



Catholic Ladies' College Ltd Eltham

2021 Annual Report to the School Community



Registered School Number: 576

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/03/2022

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

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

2021 proved yet again to be an extraordinary year. Despite the ongoing challenges and uncertainty associated with the COVID global pandemic, the College community remained resilient, optimistic and adaptable. The words of Stanislaus Kennedy, Irish Sister of Charity, "An easy ride can't teach you how to handle a dangerous bumpy road" were apt for our 2021 experience. Undoubtedly, members of the community learned lots about their themselves, each other and developed new skills along the way.

2021 was a special year for Catholic Ladies' College, as we celebrated 50 years in Eltham. The College was originally located in East Melbourne, having been established by the Sisters of Charity in 1902. The decision by the Sisters to relocate to Eltham was based on changing demographics in outer suburban areas and the growing educational needs for girls. The Sisters were committed to ensuring CLC would have the necessary facilities and space for a well-rounded and comprehensive education for girls in the coming years. Next year, CLC celebrates 120 years and we have plans in place for several celebrations throughout the year for current students, parents and past students.

Our College theme was hope, which is one of the four values of Mary Aikenhead Ministries. Our understanding of hope is that is about envisioning a positive future and playing our part in it. Hope is not just wishful thinking, but action. In 2021 our students were people of hope for each other, looking out for those in need and providing support. We were immensely proud of the efforts of the Social Justice and Environment Team, Reconciliation Team, our Feminist Collective in raising awareness and funds to support those in need. For the consecutive year, students participated in the Write a Book in a Day, an annual team writing student competition administered by independent national charity, The Kids' Cancer Project. We have continued to support the Brother Beausang School in Embulbul, Kenya and it was with great joy in hearing that five young girls, who come from difficult backgrounds, were finally welcomed at CLC House, after delays in construction due to COVID. The Social Justice and Environment Team in looking at ways of working together for positive change, formed a partnership with the Whitefriars College Environment and Sustainability Group. These groups have shared ideas and organised activities to support environmentally friendly and sustainable practices. On an everyday basis, the kindness shown by students toward each other was never underestimated especially during these unprecedented times.

The virtual world, with its digital platforms continued to be the norm for us in 2021, as did our flexible and adaptable approach to the unpredictability of circumstances beyond our control and ever-changing COVIDSafe guidelines. While we were able to redesign and offer many College events and activities virtually, unfortunately our 2021 College production, Matilda was not able to be performed. Changes in restrictions enabled the Year 12 students and families to celebrate their graduation as planned and the student fair held on the College grounds during the final week of the year was a wonderful celebration of community

During the year, whether learning was on or off campus, we focused on optimising the learning and wellbeing experiences of our students and ensuring that staff students and families felt a sense of connectedness, especially during state-wide lockdown periods. It was with immense joy and delight to welcome staff and students back on campus after lockdowns, but this did not come without challenge, as it took time for members of the community to get "school fit" as they returned to their familiar routines. In supporting parents, students and staff, the College offered a variety of workshops and access to specialist expertise.

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, in relation to the Design and Technology precinct and we now have a design which will enable greater use of this area by teachers and students across curriculum areas and year levels. We look forward to commencing the project in 2022. 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.

While COVID-19 related matters continued to be at the forefront of arrangements in 2021, we did not lose sight of our strategic intentions and actions. The experiences of 2021 have served to remind us again of the importance of gratitude and kindness and the power of collective efficacy.

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

With the arrival of what was hoped that the turbulence of 2020 was behind us and we were entering a 2021 where 'normal' practice would resume. While this was not to be nevertheless there were still some significant events that linked into our Sisters of Charity heritage and values. At the core of every MAM ministry is that commitment to the four key values of hope, justice, love and compassion, and given expression in *By This Everyone Will Know* which gives context to the spiritual and daily activities of the school. It is from the heritage of the Sisters and our Catholic faith tradition that the mission of the school is located.

As with the year before there was identified the impact of isolation on the students (and staff) sense of being in a community and especially being in a faith community. In responding to this need there were some small successes amongst some of the disappointments that the return to remote learning led to.

The College opening Mass was able to go ahead, while with restrictions, where the 2021 College key focus value was hope with Albert Einstein's words 'Learn from yesterday, live for today and hope for tomorrow' as the guiding wisdom.

