

2023

Annual Report to the School Community



Catholic Ladies' College Ltd

19 Diamond Street, ELTHAM 3095

Principal: Stephanie Evans

Web: www.clc.vic.edu.au

Registration: 576, E Number: E1060

Principal's Attestation

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

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

Attested on 22 Mar 2024

About this report

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

Governing Authority Report

Catholic Ladies' College Ltd, established in 1902, operates under the governance of Mary Aikenhead Ministries, set up by the Sisters of Charity in July 2009. The College Board of Directors, entrusted with the governance, focuses on prudent stewardship of financial and physical resources alongside the strategic direction of the institution's mission and programs.

Committees:

The Board operates through three advisory sub-committees:

- Finance, Audit and Risk Management Committee
- Facilities Development Committee
- Governance and Formation Committee

These committees play pivotal roles in supporting the Board's stewardship and governance of the College.

Achievements in 2023:

The collaborative efforts of the Board and its committees have yielded significant accomplishments, including:

Strategic Planning:

Ongoing commitment to the 4-year Strategic and School Improvement Plan, aligning the College's mission with its future objectives.

- **Constitution:** Completed a review and update to the College's constitution and delegations of authority.
- **Cyber Security Improvement:** Commitment to further enhancing the College cybersecurity maturity with additional investment to fortify the College's digital infrastructure against evolving threats.
- **Facilities Enhancements:** Completion of:
 - New Pod Cast Studio
 - New entryway linking the RE centre with the core of the College
 - Refurbishment works of two Art Studios
 - In May-23 commencement of the \$10 million new 3-level extension development, due to complete in July 2024

Principal's Involvement:

The Principal, serving as an ex-officio member of the Board, contributes valuable insights and perspectives to all Board Sub-Committees, ensuring alignment between strategic plan, administrative leadership and governance.

The year 2023 has been marked by significant progress and achievements for Catholic Ladies' College, thanks to the diligent efforts of the Board of Directors and its sub-committees. The Board has further strengthened its membership with 3 new board members with varying professional backgrounds and experience. At the end of 2023, Mr Christopher Blake completed his tenure as Board Chair and Director after 12 years. Looking ahead, the Board remains committed to advancing the College's mission, fostering academic excellence, and providing a nurturing environment for its students.

This report signifies the College's dedication to continuous improvement and excellence in all aspects of its operations.

Paul Herrick

Chairperson, Catholic Ladies' College Ltd Board of Directors

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 to have courage, resilience, empathy 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: To educate, in partnership with parents, women of faith, integrity, individuality and compassion.

Vision: To inspire young women to realise their personal excellence and confidently shape their future.

Purpose: We create opportunities for young women to achieve and champion justice in the global community.

Strategic Intent (2023 – 2026)

Within the context of the School Improvement Plan (2023-2026), as a Catholic girls' school in the Mary Aikenhead tradition, Catholic Ladies' College seeks to enhance the learning experience and growth of all, by embedding research and data informed practice, underpinned by innovative partnerships.

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.

In living up to our commitment as a Catholic College under the stewardship of Mary Aikenhead Ministries we give prominence in all discernment and action to our:

Enduring Story - Jesus, and his life, ministry and the values of the Gospel

Expressive Story - how this story and these values are given expression in the prophetic response of Venerable Mary Aikenhead and the Congregation through their charism, ministry and tradition

Evolving Story - how we today work with these legacies in an interpretive manner that carries our faith, spirituality and tradition purposefully forward to meet the challenges revealed in the signs of the times

(Mary Aikenhead Education Ltd document: By this everyone will know)

The College is committed to authentic expression and living of the Mary Aikenhead Ministries core values of Love, Hope, Justice and Compassion.

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

2023 saw the launch of our new College Strategic plan with its focus on three key areas: data, partnerships and pedagogy. The focus on these areas saw a number of new initiatives being investigated and adopted and targeted professional learning opportunities for all staff.

Our 2023 College theme focused on 'Love', which is one of four Mary Aikenhead Ministries values.

Love lies at the heart of all human relationships which are ultimately life-giving and sustaining. The unconditional love of Jesus is the primary motivator and basic character that defines and guides Mary Aikenhead Ministries.

Our ministries seek to be places of loving care where the unique dignity of each person is recognised and where the human spirit is nurtured. We place person and spirit above property and possessions.

