



Penola
CATHOLIC COLLEGE
EST. 1995



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

Penola Catholic College Broadmeadows

2021 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 2021 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 Schools.

22/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic Education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision




Penola
CATHOLIC COLLEGE
1971-1995

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

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 people 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 seventh since the foundation of the College in 1995. We are living through strange and difficult times. This time last year I was confident that the worst was behind us and that whilst we may experience more lockdowns they wouldn't be anywhere near as extensive as 2020. For the first 6 months of the year, I was right! Then things changed significantly with another extended lockdown for most of Term 3 and through to the end of October for most students. The number of reported COVID cases escalated in September and October as did the vaccination rates. Fortunately all students were able to return in November and we look forward with optimism for 2022!

Rather than detail the challenges that all of us have faced living in the most locked down city in the world, I would like to focus on the resilience that all within the community have demonstrated throughout 2021. Clearly this Global Pandemic experience has been much worse in terms of the number of deaths in other countries throughout the world but the mental strain, stress and anxiety that it has caused has been significant. Despite this, our students, staff and families have done all that they can to provide support to one another and retain a true sense of community despite being physically apart for large periods of time.

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, Mrs Vera Treloar, Mrs Monica Kacela, Mr Rob Dullard, Mrs Liviana Daniele(Term 3) and Mr Stuart Harrison) for their tireless efforts in laying the foundations for successful transitions 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 significant technological challenges that remote learning can bring. One of the things that I have noticed throughout this period 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 cannot wait until both staff and students resume 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!

One of the more significant changes that occurred at the beginning of 2021 was the change in governance from the Association of Canonical Administrators to Melbourne Archdiocesan Schools (MACS). Archbishop Comensoli was responding to the recommendations relating to school governance made by the Royal Commission into Institutional Responses to Child Sexual Abuse by creating a new governance model for 293 Catholic schools in our Archdiocese. As a result, a new company has been formed called Melbourne Archdiocesan Catholic Schools (MACS) which means all 293 schools will be incorporated under the new single governance structure. This will have implications for the way that we work with our priests as they will no longer be the employers in our Catholic schools. College Advisory Boards will remain to enable local participation within our Catholic schools.

Essentially the Canonical Administrators or Parish priests from our seven Member Parishes in the inner north west of Melbourne, being the parishes of Broadmeadows, Dallas, Fawkner North, Glenroy, Hadfield, Gladstone Park and Oak Park signed over governance of Penola Catholic College to MACS. To all intents and purposes, families, staff and students will not notice any difference to the way that Penola Catholic College continues to operate and function.

Faith

Beginning of Year Mass

We celebrated our beginning of year mass on Wednesday February 18 in the midst of our 5 day lockdown. Our statistics indicated that 1450 students, 200 staff and over 100 parents logged in to the Mass. Even if some students don't believe themselves they recognise that it is important to others within our community. The mass is another way of reinforcing our Catholic identity. Thanks to the Faith and Mission team for organising the Opening Mass. It also happened to be Ash Wednesday to mark the beginning of Lent.

The celebration of the Eucharist is what unites us as a Catholic community and reinforces to us, within a sacramental way, our identity as a Catholic school. We have very few opportunities to pray together as an entire community and this mass allows us to give thanks for all our blessings. Any time we have an opportunity to gather together as a faith community it not only builds our community but also reinforces our culture.

Year 12 Reflection Day

The first of our Year 12 Reflection Days took place on Friday February 26 at Plenty Ranges Conference and Reception Centre. In the past the Year 12 retreats have been, for many, the highlight of the year 12 programme and for some it can be quite life changing. My thanks to all staff involved for without their generosity and willingness to give up their own time, these activities could not take place.

Year 8 Reflection Day

The Year 8 reflection day was conducted on Friday April 23 with Fr Rob Galea. The students engaged with the day well and it was an opportunity for students to explore their faith in different ways. Fr Rob Galea is a gifted musician and he was able to show students, through his music, the love of Jesus and His message of hope to people of all ages across the world. My thanks to our Faith and Mission team for their efforts in organising the retreat.

Staff Spirituality Day held on Thursday March 31

Thank you to all staff who participated in our Staff Spirituality Day on the final day of last Term. It was great to have our guest presenters from ACU, Associate Professor Robyn Horner and Dr Teresa Brown to lead us through our exploration of the various Enhancing Catholic School Identity surveys and to help us gain a greater understanding of what they each actually mean in terms of our Catholic School identity. The intention for the day was for every staff member to recognise their role in supporting the Catholic identity of Penola Catholic College. We have some fantastic discussions on the changes that we had witnessed within the Catholic Church and more broadly in society over the years and the challenges that we face both now and into the future.

Year 9 Reflection Days

The vast majority of our Year 9 Reflection days took place over the last two weeks of May but our last day involving Ms Lucarelli's and Ms Kangalis' Year 9 Religion classes will need to be rescheduled as the lockdown commenced on the day that they were originally scheduled. My thanks to the Faith and Mission team led by Mr Rob Dullard for all of their work with these reflections days. The facilitator for the day was Mr Paul Salmon and the theme was Snakes and Ladders looking at the highs and lows that occur throughout our lives.

Mary MacKillop Day - Friday August 6

This year we celebrated St Mary MacKillop Day on Friday August 6, 2021 which is close to the anniversary of Mary's death on August 8, 1909. Much was planned for the day and the day had a different focus given that nearly all students were working remotely. It provided us with a chance to celebrate our collective Josephite charism and spirit here at Penola. This is done through a mass at the beginning of the day and Sr Rita Malavisi addressed the school regarding Mary MacKillop. St Mary MacKillop Day was both a successful and rewarding day enjoyed by many.

Memorial Mass

Our annual Memorial Mass remembering those who have gone before us, was held this year on Thursday 4th November. November is a time in the Church when we particularly honour and pray for those who have died. November the 1st is All Saint's Day and November the 2nd is All Soul's Day, which begin the entire month of commemoration and prayers for the dead. The mass was livestreamed on MyPenola and sent to members of our community who have experienced the loss of someone within their family over the preceding 12 months.

