

# 2024

## Annual Report to the School Community



### **Catholic Ladies' College Ltd**

19 Diamond Street, ELTHAM 3095

Principal: Stephanie Evans

Web: [www.clc.vic.edu.au](http://www.clc.vic.edu.au)

Registration: 576, E Number: E1060

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## Principal's Attestation

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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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2025

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## About this report

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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](#).

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## Governing Authority Report

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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 2024:

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 and Board Governance Charter:** Completed a review and update to the College's constitution, Board Governance Charter and delegations of authority.
- **Governance review:** Completion of a successful governance review by VCEA.
- **Risk Management:** Completed a review and update of the College's Risk Management Framework including the Board's risk appetite statement.
- **Continual 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 a \$10 million 3-level extension development named Aikenhead Centre, in September 2024
  - New Maker Space for hands on and creative learning
  - New Lumination lab for virtual reality immersive learning.

**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 2024 was marked by significant progress and achievements for Catholic Ladies' College, thanks to the diligent efforts of the Board of Directors and its sub-committees. 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.

**Greg Bertuna**

**Chairperson, Catholic Ladies' College Ltd Board of Directors**

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## Vision and Mission

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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, people of faith, integrity, individuality and compassion.

**Vision:** To inspire our students to realise their personal excellence and confidently shape their future.

**Purpose:** We create opportunities for our students 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.

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## College Overview

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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.



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## Principal's Report

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2024 was an exciting year for the College with new facilities and programs. We launched the new Maker Space and the Lumination Lab. At the start of Term 4 we had access to the new three-level extension, with new classrooms, a common space and lots of spaces for creativity and collaboration.

We continue to have a focus on building a strong sense of connectedness and belonging. The Student Leadership Team planned and organised great activities for special days during the year including International Women's Day, RUOK? Day and Founder's Day. There was lots of laughter and fun on these days as we came together in year levels and as a whole College community. The College Production, *High School Musical*, was a great success.

There have been lots of opportunities for students across all areas of the College. 2024 saw the introduction of the inaugural Year 9 Activity Day with Whitefriars College students. The focus of the day was to further develop workplace skills to best prepare students as they enter the workforce. The activities were led by teachers from both Colleges and allowed students to experience diverse ways of learning and listen to perspectives not usually heard in their classroom.

The Senior Captain election process was reviewed and changes implemented. Part of the formation for our 2025 College Captains was learning more about Venerable Mary Aikenhead and the values of the Sisters of Charity. As part of their leadership formation, the Captains travelled to East Melbourne to meet up with the Captains from our sister school, St. Columba's College. Here they heard from a myriad of guest speakers working across Catholic formation in St. Vincent's Hospital, were given a tour of some of the facilities and how they help those in need. In addition, the Captains had the opportunity to network with each other and set goals for their leadership roles across next year. The students were wonderfully collaborative and connected to Mary Aikenhead's value of service in the community and are eager to apply these lessons in their positions.

Collective efforts and achievements included the College Interschool Swimming Team coming first in the CGSAV competition earlier in the year. For a second year, one of the teams in the 'Write a Book in a Day' fundraising competition was shortlisted for their book titled, *Mischief and Masterpieces*. In the later part of the year, our Year 9 and 10 'Tournament of the Minds' student team, having won the Victorian finals, travelled to Sydney to compete against nine other teams and were awarded the *International Title for The Arts – Secondary*. The 'Tournament of Minds' program is an opportunity for extension and enrichment with the focus being on students developing their collaboration, communication, creative thinking and critical thinking skills

Our Mother's and Father's Day evening events were popular again this year. The mothers enjoyed dinner and student performances and the fathers took part in a trivia quiz. Alumni activities this year have included on campus open house session and Remembrance Day reflection. Another highly successful event was the Human Library again this year.

Our 2024 College theme focused on 'Compassion' which is one of four Mary Aikenhead Ministries values. Compassion calls each one of us to be kind, warm and understanding. Having and showing compassion is essential in all of our relationships and for building community. It has been with immense pride that I have seen students and staff show compassion in diverse ways within our CLC community and the wider community. Compassion has been shown in day-to-day interactions and fundraising initiatives. Students and staff have supported local external organisations, including our VCE Vocational Major students who partnered with 'Imagine Re-evolution' to develop a program aimed at re-engaging young people who are experiencing difficulties in attending school. The Social Justice and Environment Team who have visited the residents of St Vincent's Aged Care next door. Staff and students in all year levels who contributed to the St Vinnie's soup drive and supported fundraising initiatives to continue the College's support of Project Kenya.

