



Catholic Ladies' College Ltd Eltham

2020 Annual Report to the School Community



Registered School Number: 0576

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Minimum Standards Attestation

I, Stephanie Evans, attest that Catholic Ladies' College Ltd is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

07/06/2021



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

Our College Vision

Catholic Ladies' College, founded in 1902, is a Catholic secondary girls' College, conducted under the stewardship of Mary Aikenhead Ministries and in the tradition of the Sisters of Charity of Australia. We are a community of welcome and inclusion, which values and encourages excellence in learning and wellbeing programs. As a Mary Aikenhead College, the dignity of each person is at the heart of our structures, programs and processes.

Our mission is to educate in partnership with parents, women of faith, integrity, individuality and compassion, confident of their own worth as women and wholly involved in the transformation of society.

Our community encourages our students have courage, resilience, empathetic and to be young women of integrity. By empowering our students every day, we follow the mission and ideals of Mary Aikenhead, founder of the Sisters of Charity and her Sisters. We are committed to the Mary Aikenhead Ministries values: hope, love, justice, compassion. These values are evident in the daily life of the College.

		
MISSION	VISION	PURPOSE
To educate, in partnership with parents, women of faith, integrity, individuality and compassion.	To inspire young women to realise their personal excellence and confidently shape their future.	We create opportunities for young women to achieve and champion justice in the global community.

Strategic Intent (2019 - 2022)

Within the context of the School Improvement Plan (2019-2022), Catholic Ladies' College commits to the provision of exemplary girls' education in a Catholic context.

Our student learning will be characterised by excellence, creativity, engagement and persistence.

Our learning environment is vibrant, inclusive, robust and fosters a growth mindset for all students.

College Overview

Catholic Ladies' College was established in 1902 in East Melbourne and was relocated to Eltham in 1971. The College's site is one of abundant natural beauty, which supports and complements College programs. The natural features of the 21 acres on which the College is located provides a calm and quiet physical environment for student learning.

The College continues in the tradition of the Sisters of Charity, while the governance of Catholic Ladies' College is now under the stewardship of Mary Aikenhead Ministries. The Mission of Mary Aikenhead Ministries and the Sisters of Charity and the vision espoused in the College Mission Statement and College Strategic Plan guide all aspects of our work and provide a framework for future planning.

Our goals and vision for Catholic Ladies' College are student centered. Confidence and self-belief are central to our work; our holistic approach to education encourages students to develop a robust and resilient approach to learning and wellbeing. Students are known by staff who support and stretch them to achieve their best, to have integrity and to be proud of who they are. We encourage students to see Christ in each person they meet, to be empathetic and able to see and to reach out to those in the local and global community who are on the margins.

Ambitious learning is our focus at Catholic Ladies' College. We encourage each of our students with their diverse talents, interests and abilities to focus on their learning growth. Each of our students is inspired to try new things and take risks in a learning community that is supportive of their personal growth and values each student as a unique individual.

The commitment, expertise and passion of teachers ensure the best conditions for student learning. Our all girls' environment offers students the opportunities to grow and learn about themselves and their individual capabilities in a safe, secure and affirming culture.

Principal's Report

2020 was a year like no other with the COVID-19 pandemic. While there have been many challenges, there have also been lots of opportunities for trialling new methods and approaches both within an external to the classroom experience. Remote learning saw the introduction of regular surveys to gather student, parent and staff feedback. The data collected informed practices moving forward, including changes to timetable structures, introduction of the 'Breathe' wellbeing program and reduction in homework expectations. Student, parent and staff feedback proved very valuable for optimising student learning and wellbeing outcomes during a unique set of circumstances.

The virtual world, with its digital platforms became the norm for us in 2020 for meetings, Year Level assemblies and activities, classes, College tours, College events, incoming student interviews, sport, Parent/Teacher interviews, the annual Virtual Senior Art and Technology Exhibition and Parents' Association meetings. Our remote learning interactive online hubs for students, parents, teachers and support staff were well-received as easily accessible and comprehensive sources of information during both the transition phase and blocks of remote learning.

In 2020, unfortunately due to COVID-19 we were been unable to offer the wide range of sport, music and arts programs that we usually do. It was great to see many students take part in virtual experiences, including, lunch-time fitness, self-defence, dance sessions, Interschool sport and fitness activities and for students involved in the Elite Performing Arts Academy introduced in 2020, to continue to develop their skills. Book Club continued online and the virtual Visual Arts Club set up during the year was very popular with our students. To encourage students to continue to read widely and for access to additional resources, students were able to 'click and collect' library resources.

Our holistic approach to educating young women, saw a heightened awareness of the need to monitor student wellbeing. Year Level Team Leaders across 7 to 12 maintained connectedness for students and provided opportunities for fun with the organisation of competitions and virtual year level events. Monday mindfulness sessions were run by the College counsellors. Following ongoing feedback from community members, the College introduced an innovative timetable which incorporated a 'Breathe' program to lift spirits, reduce screen fatigue and keep our students motivated in their learning and wellbeing.

We were particularly aware of our Year 7 and 12 students completing milestone years. Our Year 7 students' transition and their settling into secondary school period was cut short. Fortunately, most of the students had participated in our six week transition program, 'Thrive', the year before. The program had provided students with a positive start to the year, having had the opportunity to build connections with other students and College staff and to become familiar with College facilities.

We were very conscious and aware of the "rites of passage" for our Year 12 students and were committed to ensuring that the students did not miss out entirely on what makes the year special for them. We worked with our student leaders in rethinking how events could still occur which complied with health and safety protocols and government guidelines. Our Year 12 students were not disappointed with our special celebrations (COVIDSafe) at the end of their formal schooling.

The College continued to be sensitive of the need to provide extra support to parents during these unprecedented times, not only through the parent remote learning hub, but also with timely communication and personalised contact with all families during the remote learning periods. Our College counsellors facilitated a virtual workshop for parents focusing on strategies for assisting

their daughter with the transition to and from remote learning and an additional workshop led by an external facilitator for the parents of our senior students was also held.