The need to see and appreciate the importance of community was furthered by events like the year 10 virtual meeting with refugees being held in the Park Hotel in Melbourne. Even though the students were aware of this situation, it was made more real by being able to speak directly with the victims of this system.

Another highlight was the Year 11 reflection day held in May, just before another lockdown. Mary Brown from Relationships Matter (Catholic Youth Ministry) led the students and staff on a journey about the importance of relationships, how to foster positive relationships and the link between relationships and our faith tradition. The students then shared a student led art activity and liturgy celebrating all the different relationships they were part of.

The focus of the Social Justice and Environment Group this year was to explore the Pope's call to action around the *Laudato Si* action platform. The students identified that reducing clothing waste as a key action that CLC could engage in. Unwanted clothes were collected and distributed to areas of need. Fundraising for CLC House for young women located in the Brother Beausang School in Kenya was able to continue when school resumed.

A highlight of the 2021 was the establishment of a student led spirituality group led by the 2021 Student Mission Captain. Activities included, looking at issues around faith and young people, looking at scripture excerpts and the links to day, discussion of world events, prayer experiences and prayer writing for the daily bulletin along with working with the Social Justice group in the clothing drive. While numbers were small it is at start.

The Fire Carriers group led a meaningful National Reconciliation Week celebration and awareness raising highlighted a presentation, readings and placard unveiling ceremony. (The

placards are still present and can be viewed just outside the canteen) . This activity and the Fire Carriers meetings, notices and information pieces 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, again, suspended due to COVID restrictions but plans are in hand for a 2022 September trip.

The Staff Spirituality Day in September provided the opportunity for all staff to explore, understand and experience an Ignatian based meditative reflection. The session was led by Sydney based Frances Tilly from Jesuit Services. It was a much needed day of contemplation along providing a deeper understanding of some aspects Ignatian spirituality and its links to The Sisters of Charity. This staff formation program has received accreditation from the Catholic Education Office.

The staff were also able to participate in a presentation that explore the origins, symbolism and structure of the Mass and the altar area. It was a fascinating journey that helped all participants understand and appreciate our Catholic heritage.

An event to be truly thankful for was the celebration of the 2021 Year 12 students and their parents at the Hyatt at Essendon Fields. The Liturgy, led by Father Terry Kean, was a meaningful and touching way for all the Year 12s of 2021. The Valedictory Dinner and dancing afterwards finished off the evening in a most enjoyable way.

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.

Again this year it was heart-warming to see gift and donation the response by students and staff to the CLC annual Christmas collection for the local St Vincent De Paul Society. The collection was one of the largest, even exceeding the 2020 response. With stories of so much hardship and need in the community our students and families showed their care and support in the support of this collection.

Frank Salmic

Faith and Mission Leader

VALUE ADDED

- Opening of the School Year Staff Mass;
- Opening of the Year School Mass;
- Year 12 Graduation Liturgy;
- Staff Spirituality Day;
- Ash Wednesday acknowledgement/liturgy
- Accreditation to Teach in a Catholic School Program (2 staff);
- The St Vincent's Christmas Appeal;
- The Anzac Day ceremony.
- Thank you letters to aged care workers and health services workers

- Initiation of a student spirituality group.
- CLC student leaders 2022 formation program.
- Ongoing commitment to Project Kenya; CLC House.

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

During another year of disruptions to face-to-face learning for our students, Catholic Ladies' College was able to draw on its strengths as a learning community from the previous year and continue to provide an Ambitious Learning Program as we negotiated the shift to a remote learning model again.

Student wellbeing was a strong focus in this second year of continual lockdown. Many students felt the impacts of being away from friends and peers for long periods and motivation was challenging for some students. Our 'Breathe' program provide some relief for both students and staff in providing positive, fun activities and ways of staying connected during these periods.

STUDENT LEARNING OUTCOMES

Staff displayed a commitment to our students and community, and once again were able to deliver a high-quality curriculum and pedagogical resources to adapt to the remote learning environment. Google Classroom and Google Meet allowed students and teachers to engage in real time teaching and learning. The virtual classroom provided the students with structure and easy access to resources and materials for continuous learning. Our embedded visible learning strategies gave students clear learning intentions and success criteria which helped students know what they were learning and where they were heading each lesson. Teachers were able to provide explicit instruction, peer to peer interaction and opportunities for formative feedback. Our learning support staff played a pivotal role in supporting teachers, students and parents during online learning.