The new College Education Charter was shared with the wider College community. Year 7 and 8 curriculum offerings were implemented. The Principal Advisory Groups at each year level continued to provide opportunity for student voice and advocacy. 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 CLC's podcast series, *Raising Resilience*.

2024 has been a year of building accomplishments with the completion of the Design Precinct and the three-level extension as part of the College's Master Plan.

The College delivered against its Master Plan by completing phases two and three. Phase two saw the completion of the Design Precinct in early 2024, which involved upgrading existing creative areas, such as arts, fashion, media, digital, as well as creating new spaces including the Podcast Studio, Maker Space and Lumination Lab for students to experience hands-on collaborative learning whilst using 21st-century technologies. The College invested in an industry-grade laser cutter and eight 3D printers for students to design, create and build projects. The Lumination Lab is an immersive learning experience using virtual reality and augmented reality technology that is used across various subjects.

Phase three was the centrepiece of the Master Plan, this involved the building of a ten million dollar three-level building extension at the northern end of the property, which was completed in September 2024. The new extension has four new Year 9 classrooms and a cohort common space to bring Year 9s together, three new creative spaces that joins to the Design

Precinct and a mini atrium. The College is very pleased with the final outcome and we thank the students, staff and families for their patience and support throughout the eighteen month building program.

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**

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## Catholic Identity and Mission

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### 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 2024, 'Compassion', was based on the Mary Aikenhead values of Love, Hope, Justice and Compassion. The theme underpinned the prayers, liturgies, reflections days and social justice activities throughout the year, creating a vibrant and holistic experience of faith, learning, wellbeing, community engagement, expressed through our Catholic tradition and our heritage. Students and staff engaged with a range of initiatives and well-established programs across the three student leadership portfolios of Mission, Reconciliation and Social Justice and Environment, touching the very heart of our College community. The theme of Compassion was also central to our Staff Faith Formation Day.

We commenced the academic year with a Staff Mass and a College Opening Mass, establishing a sense of unity and purpose grounded in our Catholic faith and a shared commitment to compassion in action. Our commitment to social justice began with the launch of Project Compassion, encouraging students to care for those in need as the focus for Term 1. A highlight for some of our students in Years 7 to 9 was attending St Patrick's Day Mass at the Cathedral which highlighted our connection to the broader Catholic community. We marked the beginning of Lent with a reverent Ash Wednesday liturgy. We remembered Holy Week and celebrated the joy of the Resurrection with a whole school Easter Liturgy.

Throughout the year, we fostered a spirit of remembrance and respect through our solemn ANZAC Day Assembly. We proudly celebrated the heritage of Catholic Ladies' College with a meaningful Founders' Day liturgy followed by lots of fun activities. During Reconciliation Week the FIRE Carriers organised various activities to engage their peers with opportunities for growth in understanding and compassion, culminating in a powerful talk and performance by the esteemed Indigenous singer-songwriter, Kutcha Edwards. Through his stories and his music, Kutcha touched the hearts and minds of all. At key points throughout the year, with

great commitment and enthusiasm, the FIRE Carriers ran fundraising for the 'Opening the Doors Foundation' and the 'Michael Long Foundation'.

The ongoing formation of both our staff and students continues to be a priority. The development of our student leaders was a key focus through the comprehensive student leaders 2024 formation program, equipping them with the skills and values necessary to serve our school community effectively. We also prioritised the spiritual and personal growth of all students through year level Reflection Days, enriched by the insights of various presenters and providers of meaningful and inspiring programs. The feedback from each year level was extremely positive. The days were facilitated by different external groups: Youth Mission Team Melbourne, Gen Bryant and a team of musicians, Passionist Retreat Team, Manningham Interfaith Network and Glen Gerreyn from 'The Hope Institute'.

