



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Penola
CATHOLIC COLLEGE
EST. 1949

Penola Catholic College

29 Gibson Street, BROADMEADOWS 3047

Principal: Tracey Kift

Web: www.penola.vic.edu.au

Registration: 1949, E Number: E1363

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 30 Apr 2025

About this report

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

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

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

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

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

College Overview

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

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

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

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

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

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

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

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

Principal's Report

2024 marked the beginning of a new and exciting chapter for Penola Catholic College.

We celebrated the opening of our new Senior Learning Centre, the Annie Brice Building, and saw our Year 12 students flourish. While only one measure of success, the Class of 2024 achieved some excellent VCE results, including an increase in the number of students attaining an ATAR above 90, and the outstanding achievement of our College Dux, Alison Nguyen, who attained an ATAR of 97.8.

Throughout the year, we undertook a review and renewal of our curriculum structures from Years 7 to 10, our leadership structures, and our approach to supporting both staff and student wellbeing.

Our mantra in 2024 was to make Penola the best place for great teachers to do their best work. At the heart of this goal is the understanding that students flourish when they are supported by highly effective teachers, who in turn are empowered by intentional leadership that enables them to thrive in their roles.

To support this, we created new opportunities for staff to have a stronger voice in our ongoing school improvement efforts. We introduced engaging staff wellbeing initiatives and continued to invest significantly in professional learning and coaching.

We also prioritised our school-wide focus on Child Safety, ensuring it remained front of mind for all staff. Clear and consistent expectations were fostered in classrooms and in the yard to ensure the physical and psychological safety of students in both their learning and social experiences.

Excitingly, 2024 was also a year of planning and preparation for several new initiatives. These included programs to extend and challenge highly able learners, improvements to transition processes across the College, strategies to engage with our alumni, and work to enhance access to our campus for students within our catchment zone. In addition, we reviewed our College Master Plan and accelerated planning for a campus-wide renovation of the Junior Campus, scheduled to begin in 2025.

The wonderful spirit of the College community was evident throughout the year, especially during key events such as the College Feast Day, Athletics Carnival, Swimming Carnival, and our Mothers' and Fathers' Day celebrations. Perhaps most notably, in December we commemorated the 100th anniversary of our College Chapel. We were honoured to mark this milestone with a special Mass attended by the Sisters of St Joseph and other distinguished guests, celebrating the rich history of the campus and its deep connection to the life and work of St Mary of the Cross MacKillop.

I would like to acknowledge the extraordinary commitment, talent and passion of our teaching and support staff, whose dedication to providing exceptional opportunities for our students, and to building their confidence and capacity, is second to none.

I also commend the College Leadership Team for their outstanding contributions across all areas of College life. In particular, I thank the Executive Team – Erin Bonavia, Liviana Daniele, Vera Treloar, Vince Iannuzzi, Jenny Vinten and Monica Kacela – as well as the Principal's PA, Julie Lyons, for their unwavering support and positivity throughout my first year as Principal of Penola Catholic College.

Thank you to our parent community, especially the members of the 2024 School Advisory Council – Fr Dishan Candappa, Karen Harvey-Collings, Anthony Grima, Anne McLean, Louise Pacor, Vanessa Larosa and Mark Buttigieg – for their generous support and contributions.

Finally, I extend my heartfelt appreciation to our students. Your humour, warmth and willingness to foster deep connections and embrace new opportunities make the Penola community a truly special place.

Tracey Kift
Principal

Catholic Identity and Mission

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, along with the many varied faith development and social justice activities offered to broaden our students' experience of Catholic community, all work collectively to encourage and support our students in their efforts to more closely and authentically live out the Gospel values.

Our Religious Education program aims to provide a solid foundation 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 key focus. An additional focus of our Religious Education classes is to assist students in understanding and experiencing the many ways in which the knowledge gained about what it means to be Catholic in the world is lived through prayer and sacrament, and put into action.

