is stepped away from her role as Deputy Principal Learning and Teaching at the end of 2025. Vera's exceptional professionalism and wise counsel as a member of our Executive Team have been invaluable and will be greatly missed.

Thank you to our parent community, especially the members of the 2025 School Advisory Council – Council Chair, Karen Harvey-Collings, Deputy Chair, Anthony Grima, Anne McLean, Louise Pacor, Vanessa Larosa, Lisa Garfi and Custodian of Mission, Fr Dishan Candappa – for their strong support and discerning contributions.

Finally, I want to express my deepest gratitude to our students. Your humour, warmth, and openness to building meaningful connections and embracing new experiences are what make the Penola community truly exceptional.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our belief in Jesus Christ guides us in building a FAITH and learning COMMUNITY, actively pursuing EXCELLENCE. This statement, taken from our Mission and Vision Statement, encompasses all that we do in Education in Faith.

Our comprehensive Religious Education curriculum across all Year Levels, the many, varied Faith Development and Social Justice activities offered to broaden our students' experience of Catholic community, all work collectively towards encouraging and supporting our students in their efforts to more closely and authentically live out the Gospel values.

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

Three key improvement strategies utilised to achieve our intended outcome were:

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

### Achievements

In 2025, the College community was provided with numerous opportunities to grow and deepen their faith, regardless of where they were on their spiritual journey. Every gathering at Penola Catholic College, irrespective of size or purpose, commenced with prayer, reinforcing the importance of engaging community members with the Gospel message. Emphasis was placed on fostering a sense of shared responsibility in building God's Kingdom of justice and peace.

In 2025, the College theme was linked to the value of Community, as well as the famous quote attributed to St Mary MacKillop, "never see a need without doing something about it". Students, under the direction of their teachers, spent the early stages of 2025 unpacking and

understanding what the theme may mean for them as a member of a Josephite school. This was a launch into the many community events that we had planned during the year.

In addition, students had various opportunities to strengthen their faith through youth ministry activities, prayer, adoration, worship, and participation in the Mass. Additionally, students engaged in raising awareness of the College's Josephite heritage, fundraising for Year Level Charities, and involvement in social justice initiatives such as the St Vincent de Paul Society, MacKillop Today, KADASIG, the Westmeadows Indigenous Garden, Asylum Seekers, and the Hope Centre. As a College, we also raised money for Project Compassion as an additional cause during Lent. Furthermore, our Year 11 students volunteered one day a week for Term

Throughout the year, we provided many opportunities for the community to gather for Masses. Clergy provided invaluable support across these occasions, including Fr Sam Pearson, Fr Mahir Murad, Fr Dishan Candappa and Fr Aurelio Fracapane.

## Value Added

Students were able to deepen their faith through participation in:

- Formation of a Catholic youth group (Faith Corner), which met weekly to explore and discuss aspects of the Catholic faith
- Daily prayer gatherings, Stations of the Cross, Stations of the Light, Divine Chaplet and Lectio Divina in the College chapel at senior and Rosary instruction at the Junior campus
- Weekly Adoration in the College chapel every Friday lunchtime
- Participation in the Josephite Exchange, strengthening student connections to the Josephite tradition, this time, the Josephite Exchange was to NZ
- A youth excursion to St Patrick's Cathedral for Holy Hour in September
- Year 10 and 11 students engaging in a national sporting competition with other Josephite schools
- College participation in JJAMM Week, celebrating the Josephite heritage and the Feast Day of St Mary MacKillop
- Feast Day Mass was celebrated by Archbishop Peter Comensoli at St Patrick's Cathedral on the Feast of St Mary MacKillop
- The AJASS Student Leaders Pilgrimage to the South Island of New Zealand where we learned about the New Zealand chapter of the Josephite sisters and St Mary MacKillop and Fr Julian Tenison Woods
- The Year 12 Graduation Mass at Our Lady Guardian of the Plants, Campbellfield, celebrated by Fr Sam Pearson and concelebrated by Fr Mahir Murad
- The College participated in the AJASS Leadership Formation facilitated by the Faith and Mission staff at MacKillop Catholic College, Werribee
- Well-structured and purposeful Reflection Days for each Year Level

- The College took up to 25 students to the Australian Catholic Youth Festival 2025.