Excellence

VCE Results

214 students completed Year 12 studies at Penola Catholic College in 2021. 43 students were enrolled in the VCAL program with 171 students enrolled in the VCE. 99% percent of these students attained their VCE. 86% percent of these students attained their VCAL. Students participated in 53 different VCE Unit 3/4 studies in 2020. 3 students attained an ATAR (Australian Tertiary Admission Rank) of 90 or above. 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. The average ATAR was 59.33 down from 62.36 last year. The median study score was 27 down from 28 last year. 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 recognized for their achievements at our Year 12 Farewell Assembly.

Hume Whittlesea LLEN - Vocational Education 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:

- Shalee Austin
- Matteo Dello Russo
- Rehan Withanage
- Thomas Borg
- Nakeita Webb

VCAL Achievement Award

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

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

Recipient is: Matteo Dello Russo

VCAL Encouragement 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: Rehan Withanage

Academic Excellence Award

Selection Criteria:

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

Recipients are:

Athraa Dawoud

- Biology
- English
- French

Liana Oliva

- Biology
- Mathematical Methods
- Outdoor and Environmental Studies

Mia Moric

- Business Management
- English
- Legal Studies
- Religion and Society

Ninous Khammoo

- English as an Additional Lanaguage
- Physics
- Specialist Mathematics
- Mathematical Methods

Abdo El Sayed

- English
- Further Mathematics
- Psychology

Jackson Garrett

- English
- Systems Engineering
- VET Engineering

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: Jayan Duwal Shrestha

The Australian Defence Force introduced a new award this year called:

ADF Future Innovators Award

Selection Criteria:

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

- Resourcefulness

Recipient is: Wesley Ng

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: Archie Brownnett

Community

On October 6 we had our Year 12 students return to face to face teaching, the first time since late July. To say that we are happy to have them back is a massive understatement! 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 students 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. With most of our Year 12 students finishing formal classes next week, we wish them well for the future.

I wish to take this opportunity to express my sincere gratitude to you for your continued support and encouragement of all that we are doing at Penola in support of your daughters and sons. I have been overwhelmed by your generosity and the positive and resilient attitude you have displayed throughout this extraordinary period. I think that a positive attitude is the greatest gift we can give our children during difficult times. However, it is also often the most draining and difficult of endeavours. I often ask myself in these moments; who is caring for the carer? Each of you has shouldered a heavy burden, from juggling working from home and supporting children with their home learning, to dealing with the future uncertainties inherent in our current situation, among a million other things.

There is no doubt that this year has been very difficult for all of us. However, for our Year 12 students, it has been particularly disappointing and sad. They have missed out on so many milestones and celebrations that are very much a part of Year 12. I know as a community we all really feel for them and are extremely proud of how they have shown so much maturity and resilience throughout the year. We are looking forward to spending time reconnecting with them. We have also been working hard to plan celebratory activities that can take place at the conclusion of the VCE exams.

On behalf of the whole college community I thank our graduating students, for their contributions to the life of the school and for the way that they have shared your talents and gifts with us. I thank you also for the leadership that you have exercised and I particularly wish to recognize the contribution of those who accepted leadership roles this year, especially our captains, Grace Garfi and Monica Amendola, and our portfolio captains, Jordan Gioskos, Jayan Duwal Shrestha, Jackson Garrett, Hans Adave, Benjamin Pieper and Liana Oliva. Each one of our graduates leaves us with our best wishes for the future and our prayers that God will bless them abundantly.

Farewell to Year 12 students

I would like to take the time to farewell our graduating class of 2021. Their behavior was impeccable throughout the final week where they completed a range of activities included a College Assembly where they were farewelled by all staff and students, their Year 12 breakfast and dress up morning. We take this time to reflect on their contribution and achievements over the past six years and celebrate the conclusion of their secondary education.

I take this opportunity of firstly thanking our two College Captains, Monica Amendola and Grace Garfi for their leadership of the student body over 2021. Both of these young people have worked very hard and have made a wonderful contribution this year. I also thank all of other Year 12 students who have held positions of leadership for their contribution to our Penola community.

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

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 Jennifer 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 non-teaching staff, to support the young people in their care. Their commitment and support is commendable. I thank our students for their commitment to their education, their participation in the many co-curricular activities offered and their willingness to participate in College life.

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

School Advisory Council Report

We all hoped that 2021 would be 'back to normal' with Covid-19 easing and lockdowns a thing of the past. It wasn't to be.

2021 did start off well with the Opening College Assembly taking place on Friday 5 February. The beginning of the year Mass was held remotely during our 5 day lockdown on Thursday 18 February and it was well attended by students, staff and parents. The Faith and Mission team, led by Mr Rob Dullard, have done a great job keeping us all engaged remotely in religious events.

Our theme for the year was "Work on with Constancy and Courage" (Mary MacKillop). Given the year was largely spent in lockdown, it seems like quite an appropriate theme. College staff and students did indeed work on with consistency and courage, even at times when it was difficult to remain motivated due to lockdowns and remote learning. Staff did a wonderful job in attempting to re-engage students and keep them motivated. The School Advisory Council thanks and acknowledges staff, led by our Principal Mr Chris Caldow. We also thank students and parents for their resilience and commitment during remote learning.

There were many events that were cancelled due to lockdowns including the College Production and Year 10 work experience. However, the Parent Teacher Student Meetings (PTSM) went ahead during lockdown by remote Teams Meetings. For me the experience was a positive one and I encourage all parents to take part in the PTSM each year. We were also able to enjoy some events remotely such as Awards Night and the Memorial Mass. Thank you to all involved in making these live stream events, as a parent I appreciate being included and part of my child's education.

This year the College Board was renamed the School Advisory Council due to Melbourne Archdiocese Catholic Schools (MACS) beginning governance of its member Parishes and Schools at the start of 2021. I thank all members of the School Advisory Council for their wisdom, commitment, and support throughout the year.

The School Advisory Council is confident that with the ongoing support of staff, parents and the wider community, the College will remain in a strong position to provide the best possible education. The School Advisory Council is kept well informed with Financial Reports, Planning and Policy updates. A special thanks to Business Manager Mrs Jenny Vinten who provides us with detailed Financial Reports and explanations. Her experience is invaluable.

We would also like to acknowledge Mr Ernie Pisani who is retiring after 20 years as Deputy Principal - Head of Broadmeadows Campus. You will be missed by students, staff, and parents. We wish you well.