Three key improvement strategies used to achieve our intended outcomes were:

- Continuing to deepen knowledge of the College charism through the development of our annual College Theme
- Improving understanding, relevance and purpose of faith through student and staff formation activities
- Encouraging teaching staff to seek or maintain Accreditation to Teach or Lead in a Catholic school

Achievements

In 2024, the College community was provided with numerous opportunities to grow and deepen their faith, regardless of where they were on their spiritual journey. Every gathering at Penola Catholic College, irrespective of size or purpose, commenced with prayer, reinforcing the importance of engaging community members with the Gospel message. Emphasis was placed on fostering a sense of shared responsibility in building God's Kingdom of justice and peace.

Students had various opportunities to strengthen their faith through youth ministry activities, prayer, adoration, worship, and participation in the Mass. Additionally, students engaged in raising awareness of the College's Josephite heritage, fundraising for Year Level Charities, and involvement in social justice initiatives such as the St Vincent de Paul Society, MacKillop

Today, KADASIG, the Westmeadows Indigenous Garden, Asylum Seekers, and the Hope Centre. As a College, we also raised money for Project Compassion as an additional cause during Lent.

Throughout the year, we provided many opportunities for the community to gather for Masses. Clergy provided invaluable support across these occasions, including Fr Tony Cox, Fr Sam Pearson, Fr Dishan Candappa, Fr Mahir Murad, Fr Joe Truong and Fr Peter Njau.

Value Added

Students were able to deepen their faith through participation in:

- Formation of a Catholic youth group (Faith Corner), which met weekly to explore and discuss aspects of the Catholic faith
- Daily prayer gatherings, Stations of the Cross, Stations of the Light, and Lectio Divina in the College chapel
- Weekly Adoration in the College chapel every Friday lunchtime
- Participation in the Josephite Exchange, strengthening student connections to the Josephite tradition
- Access to the Sacrament of Reconciliation upon request through the local chaplain
- A youth excursion to St Patrick's Cathedral for Holy Hour in September
- Year 10 and 11 students engaging in a national sporting competition with other Josephite schools
- College participation in JAMM Week, celebrating the Josephite heritage and the Feast Day of St Mary MacKillop
- Commemoration of the Feast Day of the Assumption of Mary
- The AJASS Student Leaders Pilgrimage to Penola, South Australia
- The Year 12 Graduation Mass at Our Lady Guardian of the Plants, Campbellfield, celebrated by Fr Sam Pearson and concelebrated by Fr Mahir Murad
- AJASS Leadership Formation facilitated by the Faith and Mission staff at Penola for other Josephite schools
- Well-structured and purposeful Reflection Days for each Year Level

Staff Formation and Professional Development

Staff formation continued to be a priority throughout 2024. The annual Staff Spirituality Day was held on 17 July 2024, featuring keynote speaker Professor Ernesto Valiente, who presented on:

- Oscar Romero: A Revolutionary Saint for Today's Suffering World
- Jesus' Identity and Mission

Additionally, the College provided a range of accredited in-person and online professional development opportunities to support staff in maintaining accreditation to teach in a Catholic school and/or to teach Religious Education. Some of the providers included:

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

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

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

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

- Mother's Day and Father's Day Masses
- Annual Memorial Mass in November
- Year 12 Graduation Mass
- 100th anniversary of the St Joseph Chapel, celebrated by Auxiliary Bishop of the North, The Most Reverend Terry Curtin
- Term 2 and Term 3 Community Masses at Glenroy Chapel, celebrated by Fr Tony Cox and Fr Samuel Pearson

Learning and 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 think critically and be sensitive to both local and global issues. In other words, we provide Real Life Learning.

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

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

Achievements

Penola Catholic College continued to strive for academic excellence in 2024 and added value to learning experiences through a range of opportunities and Key Learning Areas:

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

Student Learning Outcomes

The VCE results in 2024 indicated some very pleasing efforts from our Year 12 cohort. A large number of students completed the senior certificate (VCE or VCE VM) in their final year of secondary schooling. This opened up desired pathways into further study, apprenticeships, and the world of work for Penola graduates.

