

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



**Catholic Regional College Sydenham,
380 Sydenham Road, SYDENHAM VIC 3037
9361 0000**



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Minimum Standards Attestation

I, Brendan J Watson, attest that Catholic Regional College Sydenham is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

8 May 2020

Our College Vision

VISION

Catholic Regional College Sydenham endeavours to teach, challenge and transform the world through a Eucharistic community. Recognising that every dream and aspiration must be nurtured, we afford dignity, respect, care and hospitality to foster the revelation of every person's place in the world. We have faith that each of us is enabled to seek the understanding and skills to realise a hope filled future

MISSION

The Catholic community of Catholic Regional College Sydenham nourishes each person's personal relationship with Christ through fostering a climate that allows for a free response to God's call to faith. Through explicitly teaching, living and celebrating our faith within a living Catholic tradition we build and sustain relationships based on Gospel values, that are life giving and empowering in an environment that ensures the safety and wellbeing of all.

The culture and curriculum at the College inspires, enables and educates our community to become lifelong learners who are equipped to thrive in an ever-changing world. Through shared leadership informed by compassion, fairness and justice we engender an understanding of respect for the dignity of all in our community. As a Catholic community, we are committed to working in co-operation and collaboration with each other as well as our parish communities, other Church and social agencies and the wider community.

Education is a lifelong ministry, inviting all to be anchored in a Catholic vision that is personal and public, reflective and active, nurturing and transformative. This is informed by our shared faith and understanding that each person is created in the image of God and called to communion with God. This sacred revelation requires that the dignity of every human be respected. Consequently, students become aware of their role as discerning adults, called to take up their place in our world as part of the Body of Christ. They in turn will teach, challenge and transform the world through action. We enter into collaborative relationships between students, staff, family and parishes to realise the God given talents of each individual thus proclaiming the Good News of Jesus Christ.

STUDENT WELLBEING AND CONNECTEDNESS

Our focus as a Faith and Learning community is the development and wellbeing of the whole person, ensuring that each student's self-esteem is fostered through positive relationships with peers and staff. Celebrating our diversity together, we are committed to developing students who are resilient and adaptable, equipped with knowledge, skills, and the disposition to continue their education and become personally fulfilled, independent and socially responsible adults.

LEARNING AND TEACHING

We collaborate to create challenging learning environments in a climate of expectation and personal achievement. We encourage high standards and afford every opportunity to achieve excellence in a preferred pathway. Innovation is core to enhancing learning experiences by incorporating varied instructional practices and tools across all senior secondary pathways from Year 10. All students are generously supported in establishing realistic goals and provided with guidance. Individuals benefit from working together to create, support and maintain powerful, engaged learning in all learning programs so that everyone may realise their best.

LEADERSHIP AND MANAGEMENT

Leading a faith, learning and teaching community requires us to have vision, initiative, patience, respect, persistence, and courage in a distributed model that empowers all to contribute their gifts and talents. The College is a beacon in education as the preeminent senior secondary provider in Australia. Through a culture and practice of reflection, review and improvement, professional learning, performance development, high expectations and standards are met as we proactively plan to meet the needs of an ever-changing world. We focus on the transformational nature of student learning and its delivery. Our leaders demonstrate imagination, discernment, creativity and honesty as we seize every opportunity for improvement and innovation in education.

COMMUNITY

We engage with our broader community and the unique resources of our region in order to become active citizens and responsible stewards of our world. Fostering a culture of inclusiveness with an understanding of social justice issues compelling each to action and affording equality for all. We seek and appreciate the involvement of all families, teachers, parishes, the Clergy, Bishops, Archbishop, alumni and community members enriching the life of the College.

THE PHILOSOPHY OF OUR COLLEGE

Catholic Regional College Sydenham was founded by the local Catholic parishioners through the Catholic Parish of Sacred Heart St Albans and supported by the Catholic parishes in Keilor, North Keilor, Melton, Bacchus Marsh, St Albans and others in the then fledgling West of Melbourne. The College owes its existence to the perseverance of Father John O'Reilly who, with the local parishioners envisaged a senior secondary College for the Catholic young people in the West. At the time of establishment in 1982 there was very little provision of Catholic Education in the Region and there was no senior secondary provision to speak of apart from Sunbury. The College is therefore first and foremost true to its origins of being a Catholic school serving the Parishes of the West of Melbourne.

The College has always served the local community, and seeks to be a school of excellence providing the education that local families need for their children. This in turn underpins the philosophy of this senior secondary College. We are not a VCE school, nor are we a school that specialises in Vocational Education and Training. We are a Catholic Senior Secondary school and this means we live out the mantra of 'Every Student, Every Pathway' and we do this every day.

We provide a broad education so that no matter what the aspirations, hopes and dreams are of any young person, we seek to be able to provide a course that will help them fulfil their ambition and will set them on a pathway that allows them to be contributing citizens who will help to continue to build our country in a productive and fruitful working life.

Every Student, Every Pathway moves us as a College to provide the broadest possible curriculum that allows all students to have an individual program that will meet the required learning of their chosen pathway. From VCE and VCAL to a range of Vocational Education and Training options, we seek to meet the demands of every student in all we provide.

While our students come from many diverse backgrounds, we celebrate this multicultural element of our community as Australians. Every time we gather for a School Assembly, at least once per school term, we sing the Australian National Anthem. We also invite our Municipal, State and Federally elected representatives to present awards at these celebratory events so as to ensure that students understand their civic duty when it comes to exercising their democratic vote.

The College's enrolled students are often new arrival refugees, first or second-generation Australians, mostly from migrant families who have come to Australia for a better life. Their stories are our Australian story and as such we ensure we mark important days in the calendar with appropriate ceremonies or celebrations. These include

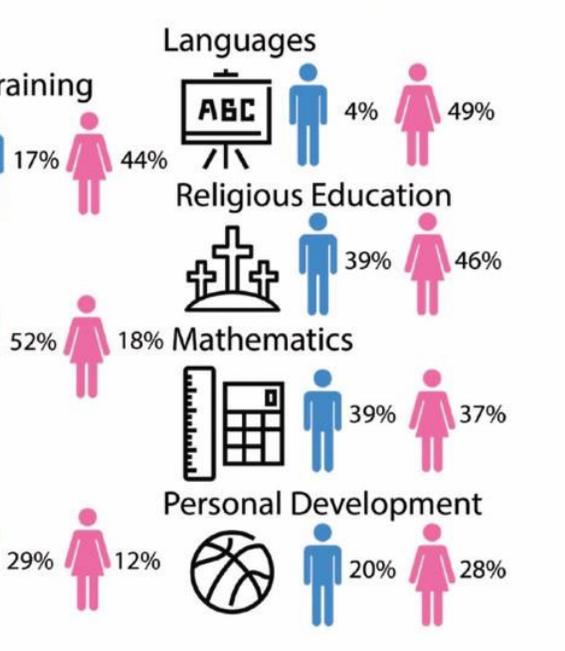
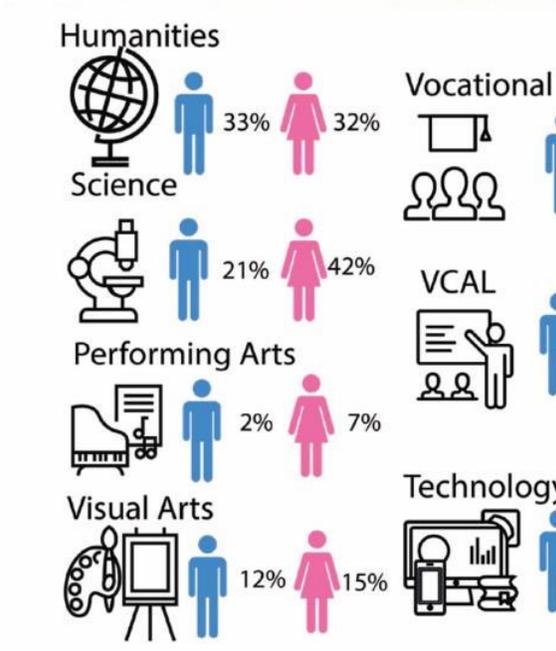
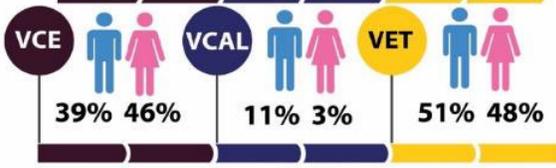
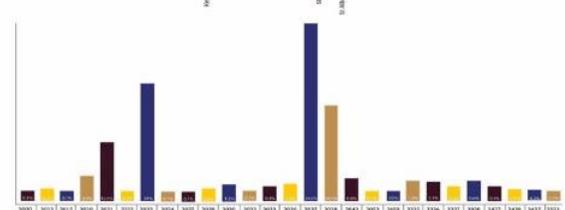
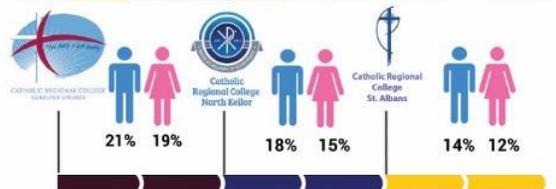
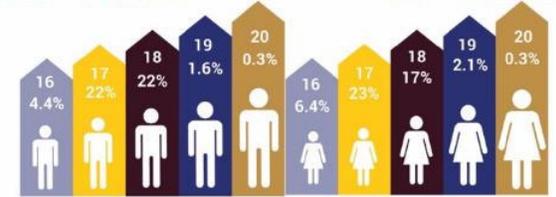
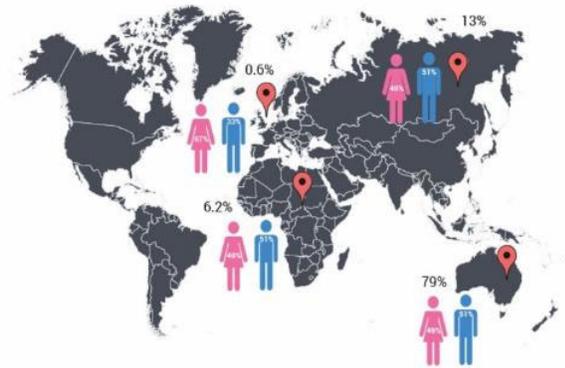
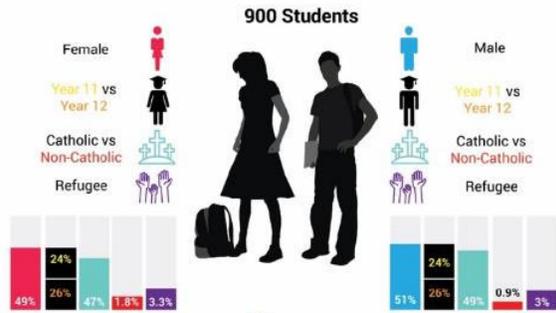
- ANZAC DAY
- Harmony Day
- EASTER
- LENT
- Christmas
- Remembrance Day
- World Refugee Day
- Feast of Mary of the Cross MacKillop (our first Australian Saint).

The College proudly flies the Australian flag which is lit at night so as to be able to fly our National flag 24 hours a day and 7 days a week. Alongside this flag are the Aboriginal Flag, the Torres Strait Islander Flag, Victorian State Flag, Papal Flag, Flag of the Federation of CRC and finally the Catholic Regional College Sydenham College flag in a colonnade at the entry to the College.

The school upholds the democratic principles and the Constitution of Australia, her laws and emblems, In the foyer of the College we have another set of flags with the Australian flag taking pride of place. Her Majesty, Queen Elizabeth II portrait adorns the wall in our reception area as does the portrait of Pope Francis.

Catholic Regional College Sydenham is an Australian story and celebrates our truly Australian story by celebrating all that it is to be Australian, valuing this and ensuring we protect and educate our students in what this means. We champion our multicultural nature and diversity of our community as a part of this Australian story, a story that continues to grow and evolve as Australia grows in strength as a country with each new wave of migrants from around the globe.

CRC SYDENHAM 2019 DEMOGRAPHICS





LEADERSHIP AND MANAGEMENT

A message from the Principal

Brendan Watson OAM

A lot can change in 10 years. When the sun rose on January 1st, 2010, Steve Jobs was still CEO of Apple, and the hottest Android phone was the newly minted Motorola Droid. Facebook was still an upstart, having just recently clawed its way to profitability. We had never heard of Uber or Spotify. The Paris Climate Accord was yet to come as was the focus on climate change. The first Avengers movie premiered in the first few years of the decade. #MeToo became a household term, we discovered earpods and home automation, including Alexa and Hey Google who joined Siri and "Gangnam Style" was the first video to hit a billion views in 2012. We started the decade with Pope Benedict, USA President Obama, Australian Prime Minister Rudd and finished the decade with Pope Francis, USA President Trump and Prime Minister Morrison.

The College commenced the decade opening the then new Trades Training Centre, a building with programs that would change our school forever. We have subsequently opened a refurbished and extended Science Building, the St Joseph the Worker Centre for the VCAL, the Learning Common, Study Hall, Maintenance Precinct, a refurbished Runnall's House, Mercy House and O'Reilly House together with a new Master Plan that will see the College continue to reinvent itself to meet the needs of our students and live out our mantra of Every Student Every Pathway.

The last year of the twenty - tens decade though, will forever be etched in my mind and I am sure in the minds of all in our community. This was sadly the year where we, as a community, mourned the passing of two of our students, Christian Veneziano in Term 1 followed by Catherin D'Rozario in Term 4. The passing of any young person is tragic and an event that is very challenging for adults let alone adolescents to comes to terms with. For our students it meant, as it does with all young people, coming to terms with their own mortality while grieving the loss of a peer. The powerful outpouring of grief was matched only by the support that students showed for one another and for that matter staff. I will not quickly forget either of the paraliturgies held to celebrate the lives of our two students now at peace with our Lord. Neither will I forget the way in which two students came to me after one of these, clearly understanding that I was struggling, to ask if I was alright and if I needed anything. Such is the care and compassion demonstrated each and every day by all in this community in the days and weeks following the sad and untimely news we received this year. Our thoughts and our prayers remain with the Veneziano and D'Rozario families. Like all families who mourn a child, their grief will never lessen but they will learn to live with it as time passes.

The year 2019 had so many wonderful highlights for our school too. Feast Day saw the Sistine Chapel recreated for the most magnificent Mass we have experienced as a community. Being transported visually to the Vatican as we entered the Hall with the Choir being joined by Monks to welcome us with Gregorian Chants was soon overshadowed by the life size projected replica of Michaelangelo's masterpieces of the Sistine Chapel Roof together with the Last Judgement on a full wall digital screen behind the alter surrounded by candelabras.

Perhaps 2019 will be remembered as the year Catholic Regional College Sydenham introduced bees with two bee hives and our very own honey being sold through the bakery. Or perhaps it will be the Barber Shop that opened to the public out of a mobile tiny house as a part of our provision of training, this time in Barbering Studies matched only by another tiny house featuring a mobile beauty salon. The expansion of our curriculum offerings throughout 2019 but certainly throughout the decade is unmatched across Australia and places our College in a unique position to be able to offer our students a course to match almost any chosen pathway. I have no doubt that our College will continue to be agile enough to be able to provide for all students as our Nation continues to see new and traditional job markets require new employees.

We celebrated our TTC staff when they were recognised with a Victorian Government Award for their partnership with VCAL. We also received recognition for our new Horticulture Course and edible garden programme with Manna that resulted in Catholic Regional College Sydenham being awarded the Best Edible Garden Award for the year. A feature article will appear in the first issue for 2020 of Organic Gardening Australia Magazine.



Our end of year results saw the highest mark for a Dux in the College's history. Congratulations Minh- Hoa Nguyen who achieved an impressive ATAR score of 99.15. At the same time we received the VCE results for the Class of 2019, we also celebrated the fact that all of our Senior Certificate VCAL students had picked up apprenticeships, full time work or commenced their TAFE courses. In fact in 2019, we were delighted to be informed that Catholic Regional College Sydenham has the best VET and VCAL outcomes in Victoria.

The Class of 2019 has had a challenging year but they are resilient and faith filled. I have been witness to their deep faith and their sense of social justice throughout their time with us. It is my hope that they leave us with fond memories of friendships formed and faith firmed. That they go out into the world to leave their mark, a positive mark that will see them contribute to a better world. Our world needs good young men and women like the Class of 2019, may they go knowing of our prayerful support and may we hear of their successes often. Good luck and God Bless Class of 2019.

2019 was a school review year for our College. We chose to use the National School Improvement Tool which saw three reviewers spend two days on site speaking with students, families, staff and Chaplains. We received a very pleasing report that, as is expected, highlighted areas where we could concentrate to continue to improve Catholic Regional College Sydenham so as to continue to see constant improvements.