We wish all 2021 Year 12 students the best in their future endeavours. Thank you to the 2021 College Captains for their time and for showing leadership during an uncertain year. Best wishes to the entire Penola Catholic College Community.

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, 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.

In 2021, our specific goal was to continue the recontextualization of the Catholic Identity of our College through our various Faith & Mission initiatives. The three key improvement strategies utilised to achieve our intended outcome were:

- To develop clear understanding by staff of our College's current Enhancing Catholic School Identity (ECSI) data and improve future College ECSI data percentages.
- 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

As a faith community, we celebrated significant events throughout the year through whole school and Year Level liturgies on each campus. Due to the Covid-19 lockdown periods and subsequent restrictions, we continued to provide livestream liturgies and pre-recorded prayers and reflections through our Faith and Mission at Home series. These provided opportunities for the wider Penola community, even though they could not physically attend on-site, to come together online to acknowledge and celebrate our shared faith. Such liturgies included our annual Feast Day, Mother's Day and Father's Day Masses and College Memorial Mass. Our livestream Masses were extremely effective, enabling the extended community to engage and participate in our liturgies despite the lockdown restrictions.

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 2021, the quote chosen was "Work on with constancy and courage" (Mary MacKillop, 1876). This theme linked beautifully to our College Value of Excellence in which we strive to achieve EXCELLENCE in heart and mind by maximising our God given potential:

spiritually, physically, emotionally and academically. Through this theme, all members of the College were challenged to utilise our many unique gifts and talents (our potential) from God to the fullest in all that we do.

The vital role members of our Penola Catholic College community members have in building the world Jesus Christ asked us to, is further emphasised by the opportunities offered through our extensive Faith Development and Christian Service offerings. Additional opportunities to further faith development for those students looking to deepen their faith are usually offered through our youth ministry activities, 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 again unfortunately not possible in 2021 due to lockdown restrictions, however, students were still able further deepen their faith through participation in our Faith-based Reflection Days provided online and in between lockdown restrictions, on-site, by our Faith and Mission team.

VALUE ADDED

Our staff are offered several opportunities to further develop their faith through involvement in our Staff Spirituality Day. In 2021, Spirituality Day involved an in-depth analysis of our College E.C.S.I. (Enhancing Catholic School Identity) data and what it means for us moving forward as a Catholic school community. They were also able to participate in 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 lockdowns. Penola Catholic College continued to offer many varied opportunities for our students, staff and families to actively communicate their faith in meaningful ways, despite the continued challenges of Covid 19 restrictions in 2021.

In 2021, the following opportunities for our students and staff to broaden and deepen their experience and knowledge of Catholic community included:

- Year 7 Reflection Day which focused on exploration of the theme, "How to keep the Faith".
- Year 8 Reflection Day with Fr. Rob Galea, focusing on his sharing of his personal faith journey and how a relationship with God can be a pillar of support in times of despair.
- Year 9 Reflection Day focusing on the Snakes and Ladders of life and what are the ladders of resilience that we can utilise to help us climb back up.
- Year 11 Reflection Day, which focused on social justice issues and our role in combating them.
- Year 12 Reflection Day, which focused on 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 and 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 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 Curriculum and Learning Policy.

In 2021, we were again 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. 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. 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 2021 and added value to the learning experiences through a range of remote and in person 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. 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 additional learning needs, offering a range of professional learning resources and workshops to all teaching staff, meeting the legislative requirements.
- Implementation of the Tutor Learning Program to support students who experienced setbacks in their learning due to COVID 19. This tutoring program was designed to mitigate learning loss and aimed to strengthen literacy and numeracy skills.

- 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 and TEAMS.

Staff Professional Learning

We offered staff a range of in-house Professional Learning opportunities. During Term 2 all teaching staff attended workshops conducted in person at the Broadmeadows campus. Topics included using data to promote growth, elearning, improving literacy, staff wellbeing etc.

Delving Deeper into Data

'Delving Deeper into Data'; an interactive and engaging Professional Learning session that offered an opportunity to collaboratively work with colleagues to explore the core of Data Informed Practice.

Extend the Top, Push the Middle, Lift the Bottom

This session explored practical strategies to extend and support all in the classroom.

Finding Success in the Classroom by Finding the Main Idea and Meaning in Context (Reading Strategies 2 and 3)

This session focused on 2 reading strategies, (Finding the Main Idea and Finding Meaning in Context) and explored how to embed them successfully into classroom practice. Both reading strategies have a powerful impact on student learning and enable the students to become successful learners in multiple subject areas.

Asking the Right Questions!

The interaction between teacher and learners is the most important feature of the classroom. Helping students to acquire basic skills or a better understanding to solve problems, or to engage in higher order thinking such as evaluation, questions are crucial! Teachers guide students to thoughtful and reflective answers through planning higher ordering thinking questions, to facilitate higher levels of thinking and ultimately improve classroom practice and student outcomes.

Restorative Conversations

Restorative conversations seek to maintain authentic relationships between all members of a school community (staff, student and parents). This practice improves relationships that have been impacted by behaviour, work ethic and conflict.

Exploring the use of the Teaching and Learning Cycle in your classroom

Effective Literacy programs enable students to move between reading and writing and involve them in speaking and listening experiences which support and extend their literacy learning and skills (Christie, 2005). The Teaching and Learning Cycle (TLC) provides a principled pedagogic approach to support this.

Responsive Teaching Techniques

This workshop involved drawing on the work of Bronwyn Rylie Jones' Responsive Teaching in Action Professional Learning Course, focusing specifically on two Responsive Teaching Techniques

- Helping students to improve their work
- Assessing at the end of each lesson

Working Smarter, Not Harder: Research- Based Principles of Instruction

This workshop explored Rosenshine's 10 Principles of Instruction; simple, research-based strategies which have been shown to improve student behaviour, wellbeing and learning outcomes.

Inclusive Questioning and Feedback

Effective questioning and feedback practices can significantly improve student learning and teaching quality. This session explored evidence-based, practical tools to enhance questioning and feedback in classrooms.

Building Team Skills through STEM in Science

Staff were introduced to the rationale for the tasks and pedagogy and experienced a hands-on STEM activity.