Post-School Destinations

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

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

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

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

Percentage of 2024 Year 12 students moving to each destination

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

Study/Career Interest Areas (VTAC offers received)

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

- **Engineering:** 25
- **Management & Commerce:** 32
- **Creative:** 18
- **IT:** 12
- **Education:** 7
- **Agriculture & Environment:** 0
- **Food, Hospitality & Personal Services:** 0

Institutions offering Penola Catholic College students a place

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

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	514	51%
	Year 9	528	45%
Numeracy	Year 7	519	55%
	Year 9	526	45%
Reading	Year 7	525	60%
	Year 9	534	47%
Spelling	Year 7	523	67%
	Year 9	555	70%
Writing	Year 7	539	68%
	Year 9	558	58%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

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

Achievements

Community Initiatives and Achievements

- Very successful Year 9 City Experience, with positive feedback from the public and staff regarding student conduct.
- Highly successful Swimming and Athletics Carnivals, promoting connection, belonging, and House spirit.
- Year 12 students volunteered at the Kid's Day Out, part of the Good Friday Appeal.
- Submission of student-recorded speeches on women's rights shown at the Mulberry Trust UK Global Girl Leading Conference, and student attendance in preparation for the 2025 UK Leadership Study Tour.
- Student-led initiatives, including pastoral wellbeing activities such as Choose Your Own Pastoral and Harmony Day events.
- A variety of student leadership initiatives, including Harmony Week events, MND fundraising, and Remembrance Day poppy sales.
- Year 11 Celebration Day at Funfields.
- Participation in the Josephite Exchange with Mount Carmel College, South Australia, to strengthen Josephite school connections.
- Introduction of a student beanie as part of student voice initiatives.
- Celebration of student achievements at year-level, campus, and College assemblies.
- Successful Year 7 and 8 Wellbeing Day held at the Glenroy Campus.
- Parent and family engagement initiatives, including Year 7, 9 and 12 Information Evenings, New Families Welcome Dinner, and Mother's and Father's Day Breakfasts.
- Peer support initiatives including Year 11 students supporting Year 9 transition to the senior campus, and Year 8 students presenting to Year 7 students on the impacts of social media.
- Study skills workshops for Year 12 students delivered by Elevate.

- Leadership development day for student leaders, facilitated by internal and external providers.

Wellbeing, Inclusion and Safety Focus

- Appointment of a Head of Wellbeing Services to lead and prioritise student wellbeing support.
- Appointment of a Student Wellbeing and Koori Officer to support Indigenous students.
- Whole-school focus on consistent and high expectations (behaviour, uniform, etc.) across both campuses and all year levels.
- Creation of a Child Safety Risk Register, with all concerns regarding Child Safety and/or Reportable Conduct prioritised and responded to in accordance with College child safety policies.
- Child Safety made a standing item at all staff meetings.
- Updated child safety posters and student-friendly communication.
- Management of Child Safety issues, mandatory reporting cases, and students in out-of-home care.
- Delivery of Youth Mental Health First Aid training for staff, facilitated by three in-house trainers.
- Support for English as an Additional Language students and families through the Head of Student Inclusion, Multicultural Education Aide, and classroom support.
- Regular review of EMS360 data reports to identify key behavioural and wellbeing concerns across year levels.
- Introduction of a Restorative Classroom at the Junior Campus.
- Promoting consistent restorative practices for behaviour management.
- Provision for students to access external therapists onsite through clinical access arrangements.
- Wellbeing team members (Psychologist, Counsellors, Student Wellbeing Officer, Speech Pathologist) providing group and individual support.
- Wanyara incursion for Junior Campus students to explore Aboriginal and Torres Strait Islander cultural activities and perspectives.
- R U OK? Day awareness activities for staff and students.
- Participation in student wellbeing networks.

Student Leadership and Empowerment

- Year 10 student leaders attended the Change Starts With You workshop focused on preventing gender-based violence, followed by planning meetings with DPV Health.
- Participation in the Respectful Relationships Catholic Schools Cluster.
- Junior Leaders participated in the Emerging Leaders online program.
- Capacity building of staff to deliver The Resilience Project pastoral program, promoting mindfulness, empathy, emotional literacy, and gratitude.

