

2025

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 2025 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 20 May 2026

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

On behalf of the Board of Directors, I am pleased to present this report as part of the Catholic Ladies' College Annual Report for 2025.

Catholic Ladies' College Ltd, established in 1902, operates under the governance of Mary Aikenhead Ministries, established by the Sisters of Charity in July 2009. The College continues a proud tradition of Catholic education inspired by the charism of Mary Aikenhead, grounded in faith, compassion, service and a strong commitment to social justice.

Governance and Stewardship

The Catholic Ladies' College Board of Directors is an incorporated body entrusted with responsibility for the governance of the College. The Board provides strategic leadership and oversight to ensure the College fulfils the objectives set out in its Constitution, whilst remaining faithful to its Catholic identity and mission.

Throughout 2025, the Board focused on strategic direction and long-term sustainability, prudent stewardship of financial and physical resources, oversight of risk, compliance and accountability and supporting continuous improvement across all aspects of College operations.

The Board reports annually to the Australian Charities and Not-for-Profits Commission (ACNC) and to the Trustees of Mary Aikenhead Ministries (TMAM) and works closely with Mary Aikenhead Education Limited (MAEL), which oversees the broader education ministry and is the sole member of the company. Governance and decision making across the College are informed by the Mary Aikenhead Ethical Framework, which guides ethical, mission aligned practice in leadership, teaching and student engagement.

The Board is confident that Catholic Ladies' College continues to meet its governance, legal and regulatory obligations and remains well positioned to respond to future challenges in a dynamic educational environment.

Principal Involvement and Leadership Partnership

The Principal serves as an ex-officio member of the Board, providing valuable insights to Board deliberations and contributing to the work of all Board sub-committees. This involvement ensures strong alignment between governance oversight, administrative leadership, the College's Strategic Plan and the evolving challenges of the education sector.

The Board values the collaborative partnership with the Principal and the College Executive and Leadership Teams and acknowledges their professionalism, transparency and commitment to advancing the mission and strategic priorities of the College.

Board Committees

The Board operates through three advisory sub-committees:

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

These committees provide focused expertise to support effective governance, financial stewardship, infrastructure planning and formation in mission centred leadership. Ongoing Board formation and governance development remain priorities, ensuring best practice governance in a Catholic context.

Catholic Identity and Community

Safeguarding and promoting the Catholic identity of the College remains central to the Board's role. The Board acknowledges the commitment of staff and leadership in ensuring the values and traditions of the Sisters of Charity are lived daily through faith formation, pastoral care, teaching and community life.

Looking Forward

Looking ahead, the Board remains committed to advancing the College's mission, fostering academic excellence and providing a safe, inclusive and nurturing environment for all students. This report reflects the College's ongoing dedication to continuous improvement and excellence in all aspects of its operations.

On behalf of the Board of Directors, I thank the Principal, Executive and Leadership Teams, staff, students and families for their contributions throughout 2025.

Greg Bertuna

Chairperson, Catholic Ladies' College Ltd Board of Directors

Vision and Mission

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.

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, young people of faith, integrity, individuality and compassion, confident of their own worth and wholly involved in the transformation of society.

Our community encourages our students to have courage, resilience, empathy and to be young people 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 and compassion. These values are evident in the daily life of the College.

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

2025 has been a year marked by growth, hope and consolidation for our College community. We commenced the year with full access to the Aikenhead Centre, a significant milestone in our College's Master Plan. The official opening and blessing of this building on 21 February, led by Auxiliary Bishop Rene Ramirez RCJ, was a moment of great pride for our community and a tangible symbol of our shared commitment to contemporary learning, wellbeing and innovation. The building is named in honour of Venerable Mary Aikenhead, Founder of the Sisters of Charity.

Throughout the year, the College maintained a strong focus on connectedness, belonging and student voice. These priorities were evident in both daily College life and in shared community experiences. The Student Leadership Team played a central role in fostering community spirit, planning and leading events such as International Women's Day, R U OK? Day, Reconciliation Day and Founder's Day. These occasions provided meaningful opportunities for reflection, celebration and connection across year levels and with the wider community.

Student achievement across academic, cultural, sporting and leadership pursuits was a defining feature of 2025. The College Production, *Shrek the Musical*, was a standout success, attracting record ticket sales and showcasing the talents of students across acting, music, dance, stage management, technical production and visual design. The Production reflected not only artistic excellence but also collaboration, perseverance and confidence.

