



Catholic Ladies' College Ltd Eltham

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

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

Vision and Mission

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

2022 was a special year for the College as we celebrated 120 years of CLC history, tradition and spirit. The 120 year anniversary mass which we celebrated in July was the first time since Term 1 2020 that we had come together in the same space as a College community. The mass was a special celebration for us to acknowledge and express our appreciation for the Sisters of Charity, for their many contributions, their courage, leadership and deep faith and their commitment to education, which saw the establishment of Catholic Ladies' College in East Melbourne in 1902.

It was also great this year to welcome the traditional ways (in person and together as a community) we have always celebrated Founder's, RUOK day, IWD and ANZAC Day and other year level and school activities. We made changes to the Interhouse Swimming carnival, which saw the introduction of land activities and a karaoke competition, providing opportunities for increased involvement by all students. There was lots of laughter and fun on these days as we came together in year levels and as a whole College community.

This year's College theme focuses on 'Justice' which is one of four Mary Aikenhead Ministries foundational values. Mary Aikenhead Ministries describe justice as being:

... born of love. Justice seeks to ensure that all people are treated in accordance with their unique dignity. Inspired by Jesus Christ, our ministries seek to challenge oppression and injustice, always giving due priority to those who are poor.

Vision, Mission & Values, Mary Aikenhead Ministries

During 2022, students in each year level came together for a reflection day as part of the Religious Education program. Students participated in a range of social justice activities, raising both awareness and funds. For a third consecutive year, students participated in the Write a Book in Day activity for Children's cancer, and we have continued to support the Brother Beausang School in Embulbul, Kenya.

The Social Justice and Environment group took part in this year's Melbourne Archdiocese of Catholic Schools (MACS) Rerum Novarum project, responding to the prompt "Cry of the earth, Cry of the poor." The students decided to focus on poverty and overconsumption by sewing 25 toiletry bags and 25 pencil cases from donated materials, which were then filled with donated stationery and toiletry items for children in need via Big Group Hug. Through the lens of the See, Judge, Act method, the students were able to act in a way which followed the teachings in the Bible and respond with fairness and compassion. The CLC entry consisting of an impact statement, essay and video was awarded 1st place and a prize of \$3000 for the College at the Rerum Novarum Awards.

A new initiative to promote student voice and advocacy, was the establishment of Principal Advisory Groups at each year level. The student contributions at these meetings were most valuable and informed the design of new programs, use of facilities, student planner changes, furniture choices, changes to the PE uniform and some operational matters.

Our learning and teaching program continued to focus on formative feedback and for the second year, teachers participated in an on-line program which utilised the feedback they received from students in their classes to inform practice. Student voice led to changes to the Year 9 Possibilities program, renamed, Navigate Now. This program saw students actively engaged in entrepreneurial activities and problem-solving projects. In Year 8, students took part in a new

program in Term 4 entitled Illuminate, which focused on the development of critical thinking and problem-solving skills. Currently, a team of teachers is working on a new education charter. We look forward to sharing this with the school community in 2023.

Our student wellbeing program has included several sessions organised by the College Counsellors on topics relevant to different year levels, workshops for parents including one facilitated by Michael Carr-Gregg on building resilient and happy teens and another by Justin Coulson, entitled a “blue print for parenting”. We also entered into a partnership with Justin Coulson, which has enabled parent access to his webinars. He also facilitated a session for staff on the teenage brain. The new Engage wellbeing program was implemented this year, with an additional period for year levels to come together to rebuild a sense of community which was impacted by the past years with COVID lockdowns.

The College Production, Legally Blonde, was a great success with sold out shows and the senior play, Antigone was also well enjoyed by audiences. For the first time in a number of years, based on community feedback, boys from Catholic secondary schools were invited to audition for the production.

Our sporting program has seen lots of students participate with great energy and enthusiasm across a wide variety of sports. The Annual Art exhibition showcased a variety of creative talents. Our public speaking programs, including Debating and Tournament of Minds were also well attended.

Throughout 2022, the College has continued its focus on delivering against the masterplan by commencing the upgrade to existing creative areas, to develop a “Design Precinct” for students to experience hands on collaborative learning and 21st century technologies. To date, the College has completed the refurbishment of the fashion studio, new pod cast studio and the refurbishment of two art studios is due for completion in at the start of 2023. A centrepiece of the masterplan is a new three level building extension at the northern end of the property, which is due to commence at the beginning of 2023 and be completed by the beginning of 2024. We have continued to ensure our facilities are well maintained and that our learning spaces accommodate specialist learning programs.

Community events have been well attended. Our Mother’s Day event was very popular again this year. For the first time, our Father’s Day event was held in the evening, with trivia and pizza for all to enjoy. Our Christmas community market was a wonderful event, full of colour and laughter, not only for members of our school community but also for local residents.

Alumnae activities this year have included cooking classes, art classes and professional networking events. A special afternoon High tea was organised to celebrate 120 years of CLC in Eltham. Our annual Remembrance mass was celebrated by Fr Terry Kean on Saturday 5 November. Another very successful event was the Human Library, which saw alumnae sharing their school experiences with small groups of Year 7 students. Other events coming up include an Open House on campus and reunions for students who graduated 10, 20, 30 and 40 years ago.