Power of Microsoft TEAMS

Staff discussed the benefits of this platform with a view to improving collaboration, communication, and student outcomes. We focused on improving workflow, editing documents, reducing email threads and utilising Microsoft TEAMS break out rooms to collaborate with colleagues across several locations on real time documents.

MyON Digital Reading Platform

This session was run by Zora Zaric from Renaissance Learning. MyOn encourages non-fiction reading engagement, provides literacy tools to further engage student with content and has over 4,000+ Accelerated reader quizzes.

Professional Practice Day

Teaching staff spent Monday May 24 working with the esteemed Bronwyn Ryrice Jones. Bronwyn is a primary school teacher, teacher educator and consultant. Bronwyn is an engaging presenter who worked with us on rigorous assessment practices and task design.

Careers and Subject Selection

Universities and TAFE providers offered their support to our online careers' evenings. This was supported by our Heads of Learning who answered questions of parents and students during subject selection.

New Subjects

Two new subjects were offered including Energy Matters in Year 9 and Forensics in Year 10.

Pre-Service Teacher Placements

Penola hosted more than twenty Pre-Service Teachers.

STUDENT LEARNING OUTCOMES

The VCE results in 2021 indicated some very pleasing efforts from our smaller than normal Year 12 cohort. Probably the most impressive statistic was the percentage of students who achieved ATARs above 80. It was our third best performance of the previous eleven years and a real credit to those students who have endured a Covid affected education over the last two years. There were a large number of students completing 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 2021 was Athraa Dawoud with an ATAR score of 96.95. There were four other students who received outstanding ATAR results above the 90 mark, placing them in the top 10% in the state.

Congratulations go to 99% of our Year 12 student cohort who successfully completed their VCE and VCAL studies in 2021. For the VCE, we achieved a median study score of 26 which was below last year's 27 and just below the state average of 30. Our average ATAR was 59.26, down slightly from 59.33 in 2020.

There were 53% of VCAL students who moved straight into employment in a variety of apprenticeships including building and construction, plumbing, automotive, kitchen operations and electrical.

In January, a most impressive 96% of students who applied for an ATAR received an offer; one of our highest percentages ever. We had 93% of those students receiving one of their top 3 preferences. RMIT was the most popular choice for university entrance followed by La Trobe, ACU and Victoria University. Congratulations must go to all the VCAL and VCE students who

strived to do their best during these most trying Covid times and whose achievements reflected their commitment and hard work.

2021 (Range, No, %)

- 0-29, 4, 3.36%
- >30, 15, 12.61%
- >40, 18, 15.13%
- >50, 27, 22.69%
- >60, 21, 17.65%
- >70, 18, 15.12%
- >80, 11, 9.25%
- >90, 5, 4.20%

- ATARS 119
- UNSCORED 27
- VCAL 42
- VCE 188

Post School Destinations

Most 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. As stated earlier, 93% of students who received offers were successful in achieving one of their 1st, 2nd, or 3rd preferences. Students applied for a broad range of options with most offers being in Health, Science, Psychology, Engineering, Business and Finance, Law and Criminology, IT and Networking and Architecture and Design. There was a noticeable decrease in Education offers which has been a trend over the last couple of years.

Students from VCAL as well as some from VCE were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing, Electrical and Hairdressing. Of the 117 eligible VTAC applicants, 111 students (96%), received an offer. Significantly, 103 of these offers were in the January main round, with 26 students receiving an offer or improved preference offer in the four February rounds. Of the 6 students who did not receive a VTAC offer, they had pathway plans in place with a direct application to VET/TAFE providers, were taking up employment or deferred studies.

Percentage of 2021 Year 12 students moving to each destination

- University Study 61%
- TAFE / VET 14%
- Apprenticeships / Traineeships 14%

- Deferred 1%
- Employment 10%

Study/Career Interest Areas (VTAC offers received)

- Health 26
- Natural & Physical Science 19
- Society and Culture 16
- Engineering 12
- Management & Commerce 11
- IT 8
- Architecture & Environment 5
- Creative 5
- Education 3
- Agriculture & Environment 2
- Food, Hospitality & Personal Services 2

Institutions offering Penola Catholic College students a place

- RMIT 33
- La Trobe Uni 25
- ACU 8
- Vic Uni 7
- Melbourne Uni 7
- Monash Uni 6
- Deakin Uni 5
- Swinburne 5
- Latrobe College 2
- William Angliss 1
- Collarts 1
- Federation Uni 1
- MIT 1
- Box Hill Institute 1

NAPLAN Results

Years 7 and 9 students participated in NAPLAN testing. Whilst the test results are only a snapshot of each student's level of achievement and an indication of how they have performed

at a particular point in time, they do provide us, as a school, with valuable comparisons against the State and National performance. One of the best measures for our school is to look at the growth from Years 7 - 9 as it gives an indication as to whether we are progressing at the same rate as the rest of the state. A score of +4 indicates that our growth was 4 points better than the state whereas a score of -4 indicates that we were 4 points behind the state in terms of growth.

Professor John Hattie conducted some analysis of the most recent NAPLAN results which indicated that Victoria still led the nation in terms of NAPLAN results despite prolonged periods of lockdown and significant disruption to schooling. The study showed that "somewhat surprisingly our analysis found no significant differences between 2019 and 2020 in student achievement growth as measured by progressive achievement tests in mathematics or reading", with the study also noting "these findings are a testament to the dedicated work of teachers during the 2020 pandemic to ensure that learning for most students was not compromised, despite unusually trying circumstances". However, in what has been a common observation across the school sector, the effects were slightly more negative in lower SES schools.

Religion

The faith development of students is nurtured through the Religious Education program and participation in year level Reflection Days. Reflection Day experiences complement the Religious Education curriculum and provide opportunities for personal development and consider what faith in God, a transcendent reality has to offer.

The Year 7 Reflection Day was held at the Hope Centre, discussing how we can keep the faith 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. The Year 8 Religious Education Day included an Eastern Iconography workshop, meeting the Chaldean Youth Group from the parish of Our Lady Guardian of the Plants, and discovering more about the Great Schism of 1054AD.