Our College theme was 'Compassion', which is one of the four values of Mary Aikenhead Ministries. When we act compassionately, we walk with others. At the start of the 2020 year we witnessed this with the devastating fires across the nation. People both nation and globally responded to the needs of all affected; compassion felt and enacted. During the year, we were called to act compassionately and kindly to others who struggled in many ways with the challenges of the pandemic.

The focus of the Learning and Teaching program continued to be on formative assessment and feedback practices. Students were challenged to be responsible, active learners and understand that growth in learning comes from effort and consistent work, accompanied by the setting of and working towards goals. Students were further encouraged to realise that whatever their learning level and ability, that there was always room for improvement and that having a growth mindset was a vital component of achieving learning growth. Students were supported in embracing new ways of learning online and developed greater independence in managing their learning commitments.

Child Safety is of paramount importance and all programs, procedures and curriculum at the College focus on embedding Child Safety practices. Staff participated in workshops focused on professional conduct, revisited the guidelines for online interactions with the remote learning program and completed mandatory reporting compliance modules.

We continued working on our next Masterplan. Workshops were conducted with staff, students and parents and these views collated in the plans for new facilities. The College is very excited about the plans for new facilities which will enhance student learning and wellbeing.

We have continued to ensure our facilities are well maintained and that our learning spaces accommodate specialist learning programs. Classrooms have been refurbished and new cohort common spaces developed.

Throughout 2020 what continued to remain at the forefront of our thinking and planning was the wellbeing of parents, student and staff and ensuring all members of the community continued to feel connected, especially at those time of "iso fatigue". This was particularly evident in the second lockdown period, when teachers reflected: "the novelty of remote learning is long-gone for students, motivation and energy levels are a greater challenge; students are flatter - even the usually highly motivated students; the seniors manage better with the more independent learning; the juniors are craving activity."

While COVID-19 has kept us occupied, with changes to safety protocols and procedures and new ways of working and learning, we continued to focus on our strategic intentions and annual action plan.

The COVID-19 pandemic challenged us as a community, provided us with opportunities for growth, gave us confidence that we "can do", forced us to push the boundaries, reminded us about what is important in life, accelerated what we have been wanting to achieve, provided us with new skills, made us more resilient, allowed us to pivot and be adaptable, reinforced the power of collegiality, reminded us about the importance of gratitude, enabled us to laugh about all sorts of things, even at our attempts at new things that did not quite go to plan, to be proud of risk taking and to learn from these new experiences; it has strengthened our appreciation for the craft of teaching and the joy of connecting with young people.

Without a doubt we had moments of frustration and angst and all the while we remained strong and hopeful. We learnt lots about ourselves as a community and we will leverage this as we move forward.

Stephanie Evans

Principal

College Board Report

Catholic Ladies' College Ltd has been incorporated since 1993. In July 2009, a further step in the governance of the College was taken by the Sisters of Charity in the establishment of Mary Aikenhead Ministries. The Governance of Catholic Ladies' College is, therefore entrusted to a Board of Directors. The focus of the Board is prudent stewardship of financial and physical resources as well as the Strategic Direction of the College mission and program.

The work of the Catholic Ladies' College Board of Directors is facilitated by three sub-committees: Finance, Audit and Risk Management Committee, Facilities Committee and Governance and Formation Committee. The work and reports of these Committees in the 2020 school year has supported the College to navigate through a year of unforeseen challenges and remote learning due to COVID-19 pandemic.

Success has been achieved by solid background work and providing a focus for full and open discussion of the various matters which require consideration by the Board. The Principal is an ex-officio member of the Board and sits on all Board Sub-Committees.

This year, the Board of Directors has been involved in the renewal and updating of College facilities including:

- Completion of recladding works to the McAllister Centre;
- Creation of breakout spaces for Year 8, Year 10, and Year 11 areas;
- Commitment to new W.I.L.D building development;
- Significant IT upgrades for Backup and Disaster recovery, new server, and phone system;
- Lighting upgrade for sustainability;
- Replacement of lockers across the College;

Christopher Blake

School Board Chair



Education in Faith

Goals & Intended Outcomes

Broad goal: To be a faith community that is inspired by Gospel values and foundation heritage.

Intended outcome: That students are energised to seek meaning and explore questions about the world around them informed by the Catholic tradition within the context of a Mary Aikenhead Ministries School and the core values of hope, justice, compassion and love.

Achievements

Like the so many other areas of 2020 what was planned and expected was turned upside down.

For 2020 the key value/theme was Compassion with the statement 'No hands but ours' as a focal statement.

The founding vision, values and purpose of Mary Aikenhead and the Sisters of Charity is central in the spiritual and daily life of the school. It is from the heritage of the Sisters and our Catholic faith tradition that the mission of the school is located.

In conjunction with the religious and faith experience experienced by students in their homeroom, College Co-curricular groups and RE classes, for 2020, Year Level Team Leaders identified both a need and opportunity for students to experience what being in a community means and why it is spiritually important.

This occurred before the COVID pandemic became apparent and led to the onset of the isolation and distance that resulted from online learning and other restrictions that limited social interaction. While it was not possible to address this need fully it has fed into the thinking and planning for 2021.

Looking back the celebration of the College Opening Mass and Leadership Commissioning Ceremony in February was the only whole school gathering where we celebrated and shared our faith and community in person.

Unfortunately, the Year 10 Places of Worship excursion study tour, as part of their Religion and Society VCE Units 1 and 2, had to be cancelled in March as COVID restrictions came into force and could not be booked for later as the providers closed for the year. This was also the same with the Year 10 Community Service placements which also had to suspend all 2020 interaction and visits.

Along with this, it was also very disappointing to be unable to conduct our Year Level Reflection Days and Year Level Masses. To the great credit of the Deputy Principal Student Wellbeing and each Year Level Team Leader, wellbeing check-ins were conducted and Homeroom based spiritual wellbeing activities were put into place to ameliorate the loss of this experience in a first-hand context. Planning for 2021 has already begun to have meaningful and engaging reflection days that focus on community and interaction.