Academic extension and enrichment opportunities continued to grow. Three College teams competed in the 'Tournament of Minds' Regional Finals, with one team achieving Honours in the Arts Secondary division. Students demonstrated high levels of problem-solving, creative thinking and teamwork. In debating, two students were recognised with 'Swannie' awards for achieving the highest average speaker scores in their grade and region through the Debating Association of Victoria Schools Competition, highlighting strong communication skills and intellectual rigour.

Leadership formation was a strong feature of the year. College Captains participated in formation experiences alongside students from our sister school, St Columba's College, including a visit to St Vincent's Hospital in East Melbourne. These experiences deepened students' understanding of leadership grounded in service, social responsibility and the charism of Mary Aikenhead, while strengthening connections across the Catholic education community.

Student wellbeing remained central to College priorities. Across the year, students participated in Wellbeing Days and targeted programs tailored to year level needs. Year 7 students engaged in restorative practice workshops designed to build respectful relationships

and student voice. Parent education sessions further supported community understanding of adolescent wellbeing and the 'Raising Resilience' podcast series continued to provide valuable resources for families. Collaboration across schools was strengthened through the establishment of a 'Mental Health Roundtable' involving counsellors from local schools.

Sport and Physical Education provided further opportunities for student growth and achievement. The establishment of the College Netball Academy supported over 80 students through specialised coaching and individualised development programs. New Physical Education awards recognised not only performance but also sportsmanship and College spirit, reinforcing the value of participation and character. Senior students enrolled in the VCE VET Sport and Recreation Certificate III program gained meaningful, hands-on experience through a partnership with Sacred Heart Primary School, developing skills in coaching, planning and leadership.

Creativity and learning through the Arts remained a strength of the College. Student artwork was displayed across learning spaces and celebrated at the Annual Art Show evening, reflecting diversity of expression across visual and creative disciplines. These opportunities supported student voice and confidence while enriching the College environment.

Service learning and social justice continued to be integral to College identity. Students and staff engaged in partnerships with organisations such as Imagine Re-Evolution, maintained connections with residents at St Vincent's Aged Care, and participated in initiatives including the St Vincent de Paul Soup Drive and fundraising for Project Kenya and ACRATH. Through these experiences, students demonstrated compassion, advocacy and a commitment to action at local, national and global levels.

The College theme for 2025, *Hope*, one of the Mary Aikenhead Ministries values, provided a unifying framework for learning and community life. Hope was expressed through action, resilience and service, evident in student leadership, learning achievements and outreach beyond the College. In the context of the Year of Jubilee for the Catholic Church, students and staff lived this value through inclusion, generosity and care for others.

The College also continued to strengthen its learning environments through targeted investment in facilities and infrastructure. Upgraded Food Technology facilities, new STEAM, Physics and Science learning spaces, improved gym equipment and significant enhancements to digital infrastructure supported contemporary teaching and learning while strengthening system security and capability.

Together, these achievements reflect a year in which students were supported to grow as capable learners, confident individuals and responsible members of the wider community, contributing positively both within and beyond the College.

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 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 2025, *Hope*, was based on the Mary Aikenhead Ministries' values of love, hope, justice and compassion. Our focus also aligned with the Jubilee Year theme, *Pilgrims of Hope*, and therefore underpinned the prayers, Liturgies, Reflection Days and Social Justice activities throughout the year, thereby creating a vibrant and holistic experience of faith, learning, wellbeing and community engagement, expressed through our Catholic tradition and our heritage.

A range of initiatives, as well as established programs across the three student leadership portfolios of Mission, Reconciliation and Social Justice and Environment, touched the very heart of our College community. The theme of *Hope* was also central to our Staff Formation Day where we focused on being called to be people of hope. Throughout 2025, we consistently highlighted the lived expression of faith at Catholic Ladies' College, showcasing how Gospel values, Mary Aikenhead heritage and the College theme of *Hope* were integrated into the everyday life of the community through liturgy, formation, social justice and relationship building.

The academic year was shaped by the usual rhythm of College life and many sacred moments, beginning with the Staff Opening Mass followed by the College Opening Mass and the Blessing of the Aikenhead Centre, a contemporary learning space set within the natural landscape of Eltham. The Mass and the Blessing Ceremony were celebrated by the newly appointed Auxiliary Bishop, Most Rev. Rene Ramirez, RCJ and Fr Steven Rigo.