Staff continued to develop strong digital pedagogies to create meaningful and engaging learning tasks that allowed for critical and creative thinking and promoted independent learning. Although remote learning had challenges, teachers were able to slow down teaching, scaffold tasks, refine the curriculum into essential questions and develop more meaningful assessments. Learning still was occurring and many students were able to benefit from developing new skills, became more willing to ask for help and worked in collaboration with peers and teachers. Teachers were able to utilise many new remote learning opportunities from our partnership organisations.

Students benefited from learning programs, such as Project Based Learning, and Year 9 Possibilities Program, where there is a focus on STEAM skills, critical thinking, creativity and the design process.

In the absence of 2020 NAPLAN data, PAT and AGAT testing continued, to allow for the use of data in student profiles to support students with specific learning needs or providing enrichment opportunities. The VCE coordinator and Deputy of Learning and Teaching provided professional learning and support to VCE teachers with the 2019 VCAA results to help analyse and draw conclusions. Key Learning Leaders set goals with VCE teachers to improve teaching and learning outcomes for VCE students.

We introduced a new whole college Teacher Professional Learning and Collaboration program for 2020, Educator Impact. It is an innovative, evidence-based 360-degree feedback program that provides teachers with professional development plans and resources to help improve teaching practice and positively influence student outcomes. This program gathers real-time, competency-based feedback from students, teachers and observational peers about teacher effectiveness in the classroom. It is a rich tool that acts as a springboard for conversations, self-reflection, peer coaching and instructional mentoring for teachers.

Teachers were able to set personal goals, choose a customised professional learning plan, implement strategies and measure growth through a scaffolded program.

A return to the classroom and campus life was slow and cautious, and for many an anxious time. Students were well supported with many initiatives to reconnect with peers and rekindle friendships, and to once again experience hands on learning in a variety of settings.

Taryn Bates

Director of Learning and Teaching

Catherine Jackson

Director of Curriculum and Assessment

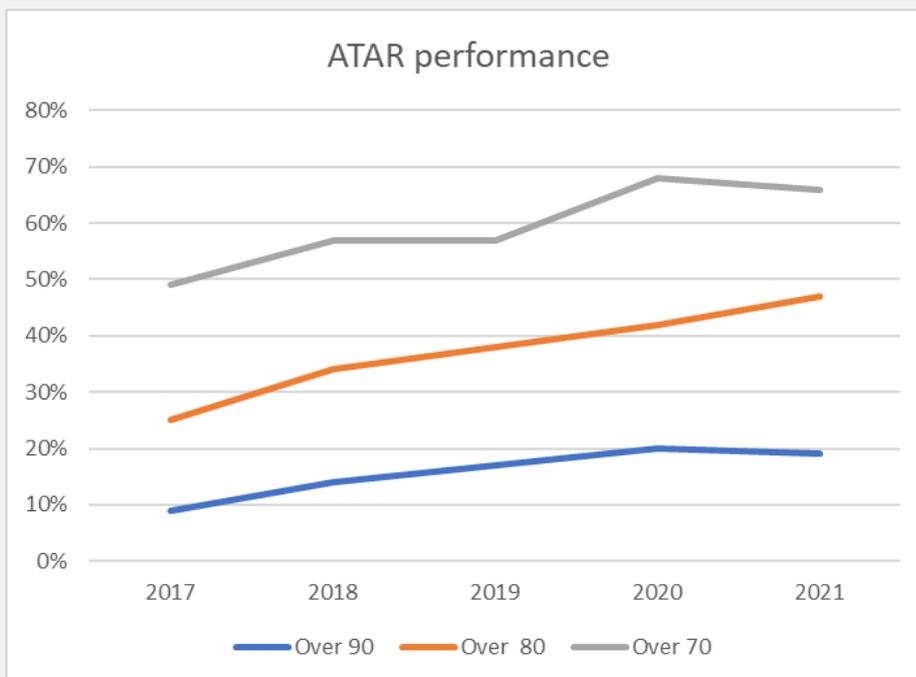
VCE, VCAL and VET student's results of 2021

It was pleasing to see the Dux of the College achieve a 99.5 which is the highest ATAR in the previous 5 years. The College has steadily improved the proportion of students achieving ATARs of 70+, 80+ and 90+. This is significant in allowing students greater access to tertiary options of their choice. With close to half of students getting an ATAR of 80 or above, this cohort had a broad choice of further study.