During the Year 9 Reflection Day students engaged in a program that explored the challenges they encounter as young people and how their faith may influence their identity, decisions, and choices they make. Although the Year 10 and Year 11 Reflection Days were not possible due to Covid-19, the reflection day theme which focusses on healthy relationship development was addressed in classes at Year 10. Likewise, the Year 11 reflection day theme on Ethics and Christian Service was addressed through completion of a descriptive report on issues of either: homelessness, aged care or human trafficking. The theme of the year 12 Reflection Day was "Launching into the deep" and the event took place early in the school year. The day provided opportunities for students to consider their own personal faith journey, their relationship with God and to consider ways can address challenges they face in Year 12 and how they may take risks to "launch into the deep" or the unknown in positive ways in the future.

Health & Physical Education

Students participated in a number of excursions and incursions during the year. These included: Year 7 Open Water Learning Experience with Lifesaving Victoria. Year 7 & 8 Aquatics at Elite Swimming Pascoe Vale. Year 8 Incursion - Hip Hop lesson with Deon Nuku.

At the Senior Campus we had excursions for the VCE Outdoor and Environmental Studies students to Wilson Promontory, Grampians Hike, Surf and Ski Trip.

Year 10 PE: Lawn Bowls, Ten Pin Bowling, F45, Oak Park and Broadmeadows Fitness Sessions.

VET Outdoor Education students were able to abseil, mountain bike, surf, walk the Werribee Gorge Hike and canoe on the Maribyrnong River.

Incursions for Year 10 Exercise Science and Year 12 PE with METs Performance included a VO2 Max test.

Sport and Rec VET: First Aid, F45, Bubble Soccer, Gridiron and the O'Brien Ice Skating sessions.

VET Sport and Recreation: ICE HQ Ice skating sessions, Richmond Institute tour and experience

Humanities

In Term 1 Year 9 students experienced Trench Warfare WWI. This year the representation on the oval provided a visual for students to see the distance between trenches. A discussion occurred regarding trench warfare and the difficulties it posed.

In Term 3 Year 7s studied Ancient Egypt mummification. During lockdown staff conducted an experiment where they mummified an apple.

Languages

The Languages team created an exciting and engaging experience for all Language students despite Learning from Home. Students had the opportunity to participate in many Education Perfect competitions. Year 9 CLIL students, across the three languages, were involved in a Remote Learning Competition which covered the topics of artwork, landmark, and costume: students could submit their work in a variety of ways and according to differentiation. The faculty organised a scavenger hunt for Year 9 CLIL. The Year 8 Italian CLIL class participated in a poetry competition organised by the Centre of Italian Studies (CIS) where one student placed third in the state of Victoria. French students participated in an online version of the Berthe Mouchette Competition run by Alliance Francaise de Melbourne. Students created items such as Origami, Cultural Meals, and performances as a way of celebrating their learning of foreign languages, cultures and linguistics.

Science

2021 was an interesting year in Science. In addition to the excitement of the face-to-face classwork including bunsen burner licenses and practical work for Year 7 and the investigations of 'clearing a blocked artery' and light for Year 8, our remote learning time also included some great simple practical's, online simulations, and games. Two new subjects were offered including Energy Matters in Year 9 and Forensics in Year 10. New Gel electrophoresis equipment was purchased for DNA analysis. Year 12 Chemistry students attended the Victorian Space Science Education Centre to complete practical investigations and Year 11 Physics students completed online simulations during lockdown in lieu of onsite practicals.

STEM Club ran during lunchtimes as did VCE study help sessions. Masterclasses were held in all VCE subjects.

Lunchtime Science Clubs offered a range of extension activities for all students. We completed a range of tasks during the face-to-face learning time with some mini-pracs such as paper plane challenges, surface tension investigations, mixing rainbows, bubble investigations, robotics, machines, and origami challenges.

Extracurricular activities offered during the remote learning time students included invitations to participate in the Atlas of Living Australia challenge, which supported students to investigate species in the 5km radius of their home.

Science Week was again conducted online this year. We offered both a Kahoot class quiz and a daily quiz and bonus materials around the topic of sustainable food and farming.

English

The English department hosted two online authors during English / Book week in August. The Year 8 students engaged with author Robert Newton pertaining to the text study "Runner". The Year 9 students immersed themselves online with author Morris Gleitzman regarding their text study, "Loyal Creatures".

During English and Book Week, staff and students were involved in daily quizzes and activities. During September, the Year 12 English students were fortunate enough to have Complete Works Theatre Company present online the production of "The Crucible" - Arthur Miller and "The Dressmaker" - Rosalie Ham, to assist and engage students with their comparative study of both texts.

Further, Year 12 students participated onsite with a Year 12 Practice Examination weeks prior to their final examination. All students were provided this opportunity inclusive of EAL, Literature and English Language. External assessors were involved in marking these examinations to provide our students with the best possible feedback in readiness for the VCAA examination.

Mathematics

In 2021, the Maths KLA continued to build and deliver a curriculum where students are motivated and challenged, where student learning is relevant and engaging, and where all students can experience success. Staff continued remote teaching effectively, and parents and students appreciated the resources and support staff provided, leading to improved relationships.

Lunchtime Maths Club continued successfully for students needing extra help. Maths Week was celebrated in the first week of August. Students at the Glenroy Campus had the opportunity to participate in many fun activities including Maths Bootcamp.

Technology

We managed to complete some practical tasks in Technology subject areas. Year 9 Textile students' created hand-sewn face masks from home, and Year 7-10 students did some cooking from home with the ingredients provided by Penola.

Several students from Year 10 Textiles entered STITCH don't DITCH Competition, winning a few awards.

Design Technology Wood & Engineering students did several research tasks relating to the subject topics.

Year 11 & 12 Textiles and Wood students viewed the Top Design Exhibition. Unfortunately, the Technology Show was cancelled.

Information Technology

Year 12 VET IDMT students benefited from two virtual incursions with The Academy of Interactive Entertainment. They worked collaboratively with other students to program an advanced 3D computer game using the Unity Game Engine. The Year 12 VCE Software Development students also worked extensively with a subject expert from Victoria University to code their software solutions. In Year 11 students utilised Microsoft Teams as a platform to complete their folio tasks in collaboration with other students. In the lower years, students successfully programmed computer games and produced digital assets using innovative online tools without traditional classroom teaching.