2022 was a year for reviews, the Principal review was conducted earlier in the year and this was followed by the MACS school review. This review is conducted every four years for all Catholic schools and includes a Victorian Regulations and Qualifications Authority (VRQA) compliance review. The MACS review provides the College with commendations and recommendations, which form part of the next strategic plan. This plan will be aligned with the College Board Strategic Plan also prepared this year. The College met all compliance requirements set out by the VRQA.

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 and completed mandatory reporting compliance modules. Staff and the College Board participated in presentations on the new Victorian Child Safe Standards and Ministerial Order 1359.

During the year it was with sadness that we shared with the community news of the passing of former Principal of CLC Eltham, Patricia Ryan OAM on 1 June. Patricia commenced in 1987 as the first lay principal of CLC.

Stephanie Evans

Principal

School Advisory Council 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 2022 school year has supported the College to develop its strategic plan and school improvement plan for the next 4 years as well achieving a successful school re-registration with VRQA.

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:

1. Development of the College and Board 4-year Strategic and School Improvement plan
2. Developing a Cyber Security improvement plan
3. The renewal and updating of College facilities including:
 - Completing Fashion Studio refurbishment;
 - Building of a new Pod Cast studio;
 - Building a new entryway to connect the RE centre with the heart of the College
 - Commencement of refurbishment of two Art Studios;
 - Continual commitment to the \$10m new 3 level extension development;

Christopher Blake

School Board Chair

Catholic Identity and Mission

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

Thankfully 2023 was a return to a normal school year. While there were, and are, ongoing precautions in large gatherings, nevertheless, it was a most welcome sight to see and hear a school, with all of its energy, back.

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.

In 2022 the College opening Mass was able to go ahead. It was held outdoors with the steps on The McAllister Centre as the back drop. With an enormous level of support and creative energy the Mass, celebrated by Father Terry Kean, was memorable and meaningful. While with the 2022 College key focus value was justice and this inspired a number of events over the year. The highlight was the Student Social Justice and Environment Group *Rerum Novarum* social justice project. The project involved students turning discarded cloth and clothing into pencil cases, complete with stationery, for disadvantaged children. The Social Justice and Environment Group also began the initial steps to implement the Pope's call for environmental care and sustainability, around the *Ludato Si* plan.

Awareness raising and fundraising for the Brother Beausang School in Kenya was able to be prominently visible with all students back at school. The coin collections, competitions and sales all helped raise much needed funds.

Another highlight of the year was the resumption of reflection days for years 7,8,9 and 10. Each reflection day was led by an experienced presenter and the overarching theme was exploring our spirituality, faith and values.

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 Nations people and their story. On the 26 May we represented our school and our College Reconciliation Captain gave an address at the community Sorry Day gathering. During National Reconciliation Week twenty FIRE Carrier students went to the Nillumbik flag raising ceremony. We also held a flag raising ceremony at our College at the flagpole to mark the start of National Reconciliation Week and a whole school assembly with Yorta Yorta musician and educator, Scott Darlow. Scott conducted a small group workshop with FC students afterwards.

At the end of Term Two, the CLC Fire Carriers raised the largest amount of money in a 'walking for justice campaign', to support the Opening the Doors Foundation. We continued our fundraising

efforts for this grassroots Aboriginal-Catholic organisation when we held our annual Indigenous Footy Day in Term 3.

A major highlight was the Indigenous Immersion Experience program to remote communities in the Cape York Peninsula. The Immersion experience was run in conjunction with St Columba's College, Essendon. The students were most fortunate to spend 10 days immersing themselves in First Nations communities. Each student found the experience profound and meaningful. They were able to experience a community with a very deep spiritual connection to country and each other.

The Religious Education faculty has seen the integration of the Pedagogy of Encounter into its learning and teaching program where students focus on concept based learning that is located in their experience and world. The Religious Education faculty goal focussed on making the classroom a safe place to speak. They also began to make more explicit the links between the curriculum and the students' own lives. A number of guest speakers were invited to talk to different year levels. These included speakers from St Vincent de Paul, Big Group Hug, Mary Aikenhead Ministries, Caritas, and various Alumni. Each year level experienced a reflection day based around a theme linked to their year level.

The 2022 Staff Spirituality Day in September provided the opportunity for all staff to further explore the program begun in 2021, understand and experience an Ignatian based meditative reflection. Sydney based Frances Tilly from Jesuit Services, extend the experience and spiritual journey begun the year before. The focus of the day was to combine a theological understanding of Ignatian along the actual experience of aspects of Ignatian inspired meditation and contemplation. The Day also included a presentation by Peter Kelly, from Mary Aikenhead Ministries, about the evolution and role of Catholic schools in Australia. This staff formation program has received accreditation from the Catholic Education Office.

The celebration of the graduation of 2022 Year 12 students and their parents at the Hyatt at Essendon Fields. The Mass, led by Father Michael Sierakowski, was a wonderful way for all Year 12s of 2022 to celebrate their faith and their journey over the past six years. The Valedictory Dinner and dancing afterwards was a fitting and joyous way to end the evening.