Year	Over 90 (top 10% of state)	Over 80 (top 20% of state)	Over 70 (top 30% of state)
2017	9%	25%	49%
2018	14%	34%	57%
2019	17%	38%	57%
2020	20%	42%	68%
2021	19%	47%	66%

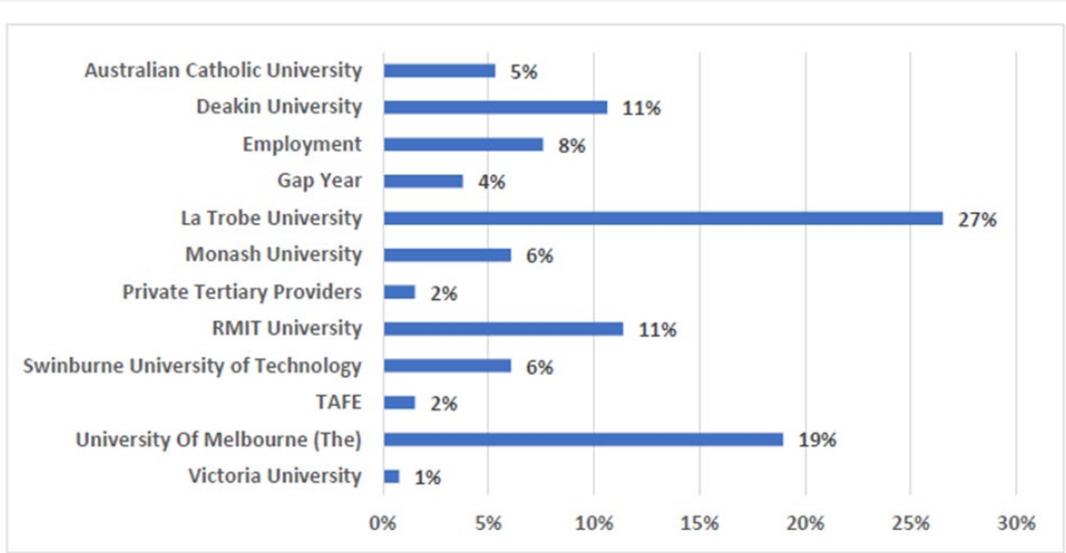
The VCE Class of 2021 achieved the following results: 19% of the cohort attaining an ATAR of over 90, 47% receiving an ATAR of over 80, 66% receiving an ATAR of over 70. In 2021, the Median study score was 31 with the College Dux receiving an ATAR of 99.5. These figures represent an increase success across the VCE studies. 100% of our Senior VCAL students achieved success.