A significant period of consultation took place post review in order to develop our new Quadrennial Plan by the end of 2019. I am excited at the prospects of working with our community to achieve our plan and look forward to seeing our plan implemented as we all work together to achieve our shared goals.

I am pleased to present our Quadrennial Plan in our 2019 Annual Report and look forward to reporting on our progress in future Annual Reports.

Brendan J Watson OAM - Principal

OUR STRATEGIES TO ACHIEVING OUR GOALS

1. Improve student engagement and outcomes across the curriculum	2. Foster a culture of lifelong learning by providing professional development that promotes teacher improvement through professional collaboration	3. Enhance community connectedness to the College through respectful relationships and sharing our Faith together
<p>1.1 Develop and adopt a whole of College Learning and Teaching Framework based on Hattie's Visible Learning and Vic Zbar's work.</p>	<p>2.1 Develop staff in using formative and summative feedback so as to provide more effective guidance to students and parents on progress and how to improve.</p>	<p>3.1 Work with Andrew Fuller to develop a consistent model of student management that all staff adopt.</p>
<ul style="list-style-type: none"> • Learning Enhancement Group (LEG) • LT: AP – Learning and Pedagogy 	<ul style="list-style-type: none"> • Curriculum Team (LAC&LEL) • Director of Pathways 	<ul style="list-style-type: none"> • Wellbeing / SPACE Group • AP – Wellbeing and Resilience
<p>1.2 Re-introduce the Instructional Model including the aspects of Teacher Directed, Student Collaboration, Student Directed Model through:</p> <ul style="list-style-type: none"> - Beginning of lesson - Presentation - Guided practice - Independent practice - Review 	<p>2.2 Use existing and emerging data sources to analyse student learning profiles so as to inform and develop methods of differentiated teaching practice.</p>	<p>3.2 Develop a whole of community communication strategy that details the platforms used for communication, how they will be used and identifies purpose, effective practices, response times and responsibilities of all in the community.</p>
<ul style="list-style-type: none"> • Learning Enhancement Group (LEG) • LT: AP – Learning and Pedagogy 	<ul style="list-style-type: none"> • Learning Enhancement Leader – SWANs • AP – Wellbeing and Resilience 	<ul style="list-style-type: none"> • Learning Enhancement Leader: Community • Principal
<p>1.3 Develop a shared understanding of skills within the senior secondary curriculum, auditing learning areas and developing ways to incorporate these so that students and parents can see explicit links between school where skills are developed, and the workplace where they are to be used.</p>	<p>2.3 Develop the skills of middle leaders to enhance their efficacy and opportunities for career progression through a model of coaching and mentoring.</p>	<p>3.3 Provide opportunities for staff and students to explore a common and shared understanding of our Catholic Faith and how this manifests through our daily interactions, our work, words and deeds.</p>
<ul style="list-style-type: none"> • Learning Area Convenor Group • Director of Pathways 	<ul style="list-style-type: none"> • Deputy Principal – Staff • Principal 	<ul style="list-style-type: none"> • Director Faith and Mission • Principal

OUR 2020 ANNUAL ACTION PLAN
TO ACHIEVE OUR GOALS THROUGH A RANGE OF STRATEGIES AS IDENTIFIED TOGETHER IN A
WHOLE OF SCHOOL APPROACH

	2020	2021	2022	2023
<p>Develop and adopt a whole of College Learning and Teaching Framework based on Hattie’s Visible Learning and Vic Zbar’s work.</p> <p>Re-introduce the Instructional Model including the aspects of Teacher Directed, Student Collaboration, Student Directed Model through:</p> <ul style="list-style-type: none"> - Beginning of lesson - Presentation - Guided practice - Independent practice - Review 	<ul style="list-style-type: none"> ○ <i>Staff will understand what Visible Learning looks like and all staff will be able to see this emerging in practice across the school;</i> ○ <i>This will see us as a staff develop a vocabulary around Visible Learning;</i> ○ <i>SEQTA lessons will be written using the Instructional Model and Visible Learning Activities</i> <ul style="list-style-type: none"> - <i>We will reintroduce the Vic Zbar instructional model</i> - <i>We will have a professional development session on Visible Learning with all staff and then audit our practice with a view to establishing a shared target of what we wish</i> ○ <i>Staff Communities of Practice (SCOP) will be reintroduced for staff on Wednesday 25 March. The LEG will identify the topics that can be the focus for the SCOPs</i> 	<p><i>Establish flip book of effective teaching and learning activities.</i></p> <p><i>Continue to enhance staff capacity through SEQTA</i></p> <p><i>Whole school professional development day on Visible Learning – faculty planning time devoted to learning strategies</i></p> <p><i>Focus on assessment of learning and how feedback can be more effectively be used to improve learning</i></p> <p><i>Focus on achievable strategies that have high impacts on student learning</i></p> <p><i>Review and modify SCOP’s. What has had positive impact on classroom practice.</i></p> <p><i>Review PIVOT data and determine whole school improvement priorities</i></p>	<p><i>Teachers are using a common language of learning</i></p> <p><i>New staff are aware of the teaching and learning framework as part of the induction process. It is visible in all learning and teaching documentation.</i></p> <p><i>Student Voice is being utilised to inform learning</i></p> <p><i>Students are able to describe their learning strategies</i></p> <p><i>Teaching and Learning framework is embedded into SEQTA classrooms. Students and Parents have awareness of the framework.</i></p> <p><i>Strong teacher efficacy and believe that they can have a positive (more than one years) impact on student learning</i></p> <p><i>PIVOT data reflects positive student engagement. “The teacher keeps us interested – I don’t get bored” is not an area of growth.</i></p>	<p><i>Teachers are regularly seeking peer and student feedback.</i></p> <p><i>Teachers have a common language of learning.</i></p> <p><i>New staff are inducted by peers as a matter of course.</i></p>

<p>Develop a shared understanding of skills within the senior secondary curriculum, auditing learning areas and developing ways to incorporate these so that students and parents can see explicit links between school where skills are developed, and the workplace where they are to be used. (Andrew's Goal)</p>	<ul style="list-style-type: none"> • Have a professional learning session with VCAA who are now including skills within study designs at senior secondary level • Have the Foundation for Young Australians present and work with staff for a morning on their leading research around skills in Australia and the deficit that has been identified in Australia's curriculum • Audit our learning areas with a view to identifying the skills developed and the deficit in our curriculum. Explore opportunities with the Foundation for Young Australians (FYA) to become involved in our audit either as a part of their research or in consulting to our College • Work with staff to develop a plan of how we might educate our community in the skills developed through each subject 	<ul style="list-style-type: none"> • Create a spreadsheet for LAC's to input skills data. • Survey whole CRCS community work / job expectations and ambitions. • Develop classroom activity tasks that assist students identify their talents and understand how these are used in employment. • Connections with feeder schools to share the skill sets that are aligned with particular Learning Areas – develop a guide to assist in the subject selection process. 	<ul style="list-style-type: none"> • Collate surveys and study design data and assess where we are situated with meeting students and curriculum needs. • Present findings to community and feeder schools for future CRCS students to make more informed decisions about their futures. • Develop a series of posters based on skills and the types of industries that rely on these skills so as to use these around the College for students 	<ul style="list-style-type: none"> • A full audit of all subjects offered in the college (VCE, VCAL, VET) which includes all skill sets relevant to each subject and their compatibility to industry based employability skills set is completed. • Have skill sets displayed at twilight beside each Learning Area (LA) marquees. • Student handbook to reflect – skills emerging from each LA • Skills information incorporated in information evenings and documentation for parents /students.
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Time Allocation:

Term 1:

- Week 1: Review and introduction of Our Plan: 2 hours with all staff
- Week 4 and Week 8: Monday Morning: Professional Learning Session
- Week 4-6: Learning Area Meetings – the agenda will include strategic plan discussions and some work at a Learning Area level
- Week 9: SCOPs will commence with a 75 minute introduction

	2020	2021	2022	2023
<p>2.1 Develop staff in using formative and summative feedback so as to provide more effective guidance to students and parents on progress and how to improve.</p>	<p>Professional development</p> <ul style="list-style-type: none"> - Types of assessment - VCAA requirements for summative <p>Exploring of our LMS (SEQTA) and its abilities.</p> <p>Sourcing samples of assessment.</p> <p>Networking with other organisations / schools to develop an understanding of</p> <ul style="list-style-type: none"> - Types of assessment used - Effectiveness of LMS 	<p>Professional Development</p> <ul style="list-style-type: none"> - How to provide feedback - Types of feedback - Critical timing of feedback – when and what type - Structure of feedback - Reviewing feedback for understanding with students - Formative and Summative <p>Introduce student reflection on SEQTA to students.</p>	<p>All staff to use SEQTA as a tool for feedback effectively with an audit conducted by the College and a consultant to provide feedback and advice in order that we may improve as a staff.</p>	<p>Review the effectiveness of feedback: have student results improved? Why/ Why not?</p>
<p>2.2 Use existing and emerging data sources to analyse student learning profiles so as to inform and develop methods of differentiated teaching practice.</p>	<p>Learning Enhancement Leader for Data Literacy will be trained in the use of data specifically the data sources we have available to us. This will include VCAA data and PAT testing data.</p> <p>Staff PD on strategies to differentiate teaching. To cater for mixed ability within classrooms. Eg: Literacy PD PD focus – group work Whole school PD to break down differentiate.</p> <p>College to run a workshop on: ‘How do we differentiate teaching while still apply a fair and consistent curriculum? – the need for more differentiation as that is what the VCE calls for.’</p> <p>Our use of data to focus our learning will be: VCE data from previous year together with the Year 10 (now year 11) Academic data - How we can we use academic</p>	<p>A PD session ‘Differentiate strategies 2021’ to focus on:</p> <ul style="list-style-type: none"> - Instructions wording. - Scaffolding of tasks - What to verbalise when - Board notes 	<p>‘Differentiate strategies 2022’ to explore</p> <p>Using SEQTA to develop lessons easily that differentiate for student learning and achievement</p> <p>Our PD Focus will be on ‘How to design differential assessments.’</p> <p>Train staff in Modelling Written Instructions Process – work tasks</p>	<p>Deeper development of staff on the use of various data sources and how to utilise this data as a Learning Area Team to enhance student learning and improve outcomes:</p> <p>VCAA – VCE subject data.</p> <p>Academic Testing Data</p> <p>Ongoing SAC data</p> <p>Develop a VCollege Resources / Database Best practices for all when differentiating in the senior secondary curriculum and how we achieve this at Catholic Regional College Sydenham</p>

	testing data to inform teaching.			
2.3 Develop the skills of middle leaders to enhance their efficacy and opportunities for career progression through a model of coaching and mentoring.	<p>PD – self reflection draft plan where are we going.</p> <p>Development of structure.</p> <p>Audit of skills (self assessment) where are you – how can you?</p> <p>Whos who in the Zoo.</p> <p>PIVOT survey on faculty level.</p>	<p>Mentoring groups build leading teachers.</p> <ul style="list-style-type: none"> - Goals - Observation (not evaluation) - Feedback - Strategies <p>Term 2 – what skills do we need going on – look at POL structure</p> <ul style="list-style-type: none"> - What fits - What are the opportunities? 	<p>Highly accomplished teachers</p> <ul style="list-style-type: none"> - Who - What - Where - Why - how 	<p>Implementation of model incorporating</p> <ul style="list-style-type: none"> - HAC , who structures - LEL – legal projection - LAC – legal projection

Deputy Principals'

Chantelle Gauci and Michael Flaherty

1 John 4:16 "So we have known and believe the love that God has for us. God is love, and those who abide in love abide in God, and God abides in them...Little children, let us love, not in word or speech, but in truth and action".

This message of love for one another seems to be extremely relevant for Catholic Regional College in 2019. While our year has contained sadness and tragedy it has been the love of one another, the trust of each other and the unending support of our community that has strengthened our Faith. Indeed, our students should be proud of the love they have shown each other through their Truth and Action.

Our community has embraced this message, building upon the foundation of Jesus Christ and the Gospel values. Both Truth and Action have been lived out and exemplified over and over again. In fact, one of the highlights of the year, the College musical, Les Miserables, has both Truth and Action at its core and all involved in this magnificent production embodied this important message.

Catholic Regional College Sydenham has seen some important changes in 2019 to ensure that our students experience the best education possible. For students to be their best it is important that the teaching that supports that learning is exemplary. This year saw the development of new roles at the College, the Learning Enhancement Leaders. Their leadership of the pedagogical development of the teaching staff has been based on research into current best practice matched with a detailed examination of the needs of our school and the context of our community. This is an exciting start that will continue to see improved outcomes for the CRC Sydenham students for years to come.

We also saw the introduction of a new Learning Management System - SEQTA. The system allowed staff to engage with students about their learning more effectively and provide a diverse range of learning activities to captivate students further. The SEQTA Engage program was also introduced to parents, allowing for further collaboration and communication. For an introductory year we are extremely satisfied with this program and look forward to further enhancing the wide range of features that the program has to offer. We continue to investigate ways of enhancing our collaboration with families using this tool and will provide more opportunities to families in 2020 for education on this system.

Teachers have also been involved in collaborative groups, Learning Enhancement Teams, working on strategies and curricula designed to implement the vision set out by the Learning Enhancement Leaders. The teaching groups have continued to work together to find innovative and effective solutions to these and developed programs to implement improved teaching strategies.

This year Catholic Regional Colleges' VCAL program continued to be one of the best in the state and was recognised at the highest level in April, receiving the VCAL Partner Achievement Award – Workplace Learning, from the Victorian Government. The VCAL Achievement Awards celebrate outstanding achievements of young people who participate in and complete a VCAL qualification. The awards also recognise the exceptional efforts of committed teachers and community partners who have played significant roles within the VCAL program. The students, schools and their community partners are living examples of excellence in applied learning. This year, the VCAL program also commenced a new structure, with education programs based on thematic / pathway strands. Consistency in staffing and engaging content guided increased student engagement in the program.

The Salt and Light program was also introduced in 2019. The program is designed to challenge, support and motivate students, facilitating growth and improvement, academic excellence and personal best achievement. A group of around 40 students were provided the opportunity to undertake two Unit 3 and 4 units whilst in year 11. These students were positioned in two homegroups so that specialised support could be provided in order to prepare for the demanding yet fulfilling workload. The students are to be commended for their hard work and dedication to their studies. Again, the program is another example of how the College is able to dedicate its work to "Every Student Every Pathway".

CRC Sydenham also has the largest VET (Vocational Education and Training) subject choice in Catholic Education. VET qualifications prepare students with the skills and knowledge to pursue a chosen career. They focus on occupational skills and competencies



that ensure students are able to make an informed choice about their pathway and to develop employability skills that will ensure that they can achieve success. The innovative VET model implemented through our award-winning Trade Training Centre ensures that enterprise education provides our students with opportunities to develop twenty first century skills that will prepare them for success within a globalised economy.

In October, the College participated in two mandated quadrennial reviews. The College chose to complete the National Schools Improvement Tool (NSIT). The tool was designed to review school practices and then inform the school community when developing the School Improvement Framework for the upcoming 4 years. Teachers, Support Staff and the Leadership Team have worked with Catholic Education Melbourne representatives to commence the development of the plan. The College does look forward to communicating the direction of the College with families on its completion.

We would like to sincerely thank the parents and carers of our College community. The partnership between teachers and families is core to the success of each student. There are many opportunities for families to be involved in the daily life of the College and we are extremely appreciative of those parents already heavily involved in a range of roles and programs.



Student Leadership

Tio Alemu and Emmanuel Soriano

Already. It's the end of the year already. A thought that many of you are likely to have including myself. Graduation used to be this concept of which we could only dream; now, we find ourselves in that very moment. I remember hearing from the previous Year 12 cohort and how they said these two years were going to be a blur; they were not wrong. Over these two years, so much has happened; memories unforgettable, both filled with joy and sorrow. This rollercoaster of a ride that is our formal scholastic lives is coming to a stop. Perhaps some of us can say "Thank God, finally. I wanna get off", but I do know that there is a part in each one of us that wants to cling on to the sentiment of remaining this way. However, moving on is a part of being human. Just as we have done for the past thirteen years of our lives, we move forward.

Personally speaking, these two years have been a time of growth and self-realisation. From the moment I entered those gates to standing here, it has been a long journey of battling, falling and picking myself back up again. In retrospect, I am so happy to be able to say that this last year of my high school life has been one where I have lived to the full. To all my teachers who have been with me and for me since day one, I could not have done it without you. I am so thankful to have teachers who have given their time and effort not only to teach me as a student but simply as a person who is also living life. From the constant quick checkups to the comprehensive conversations, with my whole heart, I am grateful. Moreover, extra-curricular activities have been a major for me this year. With being given the privilege of being College Captain, serving and being with you, I am incredibly proud of us as a cohort. With the CRC Italy Trip, as I left home and went abroad without family for the first time in my life, I got to catch a glimpse of what the world looks like outside our own bubble; the Les Misérables musical production, having the absolute honour of playing a lead role, I worked with some of the most hard-working, kind-hearted and loving people - my musical theatre family. All of these moments will forever be a part of me as I cherish them going out into the world. And these are just my personal achievements. I'm sure I can speak for all of us in that we all have achieved so much in our time here. We have celebrated together, laughed together, cried together and loved together. It is in those times where we become so human, we shine the brightest.