### **Staff Formation and Professional Development**

Staff formation continued to be a priority throughout 2025. The annual Staff Spirituality Day was held on the final day of Term 3 2025, featuring keynote speaker Steve Lawrence, who presented on the topic of Truth, Goodness and Beauty from a Biblical perspective in line with Catholic Church teaching. Additionally, the College provided a range of accredited in-person and online professional development opportunities to support staff in maintaining accreditation to teach in a Catholic school and/or to teach Religious Education. Some of the providers included:

- Icon Ministries
- Australian Catholics
- Little Earthies
- Engaging Your Faith series from CTC

Several staff members also participated in colloquiums at the Mary MacKillop Heritage Centre in Melbourne and Mary MacKillop Place in North Sydney.

Through these initiatives, Penola Catholic College remained committed to nurturing the faith and spiritual growth of both students and staff, fostering a deeper connection to the College's Catholic and Josephite identity.

Finally, the College holds dearly the broader community connected with Penola. The community was invited to liturgies such as:

- Mother's Day and Father's Day Masses
- Annual Memorial Mass in November
- Year 12 Graduation Mass
- 30th Anniversary Feast Day Mass at the Cathedral
- Easter Stations of the Cross Performance
- Ash Wednesday combined with Opening Mass
- Christmas liturgies dedicated to junior, middle and senior levels as they prepared for Headstart

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## Learning and Teaching

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### Goals & Intended Outcomes

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

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

We endeavour to create learning spaces and facilities that utilise the latest technologies to enhance the learning environment and educational opportunities for our students. Our goals in Learning and Teaching are inspired by our College Mission and Vision, as well as our Curriculum and Learning Policy. Our learning spaces support rich, varied, and collaborative learning experiences. Teachers and students strive for excellence, adopting innovative, research-based, best-practice curriculum and contemporary teaching approaches.

### Achievements

Penola Catholic College continued to strive for academic excellence in 2025 and added value to learning experiences through a range of opportunities and Key Learning Areas:

- The continued development of our Learning Management System, MyPenola, ensured that all educational resources and ICT systems were integrated through one portal for the whole community: parents, students, and staff.
- Targeted intervention programs were implemented for students with additional learning needs, offering a range of professional learning resources and workshops to all teaching staff, in line with legislative requirements.
- Students were supported through the Tutor Learning Initiative to mitigate learning loss. Teachers contributed to the NCCD program for the collection of data on students requiring adjustments.
- The cross-age tutoring program continued, with Year 12 students tutoring Year 7 and 8 students.
- A range of subject-specific support initiatives were offered, including Math Club, Homework Club, and English Club.

## Student Learning Outcomes

The VCE results in 2025 indicated some very pleasing efforts from our Year 12 cohort. A large number of students completed the senior certificate (VCE or VCE VM) in their final year of secondary schooling. This opened up desired pathways into further study, apprenticeships, and the world of work for Penola graduates.

### Post-School Destinations

Most students who applied for a tertiary place at university or TAFE via the VTAC process were successful in receiving a first, second or supplementary offer. As stated earlier, 95% of students who received offers were successful in achieving one of their first, second or third preferences.

Students applied for a broad range of courses, with most offers being in the areas of Health, Science, Psychology, Engineering, Business and Finance, Law and Criminology, IT and Networking, and Architecture and Design.

Students from the VCE VM program, as well as some from the VCE, were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing, Electrical and Hairdressing.

Of the 176 eligible VTAC applicants, 168 students (95%) received an offer. Notably, 162 of these were in the December main round, with 30 students receiving either a new or improved preference offer in the January and February rounds. Of the eight students who did not receive a VTAC offer, all had pathway plans in place through direct applications to VET or TAFE providers, employment, or by deferring their studies.

### Percentage of 2024 Year 12 students moving to each destination

- University Study: 70%
- TAFE/VET: 13%
- Apprenticeships/Traineeship: 11%
- Deferred: 1%
- Employment: 5%

### Study/Career Interest Areas (VTAC offers received)

- Society & Culture: 30
- Health: 39
- Natural & Physical Sciences: 19
- Architecture & Building: 8
- Engineering: 25

- Management & Commerce: 32
- Creative: 18
- IT: 12
- Education: 7
- Agriculture & Environment: 0
- Food, Hospitality & Personal Services: 0

Institutions offering Penola Catholic College students a place

- RMIT: 75
- La Trobe University: 35
- Australian Catholic University (ACU): 20
- Victoria University: 18
- University of Melbourne: 10
- La Trobe College: 5
- Swinburne University: 8
- Monash University: 3
- JMC Academy: 3
- Deakin University: 2
- Deakin College: 1