ATAR performance over 5 years



Catholic Ladies' College 2021 Destinations

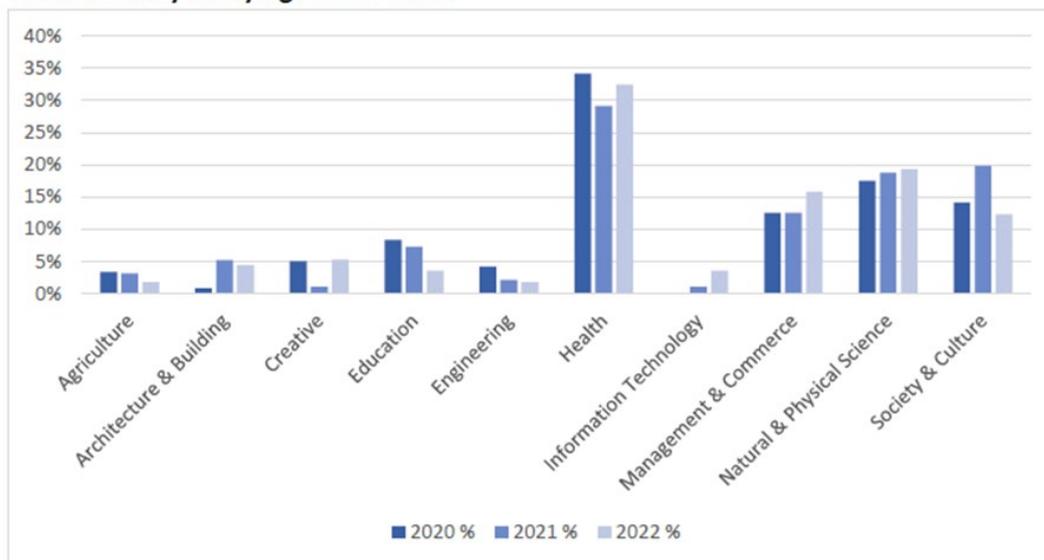
We strive to provide a broad well-rounded education for all students; we would reflect that College records indicate 98% of students received a Tertiary offer, with the University of Melbourne being the destination for 19% of the cohort, up from 11% in 2020. LaTrobe University is the favoured destination, with more than a quarter of our graduates accepting offers there.



Destination Data - Tertiary Offers 2022

Interestingly, students choose to undertake courses in Health and Science, with 53% studying these courses. Courses such as Engineering, Education and Cultural studies were not well patronised. There has been a slight increase in Management and Commerce, and IT courses.

What are they studying? 2020 - 2022



2021 College Dux Congratulations to our 2021 College Dux, Evangeline Hurrel who attained an ATAR score of 99.5.



2021 VCAL High Achiever We acknowledge and congratulate Emily Shears as our VCAL High Achiever for 2021.



STUDENT LEARNING OUTCOMES

Student learning outcomes were measured, tracked and monitored using SIMON data for our internal assessment. Years 7-9 students undertook ACER's PAT testing in Numeracy and Literacy and 2021 saw a return to NAPLAN testing. The compilation of this data gives staff access to data dashboards to create classroom profiles and to also benchmark students across stanines and to allow for tracking and measurement growth in our students. Exams proceeded for students in Years 9, 10, and 11 to ensure that students were provided with feedback about their strengths and areas for improvement.

The College was able to continue with planned assessments using various platforms, such as Education Perfect and Stile, which had proven successful during the previous year when students were remote learning. Google Classroom and Google Meet continued to become invaluable platforms for learning and teaching, in what was another challenging year. Feedback from students, parents and staff was continually sought to monitor and adjust programs to respond to the needs of students as the year unfolded.

MEDIAN NAPLAN RESULTS FOR YEAR 9

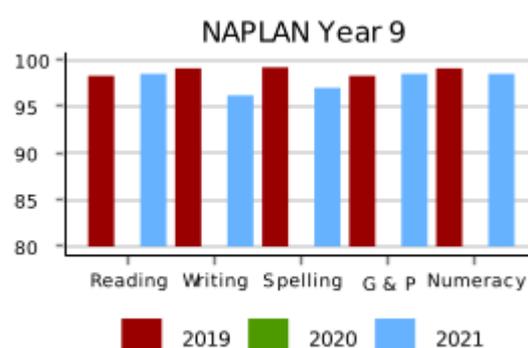
Year 9 Grammar & Punctuation	603.2
Year 9 Numeracy	586.1
Year 9 Reading	597.9
Year 9 Spelling	606.6
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	97.8	-	-	97.8	-
YR 07 Numeracy	98.5	-	-	98.6	-
YR 07 Reading	99.3	-	-	99.3	-
YR 07 Spelling	96.3	-	-	99.3	-
YR 07 Writing	97.8	-	-	99.3	-
YR 09 Grammar & Punctuation	98.3	-	-	98.5	-
YR 09 Numeracy	99.1	-	-	98.5	-
YR 09 Reading	98.3	-	-	98.5	-
YR 09 Spelling	99.2	-	-	97.0	-
YR 09 Writing	99.1	-	-	96.2	-

* 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, unfortunately continued to be the greatest challenge faced by all school communities in 2021. Whilst schools had learnt much in 2020 regarding remote learning and be flexible and adaptable, 2021, with its unplanned for extended lockdown continued to require a high level of ingenuity to maintain staff and student morale and protect, as far as possible, the mental health of all members of the College community.