Our Staff Formation Day on the theme "Faith and Compassion in our Contemporary World", provided a valuable opportunity for professional development and faith formation, featuring two insightful and inspiring keynote speakers. The first keynote was delivered by Sr Elizabeth Dodds RSC, on the topic of "Faith & Compassion in Our Contemporary World - The perspective of one Sister of Charity". The second keynote address was delivered by Rev. Dr Chris Mulherin on the topic of "Faith & Science in our Contemporary World. Can a Scientist believe in God?" From the six engaging workshops, the staff were able to attend two. The choices were: "Laudato Si' and The Mercy Integral Ecology Fellowship" with Sr Elizabeth; "AI, Transhumanism, 'Techno-enthusiasm' & Faith" with Rev Mulherin; "Faith in Action in our Contemporary World: Human Trafficking, Modern Slavery & the work of ACRATH" with Sr Colleen Jackson RSC & Janet Bohan; "Prayer: "Contemplatives in Action" with Terry Fanning; "Faith & Music in our Contemporary World" with Gen Bryant; and "Faith and Compassion in Action", at St Vincent's Aged Care Eltham. The visits to the aged care facility inspired new student projects, fostering intergenerational connections and a deeper understanding of community care. The uplifting music of Gen Bryant provided an energetic and enjoyable conclusion to the day.

Our call to action saw new initiatives and the continued support of existing programs that embodied our commitment to serving others. The Vinnie's Soup Drive was successfully initiated, providing much needed support to those experiencing hardship in our local community. We were also delighted to see the St Vincent's de Paul Winter Sleepout reintroduced, offering our students and staff a powerful experience of solidarity. The St Vincent de Paul Christmas Appeal continued being supported, demonstrating the compassionate spirit of our school community. Under the ongoing dedication and guidance of staff leaders, the Social Justice and Environment Team raised \$6,000 through tireless efforts during the year to support CLC House in Kenya. Our outreach extended beyond our local area through our dedicated fundraising efforts for a school in Kenya, fostering a global perspective and a sense of interconnectedness among our students.

All the student leaders engaged in liturgies and supported the various Faith and Mission activities this year. Our Student Leadership Team led by example and demonstrated the CLC values by their authentic support of the faith life of the College. They must be congratulated for their ongoing efforts to support the education of the children in Kenya as well as their various social justice and environmental action initiatives throughout the year.

The Year 12 Graduation Mass celebrated the journey of our graduating students at Catholic Ladies' College, entrusting them to God's care as they embarked on their various pathways to the future. The academic year concluded with Christmas liturgies for students. The Year 7 to 9 students created Christmas messages that were delivered to the St Vincent's Aged Care facility in Eltham to brighten their Christmas celebrations. Our final staff day began with a moving Christmas liturgy in readiness for our well deserved break and launched the theme for 2025: 'Hope'.

The theme of 'Compassion' in 2024, served as a powerful lens through which we approached our learning and engaged with the wider community. We witnessed our students and staff flourish through a diverse range of initiatives, all undertaken with a commitment to empathy, care and a genuine desire to make a positive difference in the lives of others.

**Lucia Angelico**

**Director of Faith and Mission**

### **Value Added**

- Opening of the year College Staff Mass
- Opening of the year whole College Mass
- Launch of Project Compassion
- Ash Wednesday liturgy
- St Patrick's Day Mass
- Easter Liturgy for whole school
- ANZAC Day ceremony
- Founders Day liturgy
- Silver Prize awarded to the 2023 entry in the MACS Rerum Novarum Award
- Reconciliation Week celebrated and whole school assembly with Kutcha Edwards
- Feast of the Assumption Mass celebrated with Bishop Terry Curtin
- Staff Formation Day
- Reconnection with St Vincent's Care Services, Eltham
- St Vincent de Paul 'Winter Soup Drive' initiated
- St Vincent de Paul 'Winter Sleepout' reintroduced

- Year level Reflection Days
- CLC Student Leaders 2024 formation program including some collaboration with St Columba's College
- Ongoing commitment to and fundraising for Project Kenya - CLC House
- New Staff Formation on working at a Mary Aikenhead school and the impact of the Sisters of Charity on the College
- Year 12 Graduation Mass
- The St Vincent de Paul Christmas Appeal.

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## Learning and Teaching

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### 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

In 2024, the College embraced our Education Charter and aligned the Strategic Plan to focus on three main goals: Pedagogy, Data and Partnerships.