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	529	60%	522	56%
	Year 9	525	39%	527	42%
Numeracy	Year 7	529	63%	524	59%
	Year 9	534	50%	530	48%
Reading	Year 7	526	67%	526	64%
	Year 9	532	48%	533	48%
Spelling	Year 7	539	75%	531	71%
	Year 9	560	68%	558	69%
Writing	Year 7	547	67%	543	68%
	Year 9	565	58%	562	58%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	97.50%
VCE VM Completion Rate	93%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2025</b>	
Tertiary Study	65%
TAFE / VET	18%
Apprenticeship / Traineeship	12%
Deferred	1%
Employment	4%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

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## Student Wellbeing

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### Goals & Intended Outcomes

- That students are more connected to school and are active participants in their learning
- That student wellbeing shows improvement, with fewer numbers of students requiring one to one intervention
- That leaders feel empowered to effect change
- That parents are partners in learning
- That structures and processes support school improvement.

### Achievements

A range of wellbeing strategies were implemented in order to develop and support student social and emotional growth and development. Students participated in the following:

- Continued pastoral lessons from The Resilience Project program to support mindfulness, gratitude, empathy and emotional literacy skills
- Student led initiatives including wellbeing pastoral activities i.e. choose your own pastoral, Harmony Day activities
- Year 8 students attended anti-bullying presentations by Brainstorm productions
- Wanyara incursion for Junior campus students to experience Aboriginal and Torres Strait Islander activities business to help embrace an Aboriginal perspective of country
- Fitness First workshops for Year 7 students to support positive connections
- Optus Foot print presentations to Year 7 and 8 students exploring Digital Foot Print and members of Victoria Police presenting on safe social media access
- Successful Year 9 City Experience with positive feedback from the public and from teachers
- Year 10 ballroom dancing lessons with students showcasing their skills at the Year 10 Ball for students and families
- Year 10 work experience program
- Year 11 celebration day at Fun Fields water park
- A variety of student leadership initiatives including Harmony Week activities to celebrate cultural diversity, fundraising for MND, Remembrance Day poppies, International Women's Day, and R U OK day awareness activities
- Student advocacy: Year 11 student leaders meetings with representatives from DPV Health to create a prevention of gender based violence workshop for their year 10 peers. The students then participated in Kolbe Catholic College's walk against domestic violence.

- Development of a Student Ambassadors program to enhance student leadership skills and participation in a variety of events.

College activities, events and initiatives that strived to promote a sense of belonging and connectedness included:

- Highly successful Swimming and Athletics Carnivals, focused on fostering connection, belonging and House Spirit
- Update of child safety posters and student friendly communication
- Celebration of student success at year level, campus and College Assemblies
- Year 7 and Year 9 camp experiences
- Transition experiences to senior campus for neurodiverse students and students with additional needs to support smooth transition in Year 9
- Year 7 Transition program, including transition workshop meeting, laptop distribution evening and orientation day and parent information evening
- Year 7 Welcome BBQ
- Continued diverse offerings of co-curricular clubs for students
- A range of Year 12 celebration events including College Assembly, Graduation Mass and Dress Up Breakfast

Staff skill development and building of organisational capacity to support student wellbeing initiatives included:

- Creation of Child Safety Risk Register and all concerns received regarding Child Safety and/or Reportable Conduct matters prioritised and responded to as per College child safety policies. Standing item on Child Safety introduced to all Staff Meetings
- Capacity building of staff to deliver The Resilience Project pastoral lessons with support from TRP partnership manager to consider student needs and school data
- Management of a number of Child Safety issues, mandatory reporting issues and students in out-of-home-care.
- Continued internal delivery of Youth Mental Health First Aid training for teaching and support staff facilitated by 3 members of staff who are trained facilitators. Expansion of the program to include refresher training to ensure staff renewals can be supported
- Implementation of pastoral care records created on the MyPenola platform to enhance communication with families
- Absentee monitoring and personalised approaches to re-engaging students including modified timetables, wellbeing support
- Regular review of EMS360 data reports to identify key behaviour and wellbeing concerns at each year level
- Transition support and refined enrolment processes for new students commencing in years 8 to 12
- Wellbeing team members (Psychologist, Counsellors, Student Wellbeing Officer, Speech Pathologist) providing group and individual intervention