The focus of the Social Justice and Environment Group this year was to revolve around the CEM's environmental sustainability initiative and certification. Again, with the close of schools, the students were denied the chance to examine their school, identify possibilities and actions. It was most commendable that fundraising for CLC House for young women located in the Brother Beausang School in Kenya was able to continue when school resumed.

National Reconciliation Week was marked online with a presentation for students. While it lacked the immediacy of a personal presentation it still provided the students with a chance to appreciate and engage with the First Nation's people and their story. The planned CLC Indigenous Immersion Experience program to the Anangu Pitjantjatjara Yankunytjatjara lands in the Northern Territory was suspended due to COVID restrictions. The College is looking to perhaps 2022 for the next trip, as health restrictions were too unpredictable to begin the year-long meetings, planning and fundraising required for a 2021 trip.

Staff Formation offered by Mary Aikenhead Ministries via online delivery still took place this year. Six staff members participated in this program where aspects of the MAM story and the key values of the Sisters of Charity were explored.

The Staff Spirituality Day in September provided the opportunity for all staff to engage with the Mary Aikenhead Education Australia foundational document 'By this everyone will know'. Staff studied, explored and engaged with each of the dimensions as it evident and lived in CLC's daily functioning. The staff identified how and where each dimension was evident and lived and where more could be done. These observations were recorded and will be used to inform directions and actions in 2021. This staff formation program have received accreditation from the Catholic Education Office.

A highlight, in what was a challenging year, was the innovative way the College was able to find a way to Celebrate the Year 12 Graduation Mass and Valedictory Ceremony. The Campus based Mass, led by Father Terry Kean, was live-streamed to parents while all the Year 12s of 2020 were able to gather together in a Mass that was touching, meaningful and a real celebration of the thirteen years of schooling.

After a long and isolating year, it was with a mixture of relief and anticipation that our junior levels were able to celebrate the meaning and promise of Christmas both in shared liturgy and community action.

An absolute highlight was the response by students and staff to the CLC annual Christmas collection for the local St Vincent De Paul Society. After the difficult year it seems that the chance to bring joy to those who found this year particularly difficult was embraced by students and staff.

The Collection of gifts and Hamper fillers was a record much to the delight of all involved.

Frank Salmic

Faith and Mission Leader

VALUE ADDED

- Opening of the School Year Staff Mass;
- Opening of the Year Whole School Mass;
- Year 12 Graduation Mass;
- Staff Spirituality Day;
- Accreditation to Teach in a Catholic School Program (4 staff);
- The St Vincent's Christmas Appeal;
- Ongoing commitment to Project Kenya; CLC House.

In 2020, the focus on Education in Faith at Catholic Ladies' College has been curtailed and interrupted. On the positive side it does present a clear and essential focus for 2021.

Learning & Teaching

Goals & Intended Outcomes

Broad goal: To develop a shared approach to student learning that is ambitious and personalised, valuing growth as a measure of success.

Intended outcomes:

- That all staff at CLC have a shared understanding and commitment to embedding the visible learning framework in order to maximise student growth in learning.
- That all staff have developed their capacity to use and respond to data and feedback.

Achievements

In a time of great interruption in schools, Catholic Ladies' College remained committed to our core values and strengths as a learning community during the many months of remote and flexible learning, brought on by the impact of the global pandemic. Our Ambitious (Remote) Learning Program was designed to promote and support the academic, physical, creative, spiritual, social and personal health and wellbeing of all members of our learning community; teachers, staff, students, parents and community partners.

We evolved from a face-to-face, on campus learning and teaching model to our remote learning program by explicitly focusing on our 4C's - to Connect, Clarify, Create and Communicate in ways that enabled all members to feel known, valued and to achieve excellence, regardless of their individual circumstances.

Value added

Supported by our existing Google technology tools, we were able to adapt lesson plans and assessments to enable continuity in learning. Our learning activities were enriched with technology tools such as, quizzes, instructional clips and short videos prepared for students by teachers, real-time brainstorming via Jamboards, virtual exhibitions and collaborative projects. We maintained our focus on 'connection' by meeting at the beginning of each lesson via Google Meets, utilising breakout rooms for peer collaboration, encouraging physical and mental breaks along with increasing opportunities for students and teachers to meet one-to-one for individualised support and feedback. By being creative and finding new ways of delivering lessons and through clear, timely communication we were able to quickly modify, adapt and adjust our learning program to meet the needs of our learning community as it changed and evolved throughout the weeks and months of lockdown.

Increasing opportunities for students to work independently promoted increased student self-efficacy and resilience as the period of remote learning progressed. Student, 'self-regulated learning days' became instrumental in the promotion of student reflection and developing the tools to self-manage their learning. Alternative technology platforms such as, Edrolo, Education Perfect and STILE enriched student self-directed learning and were particularly valuable in supporting senior students. Further to this, the CLC Resource Centre provided LibGuides, research and reading resources to support teachers and students with their studies.

Whilst VET and VCAL programs were significantly impacted by the inability of students to continue their applied learning placements and experiences, many of our partners were able to adapt their programs to ensure students remained engaged. Students in Year 9 were challenged

through online and virtual learning opportunities in our Possibilities Program and continued to be well resourced by our Banyule and Nillumbik Tech School partnership.

Our Teacher Professional Learning and Collaboration program was designed to empower teachers through our membership with The University of Melbourne Network of Schools. A thought-provoking special series of webinars themed around 'Propelling education through a COVID-19 world', facilitated peer conversations and formed the basis of 'Spiral of Inquiry' program. Delivered flexibly via a CLC Google Site, teachers were able to continue to embed Visible Learning tools and strategies in their virtual classrooms, whilst engaging in Professional Learning, when conducive to their professional need and personal wellbeing. With the world grappling with flexible and remote learning, rich resources, technology tools and research was abundant. CLC made the most of this opportunity to 'propel' our pedagogy, engaging with High Impact Teaching Strategies for remote learning, along with dozens of inspiring and motivating teaching resources from around the world.

Data from our regular student, teacher and parent feedback cycles further informed our instructional practices and allowed us to embrace a student-centred learning and teaching model, making the most of many years of strategic direction toward this goal.

