



Penola  
CATHOLIC COLLEGE  
EST. 1995



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# Penola Catholic College Broadmeadows

2020

## Annual Report to the School Community



Registered School Number: 1949

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## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 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 Risk of Child Abuse in School.

28/05/2021

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

## Our College Vision



  
Penola  
CATHOLIC COLLEGE  
EST-1995

### OUR SHARED VISION

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

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

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

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

## College Overview

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

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

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

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

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

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

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

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

## Principal's Report

As I write this report we are drawing to the close of another incredibly busy and successful year, the twenty-sixth since the foundation of the College in 1995. We are living through strange and difficult times. This year has been like no other in my thirty years in education with the threat that COVID-19 has posed to our community and two distinct periods of remote learning. The thing that I am particularly proud of is the way that our community has risen to the challenges that they have had to face this year. All have shown themselves to be resilient, technologically proficient and above all else, connected to one another despite the challenges of long periods of isolation and not being onsite for large periods of the year.

I read a quote from St Francis of Assisi: "Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible." I think that's the best advice I can give.

At the start of the year, if I had suggested to you that all our students would be schooled at home for most of the year, we would all have shouted, "Impossible!" and yet the focus has been on doing what's necessary today, not thinking too far ahead.

I would like to publicly acknowledge the efforts of all of our staff in transitioning to remote learning a number of times throughout the year. In particular, I would like to acknowledge the efforts of our College Executive (Mr. Ernie Pisani, Mrs. Jenny Vinten, Mr. John McKay, Mrs. Monica Kacela, Mr. Rob Dullard and Mr. Stuart Harrison) for their tireless efforts in laying the foundations for a successful transition to remote learning. I would also like to acknowledge the efforts of Mr. Anthony Austin (ICT Manager) and his IT team for all of their efforts in dealing with the technological challenges that remote learning can bring. One of the things that I have noticed this year is that schools are lonely places when there are no people here! Schooling is both relational and social as many of our students and staff will currently attest to. Like many others, I could not wait until both staff and students resumed school in our usual way with face to face contact, but acknowledge that we are all doing our best to limit the spread of COVID-19 and the loss of human lives. Self-isolation has been a necessary evil to reduce the transmission of COVID-19!

I wanted to send a "shout out" to all health care workers. I know that many are members of the Penola community. We value the work that you are doing to keep us all safe and deal with our health issues. I know our community sends a collective thank you for the difference you are all making!

### **Faith**

#### **Faith and Mission at Home**

The shift to remote learning has meant many changes to the way we operated within Victorian schools. As a result of these changes, Mr Rob Dullard and the Faith and Mission team provided videos for the school community so that we could still engage with our own prayer life on a community basis. Each Sunday, Fr Tony Cox presented a reflection on the Gospel reading for the week and the youth ministers, James and Gilbert Mein produced vodcasts titled Some Good News.

#### **Mary MacKillop Day - Friday 7 August, 2020**

Friday, 7th August 2020, was our nominated day to celebrate the charism and Feast of St Mary of the Cross MacKillop as a College. As such, the whole school community (all staff and students)



were expected to participate in an abridged version of Feast Day on the Friday morning. We also made it available to any parents who wanted to join in. Due to the restrictions around COVID-19 and with the fact that the students were remote learning from home, we put together a program that was conducted during Periods 1 - 3, rather than the whole day. As it was conducted virtually, through a combination of livestream and pre-recorded vodcasts, we included two recess breaks as we recognised that keeping all students engaged online continuously for lengthy periods of time is difficult.

This Feast Day was a historical event for all of us at Penola, not only did the day beautifully mark the Feast of our Patron Saint, Saint Mary of the Cross MacKillop this was the first time ever that our entire school community came together as one, online from home. A pretty remarkable achievement and in many ways a testament to the foresight of our College's strategic planning, over many years, to enable the technology and technological growth, of both staff and students, for this to occur.

A huge thank you to everyone for their willingness to support us in celebrating Feast Day by joining online. We do not have many occasions where we come together as a whole College entity, so it is important that we do so when such opportunities arise. A massive thank you to Fr Tony Cox, Rob Dullard, Melissa Fry, Gerard Knobel, Donna Mihos, Gilbert Mein, James Mein, Elizabeth Perkin, Anthony Austin, Daniela Bombardieri-Szabo, Paolo Muccini, Sr Rita Malavisi and the Archbishop of Melbourne Peter Comensoli, for all their efforts and support in our preparation for the day.

### **Sad Passing of Ms. Maria Grosso**

It is with great sadness that I inform you that our colleague Ms. Maria Grosso entered eternal life on Thursday, 13 August 2020 in the Northern Hospital in Epping. Maria had taken leave without pay for the remainder of the year to care for her father. Maria's father passed away less than six weeks earlier and this was a significant loss for her.

Maria joined our former College, Therry College, at the beginning of 1984 and has been part of the fabric of the Penola Catholic College community ever since. Maria taught Humanities and Religion and was a passionate advocate for the marginalised and supported St Vincent de Paul tinned food drives and other activities. Maria has held a number of roles throughout her time with both Therry College and Penola Catholic College including Assistant Head of Religious Education at the Glenroy campus.

We pray for all her family and extend our deepest sympathy to them. May Maria's soul and the souls of all our dearly departed rest in peace.

### **Excellence**

#### **VCE Results**

In 2020, 214 students completed Year 12 studies at Penola Catholic College. 43 students were enrolled in the VCAL program with 171 students enrolled in the VCE. The average ATAR was 59.33 and the median study score was 27. Traditionally, an ATAR of 90 or above has been used as a measure of academic excellence. In 2020, three students attained this outstanding result. 99% percent of students attained their VCE and 86% percent of students attained their VCAL.