And so now, to the Class of 2019, finally; having our whole lives leading up to this moment, it seems surreal. But I would like to say that all of you should be proud of yourselves. No matter what came our way, we found it in ourselves to keep going. I admire you all for that. We are all wonderful in our own beautiful ways. Above the noise of celebration, I want each of you to know that it is through being yourself and believing in yourself and loving yourself that you will become a beacon of light to this world. Thus, I have come to the realisation that, indeed, it is already the end of the year, however, it is just the beginning of the rest of our lives. Taking on board all the lessons we have learned, let us use them in life as we are sent forth beyond just school. It is now time to see the world, pursue our dreams, reach our potential and live our lives for, if we set our mind to it, we can do anything. Congratulations, Class of 2019, we've got this.

Emmanuel Soriano



Student Leadership

Caitlyn Gonsalves and Bolis Nyok

Good evening, parents, staff and year 12's or should I say graduates? Forget that I am College Captain and listen to me as a regular student. What a wild year it has been. From cramming the night before a SAC to pulling an all nighter and to the most popular phrase commonly asked the period before its due, "wait, what was the homework?". This year has been a very intense cycle of balancing school life, social life and personal life. A balancing scale only has two sides but we managed to balance three things and for that every breathing person in this room should feel proud of themselves for achieving this amazing feat. And this definitely includes parents and staff for their unrivalled guidance. My Dad would always say "you could do better" but then secretly whisper "I am so proud of you". Even though I was offended for a split second, those sincere words touched my heart and became my motivation to successfully complete this year. And to the staff who always gave up their mornings, lunchtimes, afternoons to provide moral and educational support, we students extend our biggest and greatest thank you. As it is you the staff and the parents who have propelled us to do more and most importantly to be more.

In light of personal growth, I ask you students to ponder upon these questions 'How successful have you been this year?' and 'Did you give 110% effort?'. Your answer to these questions might be no and surprisingly I am here to tell you that it is okay... but only if you reflect upon your actions and see your past as a learning opportunity to improve your habits. Jim Rohn said "Your life does not get better with chance, it gets better with change". So now I pose the question, 'What are your aspirations?' and 'What will you change to achieve those aspirations?'. Whether or not you have told your family or friends your plans, I know that each and every one of you have a goal, an ambition, a dream. And I also believe that each and every one of you are more than capable of achieving anything that you set your mind to, and DO NOT let anyone ever tell you otherwise.

So far, I have mentioned that if there is something that you should be proud of, it is your resilience in completing this year and something that you should learn from is your past decisions but one thing I ask that none of you forget is to give back to the community and help the unfortunate. We are usually so wrapped up in our own lives but ask yourselves, 'How often do you think about those that are destitute?', 'How often do you think about children witnessing bloodshed across the globe?', 'How often do you think about people dying of starvation and hunger to the point where their bones are graphically protruding?', 'How often do you think about the 21 million people being forced into modern day human slavery?'. As you enter into the new chapter of your lives, thinking about such issues is not enough. You must act to change these issues, as lending a hand to some people may not change the world but it could change the world for those people. Or better still, you might actually change the world and I know all of you are more than capable of doing so.

And as God's masterpieces remember that all of you have the potential to be prosperous, charitable and victorious in the new part of your lives. God bless, good luck and congratulations class of 2019!

Tio Alemu



Staff Retention Information

82.3%

Whole Staff

Religious Accredited Education

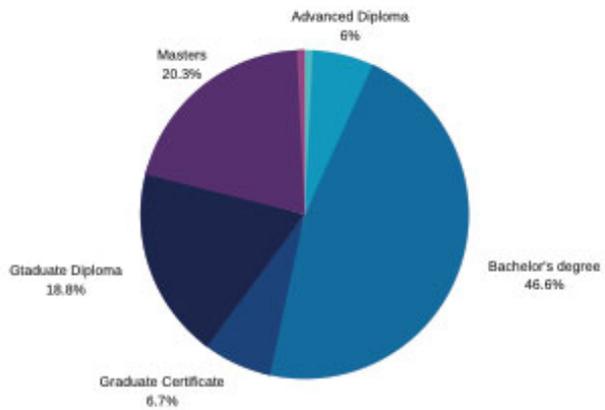
8.59% Accredited to teach Religious Education
14.06% Accredited to teach in a Catholic school

Teacher Staff Accredited to teach in a catholic school

Teaching Staff



Teacher Highest Qualifications



Staff Attendance

Teaching Staff



Staff Composition



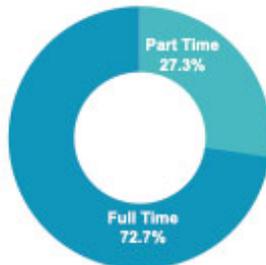
33.59%

Gender

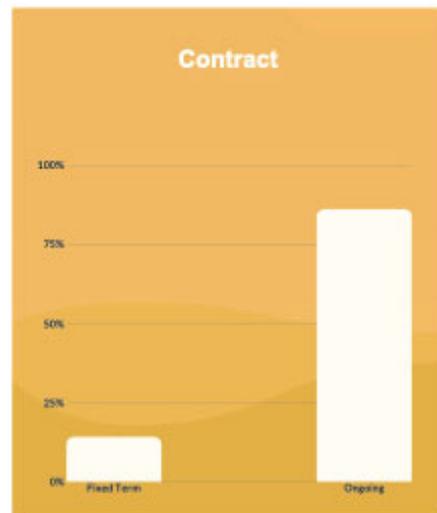


66.19%

FTE



Contract





OUR CATHOLIC FAITH

Education in Faith

Catholic Regional College Sydenham has a strong sense of its Catholic identity and is committed to living this faith so that students grow in wisdom and grace.

Goals and Intended Outcome

- Enable students to grow in their relationship with God following the model of Jesus Christ;
- Encourage the development of a prayer community;
- Facilitate students and staff to deepen their knowledge and practices of faith;
- Ensure that the Eucharist is the focus of the living spirit of the College and is celebrated throughout the year;
- Ensure that the Eucharistic Spirit is lived each day through Cluster groups, everyday interactions and a collective consciousness that recognises CRC as the senior campus of a Federation;
- Ensure that the fifteen identified cluster values are developed and experienced in our daily lives; and
- Ensure that symbolic expressions of Catholic identity are visible in word, deed and resources.

The last year has seen Catholic Regional College, Sydenham, complete a number of activities that have contributed to the achievement of these goals.

The choice of the 2019 College theme, For We are God's Masterpiece. He has created us anew in Christ Jesus so we can do the good works He planned for us long ago, from St Paul's letter to the Ephesians that provided an opportunity for all to reflect on the graces bestowed upon us by God and how our talents can contribute to making the world a better place. We were able to weave many Scripture passages to anchor our actions to the Word of God. In the St Paul's letters to the Ephesians, he reminds his audience (and us!) that the Kingdom of God is open to all and as such, we are called to do good to ourselves and our fellow neighbor. The theme challenges us to reflect upon how we can contribute positively to our own communities through our prayers, thoughts, words and actions in Christ through prayer, compassion and empathy. In 2019, this proved successful from the opening Mass to the closing liturgies.

As the Eucharist is at the heart of the College's spirituality, each term has the celebration of the Eucharist. We opened the school year and introduced our theme in our Opening College Eucharist, Fr Gerard Keith from Resurrection Parish was our celebrant for this occasion and helped build upon the theme of the College. As a staff, we prepared our minds and hearts for the message of the Holy Spirit. The theme provided many opportunities to view life at our College through a Catholic lens in all of our actions and interactions. Later in February, we celebrated the opening of the new school year with Mass in our College hall; again, opening the new theme and reminding the students of each person's dignity and worth and of the need to be ground first and foremost in faith and everything will follow. Fr Maurie Cooney celebrated the Mass and delivered a beautiful homily incorporating our College theme. We drew upon our faith to celebrate, to stir into action and sadly, to farewell two students in 2019, Christian Veneziano who was born into eternal life in February (Y12) and Catherin D'Rozario in August (Y11). Yes, our faith draws us to the saddest of moments and 2019 was particularly challenging for our College community in light of these two students.



Term 1 was a busy term related to our Catholic faith. Ash Wednesday was celebrated in Tutor groups on Wednesday 6 March 2019. Students led liturgies and brought non-perishable food donations for the people of the Philippines. We worked closely with the Holy Spirit of Freedom Community Philippines Ministry who coordinate and distribute the food donated by the College community.

We followed Ash Wednesday by sending all of the Year 11 students to various parts of Victoria and the Surf Coast regions on their annual 2-day retreats.

They participated in developing the faith aspects of their clusters; they learned about their cluster patrons and developed their relationships with one another and their teachers.

The period leading up to the holidays provided an opportunity for students to present a dramatized version of the passion of Christ. This presented in two phases, to the Year 11 and then Year 12 students. As a staff, we remembered Jesus' Last Supper by participating in an Agape lunch. "Agape" is the New Testament Greek word for "self-giving love". In the Christian tradition, an "Agape" is also the name for informal meals and times of togetherness and mutual sharing which remind us of all those meals Jesus shared with his friends and the unity that his Spirit continues to give us. This was an opportunity to develop the faith formation of staff through tableship.



In term two, we celebrated the Feast of Corpus Christi as our College Feast Day. This year our college theme provided the incentive for a special ceremony. The College hall was transformed into a work of art, a Masterpiece. We have a firm belief that every year we wish to give the staff, students and families of the College a special memory of the Mass. Fr Maurie celebrated the beginning procession of the College, through to our Mass. Our procession commenced at the sculpture of the Corpus Christi and, as a College, with College flags, Cluster flags, our national and indigenous flags and the flags of the countries from whom each student and staff is connected to in the world we processed to the hall. Fr Maurie, followed at the rear of the procession, as is customary during Catholic processions. It was a spectacular scene as the entire College community processed around the school and into a darkened hall to the chants of the choir adorned in monk robes chanting 15-16 century religious chants.

The hall itself 'became' the Sistine chapel, with projections of Michael Angelo's great Masterpiece upon the ceiling. The nine panels of the Sistine Chapel ceiling depict iconic scenes from the Old Testament, such as the creation of the heavens, the earth, and humanity according to the first three chapters of Genesis. An image of 'La Pietà' was projected at the rear of the Hall and behind the celebrant was an image of the Last Judgement. The visual was truthfully breathtaking and the reactions from all that entered was beyond joy. The Mass that celebrates the Body and Blood of Christ ignited the gift of the Holy Spirit among the College community. Short of celebrating the Mass at St Peter's Basilica, this was a blessing and moved all in the Mass. Fr Maurie was wonderful in working with the theme. We all watched, listened and waited with reverence and respect. The first reading, from Genesis, speaks of Melchizedek bringing bread and wine to Abram (Abraham) The gospel of St Luke shows Jesus working his miracles, in particular, the feeding of the 5000. Particular emphasis was placed upon the sacredness of the transubstantiation of the Body of Blood of Christ. The Mass was the opening part of our College Feast day, again, in the theme of European tradition, was followed by involved fun interactive activities, clusters eating with one another and finishing with a concert in the afternoon.

In Term three our Social Justice Eucharist celebrated the work we did as a community to raise important funds and increase awareness of local, national and international issues. We were commissioned to raise awareness of the plights of vulnerable sections of our community, the sick and destitute. In particular, each cluster raised awareness and much needed goods/funds for their Catholic social organization. The feast of St Mary of the Cross MacKillop, a Mass that was led by the then parish priest of Holy Eucharist, Fr Anh Tuan Do celebrated and launched our social justice campaigns.



Term four was marked by liturgies celebrating who we have become and journeying forward to who we are yet to become. A moving, prayerful and at times spectacular graduation mass was held again in St Patrick's Cathedral. We also continued the practice of celebrating the transition of our Year 11s into Year 12 by beginning the transition week with a commissioning mass in which all students were inducted into, and invited to start the work of, Year 12.

Prayer is at the heart of the College's daily life. In 2019 we continued the practice of beginning each day with prayer, both at

staff briefings and with students in their home groups. There is an expectation that all meetings at CRC Sydenham begin with prayer.

We also continued the work of ensuring that Christian iconography is visible throughout the school. In 2019, we added to the College's facilities in opening the new Dennett Courts, named after our early principal, the late Sr Margaret Dennett, from the Mercy Order. The opening occurred on Friday 16th August. Sister Margaret Dennett was a great advocate of learning and student participation. The Dennett courts provide an opportunity for students to further engage in their active learning through the provision of these facilities.



Fr Maurie Cooney led the College in a beautiful blessing of the Dennett Courts. Sr Sylvia Williams foundation principal of the Federation of CRC accompanied him. Sr Sylvia spoke on behalf of the Mercy nuns and knew Sr Margaret personally during her time in the Federation of Catholic Regional College. Sr Sylvia spoke of Sr Margaret and her passion for learning and her care for student engagement

The College is grateful to the Morrison Government for the capital grant of \$1 million for the Dennett Courts. This investment in education ensures the students at CRC Sydenham are able to use the facilities named after Sr Margaret Dennett in their outdoor learning.

We too, are thankful and recognise the support of the Catholic Education Melbourne, Architects Henderson and Lodge, especially Joe Scully and Shirley Cooper. The builders Beahmer and Wright whose work was more challenging than perhaps they initially expected due to rock. Many thanks too, to Father O'Reilly, Father Maurie and Michael Testa - their support and encouragement has been critical to the establishment of these facilities.

Michael Casey from MJC Horticulture and the wonderful work of the College maintenance team, Lino, Abdul, Phil and Chris,

The Catholic Development Fund matched the funding from the federal government and provided with interests subsidy by the Grants Allocation Committee Secondary.

During 2019, the College opened O'Reilly House after considerable work to update the building's interior and exterior. O'Reilly House, named after Fr John O'Reilly, whose vision and drive brought Catholic education to the North West of Melbourne, will forever remember Fr John's contribution to Catholic Regional College, in particular, Sydenham.



O'Reilly House stands tall at the entrance of the College, with the shape of a great cathedral above its large wooden doors. The cathedral is reminiscent of St Patrick's Cathedral in East Melbourne, who Fr John O'Reilly worked towards rebuilding at a time that it needed numerous repairs and renovations. The building contains many connections to Fr John and to the Scriptures. Entering O'Reilly House, are two large doors, with the symbol of the eagle, the icon of the Gospel writer St John the evangelist that opens to an open area that contains two of a number of animals, throwing back to Noah's Ark, in that two of each animal was spared in order to re-establish creation after the massive floods of forty days and forty nights. To both sides of the entrance, one notices the door handles, in the shape of hands. We remember during the Mass, at the time of the sign of peace, Fr John always had a different way of inviting people to show peace between one another.

As we continue into O'Reilly House, we notice that it is a hub of numerous computers with the wings of the building as classrooms. Technology was high on Fr John's priority list and he embraced it with open arms. This building reflects Fr John's keen interest in advancing our students' capabilities through the use of computers.

The classrooms adjacent to the computers are specifically designed for the teaching of Religious Education. The large wooden tables reminiscent of the Last Supper, when Jesus sat and broke bread with his disciples. The blinds, whilst they perform their function of blocking out the sunlight, have a dual purpose and internally represent the Holy land of the 1st Century. Landmarks are depicted and images of key events of Jesus' ministry and the Acts of the Apostles are highlighted. This visual representation assists students in gaining a better understanding of the Scripture and the geography of the Holy Land.

Exiting the classrooms there is a set of stairs leading to a mezzanine upper level. This room is called the 'Thinking Room'. Its walls are a variety of colours, in fact, coloured boards that can be written upon with white board markers. This space allows for thinking and creativity. It has clouds as lights, the carpet patterns are designed in various greens, eucalyptus green representing Australia, the emerald green representing Ireland, Fr John's homeland, and the blue, reflecting Our Lady, Mary the Mother of God. Fr John was known for his need to get away, to reflect and ponder. This space represents this important aspect of learning.



Finally, as we exit O'Reilly House, there are some incredibly important icons to take note of.