#### Pedagogy

To enhance pedagogy, the College launched a new Learning Management System (LMS), *CLC Connect*, providing greater visibility of learning and wellbeing across the College. *CLC Connect* is underpinned by our Education Charter and Instructional Model, supporting the use of evidence-based pedagogical strategies and routines to engage and challenge all students. The introduction of this initiative has further strengthened our partnership with families.

To support the College's learning and teaching improvement agenda, staff were provided with comprehensive professional learning workshops. These workshops developed staff competency in the various elements of *CLC Connect* and improved data literacy using our new data platform. Staff were also supported in the implementation of evidence-based instructional practices within the classroom.

With the rapidly evolving landscape of education and AI, the College updated its Academic Integrity Policy and conducted workshops for students and staff on the ethical use and referencing of AI tools. Staff were also supported in exploring how AI can enhance



productivity through lesson planning, ideation, differentiation and feedback generation. Presentations to staff addressed critical topics such as AI ethics, bias and data protection.

The completion of the new Design Precinct significantly enhanced our learning programs. The contemporary, light-filled spaces now house facilities including new Media, Visual Communication and Design classrooms, a Podcast Studio, a Makerspace, a Lumination Lab and new Year 9 learning spaces.

## Data

Alongside the launch of *CLC Connect*, the College introduced a new data analytics platform, Intellischools. This platform enables comprehensive analysis and visualisation of wellbeing and academic data. By triangulating a range of standardised testing and internal assessment data, the platform identifies student growth, highlights areas for improvement and tracks attendance patterns. This data empowers staff to make informed, strategic decisions to support differentiated teaching and enhance learning outcomes.

## Partnerships

*CLC Connect* strengthened parent engagement in their child's learning and wellbeing through the development of parent pages, pastoral care reports, continuous academic reporting and targeted feedback. This engagement will be further enhanced with the launch of the *CLC Connect* App in 2025.

The College continued to build community, institutional, and external partnerships to support student engagement and enrich learning and teaching programs. Key initiatives included:

- **Illuminate Education** (Year 8): Focused on developing compassion within the community, students developed skills in design thinking, entrepreneurship, social and ethical understanding, business, and personal development.
- **\$30 Boss Project** (Year 9): Students honed enterprise skills such as innovation, collaboration, creativity, and problem-solving by developing a small social enterprise to raise funds for a chosen charity.
- **Tech Ambassadors** (Nillumbik Tech School Partnership): Students developed advanced STEAM skills through hands-on workshops.
- **Design Melbourne** (Year 9): As part of the three-day City Experience Program, students worked in teams to research and propose solutions to real-world problems identified in the Melbourne CBD.
- **CLC LIVE with Making Media** (Years 7-12): Students learned technical skills in media production, including interviewing internal and external guests for a radio program.
- **Edendale Farm** (Year 7): Project-based learning initiative focused on sustainability and biodiversity.
- **Deakin University – Science and Engineering Challenge** (Years 9 & 10).
- **Deakin University - Immersion Program** (Year 10): Exposed students to a range of career pathway options as part of the broader Career Development Program.

Overall, 2024 marked significant advancement in the College's pedagogical practices, data-informed decision-making and strategic partnerships, setting a strong foundation for continued growth in 2025 and beyond.

## **Student Learning Outcomes**

The College's strategic intent of improving data literacy provided staff with multiple opportunities to strengthen their skills through targeted professional learning.

A range of platforms, including CLC Connect, Education Perfect, Edrolo and Stile, were utilised to offer students diverse learning and assessment strategies, enabling the tracking and monitoring of student outcomes.

Our Data Plan collects and consolidates student data from NAPLAN, PAT Numeracy and Literacy and AGAT testing, all of which are visually displayed on the Intellischools data dashboard. Staff analyse this data to create detailed classroom profiles, benchmark student achievement and track learning growth over time using comparative data.

Visible Learning strategies and effective instructional practices are embedded in lesson planning, ensuring that students are provided with clear learning intentions, success criteria and explicit instruction in every lesson. Formative assessment rubrics were used to measure student growth along a continuum, providing valuable data on student progress and achievement. These assessments offered opportunities for timely feedback to support and enhance student learning outcomes.