Students participated in 53 different VCE Unit 3/4 studies in 2020. There were 8 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 14 different VCE and VET studies. A further 12 students attained an

ATAR of 80 or above. This equates to 7.0% of the Year 12 students eligible for an ATAR attaining an ATAR 80 and above. The highest ATAR of 96.45 was achieved by James Youil. He was followed by Michael Alyas on 94.15. Athraa Dawoud achieved the top unscaled score of 43 in Italian. 144 Year 12 students applied for a tertiary place. 47 Year 11 students completed at least one VCE Unit 3/4 study in 2020. 237 students were enrolled in one of the 26 VCE VET certificates studied in 2020, attaining 62% unit competency completion.

### **Year 12 Awards**

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

#### **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:

- Matthew Cassar
- Danidu Weerasinghe
- Luca Polimeni
- Elyssia Laleas

#### **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:

- Bridget Campani
- Rachelle Moso
- Kobi McMay
- Adrian Zios

#### **VCAL Industry Award**

Selection Criteria:

- Excellent work ethic



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

Recipients are:

- Antonio Chiodo, REECE - Campbellfield, SBAT
- Sam Barker, VB - Automotive Services, SWL Placement
- Lili Ashton, Certificate II in Animal Studies (Veterinary Assisting), VET Studies
- Jack McQuillan, McDonalds, Industry Job

### **VCAL Achievement and Enterprise Award**

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

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

Recipient is:

- Lili Ashton

### **Academic Excellence Award**

Selection Criteria:

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

Recipients are:

- Emma Ainsworth, Business Management, English, Further Mathematics
- Michael Alyas, Mathematical Methods, Specialist Mathematics, Physics
- Cassandra Mannarino, Further Mathematics, Legal Studies, Outdoor and Environmental Studies, Psychology
- James Youil, Biology, Chemistry, English Language, Mathematical Methods

### **Tenison Woods Excellence in Science Award**

Selection Criteria:

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

Recipient is:

- Jake Nguyen

### **ADF Long Tan Award**

Selection Criteria:

- Leadership
- Teamwork
- Community Involvement
- Resourcefulness

Recipient is:

- Chloe Fitton

The Australian Defence Force introduced a new award this year called the **ADF Future Innovators Award**

Selection Criteria:

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

Recipient is:

- Michael Alyas

### **Mary of the Cross Medal**

Selection Criteria:

- Evidence of a willingness to serve others
- Service in a Pastoral or Leadership capacity
- Loyalty and commitment to the College
- Endeavour to live in the spirit of Mary MacKillop

Recipient is:

- Ellie Tektonopoulos

### **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

- Taniya Senanayake

## **Community**

### **25 Year Celebrations**

We had a number of events planned this year to celebrate our 25 year anniversary. We had four major events planned for each component of our community. The first involved a lunch for our staff at Albert Park on Tuesday, 28 January. The second involved our Legends of Penola Dinner where we were going to recognise and acknowledge both past and present long serving staff members. The third involved students and staff with Mary MacKillop Day which was to be celebrated on Friday, 7 August. The fourth was to involve all current members of our community with a Fete planned for Saturday, 17 October as well as a reunion. Unfortunately due to the COVID-19 restrictions we were only able to conduct one of these events which was the lunch for staff at Albert Park.

### **New Courtyard Cover**

Greenline have installed a cover over the Courtyard between the Mary Aikenhead Gymnasium and the Cameron Building on the Glenroy campus that will provide additional shelter and shade. My thanks to Mr John Gribble, Property Manager for all of his hard work in seeing this concept being realized. My thanks also to Mr Simon Ridings, our OHS Compliance Officer, for ensuring that those on-site were briefed around our safety procedures.

### **Year 12 Graduation**

In light of current COVID-19 restrictions it was impossible for 1000 people to gather collectively to celebrate our Graduation Mass and Graduation Dinner. To formally recognise this significant milestone for our Year 12 students, we conducted a liturgy and graduation ceremony for each homeroom which was live-streamed to enable peers, staff and our wider community to be involved in the process. This was organised in line with the restrictions in place at that particular time to ensure the safety of all involved.

### **Farewell to Year 12 students**

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

I take this opportunity of thanking our two College Captains, Taniya Senanayake and Ellie Tektonopoulos for their leadership of the student body over 2020. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all Year 12 students who have held positions of leadership for their contribution to our Penola community.

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

## Thanks

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

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

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

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

## College Board Report

This year Penola Catholic College celebrated its 25 year anniversary. The year began well with our first College Assembly on 7th February. Year 7 students received their College pins and 2019 Year 12 students who received an ATAR of 80 or more were presented with plaques.

Our beginning of year mass was held on 26th February, uniting all staff and students in our Catholic Identity and School.

This year has seen many unexpected challenges with COVID-19 changing our daily lives, our interactions with one another and having to adapt to very different work and study routines.

Staff at Penola Catholic College worked tirelessly to ensure our students remained engaged in remote learning. The use of MyPenola to facilitate this ensured all students were able to log on and use MyPenola which they were already quite familiar with.

We thank the Faith and Mission Team for providing the Penola Catholic College community the opportunity to reflect and pray with the 'Faith and Mission at Home' videos. This especially helped during Stage 4 restrictions when we were unable to attend Mass.

The Board welcomed 4 new members this year. I thank them and all Board members for their support and contributions throughout the year.

The Board would also like to acknowledge the commitment of our staff led by our Principal, Mr Chris Caldow. The Board believes that with the support of all staff, students, parents and the community, Penola Catholic College will continue to provide positive outcomes for all of us.

The Board is grateful with the accomplishments, accountability and clarity of the College as we continue to be presented with financial reports, facility planning, policy updates and progress development.

During the year we had some special guest presenters. This included Terry McGann - Career's Co-ordinator, presenting to the Board via Microsoft Teams, an overview of the career's programs and framework, and Andrew Wehrens - the College's independent financial auditor, presenting the Annual Financial Statement Report.

We are also presented with a variety of information and reports that gives the Board confidence in the College.

We wish all 2020 Year 12 students the best in their future endeavours, no doubt we will hear all about them in next year's opening assembly. Thank you to the College Captains who have dedicated their time and made large contributions to the College this year.

Congratulations to all in 2020. We should all be proud of the way we have continued to educate, learn, grow and adapt to a largely virtual, remote learning year. Year 12's should especially be congratulated for their efforts in a unique 2020. We look forward to 2021.