Vision, Mission & Values, Mary Aikenhead Ministries

The essence of Mary Aikenhead Ministries' value of love is a conscious desire to give and to help others. This is not just a notion of sentiment or romanticism but involves a commitment, faithfulness and a purposeful act. Our love is shown by what we do and the nature of the relationships which we foster.

We continue to have a focus on building a strong sense of connectedness and belonging, celebrating our annual Founder's Day, 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.

During 2023, 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. We have continued to support the Brother Beausang School in Embulbul, Kenya. Students participated in the Write a Book in Day activity for Children's cancer, and we are proud to share that one of our student teams received the award of Highly Commended for their book, A Cosmic Cowboy's Adventure.

A select group of students in Years 7 to 9 participated in an exciting initiative, involving a partnership with Ralph Barba from Live FM and Making Media to run a Radio Show at CLC. This program known as CLC: Live, aimed to raise issues that students are enthusiastic about. Students learn how to create and produce content for radio and to be champions in encouraging the use of our podcasting facilities.

After an extensive period of time spent researching and collaborating the new College Education Charter was finalised, along with an Instructional model. We look forward to sharing these with the wider community and embedding them in 2024. The Learning and Teaching Team reviewed curriculum offerings at Year 7 and 8, collaborating and seeking feedback from students and staff. Changes were put into place for 2024. We were very pleased to hold the inaugural Year 7 to 10 Award evening in December.

The Principal Advisory Groups at each year level continued to provide opportunity for student voice and advocacy. The student contributions at these meetings resulted in a number of changes to the learning program including elective choices in Years 7, 8 and 10, the structure of the timetable for 2024, the Study planner, the introduction of the academic uniform policy for 2024, furniture and facilities. Student leaders have been involved in cross-school leadership opportunities which have seen them developing their leadership goals and sharing ideas with students from a wide variety of other schools.

Our student wellbeing program has included several sessions organised by the College Counsellors on topics relevant to different year levels, workshops for parents and the launch of CLC's podcast series, Raising Resilience. With increased student numbers at Year 7 we introduced the Year 7 to 9 student hub, which is overseen by a staff member in relation to administrative matters and also student wellbeing.

The College Production, Mama Mia, was a great success and the Elite Musical Theatre, Lyrical and Hip-Hop End of Year Showcase was also most entertaining. Our sporting program has seen lots of students participate with great energy and enthusiasm across a wide variety of sports. The Annual Art exhibition which was held in our newly refurbished Art rooms showcased a variety of creative talents. Our public speaking programs, including Debating and Tournament of Minds were enjoyed by student participant.

Community events have been well attended. Our Mother's Day event was very popular again this year as was our Father's Day event, during which fathers and daughters and grandfathers and granddaughters had the opportunity to enter into some friendly competition and have some fun and laughter, socialising, playing games and eating pizza. Alumnae activities this year have included on campus open house sessions, cooking classes, art classes and professional networking events. Another very successful event was the Human Library, which saw alumnae sharing their school experiences with small groups of Year 7 students.

Throughout 2023, 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. The centrepiece to the masterplan is a new three level building extension at the northern end of the property, which commenced in May 2023 is and expected to be completed by July 2024. We have continued to ensure our facilities are well maintained and that our learning spaces accommodate specialist learning programs.

At the end of the year work commenced on the new Maker Space and Lumination Lab. The Maker Space will be a collaborative and hands on space for students to design, create and build projects. The Lumination Lab will be an immersive learning experience using Virtual Reality and Augmented reality technology that can be used across various subjects.

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.

Stephanie Evans

Principal

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

The College theme for 2023 was "Love." The desire to take love out into the world was a focus of our action for the year. Students and staff are more openly engaging in discussion about our college's catholicity and what it means to provide a truly Catholic education for young people. Drawing on the work and life of the Sisters of Charity have provided a space for discussion and learning. Sister of Charity, Colleen Jackson rsc was interviewed by students for our Founder's Day address. She spoke of her experience as a PE teacher at CLC and then her humanitarian work with ACRATH and the UN in eliminating Human trafficking. She shared her memories of meeting with Pope Francis and invited our community to stand in solidarity with those who are the poor in our society.