After many months in isolation the return to campus life and face-to-face teaching was rewarded by new initiatives to reconnect, such as the Go WILD immersion for students in Years 7 to 9. Reconnecting students and teachers to the joy of learning, this three-day immersion captured teachers' personal passions. Collaborating in small teams our teachers concurrently produced no less than eighteen Project Based Learning opportunities for students. From the joys of designing and baking a delicious Christmas Hamper to outreach programs with Hayden's Helping Hands and The Big Group Hug. Teachers and students were released from the daily timetable so that they could work together, to enjoy each other's company and learn side-by-side. Many new skills and passions were ignited as we reconnected and celebrated our vibrant and precious learning community.

Georgia Heffernan

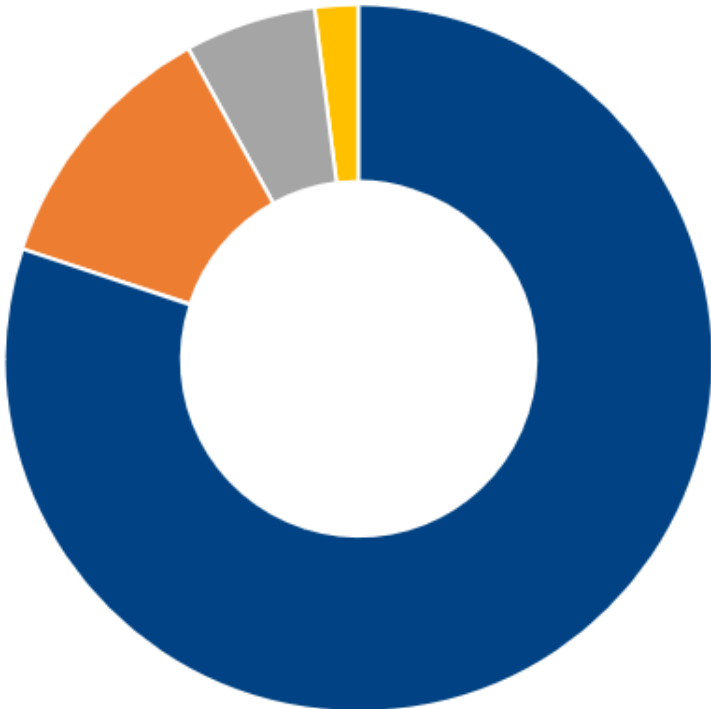
Deputy Principal Learning and Teaching

VCE, VCAL and VET student's results of 2020

The VCE Class of 2020 achieved the following results: 20% of the cohort attaining an ATAR of over 90, 42% receiving an ATAR of over 80, 68% receiving an ATAR of over 70. In 2020, the Median study score was 32 with the College Dux receiving an ATAR of 99.4. These figures represent an increase success across the VCE studies. 100% of our Senior VCAL students achieved success.

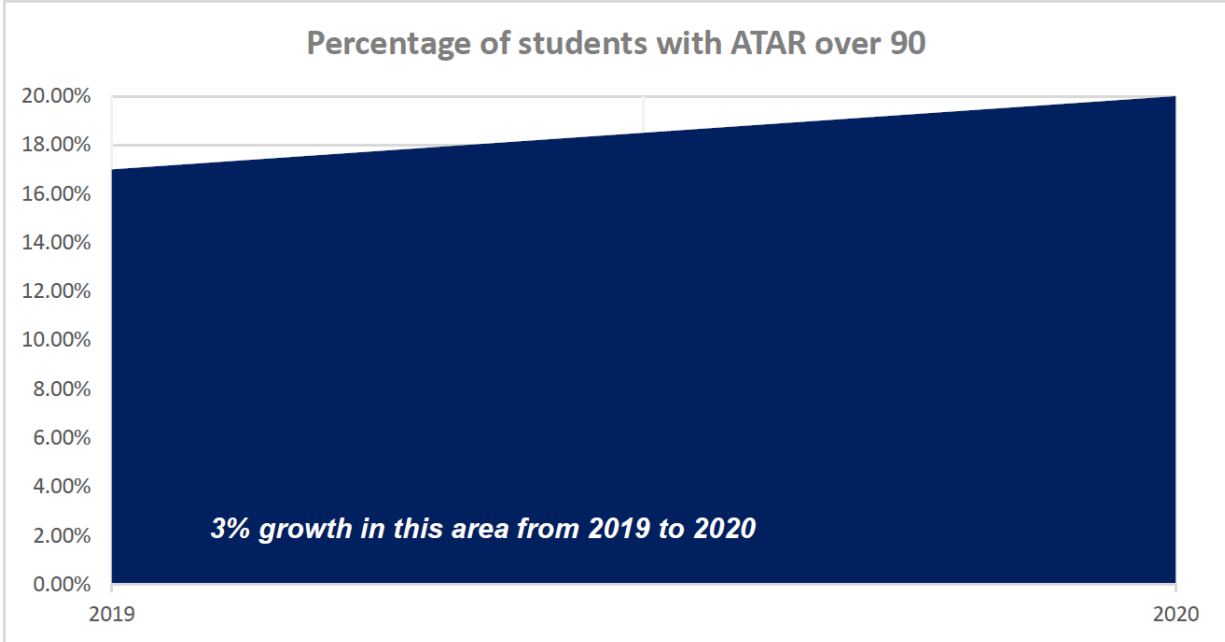
We strive to provide a broad well-rounded education for all students; we would reflect that College records indicate the majority of our students attained a University or Vocational Education and Training Course placement of their choice, with most receiving their first or second preference and 11% attaining employment or traineeships. Please find included several graphical representations of Catholic Ladies' College achievements in 2020.

Catholic Ladies' College 2021 Destinations



■ Tertiary 80% ■ Employment 12% ■ TAFE 6% ■ Apprenticeships 2%

Percentage of students 90+



2020 College Dux

Congratulations to our 2020 College Dux, Georgia Siderov who attained an ATAR score of 99.4.



2020 dual VCAL High Achievers

We acknowledge and congratulate Beth Nimmo and Taya Lupton as our dual VCAL High Achievers for 2020.