## Education in Faith

### 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, 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. 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 has continued to strengthen through the restructure of the program.

### Achievements

As a community, we celebrated significant events throughout the year through whole school and year level liturgies on each campus and with the onset of COVID-19 lockdown restrictions, we introduced both pre-recorded and livestream liturgies, prayers and reflections through our Faith and Mission at Home series. This series provided opportunities for the wider Penola community, even though they could not physically attend onsite, to come together online to acknowledge and celebrate our shared faith. These included our annual Feast Day, Mother's Day and Father's Day Masses and Memorial Mass offered in November in remembrance of those members of our community who have passed before us. The Faith and Mission at Home series was extremely effective and more inclusive as it enabled far more of the extended community to engage and participate than what we had previously experienced in our on-site liturgies. Therefore, it is our plan in future to celebrate each liturgy utilising the combination of both, onsite attendance and livestreaming to cater for the needs and preferences of all.

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 2020, the theme and quote chosen was "Believe in the whisperings of God to your own heart" (Mary MacKillop, 1868). Through this theme, we were challenged to actively seek out opportunities from our busy lifestyles to listen to Gods voice in the stillness of silence and prayer.

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 usually offered through the Glenroy Campus Youth Ministry Group, REMAR, attending Catholic youth festivals such as Reloaded, RISE Melbourne or ACYF (the Australian Catholic Youth Festival), 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. These were not possible in 2020 due to lockdown, however, students were still able further deepen their faith through participation online through our youth section in Faith and Mission at Home, 'Some Good News'.

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, which occurred regularly pre and post lockdown. Penola Catholic College endeavours to offer many varied opportunities for our students, staff and families to actively communicate their faith in meaningful ways, despite the challenges that we may face and did face in 2020.

### **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 Student Enhancement teachers, Learning Support Officers, Multicultural Education Assistance Officers, Psychologists, Counsellors and a Wellbeing Officer all offer help and support to the wellbeing of our community, especially to the development of the young person. This was a particularly important facet of our pastoral care during the remote learning lockdown period. 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.

#### **VALUE ADDED**

The Faith and Mission Team offered a variety of liturgies, events and activities that added to the growth in faith of each student. This included a restructuring of many of the Year Level

Retreats and Reflection Days in order to recontextualise their meaning and value in a more contemporary nature.

In 2020, as a result of the COVID-19 Lockdowns, rather than postponing events, many activities were conducted either via livestream or were pre-recorded. The convenience of being able to participate in numerous liturgies, reflections, prayer and youth ministry activities remotely from home allowed for a significant increase in the number of parents and families who were able to join in and become involved in such experiences.

In 2020, the following opportunities for our students and staff to broaden and deepen their experience and knowledge of Catholic community included:

- Year 7, which focused on exploration of the theme, "How to keep the Faith".
- Year 8 Reflection Day with Fr. Rob Galea
- Year 11 Reflection Day, which focused on social justice issues and our role in combating them.
- Year 12 Reflection Day, which focused exploration of the theme, "Launching into the Deep".
- Opening College and Ash Wednesday Mass.
- Stations of the Cross.
- The Feast of St. Mary of the Cross MacKillop Mass,
- Year 12 Graduation Mass.
- End of Year Masses.
- Project Compassion (a student led campaign).
- Attendance by students and staff at the annual JJAMM (Jesus, Joseph and Mary MacKillop) conference held in Sydney.
- Faith and Mission at Home series - Liturgies, Weekly Reflections and Daily Prayer opportunities.
- 'Some Good News' Youth Ministry vodcasts.

## Learning & Teaching

### Goals & Intended Outcomes

At Penola Catholic College, learning and teaching are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare 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 stage of learning. Our educational programs are student centred and aim to foster a growth mindset, empowering students to take safe risks and become independent learners who strive for excellence.

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

In 2020, we were faced with the impact of COVID 19. Our wonderful staff were able to efficiently pivot to delivering lessons remotely via Microsoft TEAMS and post essential resources on MyPenola. Students were even able to collect resource kits prepared by the College for practical classes. All in all, learning and teaching continued in a hybrid model throughout the year. Our remarkable staff worked above and beyond expectations; often whilst their own children were learning from home. Penola Catholic College staff and students rose to the occasion and met the challenges presented with a positive attitude and a student centred approach. Staff were Accessible and Reliable - the catchphrase of our remote learning experience. We are grateful for their energy and ability to facilitate remote learning with rigour and expertise.

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.

### Achievements

Penola Catholic College continued to strive for academic excellence in 2020 and added value to the learning experiences through a range of remote and in person opportunities and Key Learning Areas:

- Further development of the CLIL program, whereby some students undertake the studies of Religious Education and Humanities in the selected language.
- 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. This was especially valuable during the two remote learning periods. Teachers uploaded well-structured, relevant and current curriculum and multi-model resources for each subject, allowing 24/7 access to students, parents and staff.
- Targeted intervention programs ran for those with special learning needs, offering a range of professional learning resources and workshops to all teaching staff, meeting the legislative requirements.

- Continued refinement of the Year 9-12 Headstart program at the end of the examination period and launching classes in the courses selected for the next academic year in most year levels.
- Teachers contributed to the NCCD program for the collection of data on students requiring adjustments.
- Continued use of Office 365 tools as a means of collaboration; in particular with OneNote for staff and students and the introduction of Teams.

The following Guest speakers delivered presentations to all teaching staff:

**Glen Pearsall** came to speak with staff about maximising learning potential in each of our classrooms. Glenn modelled engaging strategies which teachers could use in their classroom to promote learning and offer alternatives to traditional activities such as worksheets.

**John Munro** spoke with staff, over four weeks to continue to develop and streamline our approach to literacy. This included working with staff and a Year 8 classes to support teachers in using more impactful teaching strategies across curriculum areas to develop students' literacy skills.

**John Hattie** worked with Executive staff on Collective efficacy; working together on impact and then acknowledging the work of everyone involved.