- Support for English as an Additional Language students and their families through Head of Student Inclusion, Multicultural Education Aide and additional classroom support.
- College Nurse and Compliance Manager providing support with compliance with all aspects of Medical Management policies and protocols. Employment of Agency Nurses to attend Year 7 & Year 9 camps
- Development of criteria for College Colours in development ahead of 2026 introduction

Partnerships with external organisations to support the wellbeing of students included:

- Participation in the Respectful Relationships catholic schools cluster
- Participation in the Josephite Exchange Mt Carmel College South Australia to deepen connections as a Josephite school. The College hosted the exchange in 2025
- AJASS South East Cluster Wellbeing Team
- 10 students travelling to the United Kingdom to attend the Mulberry Trust Global Girl Leading project and further develop leadership skills through volunteering and workshops with Big Education Trust
- Provision for students to access external therapists onsite as required through clinical access arrangements
- Continued implementation of the Resilient Youth Survey and supporting Hume City Council to encourage local schools to participate. The results have assisted Council and schools to be informed about youth wellbeing needs
- Ongoing collaboration with the Black Dog Institute Future Proofing longitudinal study to inform youth mental health understanding
- Participation in student wellbeing networks
- Partnership development with Youth Projects to support youth needs
- Study skill support workshops by Elevate for year 12 students and workshops facilitated by Elephant Ed to enhance knowledge and skills of year 11 and 12 students in the areas of respectful relationships
- Two students elected to Hume Youth Council after Penola hosted polling booth for Young Mayors Program
- Student leaders visiting CERES Environmental Park to develop a container deposit scheme for the College and support by CERES staff with environmental audit tools

Maintaining calm classroom environments and consistent school routines are paramount to support students across the College experience of safe and orderly classroom environments. The specific initiatives implemented included:

- Whole school focus on high expectations (behaviour, uniform etc) across both campuses and all year levels. Promoting consistent restorative practices approach for behaviour management
- Continued use of vape detector locations and staff yard duty support
- Introduction of the Restorative Classroom at the senior campus and continued implementation at the junior campus

- Intervention for students at risk of disengagement or academic progress through parent meetings and careers support
- Focus on proactive support for particular high needs students to support positive engagement
- Continued implementation of an additional Year Level Coordinator at each campus to offer assistance at peak times and during any absence to ensure consistency of support

## Value Added

- Camp experiences: Year 7 and 9, Year 11 and 12 Outdoor Education, Josephite Exchange
- Community links and partnerships: Hume City Council Youth Scholarship and Mental Health Expo, School Focused Youth Services, Hume Whittlesea LLEN, Headspace, Navigator, Orygen, DPV Health, Salvation Army, Anglicare, Mackillop Family Services, Uniting, Youth Projects, Kid's First
- New partnerships and continued relationship building with Mulberry Trust and Big Education
- Performing Arts Co-Curricular: Performing Arts Night, Battle of the Bands, Beauty and the Beast musical production. Introduction of a junior school musical Seussical Junior
- Co-curricular sports: Premier League SACCSS Athletics, Cross Country, Swimming, Senior Sports Days.
- City Experience program for Year 9 students
- Year 10 Ball
- Year 10 work experience program
- Year 8 Social

## Student Satisfaction

Student satisfaction is monitored and captured in a variety of methods including surveys and student leader discussions. Student leaders met regularly with members of the Executive. Students had the opportunity to provide feedback to classroom teachers through PIVOT surveys which captured their views of the classroom teacher practices. This feedback was shared with teachers in their Annual Review Meeting.

## Student Attendance

In 2025, the College has strived to promote high attendance in partnership with families. Procedures to monitor attendance include:

- Attendance taken for each lesson
- Parents expected to communicate to the College their child's absence through the College Absence line

- When an absence has not been advised by a parent a SMS text message is sent that morning notifying the parents that their child is absent
- A pastoral record is created by the student's Homeroom Teacher for emerging patterns of absence
- Ongoing absence is followed up by the Year Level Coordinator and escalated to the Coordinator of Students if required to ensure appropriate supports and intervention
- School report contains number of days late and absent to school
- Students with ongoing absence reported to the Student Wellbeing Unit at the Melbourne Archdiocese of Catholic Schools
- College works in partnership with families and external services i.e. Navigator to support disengaged students.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	90.87

<b>Average Student Attendance Rate by Year Level</b>	
Y07	89.62
Y08	86.51
Y09	84.63
Y10	86.65
Overall average attendance	86.85

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## Leadership

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### Goals & Intended Outcomes

The College Leadership Team is committed to building a learning community in which every student is supported to achieve academic growth, personal excellence and full participation in College life. Leadership at Penola Catholic College seeks to strengthen a culture of high expectations, professional trust and continuous improvement, while ensuring that curriculum, teaching, wellbeing and student support remain coherent across the College.