STUDENT LEARNING OUTCOMES

In the absence of 2020 NAPLAN data, CLC took measures to ensure that student growth was tracked and monitored. All Year 9 students undertook ACER's PAT testing in Numeracy and Literacy, as did Grade 6 students prior to their entry into the College in 2021. Exams proceeded for students in Years 10, 11 and 12 in second semester to ensure that students were provided with feedback about their strengths and areas for improvement. The College was particularly successful in proceeding with most assessments as planned, due to the strengthening of the existing Google Suite ICT learning platform that was already in place. This allowed for internal assessments and provided teachers, students and parents with ongoing formative assessment, which was used to personalise the 'next steps' in learning. Attendance data was monitored and addressed where necessary and wellbeing data used to respond to and adjust to meet the needs of students throughout remote learning.

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

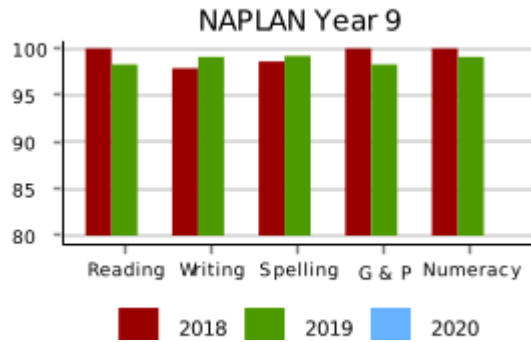
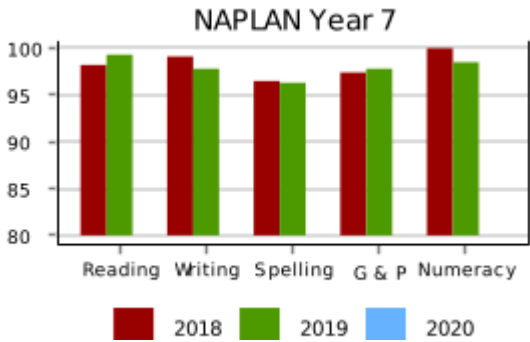
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.4	97.8	0.4		
YR 07 Numeracy	100.0	98.5	-1.5		
YR 07 Reading	98.2	99.3	1.1		
YR 07 Spelling	96.5	96.3	-0.2		
YR 07 Writing	99.1	97.8	-1.3		
YR 09 Grammar & Punctuation	100.0	98.3	-1.7		
YR 09 Numeracy	100.0	99.1	-0.9		
YR 09 Reading	100.0	98.3	-1.7		
YR 09 Spelling	98.6	99.2	0.6		
YR 09 Writing	97.9	99.1	1.2		

* 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

Broad Goal: In partnership with parents to commit to providing a safe, inclusive and supportive environment in which each student is empowered to shape her future with confidence.

Intended outcomes:

- Teachers have a shared commitment to the promotion of student learning and wellbeing, understanding that this is best achieved in partnership with families.
- That each student has demonstrated growth in her social and emotional capabilities.

The Student Wellbeing programs at Catholic Ladies' College have continued to build upon the existing policies, procedures and practices as well as responding to new requirements and compliance demands. The international pandemic, COVID-19, was the greatest challenge faced by all school communities in 2020 and required schools to respond and support their communities in ways never previously contemplated.

COVID-19 saw students and staff mostly working and learning from home from March until October 2020. Whilst this was a new and challenging experience for all members of the College community, it was also one which provided many opportunities for new learnings and exploring and experimenting with ways of staying connected, looking after wellbeing and the mental and physical health of the entire community.

As in previous years, Child Safety is of paramount importance and all programs, procedures and curriculum at the College focus on embedding Child Safe practices. In-servicing staff on professional conduct and reportable incident requirements, mandatory reporting compliance, Respectful Relationships, the Safe Schools initiatives and the Excel program of the CEM are an important focus of the College's Professional Learning Program.

Remote learning, as a result of COVID-19, saw Child Safe practices whilst teaching and engaging with students online, being explicitly conveyed to staff, students and parents. The College's online Student Home Learning Hub, Teacher Home Learning Hub and Support Staff Home Learning Hub all had Child Safe sections with expectations and requirements clearly articulated and information and resources for support provided.

Achievements

The Catholic Ladies' College Student Wellbeing Team (Deputy Principal of Student Wellbeing, six Year Level Team Leaders, Learning Enhancement Leader, Transition Coordinator and College Counsellors), supported by the College Executive Team, quickly recognised that connection between student learning and wellbeing was paramount during remote learning.

Learning and teaching remotely was foreign to all. The College realised that it needed feedback from staff, parents and, most importantly, students on how they were managing, what their concerns were and what they needed to support their learning and wellbeing. As a result, staff, parents and students were able to participate in a fortnightly survey where they responded to key questions. The voices heard from these surveys informed all decisions that were made during remote learning.

Changes implemented during the first remote learning phase included:

- Timetable changes to allow longer breaks between lessons and a longer lunchtime. Students were encouraged to use this time to go outside, stand up and stretch and give their eyes a break from the screen.
- Teachers to provide direct instruction for the first 10-15 minutes of each lesson and then allow students to work independently. Teachers were required to remain in the Google Meet to allow students to return to the lesson to ask questions and seek clarification as they would if learning in the classroom.
- Lunchtime online activities were held including hip hop, yoga, aerobics, Pilates, Zumba, and contemporary dance. These were also recorded and available on demand to students and their families.
- Many clubs and teams continued to meet online.
- Homeroom and the College's dedicated wellbeing lesson continued. Students participated throughout home learning in various Resilience Project lessons which focus on gratitude, empathy, mindfulness and emotional literacy. The flexibility of the program allowed individual year levels and even classes to tailor the program to the needs of the students. The students and staff benefited significantly during remote learning from the flexible nature of the Project's format in terms of engagement, targeted focus and enjoyment.

In addition to The Resilience Project, the Year Level Team Leaders consistently assessed the Wellbeing program to ensure that it remained relevant and addressed both ongoing and emerging student wellbeing needs. At the middle and junior levels the focus was on raising awareness about the appropriate interaction with social media, building resilience and building positive relationships. At the senior levels the focus was on effective management of study, time and techniques.