### **Staff Professional Learning**

Under the leadership of our Research Lead, staff were voluntarily engaging in a fortnightly professional reading club which used contemporary research to discuss learning and teaching and how we might promote student excellence at Penola. This was a time for educators to come together, collaborate and share knowledge with the aim of improving student learning at Penola.

### **Online Incursion (Careers and Subject Selection)**

Universities and TAFE providers offered their support to our careers evenings. This was supported by our Heads of Learning who answered questions of parents and students across the week to help with subject selection for those at school, while Year 11 and 12 students benefited from speaking with tertiary institutions about possible future courses and careers.

### **New Subjects**

There were new subjects created by the Science Faculty which allow our students to engage more fully with Forensics and widen their knowledge of the Victorian Curriculum.

### **Pre-Service Teacher Placements**

Penola hosted more ACU students than any other Catholic school in the state.

### **Religion**

The Year 7 Reflection Day was held at the Hope Centre, exploring how we can keep the faith and work on with constancy and courage in the face of life's challenges. On the Year 8 Reflection Day students met Father Rob Galea and learnt of his journey to become a priest and turning to God. Year 8 RE day including a Greek Icon workshop and meeting the Chaldean Youth Group from the parish of Our Lady Guardian of the Plants. Year 12 Reflection day "Launching into the deep" explored ways in which Year 12 students could draw on Faith, Prayer and reflection to address challenges they face in Year 12 and how they may take risks to "launch into the deep" a metaphor for taking chances to explore new pathways in their future. The Year Level Reflection Days

complemented our teaching and learning programs, enriched students' faith and offered all students an opportunity to reflect on what Faith in God and a transcendent reality has to offer.

### **Health & Physical Education**

Excursions:

Year 7 Open Water Learning Experience with Lifesaving Victoria.

Year 7 & 8 Aquatics at Elite Swimming Pascoe Vale as well as Keilor Gymnastics Centre.

Year 8 Incursion - Hip Hop lesson with Deon Nuku.

At the Senior Campus we had excursions for the VCE OES students to Wilson Promontory, the Year 9 Road To Zero students visited the Melbourne Museum both semesters. Year 10 PE Lawn Bowls, Ten Pin Bowling, VET Outdoor Ed. Abseil, Mountain Bike and Werribee Gorge Hike.

Incursions included Year 10 PE Online at F45 and Oak Park Fitness Sessions and Ballroom Dancing sessions, VET First Aid. Guest speaker Simone Austin (Dietician) came out to speak with our Year 11 HHD classes.

All Broadmeadows teachers were upskilled in Bike Ed, sponsored by Hume Council and their Sustainability Department.

### **Humanities**

Medieval day for Year 8 in Term 1 and in Term 4. The Year 12 History excursion to the city visiting places of interest in relation to the settlement of Melbourne.

### **Languages**

For the first time the CLIL Program was offered for all three languages in Year 8. We held competitions where students were asked to present something relevant to their language. We held a poetry competition in Italian with our feeder primary schools transition program as well as some classes read their Animal storybooks in a couple of the primary schools. University of Melbourne Extension Italian classes were conducted. French students participated in an online version of the Berthe Mouchette Competition run by Alliance Francaise de Melbourne. The Languages team created an exciting and engaging experience for our Language students despite Learning from Home. Students created items such as Origami, Cultural Meals and performances as a way of celebrating their learning of foreign languages, cultures and linguistics.

### **Science**

We held a number of online incursions, "Marine Team" by Perform Education for Science Week at Year 7 and a Melbourne Zoo incursion for Year 12 Biology. We introduced STILE and Volkscience as new educational resources and at the senior school we celebrated Science Week with quizzes and an online competition "Design your own Meme" as well as video presentations relating to the health of our oceans.

### **English**

During Book Week in August our Year 8 students had the pleasure of participating in an incursion with Robert Newton, who is the author of their text study novel 'Runner'. At the junior campus students attended English Catch-up Club. Year 12 English students viewed an online performance by the Complete Works Theatre Company for their comparative study of The Crucible and The Dressmaker. Year 12 English, English Language and Literature students attended online Edrolo and VATE revision lectures.

### **Mathematics**

We focused on collaboration and we constantly discussed, planned and shared new pedagogy and resources e.g. Videoed lessons and adding spoken explanations to previously prepared PowerPoint lessons. The staff used Due Work on MyPenola to check students work.

### **Technology**

During remote learning students utilised sewing kits for Textiles and project kits for Electronics. Food students prepared tasty meals at home.

### **Information Technology**

The Year 11 VET IDMT students benefited from two digital incursions with the RTO - The Academy of Interactive Entertainment. They received virtual training on advanced programming skills through Microsoft Teams. We trialled GitHub - a code hosting platform for version control and collaboration - to produce working software modules for the VET IDMT class. VCE Software Development students trialled Microsoft Teams as a platform to complete their folio tasks and to collaborate. Students were able to post snippets of code for feedback by others and work simultaneously on shared documents.

### **Performing Arts Music**

Students participated in online music performances, created sound production works and students used everyday household items as musical instruments. Dance classes rehearsed outdoors using outdoor equipment for warmups, strength training and cardio work. Junior Drama students entertained families at home with their vaudeville performances (eg. Juggling). The Year 7 Drama program incorporated a COVID-19 storytelling task, where students wrote and voiced their lockdown stories using story-telling techniques. Online Instrumental Music Lessons were introduced during Term 2, so students could continue with their instrumental music lessons. Online Junior and Senior Concert Band and Rock Band gave students an opportunity to work in an ensemble as well as have a social experience with their music peers and teachers, whilst being in lockdown. We also ran several online instrumental music concerts.

### **Visual Arts**

A small selection of student work was displayed. Students created a range of artworks and design examples using alternative materials and approaches whilst at home during remote learning.