We offered students the opportunity to become Caritas Ambassadors for the first time. 12 students applied to be champions of Project Compassion, raising awareness about the work of Caritas Australia and promoting their work across the world. Students hosted a Hot Cross Bun drive which contributed to the money collected during this period. We were fortunate enough to have Gwen Michener from Caritas Australia speak with our Yr 11 cohort about Catholic Social Teaching and the work they do as an arm of the Church.

Fundraising by Yr 7 for people displaced in Syria and Turkey after the natural disasters that hit the country in February. Students collected donations of blankets and sleeping bags to be sent overseas with a message from the community translated into Turkish in an effort to show solidarity and faith in action.

The St Vincent de Paul conference of Montmorency and Eltham were once again very grateful to receive numerous toys and games for you people as well as a large collection of products they requested for families in our local area.

The Faith and Mission team was expanded to include a wider range of voices from across the community. These included: RE KLA, Reconciliation Coordinator, Head of Students, Student Engagement and Leadership Coordinator, members of the Students Leadership Team; Arts Captain, Liturgy Captain, Reconciliation Captain, Social Justice and Environment Captain. Together we met to discuss areas for priority action, the direction of formation and the coordination of significant events for the College.

CLC again submitted an entry into the Rerum Novarum Awards with the project receiving a silver award. A grant to begin the designing of a pollinating garden was awarded to the college. Students from year 9 - 12 worked together to find a suitable space and design a garden that would attract local pollinating insects. The project soon expanded to include a redevelopment of the labyrinth and the consideration of recognising our commitment to the Fire Carriers program. Students also shared their learning at a Kids Teaching Kids program run at Edendale Farm. They led activities and worked with students from primary school through to senior high school students, sharing initiatives about ecology and conservation. A last minute disruption meant one of our Yr 12 students was the MC for the event and they did a fantastic job.

The College Reflection Day programs were seen as an area of improvement based on data received from the college community survey. These surveys and more targeted questions indicated a more sequential approach was needed in the planning of these important events. The days were facilitated by external groups including, The Youth Mission Team Melbourne, Kids View, Passionist Youth, Manningham Interfaith Network and Glen Gerryn. Presenters were well received, and some will be booked for future events. A program summary was established to encompass all year levels and to ensure the message of God's love and saving grace is being shared with our young people.

An Indigenous Immersion to Central Australia in July occurred again. 21 students and 3 staff travelled together with open hearts and minds. Despite last minute changes for Red Earth due to covid the experience engaged students and families as has been the case for many years. Meeting Indigenous Australians on their homeland and being welcomed to listen and learn was a profound experience for all who attended.

The theme for the staff spirituality day was the legacy of the Religious Sisters of Charity. Following a different format from previous years, staff walked together to Our Lady Help of Christian's church in Eltham to celebrate the Eucharist with the community. Many parishioners attended and shared their connection with our college as alumni or because their children attended. This was followed by an engaging talk by Dr Gavin Brown, historian and lecturer at Yara Theological Union. After a shared lunch staff then participated by packing Birthing Kits which were sent overseas to support women who do not have access to medical resources when giving birth. Positive feedback was provided by those who attended.

The Fire Carriers group led a meaningful National Reconciliation Week celebration and awareness raising highlighted a presentation, readings and placard unveiling ceremony. Students were invited to attend a performance, Bunggul at Hamer Hall. During National Reconciliation Week FIRE Carrier students once again supported 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 with Fred Leone playing songs for the service. We had a whole school assembly with Fred sharing stories and his music with our community. He is one of the Butchulla Songmen with Aboriginal, Tongan and South-Sea Islander roots. He comes from the Garrwa and Butchulla tribes.

Renee Fleeton

Director of Faith and Mission

Value Added

- Opening of the School Year Staff Mass
- Opening of the Year School Mass
- Ash Wednesday liturgy
- Creation of Caritas Ambassadors group
- Anzac Day ceremony
- Easter Liturgy for staff
- Whole school liturgy - Resurrection of Jesus Christ
- Founders Day liturgy
- Year 12 Graduation Mass
- Staff Spirituality Day - Dr Gavin Brown speaking about the Sisters of Charity
- Reconnection with St Vincent's Care Services, Eltham
- The St Vincent de Paul Christmas Appeal
- Reconciliation week celebrations including a talk and performance by Fred Leone
- Year level Reflection Days
- CLC student leaders 2023 formation program
- Ongoing commitment to Project Kenya; CLC House
- Shave for a cure - Leukaemia research
- Staff preparation of birthing kits to be sent overseas
- CLC student leaders 2023 formation program

Learning and Teaching

Goals & Intended Outcomes

Broad goal: As a Catholic girls' school in the Mary Aikenhead tradition, Catholic Ladies' College seeks to enhance the learning experience and growth of all, by embedding research and data informed practice, underpinned by innovative partnerships.