Both formative and summative assessments were communicated directly to families via the College's learning platform, CLC Connect, strengthening home-school partnerships and increasing transparency around student learning progress.

**Catherine Jackson**

**Assistant Principal Learning and Teaching**

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	567	76%
	Year 9	609	80%
Numeracy	Year 7	553	81%
	Year 9	594	82%
Reading	Year 7	571	88%
	Year 9	623	89%
Spelling	Year 7	544	80%
	Year 9	593	91%
Writing	Year 7	579	86%
	Year 9	633	94%

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

<b>Senior Secondary Outcomes</b>	
VCE Median Score	32
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

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

Post-School Destinations as at 2024	
Tertiary Study	79%
TAFE / VET	5%
Apprenticeship / Traineeship	7%
Deferred	0%
Employment	7%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

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## Student Wellbeing

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### Goals & Intended Outcomes

**Broad Goal:** to inspire our students to realise their personal excellence and confidently shape their future. We create opportunities for our students 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.

### Achievements

CLC students participated in a variety of activities to promote their wellbeing and nurture their learning. Year levels heard presentations on child safety, 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. An addition to the weekly wellbeing lessons and assemblies, in 2024 Years 7 to 11 level participated in two wellbeing days and Year 12s in one day. The Year 9s especially enjoyed and valued a Wellbeing Day combined with Whitefriars College – a new partnership which will continue to be built upon in future years.

To further support younger students, the Year 7 to 9 Student Hub established in 2023 continued its work in 2024. The Hub helps students feel connected, develop self-regulation, and improve attendance and safety. Year 7s took part in Circle Time to discuss friendships and conflict, whilst disengaged students joined the externally facilitated Tritactics program overseen by the Hub's social worker.

Throughout the year the College continued to extend the development of leadership skills of all students. The senior leaders attended a range of external leadership forums, interacting with other school leaders both at the local and wider regional level. Year Level, House, Homeroom and Sporting and Arts captains participated in training programs to enhance their leadership skills which they put to use organising year level and whole school events, planning and hosting assemblies and presenting at parent evenings and other community events. Year 10 Peer Support leaders also participated in a training program and were

responsible for running the Year 7 Peer Support program. Other students developed their leadership skills by being on the Principal's Advisory Committee and being a Student Ambassador.

### **Child Safe Standards**

The College has a range of policies and practices in place for keeping students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations where College activities occur.

Staff are regularly briefed on Child Safe policies and expectations, including via induction and ongoing professional learning. All staff participated in a presentation by Safe Space Legal on their legal and professional obligations.

Staff and volunteer suitability is continuously monitored, with regular reviews of Working with Children Checks and VIT registration. Risk management procedures ensure ongoing assessment and review of child safety practices. The Child Safeguarding Team meets each term and Child Safety is an agenda item at all Staff, Wellbeing, Learning, Leadership and College organisational meetings.

### **Value Added**

At CLC 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.

The College offered extended enrichment and awareness opportunities with a range of excursions and incursions and the return of international language immersion trips to Italy, Germany and Indonesia. Student learning around inclusion, diversity and environmental and ethical issues was enhanced via participation in the Ethics Olympiad, interschool debating and public speaking, Tournament of Minds, Write a Book in a Day competition, the Feminist Collective club, the College Mission Team, the Social Justice & Environment Group, the Reconciliation Group and Harmony Day. The whole school participated in International Women's Day celebrating the role of women in society and the need to continue to fight for improvements for all women, RUOK? Day raising awareness of mental health and Reconciliation Week.

Students participated in intra and interschool sporting events, with Athletics and Swimming Carnivals remaining highlights. Year 7 and 8s enjoyed fiercely contended inter-Homeroom sporting competitions throughout the year fostering community, belonging and connectedness. The sporting year culminated in the Sports Presentation Evening which

celebrated the participation and achievements in school and community sporting events of students.

The Visual 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, *High School Musical*, 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 opened Aikenhead Centre showcased the extraordinary talent of many students in a wide range of mediums and areas.

## Student Satisfaction

CLC fosters a caring and inclusive community where respectful student-teacher relationships thrive. Feedback from students and parents confirms that students feel respected, known and valued, with positive learning attitudes and strong relationships with teachers. The College uses a restorative practices model to support a harmonious environment.