## **STUDENT LEARNING OUTCOMES**

Once again in 2020, our students achieved sound 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 2020 was James Youil with an ATAR score of 96.45. 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 our Year 12 student cohort; 99% successfully completed their VCE and 86% completed VCAL studies in 2020. For the VCE, we achieved a median study score of 27 which was below last year's 28 and just below the state average of 30. Our average ATAR was 59.33; a decrease from 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 89% of students who applied for a tertiary course received an offer with 87% receiving one of their top 3 preferences. RMIT was the most popular choice for University entrance followed by Latrobe, Vic Uni and ACU. Full details are in the table below.

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

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.

### **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.

Percentage of 2020 Year 12 students moving to each destination.

- University Study 66%
- TAFE/VET 12%
- Apprenticeship / Traineeship 11%
- Deferred 2%
- Employment 9%

Study/Career Interest Areas (VTAC offers received)

- Society & Culture 27%
- Health 26%
- Natural & Physical Science 20%
- Architecture & Building 18%
- Engineering 13%
- Management & Commerce 12%
- Creative 10%
- IT 7%
- Education 6%

- Agriculture & Environment 2%

Institutions offering Penola Catholic College students a place

- RMIT 35%
- LaTrobe University 34%
- Vic University 18%
- ACU 12%
- Melb Uniiversity 9%
- AIE 9%
- Deakin University 7%
- Swinburne 5%
- Melbourne Polytechnic 4%
- Monash 2%
- Collarts 2%
- Latrobe College 2%
- Deakin College, JMC, Torrens Uni, LCI <1%

Penola Catholic College is proud of our wonderful VCAL program. We believe that there is a pathway for every student. Many of our students enjoy applied learning and actively engaged in this senior certificate. 15 VCAL students completed SBAT and 24 VCAL students completed SWL. The VCAL team offered an incursion where students were involved in coffee making, OHS, food handling and responsible service of alcohol courses.

The Christian service program with Senior PDS was initiated and students visited organisations to volunteer on 2-3 occasions in Term 1 of 2020 prior to lockdown. These organisations included: Attwood House, Broadmeadows Disability Services, Glenlyn Aged Care and Parks Victoria.

VCAL staff produced videos for parents, students and the whole community to specifically cover the intent and requirements of the vocational pathway.

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.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

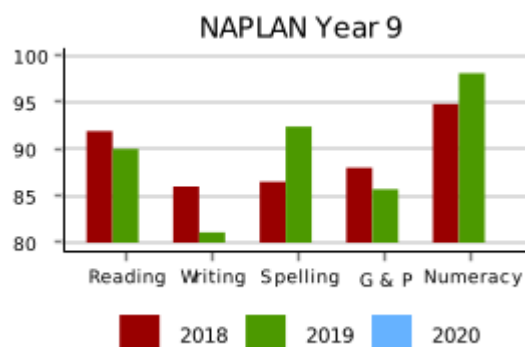
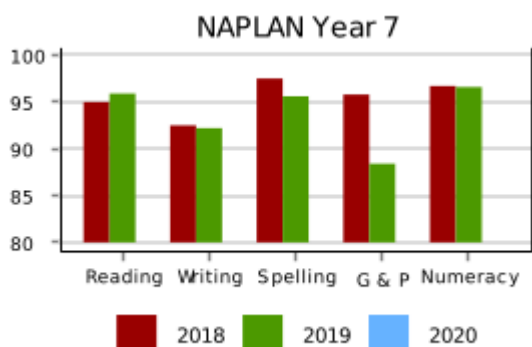
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	95.8	88.4	-7.4		
YR 07 Numeracy	96.7	96.6	-0.1		
YR 07 Reading	95.0	95.9	0.9		
YR 07 Spelling	97.5	95.6	-1.9		
YR 07 Writing	92.5	92.2	-0.3		
YR 09 Grammar & Punctuation	88.0	85.7	-2.3		
YR 09 Numeracy	94.8	98.1	3.3		
YR 09 Reading	91.9	90.0	-1.9		
YR 09 Spelling	86.5	92.4	5.9		
YR 09 Writing	86.0	81.1	-4.9		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

#### Introduction: Adapting to a World Health Crisis

The platform for Student Wellbeing was severely tested in 2020. The COVID-19 pandemic stretched the wellbeing structures at Penola Catholic College as the College worked hard to ensure that the wellbeing of students and staff was the centre-point of much of what we did.

As the structures for learning were adapted to meet the needs of a formal state lock down, it was incumbent on the College to ensure that through the platform of technology meticulous plans were in place to support students' mental and emotional wellbeing. Whilst this was pivotal throughout our day to day routines, the College and staff went to great lengths to continue the educational programs that we had started with at the beginning of the year.

#### Determining the structure of the learning experience

Whilst the structure of the school year was determined by how national, state and local authorities reacted to the health crisis, the College went into the 2nd quarter of the year expecting major disruptions to the normal routine of school. The College also anticipated that these changes would effect some students' emotional wellbeing. The College administration were aware that some emotional stress would be brought on by the following:

- Students concern about their own, and their family's, physical health due to the pandemic
- Students' concern about the disruption to the academic year, particularly students in their final year of school
- The loss of the normal support structures that school provides (student services' assistance, the advice and support that comes from homeroom teachers and Year Level Coordinators)
- Loss of the physical contact with their friends and with community

### Achievements

#### The College's response to the changing landscape of the year

Schools needed to demonstrate levels of flexibility in 2020 to ensure that they were able to provide an education within the parameters allowed. Staff and students were prepared prior to the first term break for the experience of home learning. Staff were trained to use the technology that delivered the remote learning program to students and support structures were put in place to assist students in accessing the learning. Support measures for students' social and emotional wellbeing were also a high priority:

- The College made provision for students who did not have the technological infrastructure at home to access the learning, in some cases providing them with a short term wifi supply
- Lessons were conducted via a Microsoft Teams link and students were able to communicate with teachers on that link.
- The College Psychologists, Counsellors and Student Welfare Officers were able to provide telehealth phone calls to assist those experiencing mental and emotional hardship

- Students of essential workers and vulnerable students were given permission to attend school for supervision and also for some tutorial assistance
- Over the course of the lockdown staff were rostered to contact a select number of students and their parents to establish how well the students were coping and determine whether there were any further support mechanisms that we could have put in place to support the student.