Intended outcomes:

- That a vision for learning and teaching is collaboratively developed to create an explicit, evidence-based framework.
- That the whole school approach to the use of data is strengthened to drive growth and improvement in student learning and wellbeing outcomes.

That the learning opportunities available to students and staff are expanded and enhanced through the strengthening of strategic partnerships within and beyond the school gates.

Achievements

The College commenced 2023 with the new strategic plan from the recommendations of the previous year's SIF review. The strategic plan focuses on three main goals – Pedagogy, Data and Partnerships.

Pedagogy

Staff from a range of different learning areas formed a working party to critically evaluate learning and teaching models and analyse the future of education, developing a new Learning and Teaching charter for the College. Five learner attributes were determined: Excellence, Courage, Wisdom, Belonging and Responsibility. In collaboration with the Wellbeing team, the expectations of teachers, parents and students for each attribute was discussed and clarified, giving rise to the College's Education Charter.

The working party undertook an analysis and evaluation of several instructional models to create CLC's own Instructional Model- a framework of pedagogical strategies and routines which engage and challenge all students. The instructional model is designed to develop consistency of high-quality instructional practice across our teaching staff and a high performing learning culture in our students.

To make Learning more visible to our community, the College introduced a new Learning Management system, CLC Connect. Learning teams reviewed and designed curriculum and

lesson plans incorporating explicit teaching and feedback, based on our instructional framework, in preparation for the launch of CLC Connect in 2024.

The professional learning program centred around the introduction of the Education Charter, Instructional Model and new LMS, CLC Connect; building the collective efficacy of staff to design innovative and effective curriculum for all students which supports the College's learning and teaching improvement agenda.

New spaces within the school were completed to help enhance the learning programs, such as the newly refurbished Art rooms and the Podcast Studio.

Data

Professional learning was provided to support staff to analyse and engage with VCE, NAPLAN, PAT and internal data to increase individual's confidence and capacity in data literacy, storytelling and to use data to inform decisions and practices that support differentiated learning and teaching and allow for student growth.

Partnerships

Preparation of the parent module in CLC Connect commenced in Semester 2. This will help to develop parent engagement in allowing parents to become more active partners in the learning and wellbeing of their children.

The College continued to build community, institutional and external partnerships to help support learning and teaching and to enhance student engagement in programs.

We partnered with various external providers to allow a number of opportunities for students to engage and focus on entrepreneurship and STEAM skills, including:

- Illuminate Education (Yr8) – with a focus on Sustainable Tourism, the program allowed students to develop skills in design thinking, entrepreneurship, social and ethical understanding, business and personal development.
- \$30 Boss Project (Yr9) – a focus on enterprise skills of innovation, collaboration, creativity and problem solving by challenging students to develop a small social enterprise with the goal of making a profit for their chosen charity.
- Tech ambassadors (Nillumbik Tech school) – Students worked with the Tech school to develop skills in STEAM.
- Deakin University – Science and Engineering challenge (Yr9 & 10). Developing the STEM leaders of the future, this program provided inquiry-based learning challenges where students worked together to solve open-ended design, building and puzzle-based problems.
- Design Melbourne: (Yr9) In conjunction with a three-day City Experience Program, Year 9's worked in teams to research and design something that could influence a problem that they saw in the CBD.

- Edendale Farm (Yr7) Project Based Learning with a focus on sustainability and biodiversity.
- CLC LIVE – with Making Media – (Yr7, 8 & 9) students learnt technical skills to involved in producing content for a radio program, including developing skills in interviewing internal and external guests.
- My Future: Year 9s visited La Trobe University and Victoria University to see what learning looks like at the different institutions. Students also had incursions surrounding writing CVs and job interview skills.
- In collaboration with the Asia Education Foundation, Year 9s engaged with young people from across the Asia Pacific Region in the Victorian Young Leaders: Global Youth Forum.
- Participation in the Deakin University Science and Engineering Challenge.