There is a full colour copy of the stained glass window above O'Reilly House, contains no words, but pays homage to Mary, the mother of God. The image of a flower is used as a depiction of Mary and can be a rose a lily or a blossoming flower with many petals. Of course Mary's colour is blue, as blue was the most expensive of the colours to produce given the paint was made from lapez lazuli, a semi precious stone which was ground down and made into a paste which artists could then use to colour oil paint. Given the cost and work that had to go into producing such a colour it was used sparingly and reserved for Mary as her signature garment colour during the Renaissance period when many conventions were established so that the illiterate congregation could identify the Saints and others being depicted in art. Painters would only paint certain works and most were commissioned. For the most part they would paint or want to paint Religious works which were at the top of the hierarchy of content they would depict. This was followed by historical events and mythology followed by portraits usually of wealthy and notable people. Still-life images and

the peasants of the day were off limits and would never be painted by serious artists. Religious works were in high demand and of all of them, to work for the Vatican, and moreso, for the Pope, was considered an honour. The honour was usually reserved for Michaelangelo, at one period, who even had the audacity to challenge the Pope to leave him to paint the Sistine chapel alone. This was before the painter banned the Pope from entering the chapel before the work was completed. Our imagery uses the same symbolism as the famous artists of this period, it is the conventions that were established then, that are still recognised today, so the window we have outside O'Reilly House, while modern, can be understood widely as imagery dedicated to Mary whose prayer is the Hail Mary.

In front of O'Reilly House is a large Celtic cross, again paying homage to Fr John's country of birth and where he formed his Christian value and became a priest. Finally, there is a medium and a smaller shape of Churches in front of the Celtic Cross. These represent Fr John's parishes of St Albans and Emmaus and his vocation to provide learning to the young people and the children of the North West.

Our Catholic iconography is critical to representing our Catholic faith. We have a giant crucifix that hangs at the front of Mercy House for all to see. This was erected for a cluster Mass in October 2019 and has remained present as a reminder of our Christian tradition. Furthermore, Tutor-groups continued to work within the pastoral program on developing and decorating their student crosses which are proudly on display within each room. These crosses were then presented to students during their graduation ceremony as an ongoing reminder of their connection to CRC Sydenham and the wider Christian community.

Social Justice Programs continue to form an important part of the faith life of the college. The Year 12 Religious Education Community Service program, VCAL and VET Community Service subjects, as well as the VET Applied Religious Education program, ensured community service was completed by our students within the wider community.

The applied RE group travelled to Timor Leste during the mid-year holidays and made themselves of service to our sister schools in Bacau, Railaco and in Dili. The third term was again marked by our focus on Social



Justice Issues around the world, but with a particular emphasis on supporting the students of Timor Leste. Our long standing commitment to sponsor the educational needs of our sister school in the village of Railaco, Timor Leste resulted in raising funds that were used to pay for the school fees and university fees of 21 students at secondary level and 6 pre-service teachers at Jesuit's Secondary Teachers College in Dilli.



We also continued monthly placements at Ozanam House where staff volunteers served the evening meal to the residents. A fundraiser dinner was held at Quatrefoils Restaurant to raise much needed funds for Ozanam House. The dinner was organized by the staff and students of MacKillop cluster, to support the crucial work done to help a section of North Melbourne's homeless men.

In Term 3, the students had the opportunity to engage in first Vinnies Winter Sleepout. The social justice event invited students to engage in conversation about the issue of homelessness within our community. This was an incredible opportunity to get a glimpse of the realities of homelessness in Australia, by ultimately, sleeping "rough" for one night. On Tuesday 3 September 18 students and 6 staff had the opportunity to experience the grim prospect of homelessness, by sleeping on the cold, hard surface of the school hall.



Before "sleeping rough", the group participated in various activities that helped raise awareness consisting of 'building your own shelter', making blankets that were donated to the St Vinnies Organisation, a camp fire reflection, and a large chalk pledge that was placed along the basketball courts, next to the hall. This was the perfect way to raise awareness within our college community, not only through the beautiful eye-catching colours and images, but also through the alarming statistics and significant messages that confronted our community the next morning when walking into school.

Furthermore, clusters continued to work hard at raising awareness and also supporting the local Catholic Organisations affiliated to them. In particular, the student leaders and staff supported: McAuley House, St Vincent de Paul, Ozanam House and Catholic Care, as well as Timor leste.

Our year concluded with the annual Ozanam and McAuley Houses Christmas appeal which attempts to bring dignity and respect into the lives of the poor and homeless in inner city Melbourne by donating toiletries and other items that are distributed to the residents of both places at Christmas.

Our student Social Justice and Liturgy Captains also ensured that indigenous issues, refugee and asylum seekers, and women's rights were kept at the forefront of the school's consciousness through ceremony and celebration of key memorial days throughout the year.

There has also been an ongoing, systemic approach to assist staff in gaining accreditation to teach in a Catholic School and to teach Religious Education in a Catholic school. Twilight seminars each term, as well as religious education and faith development options outside of school, were offered to and undertaken by staff throughout the year.

Finally, it must be acknowledged that in the general day to day activity of the school, guided by the College Mission Statement and the Charter of Rights and Responsibilities, every attempt is made to ensure that the Christian values of charity, respect for all individuals and justice are at the heart of all that we do.

Faith, Mission and Catholic Identity

For by grace you have been saved through faith... For we are God's Masterpiece, created in Christ Jesus for good works, which God prepared beforehand to be our way of life. The letter of St Paul to the Ephesians sets up the College theme for 2019, focusing on our self worth, dignity, and our abilities to work for the better good of our neighbours. In February, Fr Maurie Cooney led us in our opening school Mass, where we gathered for the first time as a school community. We welcomed our new Year 11 students alongside the Year 12 students and our new staff to forge new hopes, dreams and beginnings for the 2019 year. As is customary, we begin and end our year with the celebration of the holy Eucharist. This beginning was shortly followed up by a renewed push to reach out to the global community. Guided by the Student Leadership Group, each cluster gathered for Ash Wednesday. As a school community, our staff and students donated a plethora of goods for the Philippines appeal. In the spirit of the gospels, the feeding of the 5000, we gave an enormous amount of non-perishable food for the needy overseas.

Our faith formation and induction to the College for our Year 11 students was somewhat different in 2019. The Year 11 students celebrated their cluster retreats in early March, as we moved towards the Labour Day long weekend and each attended a retreat at a different venue. Clusters had a unique experience dependent upon their locations.

As Ash Wednesday was a marker for the Lenten period, tradition at CRC Sydenham is the preparation and presentation of the Easter Vigil. Thanks to members of the SLG and the wider student body, a dramatized version of the passion of Christ was presented to each of the Year levels on separate occasions.

Our Feast Day of Corpus Christi was one to remember for a long time. The hall was transformed into the Sistine Chapel, with the works of Michael Angelo projected upon the ceiling. We had an image of The Last Judgement behind the altar. With the chanting of renaissance music by a guest choir, the staff and students processed into the darkened hall with wonder and awe. The Mass, led by our canonical, Fr Maurie Cooney, was truly a time to reflect upon the presence of God. As such, we had our own little part of Italy in CRC Sydenham during the Feast of Corpus Christi.

Social justice fundraising marked the second half of the year. Fr Tuan Do visited our college from Holy Eucharist and celebrated the Mass of the Feast of St Mary of the Cross MacKillop. Again, through reflection on the Word and the Eucharist, we were charged to support the communities in most need. Each cluster, with its own Catholic community organisation in mind, raised awareness, funds and donations to continue the support CRC Sydenham offers.

For the first time in many years, under the guidance of Georgia Bettiol our Social Justice co-ordinator and Katherine Bruzzese, the Social Justice Captain, we had our own winter sleep out, in the College Hall. All who participated made key donations. We had guest speakers from Ozanam House and various activities that the students and staff did to promote awareness of the homeless. All up, through the grace of encounter, we learned a little about life on the streets.

Term 4 was a term of preparation and celebration. The students celebrated their time at the college through our cluster celebration day. We welcomed Father John O'Reilly back to the college, Fr Maurie Cooney, Fr Tuan Anh Do, Fr Richard Rosse, Fr Gerard Keith, Fr Peter Danh, who came to our College to celebrate the cluster Masses.

Friday 25 October culminated in the graduation of our Year 12 students at St Patrick's Cathedral, East Melbourne. Once again, Fr Maurie presided over the Mass with over 2000 people in the congregation.

At the time of writing this article, the school community is embarking upon its final appeal; that of the Ozanam House and McAuley House. Both Catholic organisations reach out to the people with great need, men and women and their children who have fallen upon hard times.

It truly has been a faith-filled year of encounter and transformation by the grace of God. I thank the entire College community for their involvement and works in keeping rich the life of Christ through the celebration of the Eucharist and that of encounter.

Vince Iannuzzi
Director of Faith and Mission



Corpus Christie Award 2019

Caitlyn Gonsalves is an active participant in Sunday Eucharist, and in the Music Ministry of Emmaus church and related workshops. Caitlin is also an active participant in meetings within the parish. She is a welcoming student at school who acknowledges all with a smile. Caitlyn is a Special Minister of the Eucharist and reads at masses in parish and school settings. Caitlyn is a person of active faith that displays Christ's qualities of transformation through her interactions and encounters with all members of society.



Social Justice 2019

Georgia Bettiol & Katherine Bruzzese

As a school community it is important to embrace our Catholic ethos. At Catholic Regional College Sydenham, we pride our students on their contribution to our school's mission statement through shared leadership informed by; compassion, fairness and justice, to engender an understanding of respect for the dignity of all in our community.

Our students have lead by example, by encompassing the Catholic social justice for teachings, working in solidarity and working towards the common good. This year our students have made an impact and addressed injustices through initiatives lead by our school leaders.

In Term 1 our students contributed to the Philippines Appeal through each Cluster donating non-perishable foods and goods. The outcome reflected the generosity of our school community and the humility to assist those who are vulnerable and disadvantaged. The Student Leadership Group continued this approach through raising funds and selling pancakes on Shrove Tuesday. The proceeds went to Our Lady of Fatima Secondary School in Railaco Timor Leste, to support their students and staff.

We value our sense of community and in March our student leaders organised a day of celebration and unity with Harmony Day. With a variety of activities to encourage togetherness, our students produced a map indicating where their family comes from, suggesting that 'we are one, but many'. As well as performances from staff and students and a guess the amount of lollies in the jar, our students also sported Harmony Day shirts in the colour theme of orange. All proceeds made on this day were donated to Timor Leste, to further our compassion and support for others.

Many social initiatives occurred in in Term 3. Our clusters were delegated a week to assist their allocated social justice organisations. This included McAughley House, St Vincent de Paul Society, Catholic Care, Ozanam House, St Mary House of Welcome and Timor Leste. Our clusters have put in a tremendous effort raising awareness and inspiring our students to donate to these causes.

This year we introduced a significant social justice event; the Vinnies Winter Sleepout. Students had the opportunity to engage in a conversation about homelessness and experience a night of 'sleeping rough'. The students experienced the cold and uncomfortable conditions of not sleeping within the luxuries of their warm beds and homes, and traded these for the floor and a sleeping bag. The event allowed the students to hear the story of Garry from Ozanam House, who shared his experiences of once being homeless and his current 'transition' stage. This talk enlightened the students on the true circumstances of homelessness and stigmas that surround it. This inspired conversation as students engaged in a variety of activities such as blanket making, shelter preparation, a chalk pledge and campfire reflection. The event raised awareness for the prevalent issue faced in our society, encouraged students to spread the message and donate to those in need. Our student-participants were sponsored to make monetary donations to St Vincent DePaul Society and also generously brought warm clothing to give to those in need.

Georgia Bettiol
Social Justice Learning Area Convenor

As the Social Justice Captain of Catholic Regional College Sydenham, I am proud to say that 2019 has been a successful year, where our school has been involved in a range of events that have ultimately shown how caring and dedicated our students are when it comes to compassion and generosity.

For most of us, growing up in a Catholic School has impacted our personal values that we learn to stand by-especially as we are emerging into adulthood where these morals, based on our faith, will assist in our decision making. As I first entered into this role, I took into consideration that my year 12 journey was going to be a very difficult and challenging experience for me - especially due to stress and the need for success, but I knew that being a student leader was always well worth the commitment. And so, it was.

We began the year with Harmony Day, on the 25th of March, where we recognised our school's multicultural and diverse community. The day consisted of many events such as lunchtime performances, a raffle to win a large jar of orange coloured lollies, as well as identifying our community's nationalities on a large world map that is now displayed in our Learning Common. I was honestly so proud of our respect and solidarity, fulfilling the schools Vision and Mission statement of affording "dignity, respect, care and hospitality to foster the revelation of every person's place in the world".

This vision has also been fulfilled in our participation in CRC Sydenham's very first St Vinnies Winter Sleepout. This was an incredible opportunity to get a glimpse of the realities of homelessness in Australia, by ultimately, sleeping "rough" for one night. In the evening of Tuesday September the 3rd, I, along with 18 other amazing students and 5 staff had the opportunity to experience the grim prospect of homelessness, by sleeping on the cold, hard surface of the school hall. Before "sleeping rough", our group participated in various activities that helped raise awareness consisting of 'building your own shelter', making blankets that were donated to the St Vinnies Organisation, a camp fire reflection, and a large chalk pledge that was placed along the basketball courts, next to the hall. This was a perfect way to raise awareness within our college community, not only through the beautiful eye-catching colours and images, but also through the alarming statistics and significant messages that confronted our community the next morning, when walking into school. As well as these activities, we also had the privilege to listen to Garry, an amazing individual from Ozanam House, who has and still is experiencing homelessness. He focused on the meaning of homelessness, and how it should not always be associated with 'couch surfing' or drug and alcohol consumption - rather, we need to consider the ongoing issue of mental health and even the financial burdens that many are experiencing in our society. Soon, it was time to go to sleep - a night where some of us had only gotten 3 hours of sleep, and had to proceed with our studies the next day. Personally, I am so privileged to have been the first student leader to have helped kick start this event, that will officially be an annual tradition in our college.

Lastly, I, along with Thomas Cucanic, our Environmental Captain, have helped promote The Resource Smart Schools, a program that encourages Victorian schools to embed sustainability across the school facilities, community and curriculum. I look forward to seeing this initiative develop in the upcoming years.

Katherine Bruzzese
Social Justice Learning Area Captain



LEARNING AND TEACHING

New York Trip

Over the Term 1 holidays a group of thirty five students embarked on an enriching and eye-opening experience to New York. Ten packed days of sightseeing, workshops, food, tours and musicals left everyone excited, educated and exhausted.

We arrived on a warm evening and, after a short walk from our accommodation, we had a picnic dinner in Bryant Park. We got our first taste of the magic of Manhattan surrounded by skyscrapers. The next morning we were straight into our activities, splitting up into four groups: Performing Arts, Visual Arts, Business/Economics and Food.

The Performing Arts group saw many things including a trip to the Paley Centre for Media, attending a Harlem Church Service and two Broadway shows. One highlight of the trip for the group was a backstage experience at Aladdin, along with a dance workshop by a cast member. Bradman student Jacob Soeradinata was in that group:

“The CRC Sydenham New York trip was in every way an unforgettable experience that I’m glad I went on. At the heart of the trip were the people. It didn’t matter who you were, everyone was open to meet new people and make the most of what was offered. The Performing Arts group that I was a part of were offered a wide range of activities, including the musicals of Aladdin and Dear Evan Hansen to watch, exploring Aladdin backstage at one of the most famous theatres in the world and firsthand experience of combat acting, Broadway dancing and singing. As a group, us New Yorkers were offered the chance to watch an Ice Hockey game and an NBA game, along with a visit to Madame Tussauds, featuring the exclusive MARVEL exhibition. These are memories that I’m sure I won’t forget anytime soon, and if asked the question “would I do it again?”, the answer would always be yes.”

The Visual Arts group benefited from Principal Brendan Watson’s detailed knowledge of New York City. They covered the city on foot; experiencing street art, pop up shops, restaurants and a number of other off the beaten track opportunities. Winton student Fraser O’Neill said of the experience:

“New York was great fun, got to see heaps of new things (namely a lot of Art in my group), and especially eat tons of American style food, so very delicious. It was pretty cool to meet new people I hadn’t spoken to previously before as well. I would highly recommend anyone thinking of going to go ahead with it.”

The Business/Economics group saw the hub of global finance and politics in action as they toured Wall Street and the Stock Exchange. They visited City Hall and the United Nations and got a small taste of the myriad of opportunities that exist in a global city such as New York.

The Food group ate their way through the metropolis starting with a tour of the Lower East Side and the waves of immigration that brought Jewish, Asian and Latin American foods to the US. They sampled fare from a number of Food Trucks which feed the city workers every lunchtime. A really special experience was attending a cooking class at the International Culinary Institute at the World Trade Centre.

All of the groups took part in the must see attractions such as the Empire State Building, Ice Skating at 30 Rock, Central Park, the Statue of Liberty and the Natural History Museum (think ‘Night at the Museum’). We enjoyed Mass at the famous St Patrick’s Cathedral, site of Bobby Kennedy’s funeral. Perhaps the most emotional experience was the 9/11 Memorial and Museum. We were given a guided tour of the tasteful and powerful Memorial followed by time in the Museum which had personal and factual accounts of the events. Staff and students openly wept at the awful and sad events as well as some acts of extreme bravery and heroism.