Over the course of the lockdown, whilst school looked and felt different, Penola was able to provide a sustained educational experience. Whilst some students became disengaged, staff initiated contact with parents to assist students to get back on track as much as was possible. Well attended Parent Teacher Interviews were conducted via Microsoft Teams meetings with great success, allowing parents to address any of the issues that they saw were developing with their child.

When students were able to return on site, a range of measures were put in place to ensure that government mandated safety measures were established and that all members of our community were able to access a safe work site. Students were temperature checked on arrival; students had to use hand sanitisers periodically, desks were separated and wiped clean at the start of every lesson, lunchtime was reduced by 10 minutes on the senior campus to reduce the risks created by social gathering, students were permitted to take their bags to the classroom to reduce the numbers gathering at lockers; and rigorous cleaning programs were established to ensure that the site was kept as risk-free as possible.

## VALUE ADDED

### Developing the individual

Whilst the College dealt with the issues that COVID-19 created it continued to create opportunities to develop young men and women into confident, caring and responsible young adults. The College philosophy of creating authentic relationships between staff and students was especially important as the community worked through the issues of isolation caused by the pandemic. To auger this, Professional Learning opportunities on programs related to safety, inclusivity, respect and, purposeful skill-based development of staff in the area of social and emotional wellbeing were taking place during professional practice opportunities.

Given the nature of the pandemic and the clientele of the school, the College used an external Clinical Psychologist to inservice staff on trauma informed practice. This training prepared staff for dealing with the trauma brought about by the pandemic upon the students' return to on site learning. It also served to highlight the importance of self-care and looking out for each other as well during these difficult times.

The College also commenced work on developing a Student Wellbeing Framework to provide a vision and guiding principles for the development of a systemic approach to the college's student wellbeing focus. With this in mind, we relied on developing a middle management leadership structure that inspired a positive school environment, created an inclusive and connected school culture, provided for student voice, developed effective partnerships with the community and families, and developed strategies for positive behaviour.

Penola Catholic College continued to focus on, and develop, programs to assist with the mentoring of disengaged students and students at risk. We established links with external support agencies to assist students and families seek assistance in issues which impact on



their wellbeing and educational and personal development. These agencies included Victoria Police, Youth Connections, Headspace, Child First, Salvation Army, St. Vinnies, MacKillop Family Services, Royal Children's Hospital, Berry Street, Department of Health and Human Services, Moreland Council's Navigator program, St Joseph's Flexible Learning Centre and School Focussed Youth Services.

### **Establishing platforms for student achievement**

The College continued to develop platforms for student achievement. The focus on literacy has impacted positively on student literacy outcomes and the development of a differentiated approach to teaching has made the learning more accessible to students. These initiatives are driving a tangible and positive focus for learning with students.

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

To enhance their learning experience and develop a love for learning, students are encouraged to be independent learners. Whilst severely affected by the restrictions created by the COVID-19 crisis, the College's approach to collaborative and inquiry based learning in some year levels encouraged students to be aware of the world around them and their place in it, to augment their personal development.

Some of the camp experiences took place before the state lockdown. The Year 7 transition camps and the Year 9 adventure camp 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.

### **Building self-esteem and resilience**

The promotion of mental health is a high priority at Penola Catholic College. This was well tested in 2020 as the anxiety of the changed circumstances in which we live in, heightened the levels of stress. The role of Student Services at both the Glenroy and Broadmeadows campuses became an important feature of the support mechanisms of the school in 2020. The college provided access to Psychologists and Councillors (both telehealth and on site when we could) to help students deal with every day issues such as anxiety, friendship concerns, home-life issues, school refusal, etc.

The College spent much time in developing a secure and efficient process to identify students and establish levels of support and the interventions that took place for the Nationally Consistent Collection of Data. This was made to ensure that all students with specific learning or health needs were cared for and given appropriate levels of support in and out of the classroom.

Homeroom teachers and Year Level Coordinators were extremely important facilitators of a Pastoral Program focused on developing levels of resilience in students at the height of the health crisis. Pastoral sessions were conducted on life issues that are relevant to young people and which helped them develop attitudes and perspectives, as well as self-management techniques, for the road ahead. These sessions effectively took place once a week either within the virtual homeroom environment or in virtual year level assemblies.

Building levels of student self-esteem, also remained a high priority and through the on-line Student Leadership Program, student leaders were provided with training to develop public presentation and communication skills, management of team skills and problem-solving skills. Throughout a given day, all students were encouraged to take responsibility for their behavior and for creating a safe, caring and hardworking environment. In the Penola Student Council, students have a forum for their opinions to be heard and to have a platform for school reform.

The College's normal range of exciting co-curricular activities was severely hampered by the restrictions that the pandemic brought about. However if there is a positive for the year, it is that, like that of the nation, the adaptability and resilience of students and staff of Penola Catholic College, at the height of the pandemic, was remarkable. It is amazing what can be achieved when there is a belief that we can create structures and adapt the tools for learning, despite the hardships of the time, to ensure that students can continue their educational and personal journey. It is this that I hope our students and parents can look back at with gratitude, pride and a sense of optimism.

## STUDENT SATISFACTION

Student surveys were conducted and data was collected from students during and after the remote learning period of time. The data gathered was to determine what additional support students may require from a wellbeing and educational perspective. This enabled Penola Catholic College to ensure that we had structures in place to support our students.

## STUDENT ATTENDANCE

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

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

During the remote period of learning, students were required to log on to their class page on MyPenola to attend homeroom. If the student was absent from homeroom an SMS was sent to the parents of these students. If students had not logged on to MyPenola by 12.30pm another message was sent by SMS to parents.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	93.5%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	94.4%
Y08	92.8%
Y09	92.5%
Y10	92.3%
Overall average attendance	93.0%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	99.0%
VCAL Completion Rate	82.0%

### POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	57.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	6.0%
Deferred	15.0%
Employment	7.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

The Principal Mr Chris Caldow, Deputy Principal Ernie Pisani and Deputy Principal Stuart Harrison lead the Child Safe requirements of the College with the support of the College Executive. Penola Catholic College has embedded the ChildSafe standards into all policies at the College.