In 2025, this work continued through a focus on improving teacher professional practice, strengthening collaborative curriculum planning, supporting diverse learners, and using evidence and feedback to refine teaching and learning. This aligns with the College's broader commitment to relevant and engaging learning, targeted intervention, and collaborative planning through Key Learning Areas and Collaborative Planning Teams.

### Achievements

Professional learning in 2025 was delivered through a combination of whole-school professional learning days, team-based planning, external courses and role-specific training. A notable example was the Professional Learning Day held on 16 May 2025 and led by Pam Burton, which focused on developing curriculum and instruction for highly able students. This day included sessions on Understanding by Design, Webb's Model, effective questioning strategies, and Key Learning Area planning for current Year 7 and 8 advanced class teachers and selected staff.

The College also continued to embed collaborative reflection into professional learning. On the same day, staff worked through CPT SWOT reflection materials connected to the Science of Learning, prompting teams to evaluate strengths, identify areas for growth, consider future opportunities and respond to barriers affecting teaching effectiveness. This reinforced the College's ongoing emphasis on reflective practice and team-based improvement.

More broadly, the College's professional learning approach remained closely connected to day-to-day practice. Staff continued to work through Key Learning Areas and Collaborative Planning Teams to develop curriculum, moderate assessment, analyse data and plan for improved student outcomes. The College's documented curriculum approach also emphasises teacher coaching, research-informed practice, differentiation, targeted intervention and the effective use of MyPenola as a shared learning and reporting platform.

Staff also participated in TeachWell professional learning to strengthen teacher practice and classroom routines. This supported the College's broader work in building consistency in instruction and establishing effective classroom habits that support student learning. In

In addition, staff attended the MACS Flourishing Learners conference, which further strengthened the College’s journey in explicit teaching and helped connect whole-school practice with the wider MACS vision for learning.

Across the school, retrieval practice remained an ongoing area of development. Staff continued to build their understanding of how deliberate review, repeated recall and structured revisiting of knowledge can improve student retention, confidence and long-term learning. This work supported a more consistent approach to helping students remember and apply what they had been taught.

A further area of growth was the continued focus on coaching and improvement in classroom practice. Coaching approaches remained part of the College’s professional learning culture, and at the junior campus WalkThrus were trialled and implemented with strong success. This work provided teachers with practical, evidence-informed strategies that could be refined through observation, discussion and repetition, helping to build confidence and consistency in teaching practice.

Leadership structures also supported ongoing staff growth and voice. Annual Review Meetings continued to provide staff with an opportunity to reflect on achievements and identify priorities for development. In addition, staff in Positions of Leadership participated in mid-contract appraisals, supporting a culture in which professional growth and leadership development are taken seriously across the College.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
<p>The 2025 Professional Learning Summary Report indicates broad staff engagement across the College. The register records 194 professional learning and event entries for 232 staff, across areas including wellbeing, student enhancement, careers, English, technology, mathematics, science, humanities and applied learning with a total recorded expenditure of \$38,914 across the year.</p> <p>Leadership structures also supported ongoing staff growth and voice. Annual Review Meetings continued to provide staff with an opportunity to reflect on achievements and identify priorities for development. In addition, staff in Positions of Leadership participated in mid-contract appraisals, supporting a culture in which professional growth and leadership development are taken seriously across the College</p>	
Number of teachers who participated in PL in 2025	181
Average expenditure per teacher for PL	\$1354.27

## Teacher Satisfaction

The College monitors teacher satisfaction through a combination of formal and informal processes, including Annual Review Meetings, mid-contract appraisals, exit interviews, and staff feedback processes. These structures support regular dialogue, encourage professional voice and help College leaders identify areas of strength and improvement.