The student led Ash Wednesday Liturgies, where Project Compassion was launched, encouraged students to reflect, fast and bring hope to others in our global family through the work of Caritas Australia by generously donating. A highlight for ten of our students in Year 7 to 12 was attending St Patrick's Day Mass at the Cathedral, followed by the MACS Student Leadership Symposium, all of which they found very energising and inspiring. We ended the

term with a whole school Easter Liturgy which focused on Holy Week through the lens of Project Compassion. Throughout the year, particular emphasis was placed on the theme of Hope through other key liturgies, prayers and events such as ANZAC Day Assembly, Founder's Day, the Feast of the Assumption Mass, the Year 12 Graduation Mass and the Christmas Liturgies.

Our commitment to social justice in Term One focused on Project Compassion and in Term Two the focus was on Vinnie's and the Opening Doors Foundation. 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 and thought provoking address by Sherry Balcombe, a Western Yalanji, Djabaguy-Okola woman originally from Far North Queensland and an integral leader of the Aboriginal Catholic Ministry in the Archdiocese of Melbourne for 20 years. Through her stories, Sherry challenged us and touched our hearts and minds. Sherry commissioned the 12 new FIRE Carriers during the assembly, which was extra special, as she was one of the key creators of the FIRE Carriers program and of the 'Opening the Doors Foundation' in Catholic schools.

The ongoing formation of both our staff and students was undertaken in various forms. The development of our student leaders was a key focus through the comprehensive Student Leader 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 which remained a central feature of student faith formation as they provided strong student engagement, depth of reflection and growing comfort with prayer, silence and dialogue, as well as supporting students to explore identity, purpose and relationships through a faith lens.

The feedback from each year level was extremely positive. From Years 7 to 11, the 2025 Reflection Days were facilitated by the following external groups: Youth Mission Team Melbourne, Gen Bryant and a team of musicians, Fr Luke Bulley and the Passionist Retreat Team, the Manningham Interfaith Network. We were excited to share the Year 11 Reflection Day with St Columba's College students and staff at Australian Catholic University, where we were all captivated by Fr Rob Galea's music and his stories.

Our Staff Formation Day on the theme "We are called to be people of Hope", provided valuable professional development and faith formation, featuring Sr Rita Malavisi RSJ as our engaging, creative and inspiring keynote speaker. Of the seven workshops on offer, staff were able to attend two. The choices were: "Labyrinth Walk as a personal journey in Hope" with Sr Malavisi RSJ; "The Power of 'Story' as People of Hope" with Linda DiSipio; "Awakening Hope! "God's Field Hospital Exercise" with Anita Davine; "Music as a Pilgrimage of Hope" with Gen Bryant; "Pilgrims of Hope in Action" by way of interacting with residents at St Vincent's Aged Care; "Laudato Si' Pilgrims of Hope in Nature" with Peter Hay; and "Christian Meditation" with Brittany Ford. The staff visit to St Vincent's Aged Care, Eltham, 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 Ms Lucchesi and 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 student leaders engaged in liturgies and supported the various Faith and Mission activities over the year. Our Student Leadership Team (SLT), under the leadership of Ms Brigitte Phelan, led by example and demonstrated the CLC values through their authentic support of the faith life of the College. The Social Justice and Environment Team, led by Ms Nicole Lucchesi, must be congratulated for their ongoing efforts to support the education of 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 students created Christmas messages that were delivered to St Vincent's Aged Care, Eltham, to brighten their Christmas celebrations.

The theme of *Hope* inspired our journey through the Jubilee year as *Pilgrims of Hope*. The final staff day began with a moving Christmas liturgy, accompanied by the Staff Choir. After the liturgy, the theme for 2026, *Justice*, was put into action with staff participation in Social Justice activities as they transitioned into the next theme. In 2025, we witnessed our students and staff flourish through a diverse range of initiatives, all undertaken with a sense of empathy, care and a genuine desire to make a positive difference in the lives of others, animated through liturgy, formation, social justice and community engagement.