Another highlight of 2022 was the coming together again to share our faith and Catholic tradition. All Year levels were able to come together for an Ash Wednesday liturgy and Easter Liturgy. Students were also able to celebrate Christmas as a community and focus on the true meaning of this celebration.

As happens every year the students and staff responded generously to the CLC annual Christmas collection for the local St Vincent De Paul Society. The collection is a vital resource that the Vinnies use to bring a little Christmas cheer to members of our local community who are struggling for a range of different reasons. The level of the response was outstanding and showed CLC's compassion and care for those in need.

Frank Salmic

Faith and Mission Leader

VALUE ADDED

- Opening of the School Year Staff Mass;
- Opening of the Year School Mass;
- Year 12 Graduation Mass;
- Staff Spirituality Day; Ignatian Spirituality;
- Ash Wednesday acknowledgement/liturgy;
- Whole School Easter Liturgy;
- Accreditation to Teach in a Catholic School Program opportunities;
- The St Vincent's Christmas Appeal;
- The Anzac Day ceremony;
- CLC student leaders 2022 formation program;
- Ongoing commitment to Project Kenya; CLC House;
- The Social Justice and Environment groups' participating in the annual Rerum Novarum social justice project.

Learning and 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

Returning to onsite learning in 2022 started with great optimism, however we were met with a number of challenges, absenteeism being the most difficult of these. Many staff and students were affected by the spread of COVID in the community and we had to draw on previous strengths from remote learning to provide a hybrid model in many situations, particularly for our senior students. This provided a continuity of learning with COVID related absences from both staff and students.

Collaboration within our Professional Learning communities was a welcome return and staff enjoyed the opportunities to observe and peer coach one another.

Many students continued to experience challenges with their wellbeing and connectiveness to their peers. The return of hands-on learning experiences, camps, excursions and level year activities helped to strengthen connections and improve student outcomes.

STUDENT LEARNING OUTCOMES

Catholic Ladies' College staff displayed dedication and commitment to our students and community through some challenging months of high absenteeism and staff shortages and were able to continue to deliver a high-quality curriculum and pedagogical approaches to adapt to the unforeseen challenges in learning and teaching programs. Google Classroom continued to allow students to connect with the classroom even if they were learning from home.

Visible learning strategies embedded within google classroom gave students clear learning intentions and success criteria which helped students know what they were learning and where they were heading each lesson. Formative and summative assessment provided opportunities for feedback and improvement for our students.

The Year 9 Navigate Now program had a strong focus on entrepreneurship skills and the 6Cs for learning. Some of the successful projects included:

- **The KMART Pitch Fest:** In partnership with Tripod Enterprise Education, Year 9s used the design thinking process to develop a product, business plan and marketing campaign for something to be sold at KMART for 5 – 12 year olds. The project finished with a Trade Show with visitors from Holy Trinity and St Francis Xavier Primary School and various classes from CLC.

- **Design Melbourne:** In conjunction with a three day City Experience Program, Year 9s worked in teams to research and design something that would increase youth participation and tourism in the Melbourne CBD. They had to create a physical or digital prototype and pitch their solution to the year level.
- **My Future:** Year 9s visited La Trobe University and Melbourne Polytechnic to see what learning looks like at the different institutions. Students also had incursions surrounding writing CVs, personal branding, managing money and job interview skills.
- **Bigger than Eltham:** In partnership with groups such as Bunnings Eltham, Nillumbik Youth Team, Edendale Farm, All Abilities Public Speaking, Beeswax By Molly and Super Mande Percussion, Year 9s participated in workshops and incursions with a focus on sustainability, diversity and the contributions they make to our world. Workshops included African Drumming and learning about African culture, recycling and creating terrariums with old jars and creating beeswax strips and disability and inclusion.

The Year 8s were immersed in entrepreneurship education with our partnership with Illuminate Education. Over four days the Year 8s used the design thinking model to:

- Learn about the United Nations Sustainable Development Goals and hear from local community members about the work they are doing to address these goals;
- Choose a goal of interest and brainstorm potential solutions to the problem;
- Pitch their initial ideas to guest judges from the community;
- Use feedback from the judges to consolidate ideas;
- Create a business plan, 12 month financial prediction and marketing campaign;
- Run a trade show with guests from CLC visiting their stalls and hearing their pitches;
- Present their final pitch to guest judges from the community;
- Use initiative with a pressure cooker challenge where they had to plan for a 'worst case scenario' with their business (in this case, negative social media coverage)

At the conclusion of the program, post testing results showed that the Year 8s showed an increase in many skills but in particular: confidence to present ideas, confidence to think critically, confidence in inquiry and research and confidence to use technology productively. It was wonderful to work in partnership not only with Illuminate Education but also the following guest judges and presenters for this program.

Ian Culbard, Senior Sustainability Officer, Property and Facilities Maintenance, Nillumbik Shire Council; Jayne Clarke, CEO Imagine Revolution Ltd & Alumnae Coordinator, Catholic Ladies College; Molly Jessop, Youth Development Officer, Community Services, Nillumbik Shire Council; Jade Mannix, Owner of My Pantry Door; Katrina Nash, Owner of A Fitting Connection.