### Achievements

All staff at the College were required to complete the Child Protection module of Complispace. Complispace provides in depth information on all aspects of the child safety requirements for Schools.



The College ensures that appropriate guidance and training has been provided to both teaching and support staff within the school regarding their obligations and responsibilities for managing risk of child abuse; child abuse risks in the school environment; and the school's current child safety standards. The College ensures its commitment to child safety is evident, in our actions and interactions.

While in lockdown and during the remote learning period in 2020 the College provided a platform for our students and families to consider child safety especially when engaging in an 'online' world. Various resources were provided to families which support the safe use of technology along with strategies and guides to support students and peers.

The 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' is fully implemented at the College. We have access for all staff to complete internal mechanism for reporting via Complispace including the initial Child Protection training and DET Mandatory Reporting Units.

The College registers all mandatory reporting incidents with the CEM wellbeing team and maintains diligent records for internal auditing.

The Student Wellbeing Team which includes Psychologists, Counsellors and a Youth Worker, address many child safety issues that arise and provide support, guidance, and counsel to our students. Our counselling services are supportive of our students, assisting them to develop appropriate skills and help them manage the complex challenges which students may be experiencing. During the COVID-19 lockdown period we were still able to provide support to our student community and also ensure our students were safe.

All job advertisements advise candidates that Penola Catholic College is a Child Safe school. When applying for a position candidates are required to complete an application form which asks questions in relation to child safety. When conducting reference checks, referees are asked questions in relation to child safety. All new staff are required to read and sign the College's Child Safety Code of Conduct prior to commencement.

# Leadership & Management

## Goals & Intended Outcomes

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

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

## Achievements

A key focus for 2020 for Penola Catholic College was on improving teacher professional practice and knowledge. This saw the introduction of a whole school Coaching Program and a Research Lead.

The introduction of a Growth Coaching model at Penola Catholic College included the new role of Head of Instructional Practice and 4 Instructional Coaches to complement the current 4 Literacy Coaches. Growth Coaching has been found to be a highly effective way of supporting individuals and teams, a leadership style that is developmental, interpersonal and customised. Leaders who can use coaching skills can improve performance, support change, develop and foster independence and reduce stress in the workplace.

The Head of Instructional Practice was also responsible for the collection, analysis and communication of information about student learning with a view to supporting teachers and College leaders to more accurately target and address data and the learning needs of all students. The position is central to the strategic development of an environment which aims to create a personalised learning experience for all students.

The Research Lead was introduced in 2020 and was responsible for prioritising the use of research in planning, decision making, professional learning and in learning and teaching. The Research Lead engaged high-quality research to inform planning and practice to help the College improve its practice and delivered this through online platforms and meetings.

The VCAL Student Coordinator was an additional role in 2020. The role was an extra layer of support between the Year Level Coordinators and the Coordinators of Students for students in the VCAL program. They were also responsible for the day to day VCAL student management on the Broadmeadows campus.

The School Improvement Team began Term 1 introducing the 2020 focus of Phases of a Lesson. The focus for Term 1 was The Beginning of the Lesson with professional development activities and presentations delivered to staff. Term 1 also included learning walks from members of the School Improvement Team to observe and provide feedback on the beginning of the lesson to individual teachers. Unfortunately, due to Term 2 & 3 lockdowns in 2020 the role out of Phases of a Lesson was not completed.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

In 2020, 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 learning 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. With the state moving to remote learning in Terms 2 and 3 professional learning was moved to an online platform.

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

In Term 1 professional learning on the Instructional Model as part of Curiosity and Powerful Learning.

- Introduction of the Growth Coaching Model lead to all teaching staff receiving professional learning on the benefits of engaging with a coach as well as online programs offered by the coach.
- The appointment of a Research Lead led to the professional development of using research in the teaching practice.

Other whole staff PD was undertaken in the following areas:

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

- With the introduction of Growth Coaching in 2020 the leaders spent time being trained in the Growth Coaching Model, as well as engaging staff in the benefits of coaching.
- CLIL Content & Language Integrated Learning for Languages Teachers
- Victorian Curriculum
- Leadership workshops
- ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data
- Careers, VCAL & VET Conferences
- Performance Development and Coaching Training
- Contemporary Learning eBooks and online learning programs such as Oxford, Jacaranda , Language Perfect and Edrolo PD



- New graduate teachers were assisted to achieve full registration.
- Teachers took on roles with the Victorian Curriculum and Assessment Authority (VCAA) as VCE assessors and examiners
- A wide range of externally provided Professional Learning activities were accessed by many teachers and support staff. The College maintains subscriptions to education and leadership journals and organisations. Both hard copy and online publications were subscribed to and distributed for professional reading.

Number of teachers who participated in PL in 2020	149
Average expenditure per teacher for PL	\$1209

**TEACHER SATISFACTION**

During the 2020 year especially during COVID-19 staff were supported by the College Executive. Phone calls were made to staff to check in on them. Peers checked in on each other as well. A mental health wellbeing day and screen free day was greatly appreciated by all staff during the remote learning period. A wellbeing pack and parcel was sent to all staff at home. A pizza evening was organised where staff bought pizzas and had online meetings with others on a Friday evening.

The overwhelming praise and feedback from the staff showed that staff felt very supported, appreciated and valued during such a difficult time.

**Staff Attendance:**

The attendance rate or average number of days attended per teaching staff member for 2020 was higher due to COVID-19. Staff were working from home and there was less illness during the year with the social distancing and wearing of masks.

**Staff Retention:**

A healthy movement of teaching staff occurred in 2020.