Lucia Angelico

Director of Faith and Mission

Value Added

- Student Leaders attended Launch of Project Compassion at Emmaus College
- Online portal for fundraising for Project Compassion – House Teams
- St Patrick's Day Mass and attendance at MACS Student Colloquium
- Reconciliation Week Nillumbik Flag Raising Ceremony
- Guest Speaker at Reconciliation Week Assembly – Shelley Balcombe
- Commissioning of 12 new FIRE Carriers
- Reconnection with St Vincent's Care Services, Eltham - started some student projects, and staff activities included in the Staff Formation Day program
- Vinnie's Winter Appeal Soup Drive initiated in 2024 expanded
- St Vincent's de Paul Winter Sleepout with guest speakers for SVDP Youth Leaders
- Reintroduction of Social Justice and Environment activities such as Clothes Swap
- Increase in Student led prayers on CLC Connect and on PA on Social Justice themes
- Staff Spirituality Day Theme: "We are called to be people of Hope". Keynote - Sr Rita Malavisi RSJ followed by six workshops on theme of Hope
- Connection established with St Vincent's Hospital, Melbourne Formation & Purpose Leader for professional learning and student projects
- St Vincent de Paul Christmas Appeal
- New initiative for Year 11 Reflection Day with Fr Rob Galea - held together with St Columba's at Australian Catholic University
- CLC Student Leaders Formation program on College values
- Ongoing commitment to Project Kenya, CLC House, raising \$6,000
- Preparation of 600 birthing kits to be sent overseas by Year 12 students
- New Staff Formation program led by College Leaders
- Staff Pilgrimages to Hobart, Paramatta and one attended Ireland Pilgrimage
- End of Year Staff Formation program: "From Hope to Justice" from the lens of the Mary Aikenhead Ministries document, *By this everyone will know...* followed by 'Justice in Action' with staff participation in Social Justice activities.

Learning and Teaching

Goals & Intended Outcomes

Broad goal: Guided by the School Improvement Plan and Annual Action Plan, Catholic Ladies' College continued to strengthen learning and teaching. Our broad goal in 2025 was to enhance the learning experience and growth of all students by embedding research and data-informed practice, underpinned by innovative partnerships.

Our intended outcomes were to:

- Develop a shared, explicit and evidence-based vision for learning and teaching
- Strengthen a whole-school approach to the use of data to drive growth in student learning and wellbeing
- Expand learning opportunities for students and staff through purposeful partnerships within and beyond the College.

Achievements

In 2025, the College aligned its Strategic Plan to three key priorities: Pedagogy, Data and Partnerships, resulting in significant progress across learning and teaching.

Curriculum Development and Teaching Practices

All learning areas updated curriculum documentation in preparation for the implementation of Victorian Curriculum 2.0. The College continued to refine its Learning Management System, CLC Connect, strengthening documentation, curriculum visibility and pastoral care processes. Underpinned by the College's Education Charter and Instructional Model, CLC Connect supports consistent, evidence-based pedagogical practices that engage and challenge all learners. The opening of the Aikenhead Centre, with contemporary Year 9 learning spaces, further enhanced teaching and learning environments.

VCE outcomes reflected this sustained focus on curriculum and teaching improvement, with increases in median study scores and notable growth among students in the middle achievement range. In 2025, the College was proud to be ranked ninth among Top Catholic Schools for VCE results, highlighting the impact of consistent, evidence-based teaching practices across the College.

The VCE Vocational Major (VM) program continued to demonstrate strong student engagement and authentic learning through meaningful community partnerships. Students benefited from real-world experiences through collaborations with external organisations

developing valuable employability skills, social awareness and a deep sense of community connection.

Student Learning Outcomes

Student Growth, Monitoring and Data Use

A new data and wellbeing platform, Bloum, was introduced to centralise and visualise academic and wellbeing data, including internal assessment data, NAPLAN and PAT. Targeted professional learning in data literacy supported staff to use data more effectively to monitor student growth, inform differentiation and plan timely interventions. Student voice surveys were utilised to provide feedback on instructional practices and identify areas for improvement.

Teacher Support and Professional Learning

Professional learning focused on data literacy, instructional practice and the ethical use of artificial intelligence. A College-wide AI policy was developed to ensure academic integrity and appropriate use for students and staff. Teachers were supported to use AI tools, including Microsoft 365 Copilot, to ensure data integrity and privacy, enhance productivity and design differentiated learning tasks.

Supporting Diverse Learners

Targeted strategies were implemented for students requiring additional support, with strengthened monitoring of wellbeing and learning data. Processes and referral practices were refined to capture student learning needs and additional Learning Support staff employed. A result of wanting to improve student data tracking and analysis, was to establish and develop new roles for 2026, including a Pedagogical Growth Coach and Academic Advisors (Years 7 to 10). These roles will support instructional improvement and personalised learning conversations. Provision for high-ability students was strengthened through enriched programs, enterprise learning and authentic project-based experiences.