The GO WILD program at the end of the year had a focus on E-STEAM (entrepreneurship, science, technology, engineering, arts and maths). Over two days the Year 8s and 9s participated in a variety of workshops run by CLC staff and the Banyule Nillumbik Tech School in areas such as: flying drones, using Adobe Illustrator, coding robots, using insects as a sustainable food source in muffins, creating polymer clay jewellery, building replicas of landmarks from Italy, Indonesia and Germany, building and flying rockets, using heart rate

monitors for sport analysis, esports and VR headsets. The CLC staff were able to bring out the skills of creativity, critical thinking and collaboration in our Year 8s and 9s.

2022 saw a change in the administration and sitting of NAPLAN tests. The College was able to successfully transition to the online testing with ease. PAT and AGAT testing took place according to our Data plan and continued to contribute the planning of support and enhancement programs within the College.

The VCE coordinator and Director of Curriculum and Assessment provided professional learning and support to Key Learning Area Leaders and VCE teachers with the 2021 VCAA results. This helped to analyse and draw conclusions from the data to set goals to improve teaching and learning outcomes for VCE students.

The college continued with the Teacher Professional Learning and Collaboration program, 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. The program gathers feedback on teacher practice and assist teachers to set goals to make improvement in one competency. Peer coaching conversations and further feedback was sought to measure the impact of actions and improve teacher practice. This formed the basis of the College's annual review process and teacher reflection.

The College underwent a SIF review and new recommendations for Learning and Teaching have contributed to the new strategic plan for 2023.

Taryn Bates

Director of Learning and Teaching

Catherine Jackson

Director of Curriculum and Assessment

VCE, VCAL and VET student's results of 2022

College Performance

The College has declined in the proportion of students achieving ATARs of 70+, 80+ and 90+. This may correlate to the low numbers (177) within the 2022 Year 12 VCE student cohort, and extended periods of remote learning in 2020 - 2021 due to the Covid-19 pandemic. From 2018 to 2022 the number of Year 12 VCE students has declined significantly as noted within Table 1 below. Whilst Table 2 and Graph 1 represents just over half of students attaining an ATAR of 70 or above, this cohort had a broad choice of further study which allowed students greater access to tertiary options of their choice.