Just like last year, 2021 commenced with much optimism and excitement. Staff and students were learning and working on campus, co-curricular programs and clubs started with great enthusiasm, interschool sport recommenced, and hundreds of students auditioned for the annual College Production.

With a couple of short, snap lockdowns, the CLC community showed how adept it was, moving seamlessly between on campus learning and wellbeing and online learning and wellbeing. Just like 2020, the extended lockdown resulted in changes to the College's timetable and the introduction of innovative programs and adjustments to regular College events to keep the community connected and supported whilst learning and working from home.

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 and the Excel program of the MACS are an important focus of the College's Professional Learning Program.

As a result of COVID-19, Child Safe practices whilst teaching and engaging with students online, were explicitly conveyed to staff, students and parents. All correspondence to the College community incorporated a section on Child Safety so that it remained at the forefront for all.

Achievements

The Catholic Ladies' College Student Wellbeing Team (Deputy Principal of Student Wellbeing, six Year Level Team Leaders, Learning Diversity Leader, Transition Coordinator and College Counsellors), supported by the College Executive Team, responded with agility, thoroughness and creativity as the community moved several times between on campus and remote learning and teaching.

Much was learnt about online learning and the importance of wellbeing in 2020. As a result, many of the innovative programs and procedures of the 2020 COVID experience were implemented in 2021 with a few minor alterations and some additions. These are outlined below:

- Timetable changes to allow longer breaks between lessons and a longer lunch time. 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
- Maintenance of student free days and mid-term breaks to allow students to dedicate time to looking after their wellbeing.

- The Breathe wellbeing program commenced in 2020 during remote learning, recommenced with:
 - Before school meditation sessions with the College counsellors
 - Teacher consultations four afternoons a week to provide students with personalised attention
 - Virtual after school classes including cooking with the principal, art lessons and coffee with the counsellors
 - On-demand activities including fitness sessions, hip hop, yoga, aerobics, Pilates, Zumba, and contemporary dance
 - Competitions which were suggested by students in surveys, for example, CLC Lego Masters, Tik Tok Dance challenge, photography competition, The Voice @ CLC, The Great CLC Bake Off and Write and Illustrate a Children's Picture Book.
- Many co-curricular clubs and teams continued to meet online

- Homeroom and the College's dedicated wellbeing lesson continued. Students participated in a variety of wellbeing lessons which were specifically designed in response to student need and requests.

- The maintenance of special days such as RUOK? Day and a remote Athletics Day.

- Support staff telephoned every College family to check in with how they and their daughter/s were.

- College Alumnae were telephoned by Support Staff. This provided a wonderful opportunity for connection, re-connection and, for some elderly alumnae, their only outside contact with the world beyond their home that day

Additionally, the Year Level Team Leaders, supported by their Homeroom Teacher Teams, consistently assessed the Wellbeing program to ensure that it remained relevant and addressed both on-going and emerging student wellbeing needs. At the middle and junior levels, a focus remained 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 and supporting mental health of VCE and VCAL students whose entire final two years of secondary school was conducted online. Care packages were delivered to each Year 12 student as a sign that the College was always thinking of them.

The College's parents were supported during remote learning with increased contact from their daughter's teachers and wellbeing staff; the offer to participate in the College's on demand fitness and wellbeing sessions; a wellbeing/welfare phone call from the College; virtual parent/teacher interviews and regular parent surveys.

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 regular staff surveys and the delivery of a care package from the College. Fun games and raffles with the awarding of prizes were held at each Monday morning online briefing to bring the staff together and share a laugh. The College principal met with each staff member several times throughout the extended lockdown to check on their wellbeing and as an opportunity for all to provide feedback.

The return of staff and the staggered return of students during Term 4 was welcomed by all. The College was innovative in ways it celebrated the end of a challenging year, however a carnival with rides, ice-cream and pizza trucks and a donut stand was definitely a highlight. It, and the Year 12 Graduation and Valedictory Dinner with parents, celebrated the resilience of the entire CLC community.