Performing Arts Music

Over the year, Drama students participated in monologue and improvisation performances, created their own scripts and completed performance reflection tasks. Dance students created their own warm-ups, participated in strength training and cardio work, and developed and performed their own dances. Music students created their own compositions using looping and music notation software and performed as soloists and as members of an ensemble. As part of the Instrumental Music Program students rehearsed and prepared for College and Community performances, as well as VCE and AMEB examinations. This year our Performing Arts Camp, held over a weekend in May went ahead. Our College Production was unfortunately cancelled due to a sudden COVID lockdown but was performance ready. Throughout the rehearsal and staging journey, students developed strong performance skills and techniques, and an understanding of set construction, lighting and staging. They also developed their confidence, resilience, and teamwork skills.

Visual Arts

Visual Arts students created an array of works, at times using alternative materials and approaches due to remote learning. Final VCE folios were of a very good standard given the circumstances in Term 3. We again had a work chosen for display in the Catholic Education Art show. VCE students attended the seasons of excellence exhibitions for Media and Visual Communication and Design, Studio Art students attended the Lion House gallery in Kew. The Co-Curricular Ceramics club was popular and a real success.

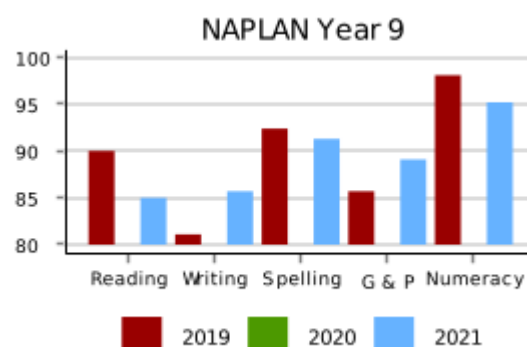
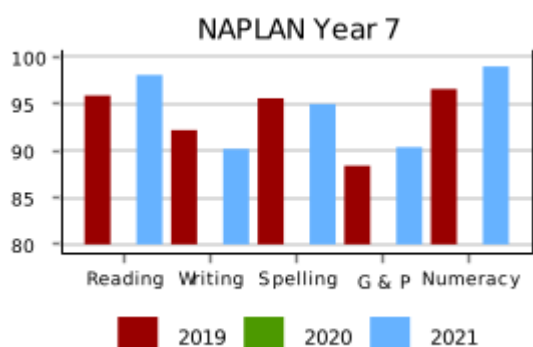
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	554.5
Year 9 Reading	550.3
Year 9 Spelling	572.5
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	88.4	-	-	90.4	-
YR 07 Numeracy	96.6	-	-	99.0	-
YR 07 Reading	95.9	-	-	98.1	-
YR 07 Spelling	95.6	-	-	95.0	-
YR 07 Writing	92.2	-	-	90.2	-
YR 09 Grammar & Punctuation	85.7	-	-	89.1	-
YR 09 Numeracy	98.1	-	-	95.2	-
YR 09 Reading	90.0	-	-	85.0	-
YR 09 Spelling	92.4	-	-	91.3	-
YR 09 Writing	81.1	-	-	85.7	-

* 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

As a Josephite community we strive to promote a culture amongst students and staff where respect for all persons is a key feature of their development and experience at Penola Catholic College. We endeavour to nurture a healthy student attitude to school and attributes of resilience, levels of personal accountability and engagement, and a sustainable work ethic that promote our learning culture.

Supporting our staff to develop a greater understanding and focus of the breadth of student wellbeing is paramount so that staff are familiar with the variety of pastoral issues that may intrude on students' approaches to school. The whole school approach to restorative justice underpins supporting students to develop their behavioural accountability. A focus on trauma-informed practice continues to be emphasized to ensure that students affected by such issues are identified and given the right levels of support. The Penola Catholic College learning environment and wellbeing programs aim to build resilient, positive, motivated and self-directed students who share a sense of hope for the future.

Achievements

The COVID-19 pandemic once again created challenges to schools with students and staff shifting to remote learning for an extended period during 2021. The learnings and experiences of 2020, the ongoing work by the IT department and collaboration between year level teams and families allowed for quick transitions from classroom to learning from home as per State Government directives in 2021.

Student wellbeing throughout the year was monitored and supported by the diligent efforts of Homeroom and Subject teachers, Year Level Coordinators and Coordinators of Students. The skills developed from previous professional development such as Trauma Informed Practice Forums and Mental Health First Aid in 2020 provided a resource for staff to draw upon as challenges arose. The College Counselling Teams provided ongoing support and guidance to students experiencing heightened wellbeing concerns.

Whilst 2020 and 2021 can be described as at times incredibly challenging on community wellbeing the experiences have led to further development of resilience, new ways of communication and support for students and families through the benefits of technology. Parent Teacher Student Partnership Meetings were conducted online utilising Microsoft TEAMS and TEAMS meetings can be further utilised to encourage collaboration i.e. across campuses. Ongoing preparation by IT department of the data dashboard to identify emerging trends of student attendance and academic performance to ensure proper support programs are established in the future.

VALUE ADDED

Encouraging Respectful Interactions

Students and staff were given opportunities to recognise and develop respectful interactions to enhance the College culture. Our approach to behaviour management is underpinned by restorative practices, with an emphasis on building and maintain relationships. Continuing to empower students to develop their self-awareness and maturity to personally manage their behaviour to meet college standards societal values and respectful interactions has included:

- The College Pastoral Program with lessons designed to promote respect for self, others and property.
- The introduction of a Coordinator of Students at the Glenroy Campus.
- Together with Year Level Coordinators/Coordinator of Students/Student Services staff, and teaching staff developing personalised Behaviour Support Plans for students with a recognised need for them.
- A continual effort to shift staff perceptions to see discipline encounters as opportunities to teach new skills, underpinned by a focus on restorative justice practices including staff skill development during professional learning afternoons.
- Participation in the Respectful Relationships Catholic Schools Cluster
- Assembly focusing on Respect carried out at year level assembly in collaboration with student leaders.
- Celebrating positive school attendance and acknowledging positive behaviour at year level assemblies.