Partnerships Enhancing Learning

Parent engagement was significantly enhanced through the launch of the CLC Connect App, providing continuous reporting, targeted feedback and access to learning and wellbeing information. Partnerships with organisations such as Nillumbik Tech School, Deakin University, Making Media, St Vincent's Aged Care, Eltham, Imagine Re.Evolution and other community groups enriched curriculum offerings and strengthened the delivery of programs such as the VCE Vocational Major (VM). These partnerships supported students in developing creativity, enterprise, STEAM capabilities and social responsibility through authentic, real-world learning experiences. They also provided rich opportunities for applied learning, enabling students to contribute positively to local organisations while strengthening their confidence, independence and readiness for future pathways.

Catherine Jackson

Assistant Principal Learning and Teaching

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	565	76%	566	76%
	Year 9	592	76%	601	78%
Numeracy	Year 7	556	83%	555	82%
	Year 9	581	75%	588	78%
Reading	Year 7	569	86%	570	87%
	Year 9	606	90%	615	90%
Spelling	Year 7	542	78%	543	79%
	Year 9	572	76%	583	84%
Writing	Year 7	584	88%	582	87%
	Year 9	617	83%	625	89%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	33
VCE Completion Rate	99.20%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	86%
TAFE / VET	3%
Apprenticeship / Traineeship	2.5%
Deferred	0%
Employment	7%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.5%

Student Wellbeing

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

In 2025, the College maintained a strong commitment to strengthening students' sense of personal value and wellbeing as a foundation for high quality teaching and learning. Emphasis was placed on creating a safe, emotionally and physically supportive environment built on respectful relationships, inclusion and belonging, supported by close partnerships between home and school. Wellbeing continued to be purposefully embedded as a core element of learning and closely linked to student achievement.

Students across all year levels participated in presentations focusing on child safety, relationships, conflict management, resilience, cyber citizenship and mental health. Cohort bonding activities, 'Respectful Relationships' lessons, fortnightly wellbeing lessons, assemblies and dedicated Wellbeing Days supported student engagement. The combined Year 9 Wellbeing Day with Whitefriar's College continued in 2025 and expanded to include Year 10.

The College Counselling Team continued to host the 'Raising Resilience' podcast series, a collection of 20-minute episodes designed for parents, focusing on topics relevant to adolescent wellbeing. Additionally, the College's Counselling Team initiated a 'Round Table' forum with other schools' counselling teams. The forum, which meets each term provides professional support, guidance and shared advice for colleagues working with adolescents.

The College remained committed to developing leadership capacity across all year levels. Aspiring student leaders participated in a leadership program, focusing on the four College values of love, hope, justice and compassion. Student leaders organised events, led assemblies and contributed to parent and community functions. Year 10 Peer Support leaders delivered the Year 7 Peer Support program, with further opportunities available through the Principal's Advisory Committee and Student Ambassador program.

Child Safe Standards

The College continues to uphold robust policies and practices to ensure the safety and wellbeing of all students across on-campus, online and off-site activities. Staff and Board member responsibilities under the Child Safe Standards are reinforced through induction and ongoing professional learning.

Staff and volunteer suitability is monitored through regular review of Working with Children Checks and VIT registration. Risk management processes support continuous improvement, and Child Safety remains a standing agenda item across Staff, Wellbeing, Learning and Leadership meetings. Additionally, the Child Safeguarding Team meets twice each term.

Value Added

CLC encourages students to engage in the College's extensive and vibrant co-curricular programs across the Arts, Sport, Drama, Music, Debating, Social Justice, Environmental initiatives and community engagement. The inclusive nature of the program ensures all students are welcomed and supported to explore their interests, develop skills and experience the enjoyment that comes from active participation.

Students benefited from a wide range of enrichment and awareness opportunities, including excursions, incursions and an international trip to the USA Space Camp with St Columba's College. Learning related to inclusion, diversity, environmental and ethical issues was strengthened through involvement in initiatives such as the Ethics Olympiad, interschool debating, Tournament of Minds, Write a Book in a Day, the Feminist Collective, the College Mission Team, the Social Justice & Environment Group and the Reconciliation Group. Whole school events included International Women's Day, RUOK? Day and Reconciliation Week.

Students also participated in a full calendar sporting events, with the Athletics and Swimming Carnivals remaining highlights. The sporting program concluded with the Sports Presentation Evening, celebrating student achievement in school-based and community sport.