Table 1

Year	Year 12 VCE Student Numbers
2018	260
2019	210
2020	204
2021	200
2022	177

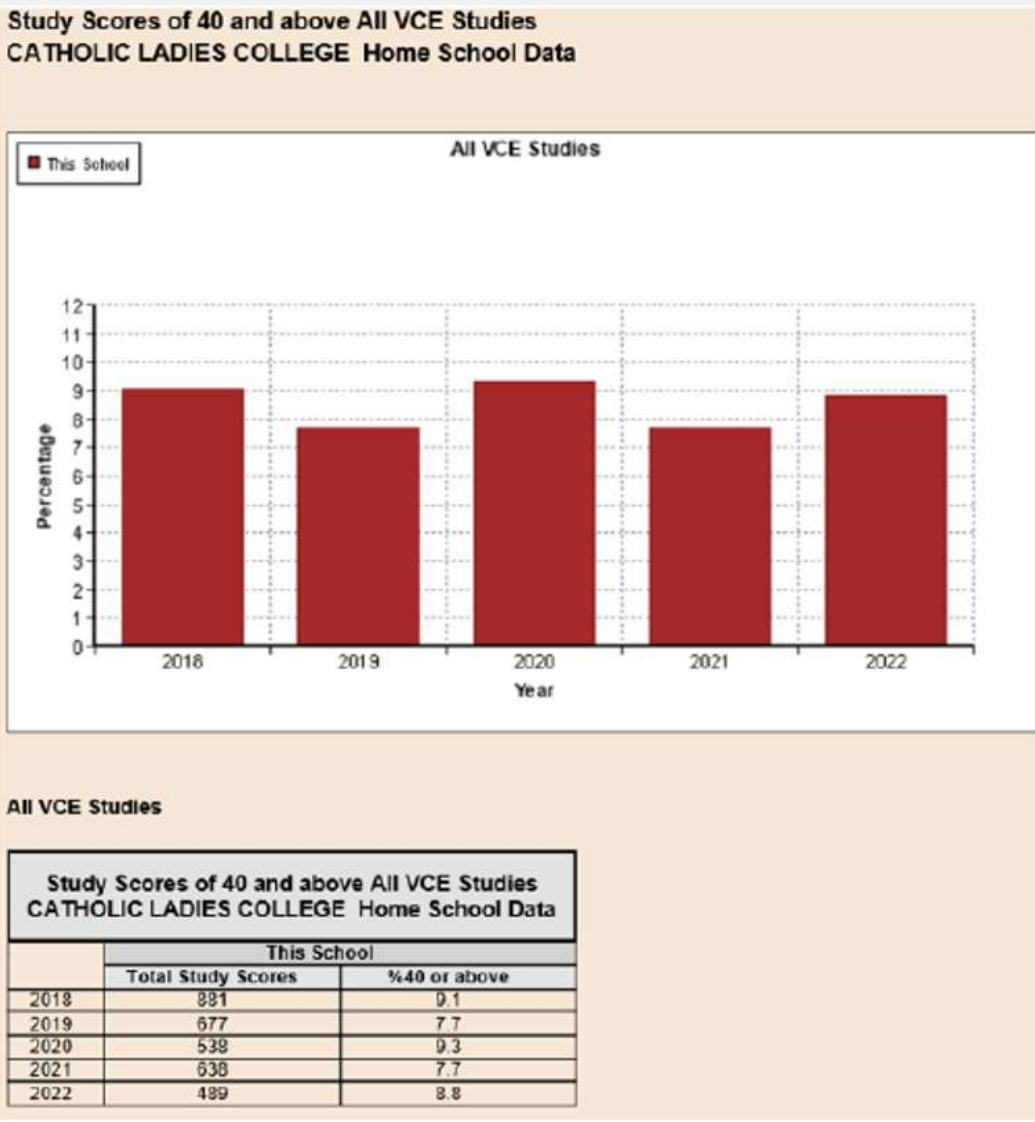
Table 2

Year	ATAR Over 90 (Top 10% of state)	ATAR Over 80 (Top 20% of state)	ATAR Over 70 (Top 30% of state)
2018	14%	34%	57%
2019	17%	38%	57%
2020	20%	42%	68%
2021	19%	47%	66%
2022	16%	34%	57%

Graph 1



The median study score was 31 which remained constant from 2021. One area that improved was the percentage of students achieving a study score of 40 or above (top 9% of the study), the percentage increased by 1.1% from 7.7% in 2021 to 8.8% in 2022.



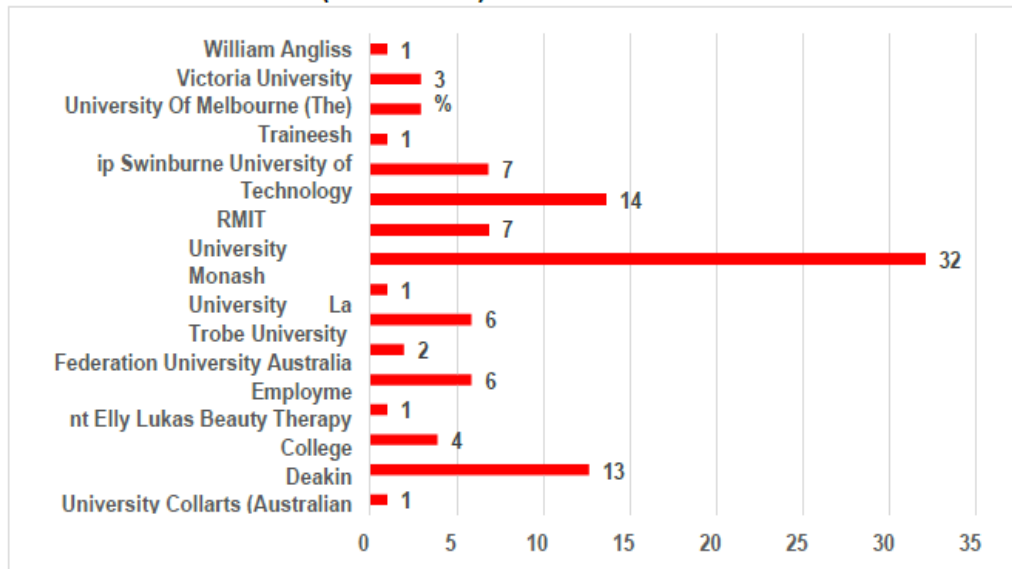
Catholic Ladies' College 2022 Destinations

Highlights

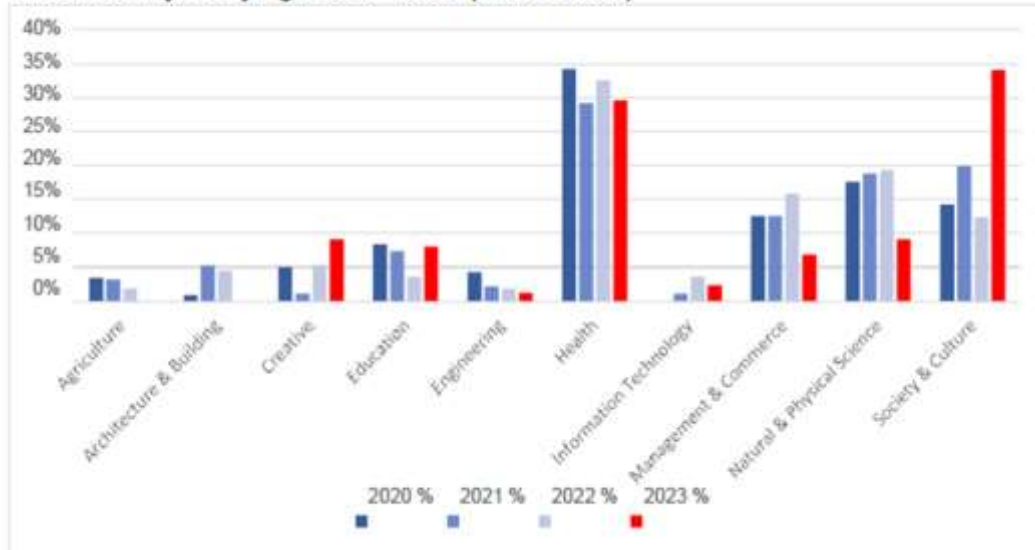
- 99% received a Tertiary Offer
- 70% received their first preference course and a further 17% received their second preference
- University of Melbourne offers diminished and only 3% of students will attend, down from 19% in 2021
- Latrobe University is the favoured destination for most of our students with 32%
- Students continue to take advantage of Early Entry Schemes at institutions such as Latrobe, Swinburne and ACU
- The type of courses for this cohort is markedly different to 2021
- Students chose to undertake courses in Health, with 30% studying these types of courses