Debra Brock

Deputy Principal Student Wellbeing

VALUE ADDED

Co-curricular

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 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 2021. 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. Students were able to participate on demand in hip hop, yoga, aerobics, Pilates, Zumba, contemporary dance and interhouse sporting competitions.

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 regularly 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 changes to the timetable and alterations to the Breathe program.

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.

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 continued to be strong in 2021.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.0%
Y08	93.6%
Y09	93.0%
Y10	91.7%
Overall average attendance	93.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	99.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	80.0%
TAFE / VET	5.0%
Apprenticeship / Traineeship	4.0%
Deferred	0.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

Goals and 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.

Achievements

Oversight Report of the Child Safety Program strategies

Child Safe Standard	Sustaining a culture of Child Safety 2019
CSS1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements	<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>
CSS2: A child safe policy or statement of commitment	<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>
CSS3: A code of conduct that establishes clear expectations of appropriate behaviour with children	<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>A Child Safe Statement displayed in prominent locations throughout the College.</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>Engage Student Wellbeing Program implemented in 2022 with a focus on Child Safety and empowerment.</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 smaller teacher groups working together in Key Learning Area teams.

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 improve practice. Teachers used an on-line program to obtain feedback on teaching practice and develop professional goals.

Mission and faith formation opportunities were provided to all staff, with leaders and teachers participating in the Mary Aikenhead Education Australia mission formation virtual 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. While on campus sessions focused on The History and place of Catholic school and the History, symbolism and traditions of the mass. Our staff spirituality day "Laughter, Tears and Quiet" - Tasting the heart of Ignatian Spirituality was presented by an external facilitator. Members of the College Board also participated in formation sessions on the charism of Mary Aikenhead Colleges.

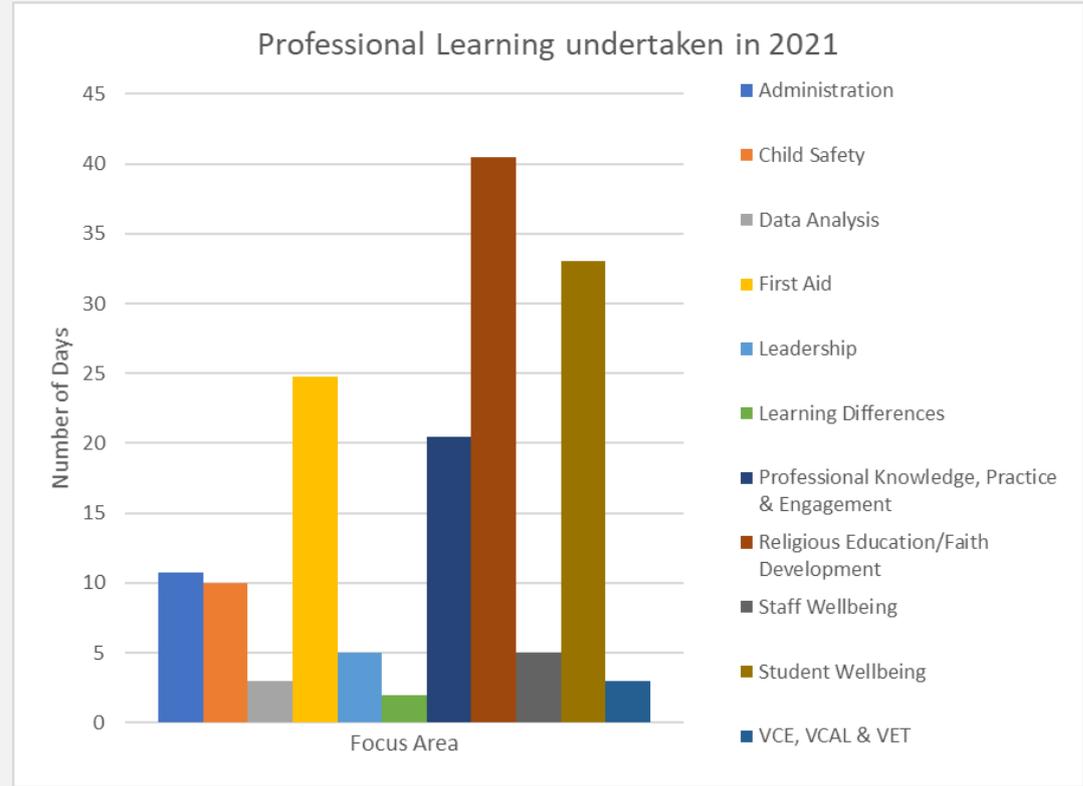
Teachers attended subject based professional learning provided by external organisations across a range of subject disciplines. Other Professional learning opportunities included: participation in Mental Health First Aid courses, external student wellbeing workshops (school refusal, self-harm, restorative practices), collaborating with other schools in relation to data and data platforms and middle leadership formation programs.