Academic and Transition Support

- Transition support for new students commencing in Years 8 to 12.
- Intervention for students at risk of disengagement or low academic progress through parent meetings and careers support.
- Monitoring of student absenteeism with personalised re-engagement approaches, including modified timetables and wellbeing support.
- Workshops for Year 11 students facilitated by Elephant Ed on respectful relationships.

Operational Improvements and Strategic Development

- Appointment of a College Nurse to support compliance with Medical Management policies and protocols. Agency nurses employed to attend Year 7 and Year 9 camps.
- Introduction of an additional Year Level Coordinator to assist during peak times and staff absences, ensuring consistent support.
- Mapping of camps and special programs across year levels commenced to develop a clear and intentional philosophy and purpose for year-level activities.
- Review of Outdoor Education Camp risk management processes.
- Review of vape detector placements and yard duty coverage.
- Pastoral care records implemented on the MyPenola platform.
- Ongoing collaboration with the Black Dog Institute's Future Proofing longitudinal study to inform youth mental health strategies.
- Invitation from Hume City Council to share the College's implementation of the Resilient Youth Survey to support the wellbeing needs of local youth.
- Partnership development with Youth Projects and WCIG to support disengaged students and expand career pathways.
- Lunchtime co-curricular opportunities, including chess and sports competitions.

Value Added

- Camp experiences: Year 7 and Year 9 camps, Year 11 and Year 12 Outdoor Education camps, Josephite Exchange.
- Community links and partnerships: Hume City Council Youth Scholarship and Mental Health Expo, School Focused Youth Services, Hume Whittlesea LLEN, Headspace, Navigator, Orygen, DPV Health, Salvation Army, Anglicare, MacKillop Family Services, Uniting, Youth Projects, Good Friday Appeal, Kids First.
- New partnerships and continued relationship building with the Mulberry Trust and WCIG.
- Performing Arts co-curricular: Performing Arts Night, Battle of the Bands, The Addams Family musical production.
- Co-curricular sports: Premier League, SACCSS Athletics, Cross Country, Swimming, Senior Sports Days.
- City Experience program for Year 9 students.

- Year 10 Ball.
- Year 10 work experience program.

Student Satisfaction

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

Student Attendance

In 2024, the College has strived to promote high attendance in partnership with families. Procedures to monitor attendance include:

- Attendance taken for each lesson.
- Parents are expected to notify the College of their child's absence through the College Absence Line.
- When an absence has not been advised by a parent, a text message is sent that morning notifying parents that their child is absent.
- A pastoral record is created by the student's Homeroom Teacher for emerging patterns of absence.
- Ongoing absences are followed up by the Year Level Coordinator and escalated to the Coordinator of Students if required, to ensure appropriate supports and intervention.
- School reports include the number of days a student has been late or absent.
- Students with ongoing absences are reported to the Student Wellbeing Unit at the Melbourne Archdiocese of Catholic Schools.
- The College works in partnership with families and external services, such as Navigator, to support disengaged students.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	81.29

Average Student Attendance Rate by Year Level	
Y07	89.6
Y08	86.5
Y09	84.6
Y10	86.7
Overall average attendance	86.9

Leadership

Goals & Intended Outcomes

The College Leadership Team is committed to developing a learning community that enables our young people to achieve academic and personal excellence.

We strive to foster a strong professional culture of effective leadership and management that nurtures and engages staff in their efforts to support all students and enhance their pedagogical practice.

Key focus areas for Penola Catholic College in 2024 were explicit instruction, student engagement and continuous school improvement.

Achievements

In 2024, staff professional learning took a variety of forms, with many of the professional learning opportunities delivered through external guest presenters, in-house training and collegial activities. A key focus was the introduction of the MACS Vision for Instruction and the Explicit Instruction Framework. The framework provides a whole-school approach that aims to ensure the development of key skills and knowledge for all students at Penola Catholic College. The framework complemented our collaborative approach to building staff capacity through Key Learning Areas and Collaborative Planning Teams with a clear focus on data-informed and evidence-based decision-making processes.

High-impact teaching strategies and Rosenshine's principles are part of our everyday classroom practice and are visible in our curriculum and classroom delivery.