- Nursing courses are free in 2023, but it did not have a marked effect on student choice
- Courses such as Society and Culture grouping account for 34% of this cohort. This is despite the high cost of tuition

Destination Data – 2023 (all students)



What are they studying? 2020 – 2023 (VTAC offers)



2022 College Dux Congratulations to our 2022 College Dux, Paloma Feeney who attained an ATAR score of 98.55.



2022 VCAL High Achiever We acknowledge and congratulate Bridgette Heckmann as our VCAL High Achiever for 2022.



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 AGAT testing. NAPLAN testing moved to an online platform, which provides a more accurate picture of student achievement. The compilation of this data gives staff access to data dashboards to create classroom profiles and to also benchmark students across stanines. Scale scores allow for tracking and measurement growth in our students across both PAT and AGAT testing. Semester exams were held for students in Years 9, 10, and 11 to develop study skills and ensure that students were provided with feedback about their strengths and areas for improvement.

The College utilises a range of various platforms, such as SiMON, Google Classroom, Education Perfect, Edrolo and Stile, which provides students with a range of different learning and assessment strategies to track and monitor student outcomes. Feedback is provided on a range of formative and summative tasks which can track student growth along a continuum.

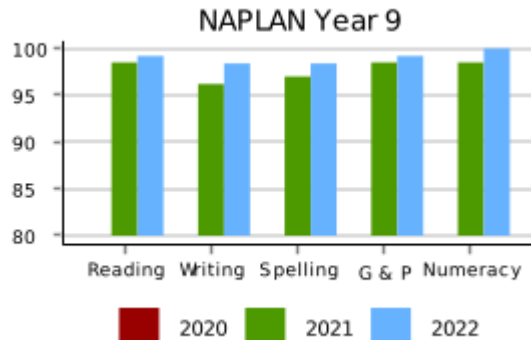
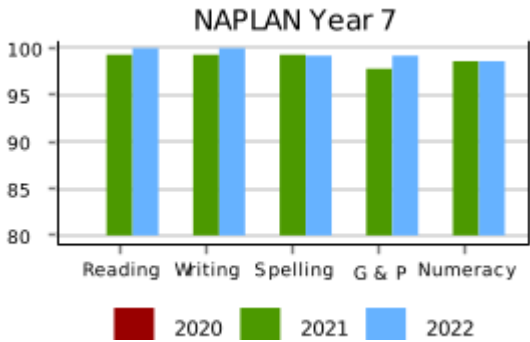
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	601.1
Year 9 Numeracy	597.0
Year 9 Reading	617.7
Year 9 Spelling	601.9
Year 9 Writing	597.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	97.8	-	99.2	1.4
YR 07 Numeracy	-	98.6	-	98.6	0.0
YR 07 Reading	-	99.3	-	100.0	0.7
YR 07 Spelling	-	99.3	-	99.2	-0.1
YR 07 Writing	-	99.3	-	100.0	0.7
YR 09 Grammar & Punctuation	-	98.5	-	99.2	0.7
YR 09 Numeracy	-	98.5	-	100.0	1.5
YR 09 Reading	-	98.5	-	99.2	0.7
YR 09 Spelling	-	97.0	-	98.4	1.4
YR 09 Writing	-	96.2	-	98.4	2.2

* 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

After two years of COVID lockdowns, the Catholic Ladies' College community commenced 2022 with great optimism and hope that the year would return to 'normal'. Whilst COVID continued to have some impact, especially early in the year, we were grateful that many of the pre-COVID events and activities mostly returned.

At the end of 2021, the Wellbeing Team felt that the post-COVID student would require a different wellbeing program to help them return to full-time on campus learning, to assist with re-establishing peer and teacher relationships and with a greater focus on connection, belonging and mental health.

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.

With the introduction of the new Victorian Child Safe Standards in accordance with Ministerial Order 1359, specific professional learning and briefings were held to ensure all staff and the College Board were fully cognisant of the 11 new standards. Students and parents were also made aware of the new standards.

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 thoroughness and creativity in terms of its wellbeing support as the community returned to full time on-campus learning in 2022.