Staff satisfaction is strengthened by a collegial culture, opportunities for professional learning, clear support for leadership development, and collaborative structures such as Key Learning Areas, Collaborative Planning Teams and staff forums. The College's commitment to relevant professional learning, ongoing feedback and shared improvement processes continues to support staff engagement and professional growth.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	48
Graduate	67
Graduate Certificate	16
Bachelor Degree	150
Advanced Diploma	23
No Qualifications Listed	12

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	181
Teaching Staff (FTE)	164.28
Non-Teaching Staff (Headcount)	119
Non-Teaching Staff (FTE)	93.48
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

Our College community is large, involving our parishes, our feeder primary schools, our Catholic zone, our parents and friends, our alumni, our community and ultimately our experience as global citizens and part of the global community. We impact all as they impact us. This reciprocal relationship enables us to be educators and be educated. Serving this community is at the core of what we do.

Our goal is to deepen our relationships within and beyond the Penola community, fostering appropriate and supportive engagement with parents/carers and the wider community. Participation and involvement with parents/carers, the parish and wider community continue to grow.

2025 was a significant year for the College in that Penola celebrated its 30th anniversary since amalgamating as one school in 1995 from Therry, Geoghegan and Santa Sophia Catholic Colleges. Many efforts were made to reach out and expand the alumni sector of the College as well as to promote the history of the College through various socials.

The College continues to reach out to the community, establishing a bus service to assist in transporting students to and from school from various parts of the Northern suburbs. The College has been a presence at local primary schools and community events, such as fetes and festivals and has invested in broader promotions such as cinematic promotions and has adopted a new colour design on the buses to give the College greater visibility in the community.

### Achievements

- A team from the College was established to reach out to past staff and students to reconnect and celebrate the 30th anniversary of the commencement of the school
- Dedicated bus routes throughout the Northern suburbs to assist families in transporting students to and from school
- The College has reached out to local and new primary schools within the catchment region to promote the College
- The College continues to offer its facilities to the local primary schools for use for special events
- The 30th anniversary resulted in an evening organised for past staff and students to gather and reminisce over the history of the College
- The alumni data base continues to grow with intentional efforts in this area to link present day with the past

- Continued implementation of cultural inclusivity in communication, mindset and understanding, and student involvement
- Utilisation of translation services for our culturally diverse parent/carer body
- Student Representative Council (SRC) and other student leadership groups to promote student voice and agency, in particular, the Year 8 students were given the opportunity to thrive in this area under the guise of a staff member with the role of developing this area
- Performing Arts: music and ensemble opportunities, Penola Voices, CD recording. This year the senior students presented the musical Beauty and the Beast during Arts Week, and the junior students presented Seussical Jr
- Parental involvement in individualised learning (e.g. ILPs and PSGs)
- Continued parental involvement in the progress of their child, e.g. Engage portal in MyPenola (including assessments, courses, direct messages, documents, portals, reports, timetables); Operoo (excursions, notifications, correspondence)
- College webpage where visitors can access newsletters, policies, photo gallery, enrolment information, handbooks and uniform information
- Greater engagement of families of primary schools through special accelerated programs for middle to senior primary schools
- Social Media content with continual updates of College events, news and announcements
- The College theme was opened to students to contribute their thoughts and creativity in order to design the theme banner
- College annual yearbook and monthly newsletter
- Student led College tours

## Parent Satisfaction

The recent MACSSIS survey gives us a clearer picture of how families experience our school and where we can improve.

At Penola Catholic College, the 2025 family survey shows that family engagement is not as high as preferred. Many families who responded to the survey said the main barriers to engagement are very practical—such as childcare, transport, and making sure students arrive safely.

Most respondents feel the school is a good fit for their children and that it supports them through academic and co-curricular programs. However, this is still an area that can be strengthened. Parents also see the school as a safe and suitable environment, and they find staff approachable and welcoming.

Student safety is still a concern, as families have different views and experiences in this area and remains an area to address.

Communication is generally strong. Almost all families can access and use the school portal. However, fewer parents feel that communication is helpful, especially when it comes to student wellbeing.

The Catholic mission of the school is recognised by many families, but very few take part in religious events. There is also a mixed understanding of what the school's mission means.

Overall, the key areas to focus on are reducing practical barriers for families and increasing their active involvement in school life. These findings highlight an opportunity to strengthen partnerships with families through improved communication, increased opportunities for engagement, and a continued focus on building trust and inclusion across the College community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.penola.vic.edu.au](http://www.penola.vic.edu.au)