Sports’ fans were able to make two trips to the famous Madison Square Garden to see the New York Rangers in the Ice Hockey and the New York Knicks in the Basketball. Both games were close affairs and provided great atmosphere as they went down to the wire.

The 10 days in New York passed in a flash. It felt as if we’d barely scratched the surface of this amazing city. The long flight home gave us plenty of time to reflect on what was a truly unforgettable experience.

Joe Shaw, Morgana Jones, Jacob Soeradinata & Fraser O’Neill



Learning & Teaching

Intended Improvement Outcomes:

That learning outcomes across VCE, VCAL and VET student pathways will meet or exceed the potential of each student.

That each student is equipped to make the transition to a post school pathway that is appropriate and sustainable.

Key Strategies: Develop and embed a shared understanding of what effective learning and teaching looks like at CRC Sydenham.

- Enable and expect all teachers to implement contemporary learning and teaching practices.
- Increase teacher collaboration/sharing (teamwork)
- Address Literacy demands in VCE Examinations, SACs and VCAL/VET

Value Added 2019

Learning & Teaching Framework

In 2019 CRC Sydenham developed the following Learning and Teaching Framework based on the following philosophy.

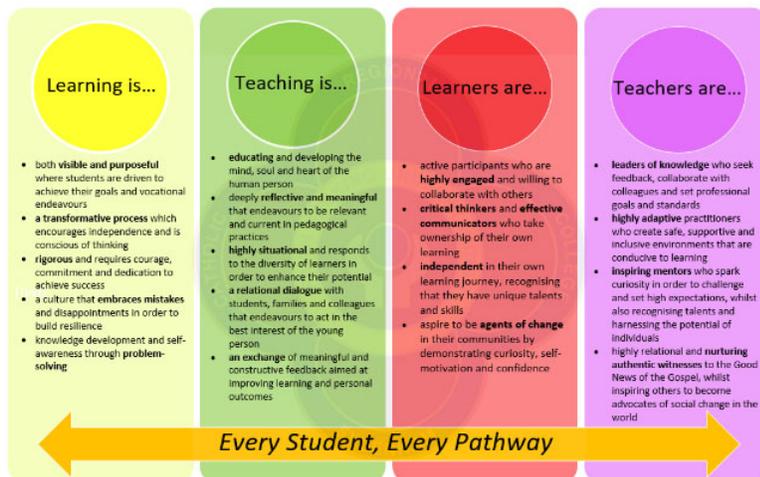
Our aims at Catholic Regional College Sydenham are to provide high quality learning and teaching that challenges and supports all students to develop their talents and abilities.

We strive to provide appropriate opportunities which enable all students to access the curriculum, participate in the life of the school and to achieve curriculum outcomes.

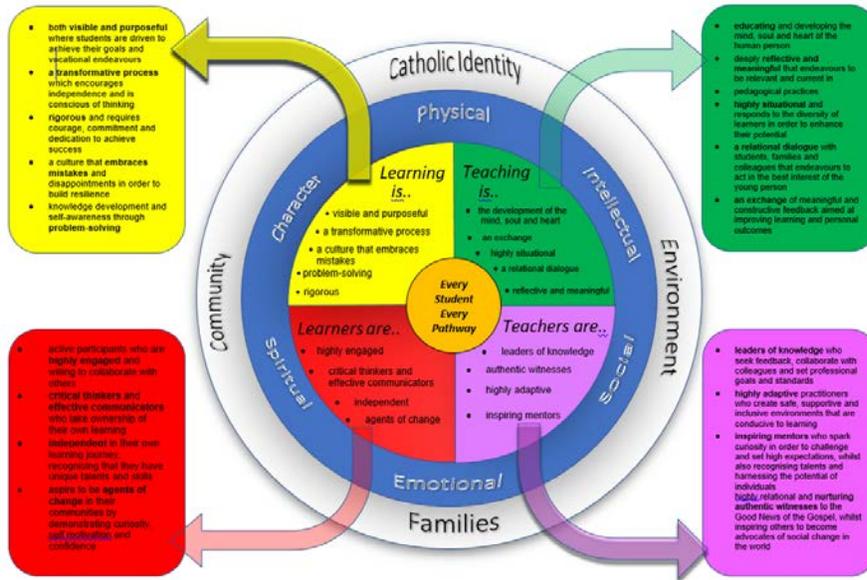
All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

The Teaching and Learning Framework, is a set of guidelines relating to quality teacher practice. It represents the 'way we teach' at Catholic Regional College Sydenham, which allows each student to work towards exceeding their potential.

Teaching & Learning Framework



Teaching & Learning Framework



Year 11 SALT & LIGHT

2019 saw the introduction of the SALT & LIGHT PROGRAM. The aim of this program is to provide high performing and highly motivated Year 11 students with the opportunity to undertake two Unit 3-4 studies whilst in Year 11. VCE results indicated that the program has provided a significant number of students with a head start towards completing 6 Unit 3-4 studies as part of their ATAR calculations. Fourteen study scores of above 40 were achieved by the Salt and Light students. The students' experience was further enhanced by being placed in a study cohort that was supported by teacher mentors. The College looks forward to further developing this program over the next few years.

New Learning Management System (SEQTA)

2019 saw the introduction of a new Learning Management System (SEQTA). This has enhanced the Learning & Teaching program through a more interactive and flexible system of lesson preparation. The program will continue to provide opportunities for students and teachers to engage with their learning. The College is working towards real time reporting and feedback and this is an area that will be a priority in 2020. The introduction of SEQTA also created the need to review and update the planning documents utilised by subject teachers. Students can now access lesson by lesson documents and resources remotely.

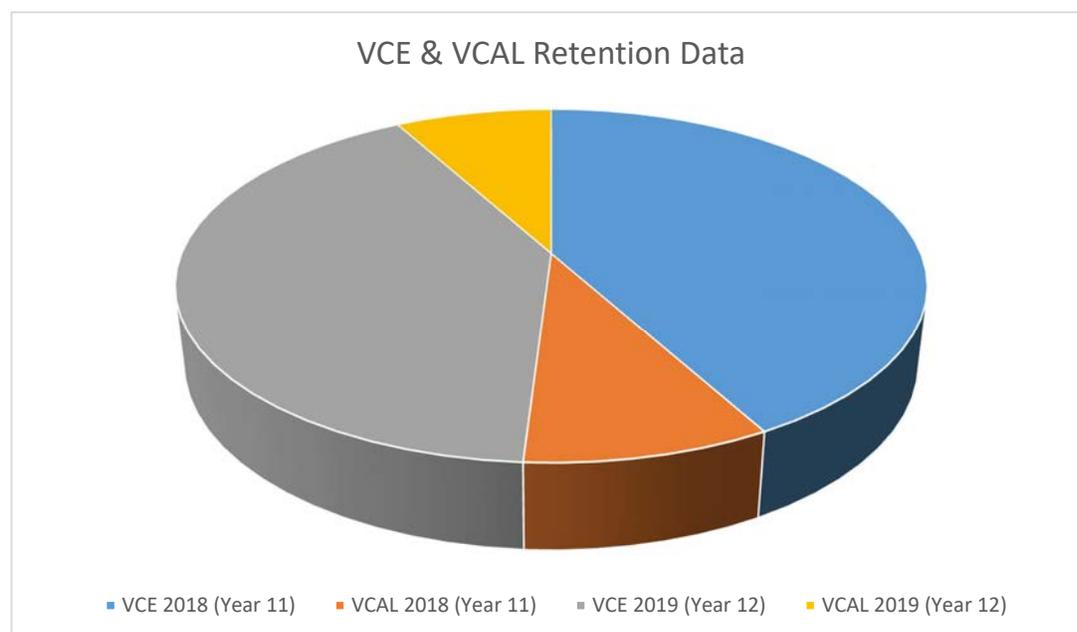
Assessment & Reporting

Together with the new Learning Management System the College also embarked on a new reporting system. Assessment in senior secondary education continues to provide challenges to teachers. Whilst one aspect of senior education is to rank student performance, the College continues to explore methods of assessment that is engaging and provides meaningful formative feedback to students and teachers. The use of formative assessment and the provision of feedback to students is an important goal for 2020. This will require significant training and development of staff in the use of SEQTA to create, submit and provide feedback to students and parents.

Student Learning Outcomes - VCE and VCAL Results

The College continues to promote the ethos of every student – every pathway and as such offers an extensive senior curriculum. This includes both a scored and non-scored VCE as well as the Victorian Certificate of Applied Learning. Vocational Education also plays a significant role in both the VCE and VCAL study streams.

The VCE results continue to be an important benchmark for the College as is VCAL Senior Certificate Completion and Total VET certificate completion.



VCE & VCAL Retention Data

Course	2018 (Year 11)	2019 (Year 12)	Percentage retained
VCE	382	373	97.4
VCAL	82	73	89.0
TOTAL	464	446	96.1

Top Performing Students 2019 – ATAR +90

	Surname	First Name	ATAR	Program Offer	Destination
	Comito	Claudia	90	Biomedicine	University Of Melbourne
	Awad	Benjamin	90.3	Pharmacy	Monash University
	Valentini	Alanna	91.35	Psychology (Honours)	Deakin University
	Nguyen	Thuong	91.4	Medical Radiations	RMIT Univesity
	Favorito	Stephanie	91.8	Law/Psychology	La Trobe University
	Adami	Kayla	92	Psychology	La Trobe University
	Banon	Christopher	92.2	Science	University Of Melbourne
	Njoku	Chukwuebuka Chinenye	92.75	Banking & Finance	Monash University
	Soriano	Emmanuel	92.95	Music Performance	Australian College of the Arts
	Mendez	Benjamin	93.7	Engineering Biomedical	Monash University
	Codespoti	Julian	95.9	Engineering	Swinburne University
	Theodosiou	Christian	96	Biomedicine	University of Melbourne
	Pruscino	Laura	96.25	Paramedicine	Australian Catholic University
	Tenaglia	Caitlin	97.15	Business	Swinburne University of Technology
	Williams	Caroline	98.2	Arts	University of Melbourne
	Nguyen	Minh-Hoa	99.15	Biomedicine	University of Melbourne

Unit 3 & 4 Academic Awards

Religion			
	Religion and Society	Minh-Hoa Nguyen	44
	Texts & Traditions	Emmanuel Soriano	38
	VET Applied Religious Education	Emilia Cesile	non scored
Language			
	English	Christian Theodosiou	42
	English Language	Minh-Hoa Nguyen	49
	LOTE -Italian	Emmanuel Soriano	38
	English (EAL)	Andy Noah	35
Personal Development			
	Health and Human Development	Caitlin Tenaglia	44
	Physical Education	Leah Madigan	39
	Physical Education	Sebastian Gordon	39
	Physical Education	Aaron Li	39
	VET Community Services	Kayla Adami	45
	VET Sport & Recreation	Bianca Liberto	42
	VET Sport & Recreation	Jenson Micallef	42
	VET Allied Health	Uyen Nguyen	36

Humanities			
	Accounting	Tijana Vukadin	38
	Global Politics	Tiobstia Alemu	31
	Global Politics	Ellise Angel	31
	Economics	Tiobstia Alemu	35
	History - Revolutions	Isabella Anderson	37
	History – Ancient	Emily Zovak	31
	Geography	Brock Semec	30
	Geography	Thomas Cucanic	30
	Legal Studies	Mica Caridad	37
	Legal Studies	Stephanie Favorito	37
	VET Business	Emma Cutajar	36
	Business Management	Luis Huang	42
	Business Management	Sharelle Lynch	42
Mathematics			
	Further Mathematics	Caitlin Tenaglia	44
	Further Mathematics	Caroline Williams	44

	Mathematical Methods	Julian Codespoti	40
	Specialist Mathematics	Julian Codespoti	37
Science			
	Biology	Benjamin Mendez	39
	Chemistry	Claudia Comito	35
	Chemistry	Benjamin Awad	35
	Physics	Benjamin Awad	34
	Physics	Praveen Frances De Silva	34
	Psychology	Jordan Luong	45
	VET Laboratory Skills	Natasha Jablonsky	36
Technology			
	Food Studies	Amy-Rose Wollbrandt	38
	Computing - Software Development	Benjamin Mendez	46
	Systems Engineering	Lachlan Borg	35
	VET Information Technology	Ryan Snellesz	34
	VET Creative & Digital Media	Danny Nguyen	34

Vocational Training			
	VET Hospitality	Camille Anderson	35
	VET Hospitality (Kitchen Operations)	Caleb Hill	32
Visual & Performing Arts			
	Theatre Studies	Alicia Azzopardi	33
	Visual Communication Design	Alannah Axisa	36
	VET Dance	Laura Pruscino	49
	VET – Music Performance	Katherine Bruzzese	41
	VET - Music Performance	Darianna Nuez	41
	VET – Music Sound Production	Harrison Gatt	33
	Studio Arts	Caroline Williams	50
	Art	Minh-Hoa Nguyen	50
	Media	Tea Mancini	41

College DUX 2019- Minh-Hoa Nguyen

Most Accomplished Senior VCAL Student 2019- Charlotte Azzopardi



Class of 2019

Catholic Regional College Sydenham
2019 VCE & VCAL Results

Congratulations to all students who passed their VCE and VCAL in 2019, we are proud of every single one of you.

Top ATAR Scores for 2019

- Minh- Hoa Nguyen 99.15
- Caroline Williams 98.2
- Caitlin Tenaglia 97.15
- Laura Pruscino 96.25
- Christian Theodosiou 96
- Julian Codespoti 95.9
- Benjamin Medez 93.7
- Emmanuel Sorriano 92.95
- Buka Njoku 92.75
- Christopher Banon 92.2
- Kayla Adami 92
- Stephanie Favorito 91.8
- Thuong Nguyen 91.4
- Alanna Valenti 91.35
- Benjamin Awad 90.3
- Claudia Comito 90

ATAR
70- 99.15: 39.71%



Minh- Hoa Nguyen - 99.15



*Most accomplished VCAL student
Charlotte Azzopardi*

Student Pathways

Josie Albano

Where to Now???

I often find myself asking young people, 'what they would like to do when they leave school?'

The problem that I have found with this particular question over the years is with so many different pathways available, how is a 16, 17 or even 18 year old student supposed to know the answer to that question?

The Foundation of Youth Australia (FYA) published a report in 2016 titled 'The New Work Order'. This report categorizes jobs into seven cluster groups: The Generators, The Artisans, The Carers, The Informers, The Coordinators, The Designers & the Technologists. The report states that jobs are actually more related than we realise, in fact each time a person trains for one job, they actually acquire skills for up to thirteen other jobs. Job clusters require a similar set of skills that can be portable across jobs. The report goes on to explore the possibility of a young person developing a portfolio of technical and enterprising skills common to their chosen job cluster.

As a careers team, we have adopted this approach to career counselling. Choosing to equip young people with the skills, they need to engage in life long career planning. Our Motto "Every Student Every Pathway" ensures that we treat each young person as an individual and through our diverse range of programs and continue to assist our students explore a range of enterprising skills they need to have a successful future.



Religious Education

Rebekah Vandenburg & Ashleigh Ermita

At Catholic Regional College Sydenham, Religious Education is a vital component of the curriculum. Speaking from personal experience, an academic understanding of one's religious tradition can significantly affect a person's engagement with and sense of belonging to their faith tradition for the rest of their life.

At CRC Sydenham, students are fortunate to have so many different options of Religious Education subjects to choose from, which are all intended to nurture and foster their religious identity in ways that are most meaningful to them. Whether that be through formal theological, historical and biblical study, exploration of the place and purpose of the visual and performing arts in religious identity, investigation of challenging social issues or first-hand lived experience in the community, students have certainly been busy this year!

A particular highlight of the 2019 year was the annual Religious Education Faculty Week where students participated in a range of activities such as candle-decorating, mandala meditation and a Kahoot quiz. Especially exciting was the lunchtime concert of liturgical music provided on a sunny Friday afternoon, and a 'Green Screen Religious Pilgrimage', which allowed students to travel to religious sites around the world without the price tag!

I wish to extend a special thank you to all those staff and students involved in shaping and participating in Religious Education in 2019. A particular mention goes to the Religious Education Learning Area Captain, Ashleigh Ermita, for her hard work this year: she has been a trustworthy and committed advocate for the learning area.