Student Learning Outcomes

The College's strategic intent of improving Data had provided staff with various opportunities to strengthen their data literacy through professional learning.

The college utilises a range of platforms, such as SiMON, Google Classroom, Education Perfect, Edrolo, and Stile, which provide students with a range of different learning and assessment strategies to track and monitor student outcomes.

Student data included NAPLAN, PAT Numeracy, Literacy and AGAT testing collated on a data dashboard. Staff analysed data to create classroom profiles and to also benchmark students across stanines. Scale scores allow for tracking and measurement of growth in our students across both PAT and AGAT testing.

Visible learning strategies embedded in classroom practice gave students clear learning intentions and success criteria in each lesson. Formative assessment rubrics measured student growth along a continuum, providing data about student progress and achievement and opportunities for feedback to support learning outcomes. Formative and summative assessments were communicated directly to families on our learning platform, SiMON.

Catherine Jackson

Head of Learning - Curriculum and Pathways

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	561	77%
	Year 9	594	78%
Numeracy	Year 7	546	78%
	Year 9	577	80%
Reading	Year 7	565	88%
	Year 9	611	86%
Spelling	Year 7	545	81%
	Year 9	586	82%
Writing	Year 7	575	84%
	Year 9	614	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	32
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

Broad Goal: 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.

Intended outcomes:

- That the wellbeing curriculum is collaboratively developed in line with the learning and teaching framework and to enhance the connection wellbeing and learning
- That a whole school approach to the use of data is strengthened to drive growth and improvement in student learning and wellbeing outcomes
- That the learning opportunities available to students and staff are expanded and enhanced through the strengthening of strategic partnerships within and beyond the school gates.

This year's College theme of love underpinned the wellbeing team's work with students and families. The Wellbeing Team's priority is to build supportive relationships with students and families for it is when they are known and connected to staff, the best possible outcomes in terms of learning and wellbeing are enabled and enhanced.

Achievements

Two vital staff roles were added to the Wellbeing Team this year – Head of Students and Student Leadership and Engagement Coordinator. These roles gave students access to increased support mechanisms and brought a new perspective and vibrancy to wellbeing, student leadership, partnership building and student engagement. The Head of Students role in particular provided support to the Year Level Team Leaders in their daily 'on the ground' work with students and their families.

The Engage wellbeing program was in its second year in 2023. The program is a bespoke one and therefore is tailored to respond with sensitivity and relevance to the needs of students and families at any particular time. At the heart of the program, inclusivity and voice are celebrated and students are empowered to find their inner confidence and rise to challenges. As in 2022, 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 a variety of activities to promote their wellbeing and nurture their learning. Years 7, 8 and 9 each enjoyed a 3-day camp, Year 10s were challenged and supported in the step up into the senior school, the Year 11s focussed on working towards a successful VCE and VCE-VM and Year 12 commenced their final year with a 3-day university immersion experience. Year levels heard presentations on friendships and relationships, conflict resolution, self-esteem, cyber citizenship, mistake-making and resilience building and mental health and wellbeing. They also enjoyed many cohort bonding activities and participated in Respectful Relationship lessons.

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.

To provide additional wellbeing support for junior students, the College created a Year 7-9 Student Hub in semester 2. The Hub is staffed by a social worker and is a place for junior students to seek advice, have some time out and make social connections. The aim of the work of the Hub is to help students feel connected and comfortable at school and to develop skills in self-regulation – all of which enhance school and class attendance. The Hub has been highly successful and is greatly valued by the entire College community.

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 Student Leadership and Engagement 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 2023 College Leaders attended a Student Leadership Day with student leaders from our sister school, St Columba's College and another day with leaders from Parade College.

As in years prior to COVID, the College offered extended enrichment and awareness opportunities with a range of excursions and one interstate trip, an indigenous immersion tour to central Australia. 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. Participation and achievements were celebrated and shared with the wider college community. The College also continued to offer several activities related to social justice initiatives.

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, Mamma Mia, proved to be a

popular musical that showcased the talents of many students, both in front and back of stage roles. The Annual Art Exhibition held in the newly refurbished arts precinct 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.

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.