- Year Level Team Leaders organised many engaging activities such as quizzes, photo competitions, art competitions, crazy hair day, bring your pet to remote learning day, pyjama day, cupcake competition and animal therapy sessions which students were able to opt into.
- Year Level Team Leaders were in daily contact with many students, particularly those who were experiencing challenges with remote learning.
- The counsellors ran four morning sessions each week providing tips, meditation/mindfulness and morning coffee chat sessions.
- Year Level assemblies continued online.
- Homeroom Teachers asked students to indicate how they were going several times a week by selecting an Emoji face on a five-point scale.
- Support staff telephoned every College family to check in with how they and their daughter/s were.

The College's parents were also supported during remote learning with increased contact from their daughter's teachers and wellbeing staff; the opportunity to attend a wellbeing information evening with the College counsellors; the offer to participate in the College's online and on demand fitness and wellbeing sessions; a wellbeing/welfare phone call from the College; virtual parent/teacher interviews and the fortnightly parent survey.

Staff were supported during the remote learning phase with professional learning sessions, explicitly targeted at online teaching tools and resources; the opportunity to provide feedback via the fortnightly staff survey; a care package delivered to their home and personal and regular check ins with the College principal.

The second phase of remote learning caused the College to re-image several aspects of the remote learning program in response to parent, staff and student feedback. The main change was the introduction of a program called 'Breathe'. The 'Breathe' program placed even greater emphasis on wellbeing and was designed to give students time to breathe, ways to breathe and support to breathe. The timetable was altered so that the teaching day finished earlier and students had the opportunity to personalise their afternoons in ways that best met their needs. Teachers were available for consultations to provide students with personalised attention; on demand exercise and physical and creative activities continued to be offered; resources were provided on a range of mental health and learning/study topics and the College counsellors were available for appointments. Many students used their afternoons to complete classwork, assignments and study which left their evenings free. Many students and parents appreciated the flexibility and support the 'Breathe' program provided.

Debra Brock

Deputy Principal Student Wellbeing

VALUE ADDED

At Catholic Ladies' College students are actively encouraged to become involved in the diverse and active range of co-curricular offerings in the Arts, Sports, Drama, Music, Debating, Social Justice, Environmental and Community based interaction. The College has an inclusive program where every student is welcome to embrace the learning and enjoyment that results from extending their skills, interests and involvement. Remote learning resulted in many co-curricular offerings being initially cancelled or postponed. When remote learning continued, many co-curricular offerings were adapted to online participation. The College was proud that the majority of our clubs and teams continued to meet online. These included:

- Student Leadership Team
- Social Justice and Environment Team
- Fire Carriers Team
- Pagelings Book Club
- Writers Club
- Dance Club
- Elite Dance groups
- Art Club
- Drama Club

Unfortunately, COVID-19 saw the cancellation of most sporting competitions in 2020. In light of this, the College offered a range of activities to assist students with remaining active, engaged with their peers and to look after their mental health. Through our Home Learning Hub, students were able to participate in hip hop, yoga, aerobics, Pilates, Zumba, contemporary dance and Interhouse sporting competitions.

A weekly co-curricular program was published and students and their families could participate live or on demand when it suited them.

STUDENT SATISFACTION

Catholic Ladies' College provides students with the experience of being part of a caring community and an environment that is welcoming to all. The College supports the nurturing of respectful relationships between students and teachers. Student and parent feedback via consultation and surveys confirms that students feel respected, known and valued. Students also enjoy a positive attitude to their learning and enjoy positive relationships with their teachers. As a key part in building a caring and harmonious community, the College is committed to a restorative practices approach in fostering relationships.

Student voice is an important component in decision-making at the College. During COVID-19 at home learning, student feedback was sought each fortnight on how they were managing, what their concerns were and what they needed to support their learning and wellbeing. This feedback informed many decisions and changes made during remote learning including the move to wearing casual clothes instead of uniform, changes to the timetable in the second phase of remote learning and altering daily homeroom to weekly.

Parents are advised of a student's unexplained absence on the same day via the College's automated SMS student non-attendance notification. This process continued during remote learning.

In addition, articles about the importance of student attendance and effective learning were included in the College newsletter to parents and addressed in parental information evenings. Articles related to issues and advice about raising adolescents and adolescent wellbeing were regularly published in the College newsletter.

As a result of College procedures, teacher follow up and parent support, attendance across all levels improved in 2020.

STUDENT ATTENDANCE

The Student Wellbeing Team supported by the College Attendance Officer further refined the attendance monitoring and absence follow-up procedures. During remote learning attendance was recorded each lesson and staff contacted parents if their daughter was absent from her remote class. Parents reported being most appreciative of teacher follow up.

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YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.5%
Y08	94.5%
Y09	93.1%
Y10	95.0%
Overall average attendance	94.5%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	99.0%
VCAL Completion Rate	99.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	75.0%
TAFE / VET	3.0%
Apprenticeship / Traineeship	6.0%
Deferred	12.0%
Employment	4.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

Catholic Ladies' College has a moral, legal and mission driven responsibility to create a nurturing school environment in which children are respected, their voices are heard, they are safe and feel safe. Catholic Ladies' College supports Ministerial Order 870 and has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

Achievements

The Child Protection Program at Catholic Ladies' College covers work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community.