Rebekah Vandenburg
Religious Education Learning Area Convenor

2019 has been an incredible year for the Religious Education Learning Area Faculty! The mission for this year was to increase student engagement in our beliefs beyond the class, becoming our main focus for RE Week; a fruitful event in Term 3 which I am extremely proud of! For this occasion, we organised numerous faith-filled activities for community participation including candle decorating which spanned the whole week. This required students to devise and illustrate church candles with cluster values or biblical quotes. The annual biblical Kahoot marked the beginning of the lunchtime activities followed by the Green Screen Religious Pilgrimage, with students taking the opportunity to have their photos taken at many religious sites. Mandala Meditation was subsequent and the Amazing g(Race) had many sprinting across school grounds in search of scattered clues. Concluding festivities was a Gospel lunchtime concert with audiences enjoying and singing along to the performances.

Ashleigh Ermita
Religious Education Learning Area Captain





Rebekah Vandenburg
Learning Area Convenor



Ashleigh Ermita
Learning Area Captain



Personal Development

Marina Zovin & Alana Zerafa

In 2019 we saw the official opening of the Sister Margaret Dennett Courts. This is an amazing facility, which will cater for events such as Cluster Sport and SACCSS competitions and allow our Physical Education and VET Sport and Recreation students to analyse their performance using the filming technologies that have been installed on the courts.

During our Personal Development Faculty Week both staff and students were provided with an opportunity to analyse and assess their habits in terms of exercise, healthy food choices, getting enough sleep and practicing mindfulness to decrease their stress levels and have a positive mindset. Throughout the week, some of the activities included a Staff v Students volleyball match, SACCSS Senior Sports Day and an Outdoor Education packing race. We also welcomed Bike and Blend and CRC Fit to the College which enabled students to pedal on a bike to make a fruit smoothie and participate in various fitness challenges. Thank you to all who were involved, both in planning these events and participating.

Some other activities students were involved in this year include the VET Sport and Recreation wheelchair basketball competition, Outdoor Education camps to Queenscliff, the Grampians and the Brisbane Ranges, VET Community Services excursion to The Big Issue and Physical Education VO2 max testing incursion and Pilates class. The ACU Exercise Science and ACU Health Science students have worked extremely hard during this year, completing two University subjects over the two semesters.

I would like to thank Alana Zerafa as the Learning Area Captain for the Personal Development Faculty in 2019. Alana has worked very hard this year to promote the subjects in our Faculty and to inspire our students and staff to live a healthy lifestyle.

Congratulations to the class of 2019 and all the best for the future!

Marina Zovin
Personal Development Learning Area Convenor

This year I had the honour of being the Learning Area Captain for the Personal Development Faculty, where I spent the year co-ordinating fun events and activities for the College community. I have worked alongside the Learning Area Convenor, Marina Zovin to organise these events.

The biggest event for the year was Personal Development week, where we hosted a range of activities such as Staff Vs Students volleyball, Outdoor Ed activities, Bike n Blend and a CRC Fit challenge. The most popular activity was Bike and Blend, as it allowed students to make smoothies of their choice and blend it with the bike, which was a fun form of exercise. Throughout the week we hoped to keep all students active, encouraged them to participate in the events and aimed to promote healthy eating.

I am proud to have been able to share my knowledge of the Personal Development subjects with all the students and to assist the next generation of students. This year has been a challenge but was filled with many enjoyable learning experiences and I couldn't have accomplished so much without the help of Marina. Thank you for being an excellent Learning Area Convenor to work with and providing me with a range of opportunities.

Alana Zerafa
Personal Development Learning Area Captain





Marina Zovin
Learning Area Convenor



Alana Zerafa
Learning Area Captain



Outdoor and Environmental Studies

"In all things nature, there is something of the marvellous"

2019 was an adventurous year for the Year 11 Outdoor Ed group. The course took us to different parts of Victoria exploring different types of marvellous environments. Each environment we visited was a place that we studied, enjoyed and developed a greater appreciation of.

In Term 1 we ventured to Queenscliff and Ocean Grove where we surfed and snorkelled. Students developed a deeper understanding of the marine environment at the Marine Discovery Centre and pushed themselves out of their comfort zones swimming with majestic dolphins and seals in Port Phillip Bay! We saw a rich diversity of marine life and investigated what motivates people to be in the outdoors.

The Grampians was the next adventure location for Term 2, a contrast to the coastal and marine nature of Queenscliff. Students explored the sights of this forest environment. With pending cold and wet conditions, students participated in a day of rock climbing and abseiling, pushing their abilities and mindsets to the limits and learning more about the factors that influence people's participation in the outdoors from risk to technology.

The final trip for the year was a two-night hike in the local Brisbane Ranges. This was an opportunity for students to apply their knowledge of being in nature, unplug and explore, carrying only what they needed in the one backpack. With an unexpected high river, students had some challenging river crossing on the first afternoon of walking. The next day saw more challenges with steep climbs and a large distance to cover before reaching camp. The most challenging but rewarding of camps for the year, students not only learnt more about the place but about the value of teamwork and each other.

Thank you to all those who attended and supported the co-ordination of these camps, they were truly invaluable experiences for the students and were opportunities for them to engage in activities that they wouldn't necessarily get to do in their own backyards or even the classroom.

Thank you to the Outdoor Ed team of enthusiastic, energetic students. It has been wonderful seeing you connect with each other and nature, and learn to value this amazing world we live. We look forward to more adventures next year!

Student quotes:

"The camps we partook in in Outdoor Ed provided challenging yet enjoyable experiences continuously throughout the year. We had opportunities that do not come by often and provided great knowledge and experience in the outdoors." – Cam Johns

"Outdoor Ed camps allow for an exciting and adventurous experience in nature all the while surrounded by peers. This makes the educational experience extremely exciting, fun and rewarding." – Kode Mara

"Outdoor experiences such as the camps we attend in this subject are amazing. These camps allow us apply our knowledge into the outdoor world. On the camps we create memories that we will never forget and learn lifelong lessons." – Haylee Barbagallo

"The camping experiences were amazing and were a great time for bonding and having a great time with my class mates. The highlight of the camping trips was when we went to Queenscliff and went swimming with the dolphins." – Christian Mikic

"I have had relatively positive experiences with Outdoor Ed camps and have enjoyed all the camps that we have gone on this year." – Marcus Gusman

"On the camps that I have been on this year I have thoroughly enjoyed being able to go on adventures with my friends, as well as getting to know the teachers that come on the camps with us a bit better outside of school conversations." – Caleb Spiteri-Fenton



Mathematics

Satnesh Lingham & Praveen De Silva

2019 has been a year of achievement and growth for the Mathematics Learning Area.

This year Mathematics week was held from 22nd – 26th July. Daily activities like “Decorate brick wall with equations and formulas”, “CAS calculator graphing competition”, “QR Code quiz” and “Teacher vs Student buzz” were held, where the college community had the opportunity to participate and win some wonderful prizes. These activities also helped us in engaging students in the wonderful world of mathematics outside the classroom walls. At this point, I would like to acknowledge the exceptional efforts of our Learning Area Captain – Praveen De Silva for assisting in organising the Mathematics Week activities.

2019 has flown by so quickly and as we draw closer to the end of the academic year, I would like to thank all the Mathematics Learning Area staff members for their professionalism and dedication in providing the best possible learning opportunities to our young learners. Special mention goes to Corrie Langdon, my predecessor, who did an exceptional job in leading our learning area. To the graduating class of 2019, we wish you all the very best for your future journeys and hope that you achieve every success in life.

Satnesh Lingham
Mathematics Learning Area Convenor

Let's start off with a maths joke. Why are obtuse angles so depressed? It's because they are never right. Get it?

Anyways 2019 was a great year for mathematics consisting of many activities and events.

Throughout the year, we ran maths help classes after school every week for all students from the different maths subjects including; General/ Further, Methods and Specialist Mathematics. This gave students the opportunity to seek further help or catch up on their homework.

In Term 3 the Maths faculty organised Maths week, a week full of all things related to mathematics. Both teachers and students took part in activities like decorating a plain brick wall with maths equations and formulas and competed against each other with mental maths.

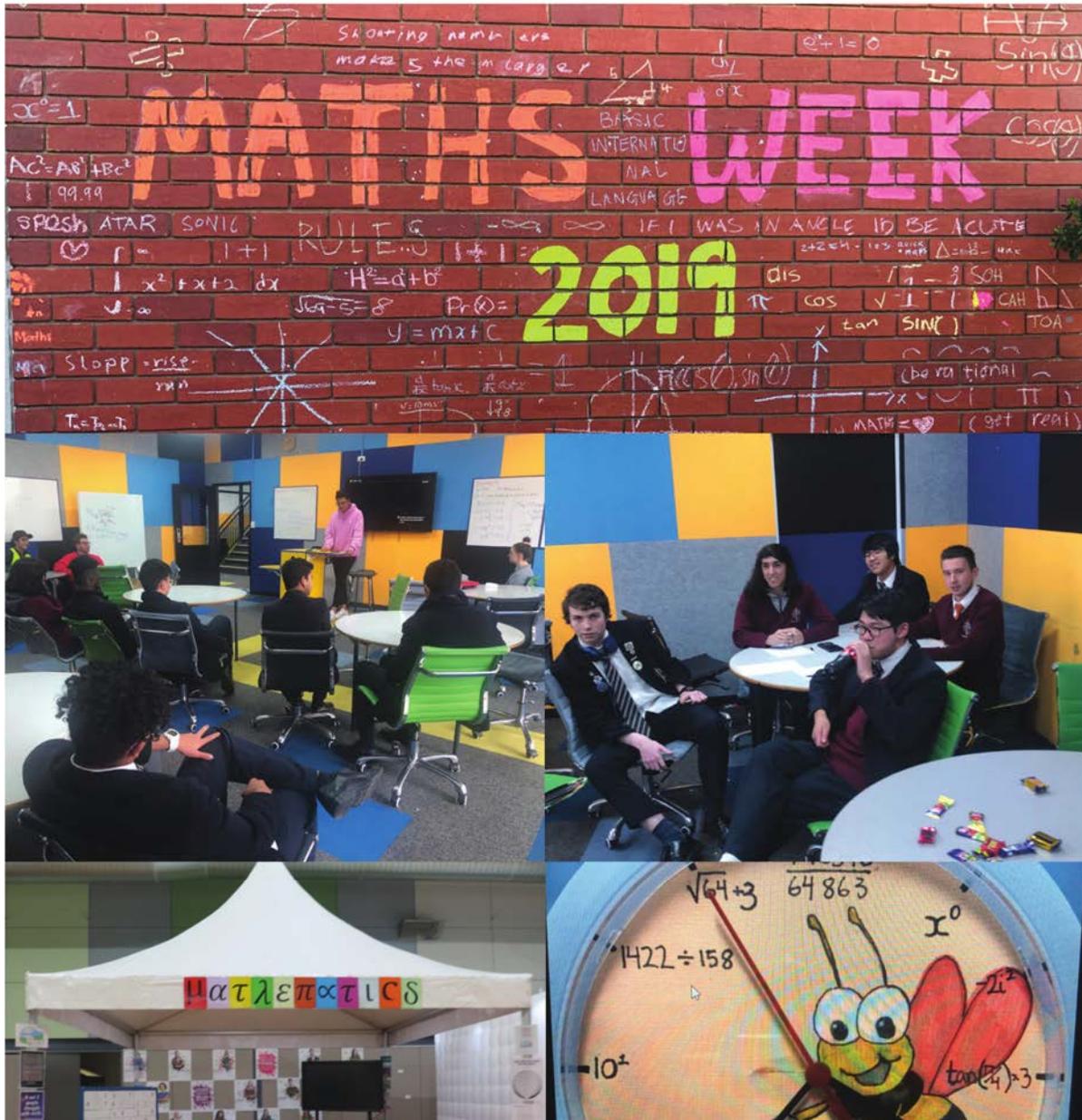
Our aim throughout the year was to encourage and motivate everyone to continue maths in the future and highlight its importance.

Praveen De Silva
Mathematics Learning Area Captain





Satnesh Lingham Learning Area Convenor
Praveen De Silva Learning Area Captain



Science

Christelle Upham & Georgia Hrvatin

2019 in the Science Learning Area has required a lot of hard work from students and staff but has overall been a year to focus on consolidating what we do best; exploring, engaging, questioning and discovering the incredible world of science.

Once again this year, many classes participated in excursions and incursions and Student Futures Day was led by our most dedicated science students who enthusiastically and expertly shared their knowledge of their selected subject areas.

Science Week at CRC Sydenham coincided with National Science Week in August where a wide range of activities were on offer for our students and staff alike. From the annual Spaghetti Bridge Building competition, Science Week Kahoot quiz and Scavenger Hunt to the Big Science Fair to top off the week. The Science Fair was a particular highlight whereby students had the chance to get involved in making sherbet or slime, getting messy with oobleck and this year for the first time, our skilled VET Lab Skills teacher Suzi demonstrated the use of liquid nitrogen. It was great to see so many students involved, and especially those who may not take Science subjects – it shows science truly is for everyone!

The Science team would like to thank Georgia Hrvatin, the 2019 Science Learning Area Captain for her passion and commitment throughout the year, and to all of our students – we wish you the best of luck in your future endeavours!

Christelle Upham
Science Learning Area Convenor

2019 has proved to be a year of learning and growth for the school community. For science students, this year has developed our passion for science, it has seen us excelling in our studies and learning exciting content.

For me personally, being Science Captain has been an enormous honour and an amazing experience. It has provided me the opportunities to broaden my love of science, to connect better with teachers and to meet like-minded people. This role has reinforced my leadership skills, taught me to follow my passions and inspired me to learn more.

Some of my favourite experiences in this role were helping with the Twilight Evening and Science Week - particularly seeing the shocked reactions from the ooblek! Going forwards, I'm hoping to study science at university. I hope future students will continue to fall in love with the culture and community of studying science at CRC Sydenham!

Georgia Hrvatin
Science Learning Area Captain





Christelle Upham
Learning Area Convenor



Georgia Hrvatin
Learning Area Captain



Languages

Helen Bull/Lindy Junor & Monique Nardella

2019 for the Languages Faculty has been a exciting one as always! The Unit 4 Oral Presentations were a particular highlight; with some standout presentations. It is a demanding task and students should be proud of their efforts. It is always good to see our emerging adults tackle the issues they will face as they leave school in a mature and confident manner. It was great to see the collegiality of members of the college, as students supported and encourage each other in this experience.

Congratulations to everyone involved with debating this year. All student debaters displayed admirable courage, growing in confidence and stature at each event. To express oneself is a difficult enough challenge ordinarily, so to be able to deliberate under testing circumstances deserves great credit. Special mention goes to Rachael D'Souza, Harrison Gatt, Tio Alemu, Jake Krohn, Mica Caridad and Alicia Paddock.

Book Club has grown with the reading of the Classic George Orwell's **1984** followed by Patrik Rothfuss' **Name of the Wind** and **Wise Man's Fear**. Thanks to Nick and Crystal for their entertaining commentary.

Lastly, Languages Faculty Week was a tremendous success! The Learning common was used as a venue for Tombola, Scrabble and Upwords! Many vocabularies were extended as students vied for linguistic excellence. We had a screening of Romeo and Juliet and a Creative Writing competition. A cultural and creative ride! The highlight was definitely the Gelato van on Friday. A sweet treat to end a busy week. Thanks Siobhan!

A huge thank you to anyone that contributed to the Language Faculty's endeavours this year. A particular mention goes to Monique our Learning Area Captain, for her tireless efforts.

Lindy Junor
Languages Learning Area Convenor

In my time as the Language Learning Area Captain, I have been involved in various events and have learnt many things about leadership. During the year one of the main things I was responsible for was the Language faculty week; this was an opportunity for me to express ideas and brainstorm activities with the Learning Area Convenors in preparation for a week acknowledging the diverse range of areas involved in the learning area. Something I wanted to ensure was that the week was not just going to be based on books, I wanted to change things up a little bit and include aspects that would appeal to everyone. This is really important as a Learning Area captain as the main purpose of it all is to encourage students to be involved and develop an appreciation for it. Another part of my role was presenting awards at assemblies; public speaking is also an essential skill for the position and it was such a good experience for me. Above all, I thoroughly enjoyed my time in this role and I encourage anyone who is hesitating about it to just give it a go.

Monique Nardella
Languages Learning Area Captain



Helen Bull
Learning Area Convenor



Lindy Junor
Learning Area Convenor



Monique Nardella
Learning Area Captain



Italy Trip

What an unforgettable time staff and students of CRC Sydenham, along with the staff and students of CRC North Keilor had. Almost three weeks of non-stop travelling, meeting new people, visiting wonderful sites, seeing landmarks that we had only seen online or in books, and fumbling our way through speaking Italian.

This, amidst the formation of new relationships among staff and students made this trip, Italy 2019, a very special one. We experienced the greatness that the main Italian cities had to offer such as: the spectacular caves of the islands of Capri and touring a rain sodden island of Positano. We visited the enchanted beauty of Sirmione, the elegance of Florence and Pisa, and Rome, full of her history, where they are still trying to build the new metropolitan line, but keep finding historical relics which interrupt works. These experiences remain indelibly etched into our minds.