Student voice plays a vital role in College decisions. The flexible 'Engage' Wellbeing program responds to student feedback, adapting to meet emerging needs and priorities.

## Student Attendance

The Wellbeing Team and Attendance Officer improved monitoring and follow-up processes. Attendance was recorded each lesson, with parents alerted via SMS to unexplained absences.

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.

**Debbie Brock**

**Deputy Principal**

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	88.57

Average Student Attendance Rate by Year Level	
Y07	91.9
Y08	87.8
Y09	89.8
Y10	88.7
Overall average attendance	89.5



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## Leadership

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### 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 Learning Area teams. We continued to focus on building the individual and collective efficacy of leaders. During the course of the year, leaders participated in workshops facilitated by our Deputy Principals which invited conversation based on professional reading/research and skill building.

The Professional Learning program for the year focused on our Strategic Plan priorities: pedagogy and data. The implementation of a new Learning Management System, saw a variety of training workshops being offered and individual support. The Learning Coach oversaw teacher feedback program. Teachers used an online program to obtain feedback on teaching practice and develop professional goals. Staff professional learning also focused on supporting students with learning challenges and NCCD processes. Teaching staff engaged in professional learning on AI tools to boost productivity by streamlining planning, differentiation and feedback, freeing up time for deeper student engagement.

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 ideas for sharing their experiences and embedding our rich heritage and story 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 MAE foundation document, "By this everyone will know", our Catholic identity and embedding of our mission and vision, Risk Management, Governance and the 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
- 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 online safety protocols, duty of care, OH&S, Reportable conduct, mandatory reporting, anaphylaxis, asthma management, completion of the Disability Standards modules and emergency management processes.

Implementation of the new Catholic Education Multi-Enterprise Agreement took effect from the start of 2024.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<p><b>Expenditure and Teacher Participation in Professional Learning 2024</b></p> <p><b>Professional Learning Undertaken in 2024</b></p> <p>Staff Professional Learning continues to foster and promote the mission of the College. An important focus of Staff Professional Learning is to provide a breadth of opportunities for staff, which in turn enhance student learning outcomes. The variety of these programs can be seen in the graph below.</p> <p>All members of staff are encouraged and supported to engage with regular professional learning.</p> <p>A focus for 2024 was on building curriculum. First Aid and CPR training was also undertaken by the vast majority of staff at the end of 2024.</p>	
Number of teachers who participated in PL in 2024	87
Average expenditure per teacher for PL	\$980.82

## Teacher Satisfaction

**Teacher Satisfaction:** Teachers feel connected and valued as members of the CLC community. The retention rate is high.

**Staff Turnover:** Teaching staff turnover in 2024 was 19.8%, a combination of retirements, moves interstate and internationally and moves to other schools.

Teacher Qualifications	
Doctorate	2
Masters	28
Graduate	40
Graduate Certificate	5
Bachelor Degree	20
Advanced Diploma	1
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	97
Teaching Staff (FTE)	84.67
Non-Teaching Staff (Headcount)	43
Non-Teaching Staff (FTE)	35.67
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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.

### VALUE ADDED:

- 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 and Student Leadership Program
- Development of new Learning Management System, *CLC Connect*
- Continued our 'Thrive' Program to assist in the transition from primary school to secondary school
- Continuation of our wellbeing podcast series, *Raising Resilience*
- Continuation of Parent Support Groups

- Successful performance of our 2025 College Production of *High School Musical*
- Re-launch of the International Language Tours to Indonesia, Italy and Germany
- Successful parent launch event for the Lumination Lab and Maker Space
- Continued 'Girls Can' series for prospective students
- Continued Mother's Day and Father's Day celebrations
- Launch of Technology Day with Technology Club from St Christopher's Primary School.

## Parent Satisfaction

Voice is a significant 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 children at CLC. In 2024, our Parents' Association continues to thrive and is a huge asset to the school which focuses on engagement and fundraising. In 2024 the Parents' Association continued to donate funds to assist us in upgrading areas and new exciting projects that directly benefit the students.

In 2024, the Student Principal Advisory Council continued to be an invaluable opportunity for Students in Year 7 to 12 to give feedback which informs positive changes to CLC life.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.clc.vic.edu.au](http://www.clc.vic.edu.au)