- Music Bands
- Elite Sports & Dance programs
- College Production
- Instrumental & Voice Ensembles
- Lunch time activities and clubs
- Public Speaking and Debating
- Ethics Olympiad & Tournament of Minds
- Book and Writing Clubs
- Interschool Sporting Teams
- Feminist Collective
- Principal's Advisory Group
- Mission Team
- Fire Carriers
- Social Justice & Environment Group
- Reconciliation Group
- Student Leadership Team
- House Leadership
- Student Ambassadors
- Peer Support Program
- Homeroom Leaders
- International Women's Day
- RU OK? Day
- House Athletics Carnival
- House Swimming Carnival
- Year 7-9 Camps
- Year 12 University Immersion Camp

- Annual Art Exhibition
- Thrive Transition Program
- Year 12 Graduation Celebrations
- Year 7-10 Awards Evening
- Semester Music Concerts
- Indigenous immersion Trip
- Year 7 & 8 Homeroom Sporting competition
- Founder's Day Celebration
- Sports Presentation Evening

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 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 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 child was absent from their 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 2023 than in previous years. This could possibly be attributed to COVID-19. A review of attendance with the specific aim of developing strategies to improve attendance will be conducted in 2024.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	82.8%

Average Student Attendance Rate by Year Level	
Y07	90.6%
Y08	89.0%
Y09	88.1%
Y10	88.4%
Overall average attendance	89.0%

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.

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.

The launch of the College Strategic plan and Board Strategic plan for 2023 – 2026, staff have participated in workshops and relevant professional learning focusing on pedagogy and data. Updates on progress are regularly provided to the College Board and at the end of each term, a presentation to all staff on achievements and progress.

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.

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. 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, mental health first aid), 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, duty of care, OHS, Reportable conduct, mandatory reporting, anaphylaxis, asthma management, completion of the Disability Standards modules and emergency management processes.

Considerable time was spent in 2023 focusing on the new Catholic Education Multi-Enterprise Agreement. Once negotiations were finalised, voting took place and implementation plans put into place for 2023 and 2024.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Staff Professional Learning continues to foster and promote the Mission and goals of the College. All members of staff are encouraged and supported to engage with regular professional development.</p> <p>Data was a focus of professional learning sessions at the beginning of 2023 and then the learning shifted to focus on the introduction of the new LMS. Staff reviewed their curriculum and spent time upskilling on CLC Connect.</p> <p>Pedagogy was also a focus with the introduction of the Lumination Lab and MakerSpace facilities.</p> <p>First Aid training hours were up in 2023, as staff who have full Level 2 training were required to undertake re-certification, which lasts for three years.</p>	
Number of teachers who participated in PL in 2023	83
Average expenditure per teacher for PL	\$677.00

Teacher Satisfaction

Teachers feel physically and psychologically safe working at the College and the retention rates are high.

Teacher Qualifications	
Doctorate	0.0%
Masters	14.1%
Graduate	18.8%
Graduate Certificate	3.9%
Bachelor Degree	49.2%
Advanced Diploma	10.2%
No Qualifications Listed	3.9%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	87
Teaching Staff (FTE)	75.2
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	41.6
Indigenous Teaching Staff (Headcount)	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 Mary Aikenhead's charism, the spirituality of the Sisters of Charity, Mary Aikenhead Ministries' mission and vision, 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.

- Continued partnership with 'Arrive and Thrive' in the development of our Student Ambassador Leadership Program
- Continued partnerships with Banyule Nillumbik Tech School, LaTrobe University, Dr Michael Carr-Gregg and the Cyber Safety Project
- Continued our Year 12 Immersion Experience partnering with Melbourne University
- Continued our Student Principal Advisory Council
- Launch of new learning management system, CLC Connect
- Continued our Thrive Program to assist in the transition from primary school to secondary school
- Launch of our new podcast series Raising Resilience
- Launch of Parent Support Groups
- Successful performance of our 2023 College Production of MAMMA MIA

- Re-launch of the Central Australia Immersion program with Red Earth

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 2023, our Parents' Association continues to thrive and is a huge asset to the school which focuses on engagement and fundraising. In 2023 the Parents' Association continued to donate funds to assist us in upgrading areas and new exciting projects that directly benefit the students.

In 2023, the Student Principal Advisory Council continued to be an invaluable opportunity for Students in Year 7 – 12 to give feedback which informs positive changes to CLC life. In 2023, the projects they led include the changes to the timetable for Days 4 and 9, the introduction of a new bus service and stops, and new furniture options.

Financial Performance

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

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