We saw the Vatican and toured her artistic and religious beauty. We visited Naples for the first time and saw how free and liberated the Napoletani live. We ventured into ancient times, on our tour of Pompeii. In our time in homestay in Senigallia we left our comfort zones and were challenged culturally and linguistically, but always we celebrated coming together. Finally, Venice, Murano and Burano were breath taking. Italy 2019 was truly memorable and all the more special with the group of students and staff that toured together. Thank you to the families that gave their children this experience. I have no doubt that each person has grown as a result. We thank Maria Caroli, and the senior teacher at our sister school, Istituto Istruzione Superiore, Panzini, Senigallia for her guidance and organisation and support. Maria is very well known in Sengallia for making things happen and has a growth mindset with everything she does. Similarly, we thank the principal of Panzini, Sergio Lombardi, and the principals of the associate schools in Loreto, Gabriele Torquati and Cingoli, Maria Rosella Bitti, who welcomed us with open arms and spoiled us with their hospitality. We are incredibly fortunate to have had such a long standing relationship with these schools. A huge praise goes to the staff that remained behind and adjusted their lessons to take into account the time that we were away. Without their understanding, the students would not have been able to enjoy the trip as they did. Similarly, a huge thanks to the staff that attended, from CRC Sydenham. Maria Caroli, Richard McGuire (our chef) and Sophie Salibi and the staff from North Keilor, Maria Michieli, Margaret Borg and Robert Herrera and their students. The experience proved another great way that the schools grow in close relationship with one another.

Lastly, we look forward to next year upon our sister school's visit to our school. In preparing for their visit, we need homestay families who are willing and able to take on a student next year during the final two weeks of Term . We will organise a program at school for the Italian students, they will need a place to stay during this time. Please see me if you have any questions.

Vincenzo Iannuzzi





Humanities

Siobhan O'Shea & Nimita Alphonse

In the current political climate, one where U.S. policy is often communicated via Twitter, the repercussions of, 'Brexit,' negotiations are yet to be determined and where climate change is considered by many to be a global emergency and by others to be unimportant or non-existent, the study of Humanities subjects and a global outlook has, arguably, never been more important.

Many of our students have taken a keen interest in the study of Global Politics this year and the popularity of the subject looks to continue next year. Our historians, meanwhile, have been busy learning about everything from Ancient Egypt, Ancient Rome and Ancient Greece to the French Revolution of 1789, the Russian Revolution of 1917, the Cold War and the Cuban Missile Crisis.

Earlier in the year, our Geography students tested the knowledge of students and staff alike with their Humanities Week quiz on landmarks, flags and capital cities with donations being made to the Free Rice website for each correct answer, an initiative of the United Nations World Food Programme.

Also as part of our Humanities Week activities, our Business Management students organised a quiz on brands, congratulations to Bolis Nyok for winning the prize for the quiz. In addition, our Business Management students collaborated with our Accounting students to hold a bake sale, resulting in \$262.60 being raised for the ANZAC Day Appeal. Congratulations to Danika Alwyn and Rebecca Dabrowski for being the most successful stall owners with a 400 per cent return on their investment with their popcorn sales.

As the year draws to a close, the Humanities staff would like to thank Nimita Alphonse, the Humanities Learning Area Captain, for her hard work this year and for her contribution to the faculty. We also wish all Humanities students (some of whom may be our future politicians, historians, geographers and entrepreneurs!) the best of luck for their exams and thank them for their commitment to their studies throughout the year.

Siobhan O'Shea
Humanities Learning Area Convenor

Humanities Learning Area Captain's report
In 2019, I was selected to become the Humanities Learning Captain and I was able to take on tasks and activities that helped me understand more not only about Humanities but all faculties in general. I worked alongside the head of Humanities to run workshops, fundraisers for ANZAC Day and I had the honour to read at the ANZAC mass.

The biggest event for Humanities was ANZAC Week. A few of my classmates and I prepared a donation box and sold a variety of items such as poppy pins, pens, ribbons, etc to donate to the selected ANZAC Charity. Following this, some of the school leaders and I prepared for the mass. It was a respectful and vigilant service for the fallen soldiers who fought for our country, and many students found the history of the event very interesting. As the Humanities captain, I played a vital role in the preparation of this mass, sharing the stories of the soldiers and the events that took place.

By becoming a student leader, I have been able to improve my public speaking. By being given the opportunity to present the Humanities awards, I was able to practise and overcome any fears I had. Not only this, but I was able to improve my communication skills from my first interview. Progressing from getting the role, I had many meetings with the head of Humanities, and I developed a sense of timeliness and the skill of communication. Studying 3 of the Humanities subjects myself, I am honoured to have been able to share my knowledge of these subjects to each student and to assist the upcoming Year 12 class. I hope the Humanities stall at the Twilight Evening provided sufficient information for students to finalise their decisions to give them a kick-start for next year. This year has definitely been a roller coaster of ups and downs but the lessons learned were definitely worth it, and I couldn't have gone through it without the help of the Humanities coordinators and other school leaders. Thank you for giving me an opportunity to portray my leadership skills and be an important part of the schools main events.

Nimita Alphonse
Humanities Learning Area Captain



Sioban O'Shea
Learning Area Convenor



Nimita Alphonse
Learning Area Captain



Vocational Training

Janine Thomas & Ryan Cliffe

It has been an exciting year for Vocational Training with the introduction of Barbering. Two of our students who work part time in the industry welcomed the opportunity to work towards their Certificate III in Barbering. "The Village Barber" is open for business. Students work out of a fully equipped 'tiny house' that has been fitted out as a Barber shop.

Our other 'tiny house' will be a mobile beauty salon in which our Beauty students will offer waxing, eyelash extensions, manicure and pedicures and spray tans. These services are also offered in the on-site Beauty salon.

The Trade Training Center continues to deliver our services of Picture Framing, Signage and Baking as well as our restaurant, Quatrefoils.

Students studying Kitchen Operations as a single subject work out of the Manna and produce a different lunch menu to students three days a week.

Our Horticulture students have also done an amazing job on the gardens and provide the Manna and Quatrefoils fresh produce on a weekly basis.

Janine Thomas
Vocational Training Learning Area Convenor

During this year I had completed my Certificate II in Picture Framing and I also had the pleasure of being the Learning Area Captain for Vocational Training 2019. During the year this role really gave me the opportunity and chance to expand my knowledge and impute my own opinions, and also learn more about the way all the other Vocational Education and training subjects offered at Catholic Regional College Sydenham. Including Baking, Picture Framing, Signage, Hospitality, Horticulture, Beauty Services and Furnishing. These subjects give students the opportunity to study in a craft which they not only enjoy but can learn new skills in a working environment with trainers that all have years of industry experience, in saying that I would strongly recommend that students consider a trade as you will be very surprised with the outcome and experience and even life skills you make.

Ryan Cliffe
Vocational Training Learning Area Captain





Janine Thomas
Learning Area Convenor



Ryan Cliffe
Learning Area Captain



Technology

Renee Micallef & Jacob Juric

2019 has been a remarkable year for our Technology students, where students in Food Studies, Computing, Software Development, Systems Engineering, VET Information Digital Media and Technology, and VET Furniture Making have learnt new skills that are transferable across the curriculum and conveyed into the home and the workplace.

Students in Technology subjects had the opportunity to work with a range of materials including a wide range of food ingredients, materials including wood, metal, plastic, glass and fibres to explore and create products through investigation, analysis and design. Students within Technology subjects recognise that they are the leaders for our future and *technologies* can play a crucial role in transforming the community they live in. Each course provided students with a range of experiences to develop their understanding and skills from; CAD Fusion 360 processes include Fibre Laser steel design and Multicoam timber projects.

Technology is making way for a new study design next year where VCE Applied Computing replaces the VCE Computing structure and introduces Robotics into the Information Technology stream. VET Furnishings makes way for a new location within our campus in 2020 where students will have the most up to date machinery, aligning them with today's industry.

Overall, Technology has been a triumph of student and community engagement and a showcase of effort. Thank you to all those involved in Technology week and the Student Futures Evening as both were a result of staff and student's dedication to the faculty. On behalf of the Technology department, we wish all students an enriched year ahead and that their efforts gift them with further life experiences.

Renee Micallef
Technology Learning Area Convenor

I have had the pleasure of participating in various school activities this year including Technology Week during September 2nd – 6th, Academic assemblies and school masses. In particular, the Student Futures Day was a major success for the Technology department, as there was a vast amount of interest shown by future students and their families about studying Technology subjects in 2020.

Through this leadership position, I have been able to develop my own interpersonal skills and demonstrate my leadership skills with the support of the Technology department.

I would like to personally thank Renée for taking up the role of the new Technology Learning Area Convenor this year, along with the other Technology staff for their dedication to growing our small department into something that gives our community critical skills and knowledge.

Jacob Juric
Technology Learning Area Captain

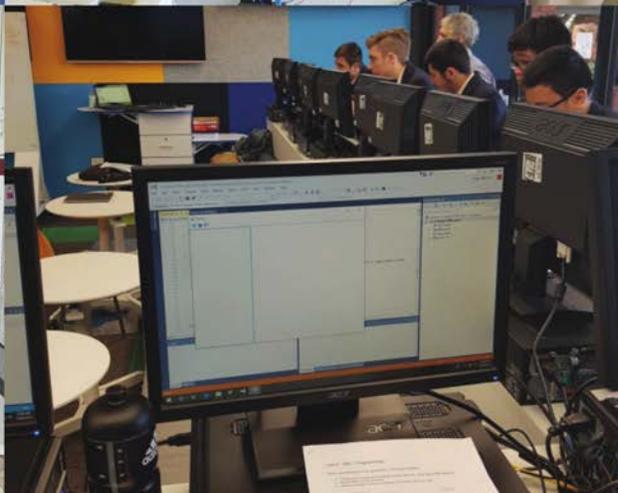




Renèe Micallef
Learning Area Convenor



Jacob Juric
Learning Area Captain



Visual & Performing Arts

Marli Van De Merwe & Alessio Sergio

CRC Sydenham Visual and Performing Arts students have again delighted audiences with their creativity in 2019.

A major highlight in the performing arts included the Theatre Studies students' involvement in the College Musical, *Les Miserable*, in May. The cohort also attended various excursions and incursions to enrich their learning, and attended the highly acclaimed Melbourne production of *Come from Away*.

Music students had numerous opportunities to participate in performances on and off campus in preparation for their performance assessments. Opportunities included lunchtime concerts of the Green, evening concerts in the Crate and acoustic sessions in Quatrefoils enjoyed by restaurant patrons. As part of the learning program, students also attended excursions to recording studios to build skill and confidence.

Dance students put on a beautiful end of year concert in the Crate to showcase their skills development. Throughout the year, students receive instruction from dance teachers in a range of styles to develop their repertoire. They attend a range of incursions and excursions to this end.

Our annual Media film night held at Hoyts in Watergardens treated friends and family to the immersive experience of seeing student productions on the big screen. Work exhibited on the night included audiovisual productions, print productions and animations created by the Creative Digital Media students. Excursions to the Australian Centre for the Moving Image (ACMI) and a film screening further complimented the learning program.

Visual Arts students continued to create work of a very high standard. The College was well represented at the 2019 CEM Arts Exhibition, where Uyen Nguyen's work *Tree*, won the Julia Flynn Memorial Award. Sydfest offered another opportunity for student artwork to be displayed to the wider community, and provides a snapshot of all the hours that go into achieving a strong outcome in Visual Arts subjects. The work of the College Art Award nominees also provides an insight into the high standard of work students are capable of at the College.

I would like to acknowledge the hard work of the Visual and Performing Arts teachers without whose dedication and passion, student experience would not extend beyond the classroom. Extra-curricular events, exhibition preparation and after school folio preparation sessions are just some ways in which teachers work overtime to ensure students are offered enough opportunities to not only pass their coursework, but develop a lifelong love for the Arts. Our students are truly blessed at CRC Sydenham with passionate Arts educators.

"No one in 1980 could have predicted the way the world is today: the global connectedness of the internet; the shift in armed conflicts away from huge armies towards bands of insurgents who can paralyse governments; the disappearance of nations and the birth of others; and the moral dilemmas posed by genetic engineering – to name but a few. No one could have dreamt that an entire CD collection could be stored on a device not much bigger than a credit card. In the face of all this change, one thing is certain – no one has any idea what the world will be like in thirty years from now. It is only the extraordinary power of creativity to dream up new ways of doing things that will enable us to adapt to the coming changes."

Crabtree, J. and Crabtree, J. (2011). *Living with a creative mind*. Manly, N.S.W.: Zebra Collective.

Marli van der Merwe
Visual and Performing Arts Learning Area Convenor





Marli Van De Merwe
Learning Area Convenor



Alessio Sergio
Learning Area Captain



Trade Training Centre

The Trade Training Centre here at Catholic Regional College Sydenham has had another successful year, providing onsite training whilst running businesses that are open to the Community. These include Hospitality: Quatrefoils Restaurant, Picture Framing : Frames@CRC, Signage: SydSigns, Baking: CRC Bakery and Patisserie and Furniture Making: Design 380', as well as a theatre providing on the job training to our students studying Music Performance and Music Sound Production.

The philosophy of the Trade Training Centre is to build student skills in real life settings. VET and VCAL students undertaking any of the above course gain experience by working in the businesses and dealing with customers. As a result of this, the Trade Training Centre was this year awarded The Victorian Partner Achievement Award for workplace learning. This award recognises the partnership our TTC has in providing a real workplace where learning is supported. The unique model of education offered through CRCTTC ensures that students learning occurs in a real business where customers are paying for the services and skills that students have enrolled to learn. This VCAA education award recognises the importance of structured workplace learning and seeks to recognise businesses that take on students in the workplace to provide real world training on the job. Coined 'enterprise education', the team provide our College with wonderful opportunities to not only learn new skills, they also provide the chance for our students to learn about the workplace.





2019 Academic Achievement and Cluster Awards

Year 11 Semester 1 2019 Academic Achievement Awards

Christian Rep
Danica Macababab
Luis Huang
Melissa Elliot
Olivia Duvceviski
Tamara Bonnici
Emma Cutajar
Hayley Nguyen
Nicole Ifurung
Phoebe Zulkifli
Sarah Aubert
Olivia Grech
Leah Spargo
Nathan Koprek
Zoe Stephanie Lien Nikolakopoulos
Giuseppe Ferraro
Matthew Costa
Trixie May Celestial
Abbie MacGregor
Sharelle Lynch
Stephanie Kishta
Xuan Dien Dang Vo
Alicia Maddock
Megan Haber
Chiara Iacopino
Natasha Jablonsky
Thea Grech
Madeleine Puli
Marko Celic
Vimal Jay Naik
Tea Mancini
Jordan Luong

Religion

Unit 3 VCE Religion and Society: Minh-Hoa Nguyen
Unit 3 VCE Religion and Society: Laura Pruscino
Unit 3 VCE Texts and Traditions: Emmanuel Soriano
Year 2 VET Applied Religious Education: Emilia Cesile

VCAL

VCAL Literacy Foundation: Jade Bland
VCAL Literacy Intermediate: Lucas Blackman
VCAL Literacy Senior: Marjie Pizarro
VCAL Numeracy Foundation: Luke Sammut
VCAL Numeracy Intermediate: Adam Buhin
VCAL Numeracy Senior: Brandon Tedesco
VCAL Work Related Skills Foundation: Zachary Panaia
VCAL Work Related Skills Intermediate: Marcus Basic
VCAL Personal Development Skills Foundation: Mark Aguila
VCAL Personal Development Skills Intermediate: Corey Tennent
VCAL Personal Development Skills Senior: Nicholas Tassone
VCAL Work Related Skills Baking: Marie Celestial
VCAL Work Related Skills Sport & Recreation: Luke Sammut
VCAL Work Related Skills Business: Jacob Camilleri
VCAL Work Related Skills Media: Raymond Dinh
VCAL Work Related Picture Framing: Alex Cilia
VCAL Work Related Skills Sign Writing: Joshua Thomson
VCAL Work Related Furnishing: Joel Madigan

Language

Unit 3 VCE English: Christian Theodosiou
Unit 3 VCE English Language: Minh Hoa Nguyen
Unit 3 VCE English as an Additional Language: Andy Noah
Unit 3 VCE LOTE – Italian: Emmanuel Soriano

Personal Development

Unit 3 VCE Health and Human Development: Caitlin Tenaglia
Unit 3 VCE Physical Education: Sebastian Gordon
Year 2 VET Allied Health: Selena Paras
Year 2 VET Community Services: Kayla Adami
Year 2 VET Sport and Recreation: Bianca Liberto
ACU Exercise Science: Aaron Li
ACU Health Science: Alanna Valentini