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, completion of the Disability Standards modules and emergency management processes.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Staff Professional Learning continues to foster and promote the Mission of the College. Participation in PL during 2021 was once again reduced due to various COVID19 restraints. There was a great deal of peer collaboration and learning that occurred throughout 2021. Professional Learning in 2021 focused on professional knowledge, practice and engagement and student wellbeing. Agility, innovation and creativity featured prominently in the pedagogies of 2021.



Number of teachers who participated in PL in 2021	82
Average expenditure per teacher for PL	\$442

TEACHER SATISFACTION

Catholic Ladies' College consults with staff members and collects feedback from a variety of sources in regard to the programs and operations of the College. Parents were appreciative of the effort of teaching staff, just one example of a parent email below:

"I would really like to commend the school and staff for the way they have managed the girls continual learning. I'm hearing the teachers and students connecting, working in groups etc. The teachers have been supportive and with realistic expectations. Please pass on my compliments especially to the teachers who teach my daughters in Year 7 and 10".

2021 was another COVID interrupted year, however teachers were committed to ensure students were provided with the best opportunities to improve student learning outcomes.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.5%
Graduate	35.4%
Graduate Certificate	6.2%
Bachelor Degree	95.4%
Advanced Diploma	20.0%
No Qualifications Listed	3.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	87.0
Teaching Staff (FTE)	70.5
Non-Teaching Staff (Headcount)	43.0
Non-Teaching Staff (FTE)	37.0
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.

We keep a narrow focus on our key improvement strategies to keep the momentum in meeting our broad goal. In 2021 we have successfully developed an action plan to help deliver positive outcomes and meet our annual targets.

We have continued to foster and improve our relationships with local primary schools offering a variety of programs and events to see increased involvements.

Through increased connections in our local community we have seen an increase in the use of our specialised facilities by external partners.

We have begun a review process on all programs involving external partnerships and this will continue in 2022 to assist us to continually innovate and establish successful learning outcomes.

VALUE ADDED

- Launch of 'Thrive Week' for incoming Year 7 students for their first week at school.
- Extension of our Elite Training Program with the launch of Elite Basketball
- Launch of our Student Ambassador Leadership Program
- Continued partnership with Banyule Nillumbik Tech School and LaTrobe University
- Continued partnership with The Resilience Project for our student wellbeing program
- During remote learning periods, remaining connected and informed virtual experiences.
- Launch of new initiatives to drive engagement with our alumnae community

PARENT SATISFACTION

Voice is a huge part of CLC, and we believe is directly linked to positive engagement with our community. By seeking their feedback regularly, it assists us to curate and develop programs and experiences that meet their needs.

We take pride in engaging with our parents regularly to seek feedback and cements a positive partnership. This helps us to inform the contact delivered at parent evenings, parent engagement opportunities and ensures we are meeting the expectations they had when they enrolled their daughter/s at CLC. In 2021, our Parents' Association continues to thrive and is a huge asset to the school which focuses on engagement and fundraising. In 2021 the Parents' Association continued to donate funds to assist us in upgrading areas and new exciting projects that directly benefit the students.

Students are given many opportunities to provide feedback which informs positive changes to CLC life. Our co-curricular programs are refreshed on an annual based on student voice. We continually welcome back alumnae to inspire our students and to help them dream big for their future.

With the 2021 school year disrupted again due to covid, we experienced an overwhelming sense of gratitude from our community for the pro-active approach we took to support the students' wellbeing and learning.

Future Directions

The 2021 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 challenges which continued to be brought about as a result of the COVID-19 pandemic, whilst at the same time, focusing on the achievement of our strategic intent. 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.