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.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	85.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	86.8%
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**TEACHER QUALIFICATIONS**

Doctorate	0.7%
Masters	15.6%
Graduate	48.9%
Graduate Certificate	5.7%
Bachelor Degree	86.5%
Advanced Diploma	17.0%
No Qualifications Listed	5.7%

**STAFF COMPOSITION**

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	155.0
Teaching Staff (FTE)	137.8
Non-Teaching Staff (Headcount)	91.0
Non-Teaching Staff (FTE)	73.0
Indigenous Teaching Staff (Headcount)	2.0

## College Community

### Goals & Intended Outcomes

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.

### Achievements

Penola Catholic College continues to work in partnership with parents, Parish's 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

### VALUE ADDED

The Co-curricular program had a very different focus in 2020 with many of the normal planned yearly activities and groups having to adapt to the virtual remote learning world.

The following clubs were offered at the start of the 2020 year.

Creative Arts, Instrumental Music Program, Junior Concert Band, Senior Concert Band, Vocal Groups, Contemporary Music Workshops, Song Production Club, String Ensemble, College Production, Drama / Dance Club (Junior & Senior), Arts Club - Glenroy, Year 10 Ball / Ballroom Dance, Arts Explorers' Club, Fashion Awards Australia, Visual Arts - Art Retreat, Sacramental Program, Penola Student Council (PSC), Youth Groups, Penola Ministry Band, Environmental Action Team, Clubs & Societies Guitar Club, Sci Fi Club, VCE Biology Study Group, Science Club - Glenroy, Literature Revision Sessions, English Excellence Club, English Catch Up Club, Chess Club, Italian Language Clubs, Japanese Language Clubs French Language Clubs, Homework Club, Australian Stock Exchange Schools Share Market Game, Student Services Catch Up Club, Mathematics Clubs , Anime Club, Breakfast Clubs

Performing Arts Music students participated in online music performances, created sound production works and students used everyday household items as musical instruments. Dance classes rehearsed outdoors using outdoor equipment for warm-ups, strength training and cardio work. Junior Drama students entertained families at home with their vaudeville performances (eg. Juggling). The Year 7 Drama program incorporated a COVID-19 storytelling task, where students wrote and voiced their lock down stories using story-telling techniques. Online Instrumental Music Lessons were introduced during Term 2 so students could continue with their instrumental music lessons. An online Junior and Senior Concert Band and Rock Band gave students an opportunity to work in an ensemble as well as have a social experience with their music peers and teachers, whilst being in lock down. We also ran several online instrumental music concerts.

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 contributed to the holistic growth of each student.

During the year with COVID-19 Lockdowns, the opportunity was offered for families to either attend, participate via livestream or view pre-recorded events. The introduction of livestreamed events had an extremely positive impact on the engagement and inclusion of parents, families and the wider community, who were able to participate in such activities from home. The data collected showed vast increases in the number of parents and families who participated and therefore, is an option that we will continue to extend to parents in the future.

- Opening of the School Year Mass and Assembly
- Mothers' / Father's 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 (online)
- Parents and Friends Association meetings and events
- Parent Consultation Meetings
- Annual College Awards Evening (online)
- Annual Memorial Mass for deceased community members (online)
- Year 12 Graduation Mass
- Sporting competitions

In 2020 other activities included:

- Various Faith and Mission and Youth Ministry activities
- Year 7-12 Reflection Days
- Year 7 Orientation camps
- Year 9 Outdoor Activity camps

- Musical Performances
- Involvement in REMAR
- Mary MacKillop Feast Day Celebrations

Parents and Friends Association members were active in 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, Taniya Senanayake (Year 12 Student) was awarded the Mary MacKillop Award and Ellie Tektonopoulos (Year 12 Student) was awarded the Mary of the Cross Medal. Fr Tony Cox and Ms Joanne Barton were awarded the Penola Medal. These awards recognize their services and commitment to the College.

## PARENT SATISFACTION

During the 2020 year and with the remote learning period of schooling due to COVID-19 the College re-deployed support staff to Family Liaison Officers roles (FLOS). The FLO connected with families regularly by phone. They gathered information and answered parents questions. The parents overwhelmingly appreciated the connections made with the FLO and felt supported during a difficult period of time.

27 April to 1 May 2020

Response Rate

- 983 families (84%)

Video Conferencing Beneficial

- Don't know 20.1%
- No 4.1%
- Yes 75.7%

Family Coping

- Okay 40%
- Coping well 47.7%
- Having some difficulties 10.3%
- Not coping 2%

Where COVID-19 Information is

- No 23.9%

- Yes 76.1%

#### Level of Communication

- No communication 0.2%
- Not enough communication 2.9%
- The right amount of communication 96.2%
- Too much communication 0.7%

#### Other Issues Raised by Families

- 194 issues (19.7%)

## Future Directions

Facilities and Resources

Achievements / Value added

### Glenroy Campus

- Seven classrooms refurbished
- Installed new carpet to 6 offices
- Internal painting of Aikenhead Building completed
- New barrel vault structure completed
- Two new office Pods constructed
- Two offices painted and new break through doorway to Pods completed
- The Centre painted
- Acoustic lining installed music room
- Marine carpet installed to doorways
- New roof sheeting installed to 30% of Cameron Building
- Interior and exterior handrails painted

### Broadmeadows Campus

- Smyth building interior painted
- Passageways painted in Tenison Woods Building
- Refurbishment work completed Canteen
- Pathway to station 50% completed
- Exterior of Shortis Building painted
- Exterior of Lois Kennedy Building painted
- Exterior of F and L Blocks painted
- New seating installed in the Performing Arts courtyard
- Reception Desk refurbished
- New Joinery installed Textiles
- Planning and design works for the new maintenance compound completed
- Relocation of Student Services staff to Mannes House

Goals for 2021

- Begin building works for the Year 12/VCAL building
- Demolish the L Block, Edmund Rice and existing Maintenance Shed buildings
- Build new Grounds and Maintenance building



- Relocate main IT server to the McCormack Centre
- Begin new civil works for the 59 Gibson Street bus and delivery entry
- Assembly Hall floor polished including new court line markings
- Connect more buildings to our back-up power generator
- New ovens and bench tops for the F001 Food Tech room
- Upgrade of sound and lighting controls in the Auditorium