Oversight Report of the Child Safety Program strategies

Child Safe Standard	Sustaining a culture of Child Safety 2020
<p>CSS1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements</p>	<p>CSS is an item on Board agendas.</p> <p>Child Safety Officers are appointed.</p> <p>CSS is an item on the agendas at meetings of the following teams/groups: the Executive Team, the Student Wellbeing Team and YLTL and Homeroom Teachers meetings and staff meetings.</p>
<p>CSS2: A child safe policy or statement of commitment</p>	<p>Child Safe Policy is available on the College website and parent access module. iPad visitor sign in agreement for all volunteers and visitors to the College.</p>
<p>CSS3: A code of conduct that establishes clear expectations of appropriate behaviour with children</p>	<p>Child Safe Code of Conduct available and displayed in staff rooms, staff studies and other areas of the College.</p> <p>All staff educated and endorse the Child Safe Code of Conduct.</p> <p>Child Safe Code of Conduct and Child Safe Policy available for recruitment processes.</p>
<p>CSS4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel</p>	<p>Human Resources Manager ensures that CLC adheres to the guidelines on employment of staff (CECV) and promotes strong child safe practices to reduce the risk of child abuse by new and existing personnel.</p> <p>All role descriptions are updated to include a commitment to child safety and interview protocols and reference checks now include appropriate CSS questions.</p> <p>Induction process has been implemented online to include all CSS learning.</p> <p>Teachers are required to maintain their VIT registration.</p> <p>Non-teaching staff and contractors are required to maintain their Working with Children Check. Volunteer processes have been developed to meet CSS compliance requirements. All volunteers require WWCC.</p> <p>Contractor database being implemented to monitor CSS compliance checks.</p> <p>Child Safety training provided to staff twice a year.</p>
<p>CSS5: Processes for responding and reporting suspected child abuse</p>	<p>Ongoing obligations for compliance requirements for Child Protection Mandatory Reporting and training.</p> <p>Deputy Principal Student Wellbeing conducts annual safety briefing with staff. PROTECT resource for responding to incidents, disclosures and suspicion of child abuse made available to all staff.</p> <p>Compliance with Reportable Conduct Scheme from 1 July 2017.</p> <p>Board and staff briefed on the Reportable Conduct legislation.</p>

<p>CSS6: Strategies to identify and reduce or remove risks of child abuse</p>	<p>Established a Risk Management Process for camps, excursions, etc, which includes child safety risks.</p> <p>Ongoing review, development and implementation of risk management strategies and risk assessment processes regarding child safety in the school environment and incorporating these into current risk management practices.</p> <p>Child Safety Risks discussed at Board meetings.</p> <p>Risk reviews and tasks updated in assurance site annually or as required.</p>
<p>CSS7: Strategies to promote the participation and empowerment of children</p>	<p>Student empowerment and student voice explored by Student Wellbeing Team with view to promoting Child Safe Standards and language in an age appropriate way.</p> <p>Resilience Project implemented in 2019.</p> <p>Age appropriate child safety posters are displayed at the College.</p> <p>Health curriculum addresses CSS.</p> <p>Student Acceptable Use of Digital Technologies Policy was reworked in 2019 to have a stronger focus on social media</p>

Leadership & Management

Goals & Intended Outcomes

Broad goal: To encourage a culture of shared responsibility and accountability for achieving the explicit improvement priorities.

Intended outcomes:

- That all staff are able to articulate the school's improvement priorities and their role in achieving it.
- That staff know their impact on student learning (Visible Learning) and utilise feedback to develop strategies for continuous professional improvement.
- That the College is an inviting, stimulating, inclusive environment that the community want to learn in and contribute.

Achievements

Professional learning workshops both virtual and on-campus utilised collaborative strategies with sub-groups working together in Key Learning Area teams. Teaching staff professional learning workshops and on-line platforms were set up to provide opportunities for teachers to share practices and newly discovered digital applications and enhance their IT skills.

Our continued focus on building the individual and collective efficacy of our leaders, led to a range of professional learning opportunities in both learning and wellbeing. Team building continued to be a focus throughout the year, along with the use of data to im

Mission and faith formation opportunities were provided to all staff, with leaders participating in the Mary Aikenhead Education Australia Leadership formation workshops held virtually during the year. These provided valuable opportunities for the staff involved to develop connections with leaders in the other Mary Aikenhead Colleges and to build a deeper understanding of the mission, vision and values of Mary Aikenhead Ministries. Staff seeking accreditation to teach in a Catholic school attended professional learning offered externally and at the College which focused on theology, faith and spirituality. Our staff spirituality day led by our Faith and Mission Leader was an interactive virtual workshop focusing on what it means to be part of Mary Aikenhead Ministries and an educator in a Mary Aikenhead Ministry school. Members of the College Board also participated in a Formation session on the key foundational documents for all Mary Aikenhead Colleges.

Teachers attended subject based professional learning provided by external organisations across a range of subject disciplines. VCE teachers participated in a data analysis workshop to unpack results. Music staff undertook further study to gain their Certificate in Workplace Training and Assessment. Our Year Level Team Leaders and members of our Support staff participated in a Mental Health First Aid course.

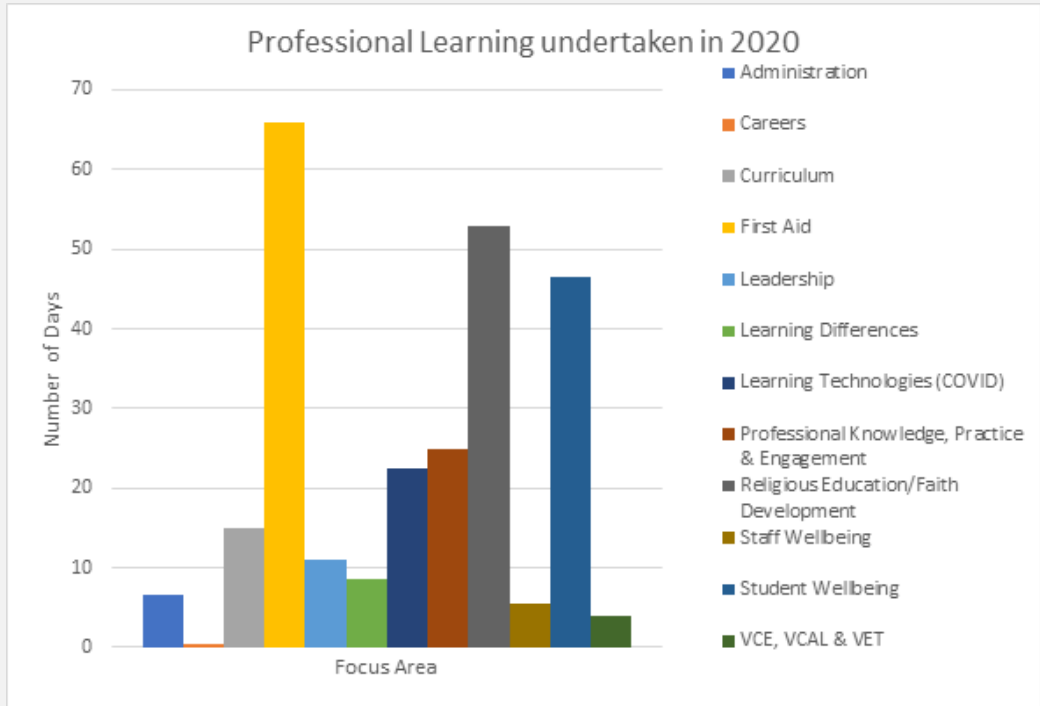
In the areas of compliance and risk management, workshops were conducted for all staff in relation to Child Safety with particular emphasis of on-line safety protocols, OHS, Reportable conduct, mandatory reporting, anaphylaxis, asthma management and emergency management processes.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Staff Professional Learning continues to foster and promote the Mission of the College.