Developing Resilient, Positive, Motivated and Self-Directed Students

The beginning of the school year saw Year 7 students transition to secondary school and Year 9 students commence their journey at the senior campus. The school camp program provided opportunities for the respective year levels to form peer relationships and challenge themselves in a range of activities. The Year 7 camp was at Camp Manyung located at Mt Eliza whilst the year 9 students took part in a Year 9 camp, based over two locations, Lady Northcote Bacchus Marsh or Camp Toolangi in the Yarra Valley. Year 9 students were also provided with the option to further challenge themselves and could participate in an Adventure Camp, involving hiking, tents and own food preparation.

- Partnerships and collaboration took place with external services. This included:
- The Young Carer Project run by Little Dreamers
- Banksia Gardens Community Centre Aiming High program
- Melbourne University Student Welfare Outreach Team revision classes

During the periods of remote learning during 2021, the College strived to provide a sense of structure and routine for students to promote their wellbeing as well as implementing initiatives to build and maintain connection to the school community. This included:

- Morning Homeroom conducted via TEAMS each day for students and homeroom teacher to connect and weekly year level assemblies through recorded vodcasts.
- Homeroom activities during pastoral periods and continuing with project based learning via online platforms.
- College assemblies via live stream and vodcast recognising achievement throughout the year.
- Year level teams identifying any developing concerns in individual students and
- Counselling Team members providing regular check ins to ensure students requiring additional assistance had access to support.
- Appropriate support structures to support students from Culturally and Linguistically Diverse backgrounds and students with specific learning needs.

Development of the Penola Catholic College Wellbeing Framework

A significant achievement in 2021 was the creation of a Wellbeing Framework. Expressions of interest were sought from interested staff and a working group of teaching and non-teaching staff from a variety of backgrounds (leadership, counselling, different subject areas and year levels) was established.

The Wellbeing Framework is underpinned by our College's Shared Vision and Pastoral Care philosophy which calls for a standard of care for students that is explicitly modelled on the example of Jesus and the Charism of St. Mary MacKillop. It fosters concern for the dignity and growth of all students, staff and parents. It requires a commitment to create forgiveness, hope, healing and reconciliation in order for all members of the college community to experience the formation, development and enrichment of authentic and positive relationships. Student wellbeing is at its best when students feel connected through the formation of authentic and positive relationships. When these are visible in a school, students are more likely to flourish and be active participants in an educational setting that seeks to enhance their learning and develop their physical, emotional, spiritual and social attributes.

The Penola Catholic College Wellbeing Framework consists of an overarching vision, key elements, guiding principles, and effective practices to support the school community in order to build and maintain safety, positive relationships and wellbeing in the Catholic tradition. The key elements focus on inclusion, student voice and community partnerships with the view of developing respect, empathy, gospel values and through our Josephite charism, fostering a sense of community. This framework creates a platform for staff, as well as students and parents to build a positive and inclusive learning environment through explicit teaching, evidence informed practices and active participation of the whole school community.

In addition, this framework seeks to work with all the key stakeholders via a whole school approach to wellbeing, with pillars of support that includes proactive strategies for the development of positive student attitudes and behaviour. It features programs focussed on resilience, creative thinking, the development of becoming a global citizen and the importance of life-long learning. The framework is informed by the AITSL teaching standards as well as the Australian Curriculum and Melbourne Archdiocese Catholic Schools eXcel framework. It affirms students' rights to accessible education, safety and wellbeing and emphasizes the

importance of students having authentic opportunities to give voice to issues that involve them. The framework will be implemented in the 2022 school year.

STUDENT SATISFACTION

Throughout the lockdown period we developed surveys for staff, parents and students as a means to obtaining feedback on how the school was supporting student learning and wellbeing. The data obtained became central to a review of the processes and programs offered during remote learning with the long term goal to refine our practices in the event of future remote learning periods. Here are a few key results from the surveys.

- Whilst student workloads were inconsistent, the majority of families felt it was appropriate
- Many staff commented on the adjustments made to the second remote learning program and were generally more positive than during the first remote period.
- Students were appreciative of the extra efforts made by staff to support them throughout the lockdown period. Most staff were generally exhausted by the demands of remote learning and were craving connection with colleagues and students. They had a range of concerns based upon their personal circumstances and the need to deliver an effective program for learning and wellbeing.

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 87.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.5%
Y08	89.4%
Y09	87.8%
Y10	88.5%
Overall average attendance	89.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26.0
VCE Completion Rate	99.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	66.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	16.0%
Deferred	4.0%
Employment	5.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

In 2021 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

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. This included:

- Child Protection training
- DET Mandatory Reporting Units
- Government changes to information sharing between services to improve outcomes for children, young people and families at risk of domestic violence through fostering collaborative practice.

The College registers all mandatory reporting incidents and maintains diligent records for internal auditing. School leaders completed information sharing and family violence reform Leaders Briefing and Practical Workshop and identified a school Information Sharing Coordinator (ISC). Communication was sent to parents/carers about the reforms.

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 2021 the College provided a platform for our students and families to consider child safety especially when engaging in digital technology. Various resources were provided to families which support the safe use of technology along with strategies and guides to support students and peers.

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.

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. Staff at the College were required to complete the Child Protection module.

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

There were 3 new leadership roles introduced to the college in 2021. A new role for the Glenroy Campus was the Coordinator of Students. The Coordinator of Students is as a layer of support between the Year Level Coordinators and the Deputy Principal, Head of Glenroy Campus. They will be responsible for the day-to-day student management on the Glenroy campus as well as assisting in the management of the student wellbeing teams.

The Transition Coordinator was also introduced to the Glenroy Campus and is responsible for creating and implementing a transition program with our primary schools to assist incoming students settle in. The Transition Coordinator also organised the Year 7 Orientation Day, Camp and Information Nights. They are responsible for coordinating transition from Year 7 into Year 8 and Year 8 into Year 9.

The introduction of the VCAL Student Coordinator at the Broadmeadows Campus is a layer of support between the Year Level Coordinators and the Coordinators of Students for students in the VCAL program. They are responsible for the day-to-day VCAL student management on the Broadmeadows campus.

A key focus for 2021 for Penola Catholic College was on improving teacher professional practice and knowledge, especially with the disruptive year of 2022. This saw the continuation of a whole school Coaching Program.