Student learning and wellbeing work hand in hand. When students feel known and valued, when their voices are heard and respected, then learning is optimised. Whilst the primary business of school is learning, students learn best in an environment that is safe, welcoming and caring. With this in mind and with the likelihood of a different type of wellbeing program being needed after two years of mainly learning from home, the Year Level Team Leaders, as the wellbeing leaders of the College, reviewed the wellbeing program at the end of 2021. The review, guided by student voice and informed by staff expertise, led to development of the CLC Engage Wellbeing Program. At the heart of the program, inclusivity and voice are celebrated and students are empowered to find their inner confidence and rise to challenges. Each year level adopted an area of focus and addressed four pillars – relationships, mental health, life skills and study skills across the year. The program was underpinned and supported by curriculum via the Respectful Relationships

program, partnering with expert professionals, CLC counsellor presentations and workshops and cohort activities to build connectedness and relationships.

Throughout the year, students participated in many and varied presentations and activities including:

- Therapy Animals Australia addressing anxiety; the Butterfly Foundation focusing on positive body image; safe partying with Red Frogs; financial literacy with Mandy Money and cybersafety with Susan McLean and the CyberSafe Team
- Lessons from the Respectful Relationships program on topics such as mental health, friendships, self-care, consent, personal strengths, problem solving and emotional literacy
- CLC Counsellor Presentations focusing on topical issues such as study and exam techniques, sleep, conflict, anxiety and self-regulation
- Cohort Building activities such as dodgeball competitions, dancing with Cat John, shared lunches, games and concerts.

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. An impact of COVID was the difficulty in retaining and employing school psychologists. In 2022, all three College psychologists resigned. Fortunately, the College was able to employ a counsellor and a psychologist. These professionals worked as a team to provide individualised and group counselling to students, run proactive wellbeing programs for students, present at student assemblies and provide staff professional learning on wellbeing topics. The psychologist is experienced at conducting diagnostic tests which provide invaluable reports to both parents and College staff. As additional support for student wellbeing, several staff undertook the Youth Mental Health First Aid Course.

This year the College has continued to extend the development of leadership skills for all students with a formal leadership role. The appointment of a new College Student Leadership Coordinator greatly enhanced the organisation and skill development of the Student Leadership Team.

The senior College leaders attended a range of external leadership forums, interacting with other school leaders both at the local and wider regional level. The 2022 College Captains attended a Student Leadership Day with student leaders from our sister school, St Columba's College.

With the easing of COVID restrictions, the College offered extended enrichment and awareness opportunities with a range of excursions and one interstate trip, an indigenous immersion tour to the Cape York peninsula. Unfortunately, the planned Year 12 University Immersion Camp at the beginning of the school year, had to be cancelled due to a COVID outbreak and the Year 7 camp was altered from an overnight experience to two day trips. Fortunately, the Year 8, 9 and 10 camps all went ahead. The College also continued to offer several activities related to social justice initiatives.

For the first time since 2019, students at all levels had the opportunity to experience the large variety of intra school and interschool sporting teams. These opportunities were varied and allowed students of all levels of ability and interests to participate with almost 70% of students

being involved the sporting events. Participation and achievements were celebrated and shared with the wider college community.

The Visual, Creative and Performing Arts also offered students a wide range of activities including displays of student work, musical performances, presentations at assemblies and ensemble performance evenings. The College production made a welcome return to the College community. Legally Blonde, proved to be a popular musical that showcased the talents of many students, both in front and back of stage roles. The Annual Evening Arts Display made its return as well in 2022 and showcased the extraordinary talent of many students in a wide range of mediums and areas.

The year ended with several assemblies and gatherings celebrating the achievements of students in a variety of academic, artistic, sporting and leadership areas.

Debra Brock

Deputy Principal Student Wellbeing

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.

VALUE ADDED

Contemporary Bands	Senior & Junior Bands	Concert Band	Elite Basketball Program	Grace Notes Vocal Ensemble
Flute Ensemble	String Ensemble	Sax Ensemble	Legally Blonde Production	Dance Club
Drama Club	Debating Team	Tournament of Minds	Da Vinci Decathlon	Pagelings Book Club
Creative Writers Workshop	Art Club	STEM Club	Principal's Advisory Group	Feminist Collective
Writing Club	Mission Team	Fire Carriers	Social Justice & Environment Group	Reconciliation Group
Student Leadership Team	House Leadership	Student Ambassadors	Peer Support Program	Elite Dance & Drama Program
Aerobics Team	AFL Football	Athletics Team	Cheerleading Team	Cross Country Team
Badminton Team	Basketball Team	Equestrian Team	Futsal Team	Gymnastics Team
Indoor Cricket Team	Netball Team	Soccer Team	Softball Team	Swimming & Diving Team
Table Tennis Team	Tennis Team	Triathlon Team	Volleyball Team	

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. The new Engage Wellbeing program is a bespoke one which flexible and agile allowing it to adjust to student need and demand. As such, students were surveyed about the sorts of inclusions they wanted in the wellbeing program, what issues were of importance to them and were they felt they needed assistance. The Wellbeing Team responded to the feedback and altered the program to accommodate the need.

Student leaders were able to voice the concerns, suggestions and feedback of their peers in several forums including Student Leadership meetings, Homeroom Representative meetings and student captains' meetings. All students were invited to be a part of the newly created

Principal Advisory Group and these students contributed to decisions relating to uniform, the College Masterplan, new classroom furniture and the Student Study Planner.