The broad range of in-house professional learning activities included:

- The Science of Learning and metacognition
- The Resilience Project
- Mental Health First Aid Training
- Continuation of the Growth Coaching Model

Other whole-staff professional learning was undertaken in the following areas:

- James Nottingham professional learning focused on student engagement and building a learning culture
- Masterclasses and workshops on our Learning Management System
- First Aid and Anaphylaxis Training
- Bullying and Harassment in the Workplace
- Protecting Children – Mandatory Reporting and other obligations

- NCCD training modules
- Student management and the introduction of the Restorative Classroom

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Individual teams in the College, both teaching and support staff, 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:</p> <ul style="list-style-type: none"> • Wellbeing teams • Victorian Curriculum • Leadership workshops • ACER and VCAA data analysis workshops for PAT, NAPLAN and VCE data • Careers, VCAL and 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 • The College maintains subscriptions to education and leadership journals and organisations • Bronwyn Rylie Jones professional learning focused on teaching highly able students 	
Number of teachers who participated in PL in 2024	169
Average expenditure per teacher for PL	\$1552.88

Teacher Satisfaction

Data collected through exit interviews and new starter feedback, as well as general feedback from staff, consistently reflects staff satisfaction. The longevity of staff service indicates high levels of satisfaction.

The 2024 data collected through the MACSIS surveys and general feedback from staff via round table discussions reflects a high level of staff contentment with the College and a rich collegiality. The quality of staff leadership relationships, support for teams and collaboration for ongoing improvement remain particular highlights of the MACSIS data.

Strong teacher engagement in all aspects of College life indicates high levels of satisfaction.

Teacher Qualifications	
Doctorate	1
Masters	50
Graduate	69
Graduate Certificate	16
Bachelor Degree	143
Advanced Diploma	25
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	188
Teaching Staff (FTE)	170.2
Non-Teaching Staff (Headcount)	116
Non-Teaching Staff (FTE)	88.79
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

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

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

Achievements

- Continued implementation of cultural inclusivity in communication, mindset and understanding, and student involvement.
- Utilisation of translation services for our culturally diverse parent/carer body.
- Student Representative Council (SRC) and other student leadership groups to promote student voice and agency.
- Performing Arts: music and ensemble opportunities, Penola Voices, CD recording. This year the students presented the musical *The Addams Family* during Arts Week.
- Parental involvement in individualised learning (e.g. ILPs and PSGs).
- Greater parental involvement in the progress of their child, e.g. Engage portal in MyPenola (including assessments, courses, direct messages, documents, portals, reports, timetables); Operoo (excursions, notifications, correspondence).
- College webpage where visitors can access newsletters, policies, photo gallery, enrolment information, handbooks and uniform information.
- Facebook page with continual updates of College events, news and announcements.
- College annual yearbook and fortnightly newsletter.
- Principal tours.

Parent Satisfaction

The recent MACSIS survey results provide valuable insights into our school community's experiences and areas for growth. A challenge remains to encourage more parental feedback in completing the MACSIS survey. Areas to report are:

- Most respondents felt they could communicate effectively with people of their own culture.
- Many reported a strong sense of belonging to the school, yet the College recognises that this also presents an opportunity to further strengthen community connections.
- Most respondents feel welcomed, suggesting that while most parents have positive interactions with the school, efforts to enhance inclusivity and engagement remain important.
- Communication processes received a positive approval rating, yet there is a need for clearer and more consistent information sharing between the school and families.
- Most respondents consider the physical environment to be pleasant.
- The majority recognise that the feedback received from the College helps them understand how their child is doing outside of academics.
- Families are satisfied with the timeliness, frequency and quality of communication from the College.
- Perceptions of engagement with the overall Catholic identity of the College are positive.
- Families have a respect for the Catholic religion and religious beliefs emphasised at the College.
- They believe there is a strong emphasis placed on the Catholic ethos of the College.
- An area of concern suggests a significant minority of families do not feel confident that raising a concern will not negatively impact their child, pointing to a need for greater transparency, trust-building and reassurance in our feedback processes.

These findings will guide future initiatives aimed at fostering a more connected, inclusive and communicative school environment.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.penola.vic.edu.au