A new 2021 initiative for the Coaching Program was for all new staff to the college to be involved with an Instructional Coach. 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. This is especially relevant for staff new to the college who are learning the college expectations and student demographic.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021, 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 workplace 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 continuing rolling lock downs including all of Term 3 and restrictions to staff gatherings professional learning continued on an online platform.

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

- Continuation of the Growth Coaching Model with the introduction of all new staff to the college are to work with an instructional coach.

Other whole staff PD was undertaken in the following areas:

- Master-classes and workshops on our Learning Management System,
- MyPenola - Setting up Courses and Continuous Reporting
- First Aid & Anaphylaxis Training
- Bullying & Harassment in the Workplace
- Protecting Children - Mandatory Reporting and other obligations
- NCCD training modules were offered
- Student Management
- Sustainability
- Managing stress and anxiety

Individual teams in the College in both the teaching and 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:

- 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 2021	157
Average expenditure per teacher for PL	\$1257

TEACHER SATISFACTION

During the 2021 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 hamper 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 2021 was 85.6% compared to 86.8 in 2021. This was due to more Covid-19 cases effecting teachers in 2021.

Staff Retention

- Staff retention was higher in 2021. During Covid we had less staff leaving the College.

Staff movement that occurred included:

- Staff who were employed on short term contracts
- Staff who took up teaching / administration 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 moral 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	85.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.4%
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TEACHER QUALIFICATIONS	
Doctorate	2.1%
Masters	18.5%
Graduate	46.6%
Graduate Certificate	5.5%
Bachelor Degree	86.3%
Advanced Diploma	15.1%
No Qualifications Listed	5.5%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	151.0
Teaching Staff (FTE)	137.8
Non-Teaching Staff (Headcount)	88.0
Non-Teaching Staff (FTE)	65.6
Indigenous Teaching Staff (Headcount)	2.0

College Community

Goals & Intended Outcomes

Penola Catholic College continues to work in partnership with parents, Parish and the broader communities. We believe that belonging to a strong and active community is fundamental to the positive development of our young people. As such, in 2021, our specific goal was that participation and involvement with the wider community continue to grow to benefit student learning outcomes where families are actively engaged in the learning process. Some of the key improvement strategies included:

- to continue to strive to support the accessibility of the College for families within our local community through:
- 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 with 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 events and activities whenever appropriate

Achievements

In 2021, as a result of continuing Covid 19 restrictions, we continued the practice of offering various opportunities for families to either attend onsite in between lockdowns or to participate via livestreamed events during restriction periods. Data collected indicated that the livestreamed events maintained a positive and engaging provision of accessibility to College events and activities, ensuring inclusion of all students, parents, families and the wider community.

VALUE ADDED

- Opening of the School Year Mass and Assembly
- Mothers' / Fathers' Day Breakfasts
- Year 7 Family Welcome Dinner
- Year 8 -12 Family Welcome Dinner
- House and Interschool Swimming and Athletics Carnivals
- Parent Information Nights and Senior Program's Evening
- Parent Teacher Student Partnership Meetings
- Parent Consultation Meetings
- Annual College Awards Evening

- Annual Memorial Mass for deceased community members
- Year 12 Graduation Mass
- Sporting Competitions prior to lockdown restrictions
- Various Faith and Mission and Youth ministry activities
- Year 7-12 Reflection Days
- Year 7 Orientation camps prior to lockdown restrictions
- Year 9 Outdoor Activity camps prior to lockdown restrictions
- Musical Performances
- Involvement in AJASS and JJAMM student leadership days
- Mary MacKillop Feast Day Celebrations

Our annual, major Community Awards recognising the recipient's outstanding services and commitment to the College, were presented at the conclusion of the school year. Archibald Brownnett was awarded the St Mary of the Cross Medal (Students); Mr Robert Dullard and Mrs Rosa Luccarelli were each awarded The Penola Medal (Staff) and Mrs Melissa Fry was awarded the Josephite Medal (Parent/Community).

PARENT SATISFACTION

Throughout the lockdown period we developed surveys for staff, parents and students to obtain feedback on how the College was supporting remote learning. The data obtained became central to a review of Penola Catholic College the processes and programs offered during remote learning with the long term goal to refine our practices in the event of future remote learning periods.

Parents overwhelmingly expressed their gratitude for the work of all Penola Catholic College staff for the way the remote learning period was handled and the focus that was placed upon wellbeing and connection. The support for teachers and the College was high during 2021 from parents as they appreciated all that was being done from a safety perspective as well as supporting the learning and wellbeing of students.

Some comments from parents include:

- I am ever so grateful for the amazing support and guidance Penola Catholic College has provided
- Appreciate the quick and thorough response from the College
- We acknowledge the incredible work over the last few weeks of your teachers in supporting the learning and wellbeing of our children.

- The teachers have been exceptional in their support for our children over this lock down period.
- The financial support for our family during this time has helped take away the stress for us.
- We have appreciated the regular and detailed communication from the College over this lock down. It has helped us support our children in their learning.

Future Directions

Facilities and Resources

Achievements / Value added

- New Dance floor vinyl installed Drama Room Glenroy
- New Accessible toilet-built Assembly Hall Broadmeadows
- New line marking and polish Assembly Hall Broadmeadows
- New Generator Installed for Back - Up Server Broadmeadows
- New fibre cabling installed connecting all buildings Broadmeadows
- ERC and Canteen connected to Generator
- Power, PA and security cabling re-routed in preparation for L Block and Edmond Rice building removal
- Avenue of trees planted along pathway to railway station Broadmeadows
- F006 and F007 Classrooms converted to Computer Labs
- New carpet installed in office areas Glenroy

Goals for 2022

- Edmond Rice, Maintenance shed and L Block Demolition
- Continue building works for the Year 12 / VCAL Building
- Complete Grounds and Maintenance Building
- Install Star Shade Structure outside the McCormack Centre
- Complete new ovens and joinery modification Food Technology Broadmeadows
- Begin new civil works for 59 Gibson Street including bus entry and delivery entry
- Begin stage 1 of overflow carpark civil works on Broadmeadows Campus
- Update Masterplan for the Broadmeadows Campus
- Begin planning for a new Year 10 Building