An important focus of Staff Professional Learning is to provide a breadth of opportunities for staff, which in turn enhance student learning outcomes. The spread of these programs can be seen in the below graph. Professional Learning in 2020 focused on learning digital technologies and professional knowledge, practice and engagement of students during the online learning program. First aid training was undertaken by all staff at the end of 2020.



Number of teachers who participated in PL in 2020

80

Average expenditure per teacher for PL

\$349

TEACHER SATISFACTION

Staff at Catholic Ladies' College give generously and positively of their time and expertise for the success of the learning experiences of all students. Their discretionary efforts enable the College to offer a comprehensive and exemplary curriculum combined with a breadth of co-curricular choices for students Years 7 to 12. Staff work collaboratively across all areas of the College, their input is valued and acted upon; they provide a strong commitment and effective leadership within the context of the College community.

Catholic Ladies' College staff present a high level of commitment to their work. This is evidenced through:

- Commitment to robust learning during remote and flexible home learning program;

- Contributions to feedback and review cycles to adjust and align curriculum to the individual needs of students;
- Increased commitment to embedding ICT to facilitate and enhance home learning;
- Driving innovations and collaborations across learning areas to facilitate Project Based Learning programs;
- Working collaboratively with student data and evidence to identify and target specific areas for improvement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.2%
Graduate	43.2%
Graduate Certificate	5.4%
Bachelor Degree	97.3%
Advanced Diploma	20.3%
No Qualifications Listed	1.4%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	84.0
Teaching Staff (FTE)	71.4
Non-Teaching Staff (Headcount)	37.0
Non-Teaching Staff (FTE)	32.7
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

Broad Goal: To develop strategic partnerships that are regularly evaluated for their impact on learning and wellbeing outcomes.

Intended Outcome: That all programs and partnerships include clearly articulated learning outcomes for students that are shared with parents.

Achievements

The College Board of Directors together with the College Leadership Team and staff continue to provide expertise and commitment to their work with the Catholic Ladies' College community.

The College has continued to develop a contemporary understanding and application of the charism of Mary Aikenhead, the spirituality of the Sisters of Charity, the mission and vision of Mary Aikenhead Ministries and their values of love, justice, hope and compassion. Our core business is the education of young women within a Catholic context, our programs, community events and successes both virtual and on campus enabled the continuation of this mission within the College.

Catholic Ladies' College Parents' Association has continued to support many aspects of College life, albeit in the virtual world. Parents not being able to come on campus did have an impact on the organisation of traditional activities and events.

The Old Collegians' Association has also continued to support the College. We continue to develop connections with our alumnae through social events and in involvement as guest presenters at College events. Last year, the College held virtual networking opportunities for our students, some of which were facilitated by past students.

VALUE ADDED

- Renewed Alumnae events; professional workshops and networking activities.
- Strengthening partnerships with LaTrobe University and Banyule Nillubmbik Tech School.
- Establishment of CLC House on the grounds of Br Beausang school, Embulbul, Kenya.
- Development of publications.
- Introduction of the 'Launch into 2020' parent evening.
- During remote learning periods, remaining connected and informed virtual experiences.

PARENT SATISFACTION

Parent and Student Satisfaction

Through the College Parents' Association, Parent Information evenings, individual parent contact and parent surveys, we listen to and discern parent feedback. The high and regular parent presence at College functions including Information evenings, Parent/Teacher Interviews, together with the support of many parents to the activities of the College Parents' Association endorses parental satisfaction.

Students are given many and varied opportunities in the events and programs of the College. Students, parents and staff were invited to provide regular feedback during the year and this feedback informed changes in practices and processes during the home learning periods. We continue to seek opportunities to welcome back former students, usually young women in the early phases of their careers and completing tertiary studies. Invariably the competence, dedication and expertise of staff is acknowledged and appreciated. Parents and students were most appreciative in 2020 of the efforts of staff who went above and beyond to support students' wellbeing and learning during these unprecedented times.

Future Directions

The 2020 year is guided by the 2019-2022 Strategic Plan.

Our Strategic intent

We are committed to a learning approach that is ambitious and personalised, valuing growth as a measure of success. We engage our young women in learning partnerships that focus on building the confidence and capacity of the individual learner. We empower our learners to ensure that they develop the skills to live fulfilling and valuable lives and to be leaders in a world of change.

Goals

- To be a faith community that is alive with the mission of Jesus.
- To develop a shared approach to student learning that is ambitious and personalised, valuing growth as a measure of success.
- In partnership with parents to commit to providing a safe, inclusive and supportive environment in which each student is empowered to shape her future with confidence.
- To develop strategic partnerships that are regularly evaluated for their impact on learning and wellbeing outcomes.
- To encourage a culture of shared responsibility and accountability for achieving the explicit improvement priorities.

Conclusion

This report is a snapshot of a community who worked strongly in partnership to effectively lead and manage the unprecedented challenges brought about as a result of the COVID-19 pandemic. The Mission of Catholic Ladies' College and how it is accomplished within the core business of the education of young women is at the heart of our daily work.