STUDENT ATTENDANCE

The Student Wellbeing Team supported by the College Attendance Officer further refined the attendance monitoring and absence follow-up procedures. Attendance was recorded each lesson and parents contacted via SMS if their daughter was absent from her class.

Parents are advised of a student's unexplained absence on the same day via the College's automated SMS student non-attendance notification.

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

Overall, student attendance was lower in 2022 than in previous years. This could possibly be attributed to COVID-19. A review of attendance will be conducted in 2023.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	83.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.8%
Y08	88.4%
Y09	88.4%
Y10	88.1%
Overall average attendance	88.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	99.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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

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 1359 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. The College was required to provide evidence on the Child Safety Standards for Ministerial Order 850, for the Victorian Registration Review in May 2022, and was successfully considered compliant for the purposes of the review.

Following this Review, the focus was on ensuring compliance with the new Ministerial Order 1359. To achieve this, the College undertook the following:

- Established a Child Safeguarding Team
- Reviewed Child Safety policies and procedures
- Reviewed Risk Management practices and the Child Safety Risk Register
- Continued working on embedding policies and commitments into every day practice
- Engaged student participation through working with students on the College's child-friendly version of the new 11 Victorian Child Safe Standards and seeking their views via the Principal Advisory group, the Student Leadership Team and the wider range of student leaders throughout the College
- The purchase and display of plaques around the College recognising indigenous sovereignty of the land

A highlight for our staff professional learning was having the grandson of the legendary civil rights activist Jack Patten (John Patten), speak to our staff to equip them with a knowledge and appreciation of the Aboriginal culture and to understand the importance of wellbeing and safety of Aboriginal children.

Leadership

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. Staff professional learning also focused on supporting students with learning challenges and NCCD processes. In addition, as part of the SIF review process, staff participated in workshops related to the vision, mission and strategic intent of the College.

Teachers used an on-line program to obtain feedback on teaching practice and develop professional goals. As part of this program, teachers focused on: calibrating difficulty, driving surface and deep learning and providing feedback. Overall, staff enjoyed the opportunity to collaborate and share ideas and learnings with each other; working together to address collective goals in improving learning and teaching practices.

Mission and faith formation opportunities were provided to all staff. Some of our leaders participated in a Mary Aikenhead Ministries pilgrimage to Tasmania and returned with many ideas for embedding our rich history into our daily lives. 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 and on campus, a presentation entitled "The Context of Catholic Schools". Our staff spirituality day was led by an external facilitator from the Jesuit and Ignatian Spirituality Centre and was entitled 'Delight, Courage and Peace'; building on our 2022 Spirituality day which was led by the same external facilitator. Members of the College Board also participated in formation sessions which unpacked the MAEA foundation document, By this everyone will know, Risk Management, Governance and the new Victorian Child Safe Standards and Ministerial Order 1359.

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 2022

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

Workshops were offered to staff for identified student wellbeing matters such as school refusal, mental health).

The on-line feedback program allowed staff to choose between 8 different focus areas that aligned to the AITSL standards. The program enabled self reflection, peer reflection and student reflection, opportunities for professional reading and measurement of growth. Time was given to staff to collaborate with others who had chosen similar focus areas, discuss their readings and strategies. Post feedback showed growth for the majority of areas. At the end of the program, staff celebrated by sharing what they had learned with others.



Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$662

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. Teacher retention rates indicates that teachers are satisfied working at the College and the professional learning program feedback showed that almost 70% of staff found the professional learning program helped them to receive data informed feedback and evidence about teaching. 45% agreed that

the program helped them work with other staff to help them have a positive impact on student achievement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	24.3%
Graduate	31.1%
Graduate Certificate	6.8%
Bachelor Degree	86.5%
Advanced Diploma	20.3%
No Qualifications Listed	8.1%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	81.0
Teaching Staff (FTE)	68.1
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	33.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 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.

In 2022 we began a review process on all programs involving external partnerships and this will conclude in 2023 to assist us to continually innovate and establish successful learning outcomes.

VALUE ADDED

- Continued partnership with Arrive and Thrive in the development of our Student Ambassador Leadership Program
- Continued partnership with Banyule Nillumbik Tech School and LaTrobe University
- Launch of our new Wellbeing Program Engage
- Launch of our new Year 12 Immersion Experience partnering with Melbourne University
- Launch of our new 'Welcome Back to CLC' Alumnae Engagement Event
- Re-Launch of our Alumnae Reunion Program
- Launch of our Community Christmas Market and Carols Event
- Launch of our Student Principal Advisory Council

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 2022, our Parents' Association continues to thrive and is a huge asset to the school which focuses on engagement and fundraising. In 2022 the Parents' Association continued to donate funds to assist us in upgrading areas and new exciting projects that directly benefit the students.

2022 saw the launch of our Student Principal Advisory Council which an invaluable opportunity for Students in Year 7 has been – 12 to give feedback which informs positive changes to CLC life. In 2022 the projects they led were the new design of our PE Uniform, the selection of new furniture (tables and chairs), the re-design of our Student Planners.

Future Directions

The 2022 year is guided by the 2019-2022 College School Improvement 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 collaboratively in partnership with our parents to meet our College goals and 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.