The Visual and Performing Arts program showcases students' talents through exhibitions, musical performances, assembly presentations and ensemble performance evenings. The College Production of *Shrek the Musical* was particularly well received, showcasing the

talents of many students. The Arts Show evening highlighted the exceptional creativity of students across a diverse range of media and artistic disciplines.

Student Satisfaction

CLC continues to cultivate a welcoming and inclusive community underpinned by respectful and positive student–teacher relationships. Feedback from students and parents indicates that students feel known, valued and respected, resulting in positive approaches to learning and strong relationships with staff. A restorative practices framework supports positive behaviour and contributes to a calm learning environment. Student voice remains central to College decision-making, with the flexible Wellbeing program adapting in response to student feedback and emerging needs.

Student Attendance

The Wellbeing Team, in collaboration with the Attendance Officer, strengthened attendance monitoring and follow-up procedures. Attendance was recorded in every lesson, with parents receiving SMS notifications for unexplained absences. The importance of regular attendance and its relationship to effective learning was reinforced through the College newsletter and at parent information evenings.

Debbie Brock

Deputy Principal

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	91.24

Average Student Attendance Rate by Year Level	
Y07	91.85
Y08	87.83
Y09	89.8
Y10	88.65
Overall average attendance	89.53

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 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 members of the Executive Team 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. 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. 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:

- Updating VIC Curriculum 2.0 for implementation in 2026
- Data Literacy
- AI ethical use and productivity
- Literacy
- Differentiation workshops

- ICT workshops – upskilling in VR (Mindflight), Microsoft OneNote, Microsoft Teams, Canva, 3D printers and laser cutter
- Middle leadership workshops
- External student wellbeing workshops (school refusal, self-harm, restorative practices, mental health first aid)
- Collaborating with other schools in relation to data
- Leadership mission formation programs.

In the areas of compliance and risk management, workshops were conducted for all staff on Child Safety with particular emphasis on online safety protocols, duty of care, Occupational Health and Safety (OH&S), reportable conduct, mandatory reporting, anaphylaxis, asthma management, completion of the Disability Standards modules and emergency management processes.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Expenditure and Teacher Participation in Professional Learning 2025 Professional Learning Undertaken in 2025 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. All members of staff are encouraged and supported to engage with regular professional learning. A focus for 2025 was on building curriculum. First Aid and CPR training was also undertaken by the vast majority of staff at the end of 2025.	
Number of teachers who participated in PL in 2025	86
Average expenditure per teacher for PL	\$1027.21

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 2025 was 19.8%, a combination of retirements, moves interstate and internationally and moves to other schools.

Teacher Qualifications	
Doctorate	1
Masters	27
Graduate	32
Graduate Certificate	9
Bachelor Degree	79
Advanced Diploma	8
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	105
Teaching Staff (FTE)	91.67
Non-Teaching Staff (Headcount)	50
Non-Teaching Staff (FTE)	41.62
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 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 people 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 broader connections in our local community we have seen an increase in the use of our specialised facilities by external partners.

VALUE ADDED:

- Completed a College Parent Engagement Survey
- Continued partnerships with Banyule Nillumbik Tech School, LaTrobe University, Dr Michael Carr-Gregg and the Cyber Safety Project
- Celebrating alumni through invitations as key speakers, acknowledgement of achievements and reunions
- Continued our Year 12 Immersion Experience partnering with Melbourne University
- Continued our Student Principal Advisory Council and Student Leadership Program
- Enhancement 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 *Shrek the Musical*
- Re-launch of the International USA Space Tour
- Successful opening for the Aikenhead Centre
- Continued 'Girls Can' series for prospective students
- Continued Mother's Day and Father's Day celebrations
- Local community sporting organisations using CLC facilities for training, competitions and events.

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 cement a positive partnership. This helps us to inform the content delivered at parent evenings, parent engagement opportunities and ensures we are meeting the expectations they had when they enrolled their children at CLC. In 2025, our Parents' Association continued to thrive and is a huge asset to the school which focuses on engagement and fundraising. In 2025 the Parents' Association continued to donate funds to assist the College in upgrading areas and new exciting projects that directly benefit the students. The College Leadership Team had Q&A session with Parents' Association to provide feedback on all areas of the College.

In 2025, the Principal Student Advisory Council continued to be an invaluable opportunity for students in Year 8 to 10 to give feedback which informs positive changes to CLC life.

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