Technology

Unit 3 VCE Food Studies: Isabella Petrovski
Unit 3 VCE Software Development: Ben Mendez
Unit 3 VCE Systems Engineering: Lachlan Borg
Year 2 VET Furnishings: Justin Cassar
Year 2 VET Information, Digital Media & Technology: Charmaine Jarlego

Humanities

Unit 3 VCE Accounting: Tijana Vukadin
Unit 3 VCE Business Management: Paul Mitsinikos
Unit 3 VCE Global Politics: Tiobsia Alemu
Unit 3 VCE Economics: Jake Krohn
Unit 3 VCE Ancient History: Emily Zovak
Unit 3 VCE Ancient History: Caleb Hill
Unit 3 VCE History (Revolutions): Isabella Anderson
Unit 3 VCE History (Revolutions): Jessica Galea
Unit 3 VCE Legal Studies: Stephanie Favorito
Year 2 VET Business: Emma Cutajar

Mathematics

Unit 3 VCE Further Mathematics: Alanna Valentini
Unit 3 VCE Mathematical Methods: Julian Codespoti
Unit 3 VCE Specialist Mathematics: Chukwuebuka Chinenye (Buka) Njoku

Science

Unit 3 VCE Biology: Benjamin Mendez
Unit 3 VCE Chemistry: Benjamin Awad
Unit 3 VCE Physics: Christopher Banon
Unit 3 VCE Psychology: Daniel Duong
Unit 3 VCE Psychology: Jordan Luong
Year 2 VET Laboratory Skills: Natasha Jablonsky

Vocational Training

Year 2 VET Baking: Stephanie Vella
Year 2 Beauty: Amelia Krizmancic
Year 2 Signage: Jack Wylie

Visual and Performing Arts

Unit 3 VCE Art: Minh-Hoa Nguyen
 Unit 3 VCE Media: Chairmaine Jarlego
 Unit 3 VCE Studio Arts: Lauren Carabott
 Unit 3 VCE Theatre Studies: Alicia Azzopardi
 Unit 3 VCE Visual Communication Design: Alannah Axisa
 Year 2 VET Music Industry, Performance: Dariana Nuez
 Year 2 VET Music Industry, Technical Production: Harrison Gatt
 Year 2 VET Interactive Digital Media: Danny Nguyen
 Year 2 VET Dance: Olivia Lucia Marijanovic

Bradman Cluster Award

Alexandra Petrucelli
 Pete Vamvakas

Chang Cluster Award

Adrian Arellano
 William Corluka

Dunlop Cluster Award

Jessica Newton
 Paolo Monsales

Mackillop Cluster Award

Keisha Costa
 Charlotte Azzopardi

Truganini Cluster Award

Claudia Strmota
 Michael Prapas

Winton Cluster Award

Jake Morgan
 Eunice Gallo

Year 11 Semester 2 2019 Academic Achievement Awards

Alicia Maddock
 Luis Huang
 Matea Mlikota
 Olivia Duvceviski
 Joshua Joson
 Nathan Koprek
 Harrison Gatt
 Nicole Ifurung
 Stephanie Kishta
 Chiara Iacopino
 Madeleine Pulli
 Melanie Xuereb
 Natasha Jablonsky
 Olivia Grech
 Leah Spargo
 Marko Celic
 Tamara Bonnici
 Giuseppe Ferraro
 Jordan Luong
 Vimal Jay Naik
 Matthew Costa
 Matthew Mrugala
 Tea Mancini
 Xuan Dien Dang Vo
 John Abuan



2019 Academic Achievement Endeavour Awards

Religion

Unit 1 Religion and Society: Vimal Jay Naik
 Unit 1 Religion and Society (single unit, over the whole year):
 Mary Vu
 Unit 3 Religion and Society: Claudia Comito
 Unit 1 Texts and Traditions: Grace Magro
 Unit 3 Texts and Traditions: Dijana Smoljko
 Year 1 VET Applied Religious Education: Richie Vung
 Year 2 VET Applied Religious Education: Emilia Cesile
 Religion & Art: Owen Zane De Brincat
 Religion & Community Service: Caleb Hill
 Religion Faith in Action: Lindon Magpayo
 Religion & Music Performance (Choir & Band): Darianna Nuez

VCAL

VCAL Literacy Foundation: Hamish Raberts
 VCAL Literacy Intermediate: Lucas Blackman
 VCAL Literacy Senior: Brandon Tedesco
 VCAL Numeracy Foundation: Earl Princena
 VCAL Numeracy Intermediate: Marcus Basic
 VCAL Numeracy Senior: Joshua Thomson
 VCAL Work Related Skills Foundation: Bradley Sin
 VCAL Work Related Skills Intermediate: Jack Venuto
 VCAL Personal Development Skills Foundation: Luka Sudicki
 VCAL Personal Development Skills Intermediate: Antonio Sawan
 VCAL Personal Development Skills Senior: Charlotte Azzopardi
 VCAL Work Related Skills Baking: Charlotte Azzopardi
 VCAL Work Related Skills Personal Training: Keisha Costa
 VCAL Work Related Skills Entrepreneurial Skills: Stephanie Vella
 VCAL Work Related Skills Media: Raymond Dinh
 VCAL Work Related Skills Picture Framing: Alex Cilia
 VCAL Work Related Skills Design 380: Daniel Kustura

Language

Unit 1 English: Jasmine Paras
 Unit 3 English: Lachlan Borg
 Unit 1 English as an Additional Language: Rodena Al-Shaltan
 Unit 3 English as an Additional Language: Eva Jahola
 Unit 1 English Language: Ethan Fleming
 Unit 3 English Language: Minh-Hoa Nguyen
 Unit 1 Literature: Adrian Arellano
 Unit 1 LOTE –Italian: Emily Aguila
 Unit 3 LOTE –Italian: Olivia Duvcevska

Personal Development

Unit 1 Health and Human Development: Melissa Papazoglou
 Unit 3 Health and Human Development: Christiana Pereira
 Year 1 VET Laboratory Skills: Ebony Borg
 Unit 1 Outdoor and Environmental Studies: Cameron Johns
 Unit 1 Physical Education: Amelia Krizmancic
 Unit 3 Physical Education: Lachlan Bezzina
 ACU Exercise Science: Aaron Li
 ACU Health Science: Jessica Galea
 Year 1 VET Allied Health: Luke Bonello
 Year 2 VET Allied Health: Luke Sanchez
 Year 2 VET Allied Health: Allanah Malkoun
 Year 1 VET Community Services: Faye Cilia
 Year 2 VET Community Services: Kayla Adami
 Year 1 VET Sport and Recreation: Nathan Koprek
 Year 2 VET Sport and Recreation: Jack Healey

Technology

Year 2 VET Sport and Recreation: Jack Healey
 Unit 2 Food Studies (over the whole year): Tim Nguyen
 Unit 3 Food Studies: Amy-Rose Wollbrandt
 Unit 1 Computing: Ryan Snelleksz
 Unit 3 Software Development: Ryan James
 Unit 1 Systems Engineering: Matthew Mrugala
 Unit 3 Systems Engineering: Lachlan Borg
 Year 1 VET Furnishings: Adam Buhin
 Year 2 VET Furnishings: Joshua Thomson
 Year 1 VET Information, Digital Media & Technology: Jordan Gregory
 Year 2 VET Information, Digital Media & Technology: Benjamin Jansen

Humanities

Unit 1 Accounting: Emma Cutajar
 Unit 3 Accounting: Celine Zerafa
 Unit 2 Business Management (Over the whole year): Jessica Newton
 Unit 1 Business Management: Emma Cutajar
 Unit 3 Business Management: Brigitte O'Connor
 Unit 3 Global Politics: Caitlyn Poldi
 Unit 1 Economics: Danica Macababbad
 Unit 3 Economics: Tiobstia Alemu
 Unit 1 History 20th Century (Over the whole year): Michael Prapas
 Unit 1 History 20th Century: Spencer Zahra
 Unit 3 – Ancient History: Fraser O'Neill
 Unit 3- History (Revolutions): Gabriella Scicluna
 Unit 1 Geography (over the whole year): Tyler Bugeja
 Unit 3 Geography: Thomas Cucanic
 Unit 1 Legal Studies: Talia Carli
 Unit 3 Legal Studies: Danielle McSwain
 Year 1 VET Business: Massimo Broggian
 Year 2 VET Business: Giustina Sant

Mathematics

Unit 1 General Mathematics (over the whole year): Jayda Knight
 Unit 1 General Mathematics: Nawar Alsakat
 Unit 3 Further Mathematics: Joseph Marolda
 Unit 1 Mathematical Methods: Alicia Azzopardi
 Unit 3 Mathematical Methods: Buka Njoku
 Unit 1 Specialist Mathematics: Ashlin Johnson
 Unit 3 Specialist Mathematics: Christopher Banon

Science

Unit 1 Biology: Olivia Zamojski
 Unit 3 Biology: Anton Vo
 Unit 1 Chemistry: Abbie MacGregor
 Unit 3 Chemistry: Buka Njoku
 Unit 1 Environmental Science (over the whole year): Kishi Tamani
 Unit 1 Physics: Giuseppe Ferraro
 Unit 3 Physics: Benjamin Awad
 Unit 1 Psychology: Amelia Piazzese
 Unit 3 Psychology: Janna Galapon

Vocational Training

Year 2 VET Laboratory Skills: Natasha Jablonsky
 Year 1 VET Food Processing (Baking): Ryle Bingham
 Year 2 VET Food Processing (Baking): Adrian Iuele
 Year 1 VET Picture Framing: Adrian Iuele
 Year 2 VET Picture Framing: Thomas O'Shea
 Year 1 VET Beauty Services: Catherine Mamone
 Year 2 VET Beauty Services: Kayla Timpano

Visual and Performing Arts

Unit 1 VCE Art: Alana Bonnici
 Unit 3 VCE Art: Uyen Nguyen
 Unit 1 Studio Arts: Alana Mercieca
 Unit 3 Studio Arts: Christian Theodosiou
 Unit 1 Media: Zoe Nikolakopoulos
 Unit 3 Media: Ysabelle Machuca
 Unit 1 Theatre Studies: Alicia Azzopardi
 Unit 1 Visual Communication Design: Allan Tran
 Unit 3 Visual Communication Design: Giustina Sant
 Year 1 VET Music Industry, Performance: Alicia Azzopardi
 Year 2 VET Music Industry, Performance: Louisa Lazzoppina
 Year 1 VET Music Industry, Technical Production: Marcus Basic
 Year 2 VET Music Industry, Technical Production: Carina Puzon
 Year 1 VET Dance: Neve Tolentino
 Year 2 VET Dance: Fayelene Reyes
 Year 1 VET Interactive Digital Media: Kishi Tamani
 Year 2 VET Interactive Digital Media: Tanna Dean

Bradman Cluster Award

Tea Mancini
 Lachlan Bezzina

Chang Cluster Award

Matthew Savini
 Jacob Juric

Dunlop Cluster Award

Claudia Elia
 Jayden Athuai

Mackillop Cluster Award

Lucas Blackman
 Euiny Junior Tufuga

Truganini Cluster Award

Melissa Papazoglou
 Tomas Carville

Winton Cluster Award

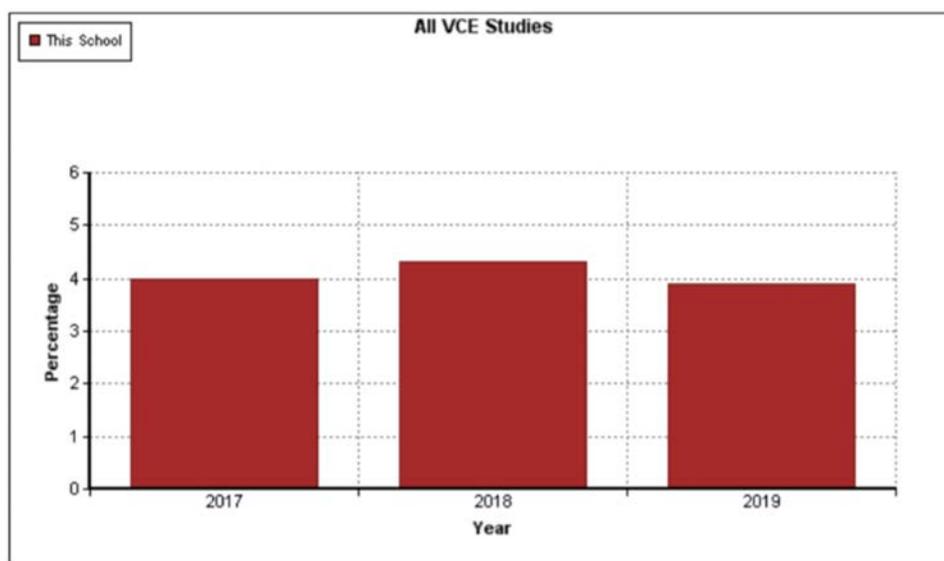
Lauren D'Lima
 Ashleigh Ermita



Summary of VCE Results

Diagram 1 ATAR above 90 group

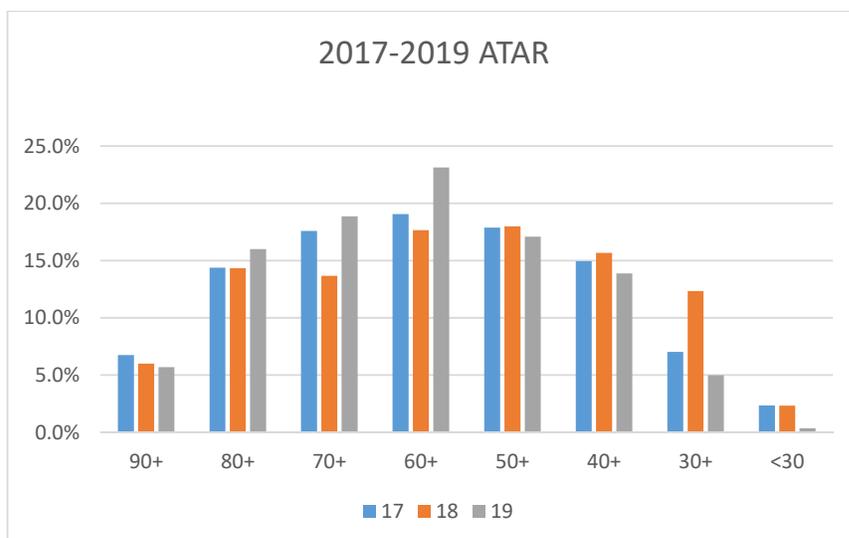
Report 5
Study Scores of 40 and above All VCE Studies
CATHOLIC REGIONAL COLLEGE SYDENHAM Home School Data



Graph 2 – Study scores above 40

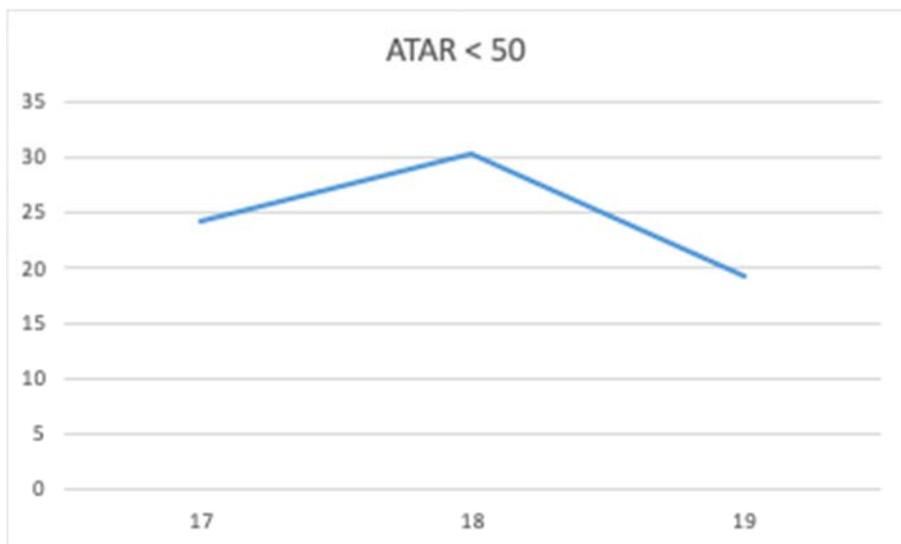
- 16 students achieved an ATAR of 90 plus of 90 plus 5.7 % (2018 6.0%, 2017 6.7%)
- Average VCAA Score 29.3 (2017 29.8, 2016 -29.7)
- Average VTAC Score 27.5 (2017 28.1, 2016-28.1)
- Average VCAA Score 29.8 (2018 29.8)
- Average VTAC Score 27.9 (2018 28.1)
-
- **Median study score = 29 (2018 = 30)**
-
- **Scores 40+ = 3.9% (2018 4.3%)**

Summary of ATAR 2017-19



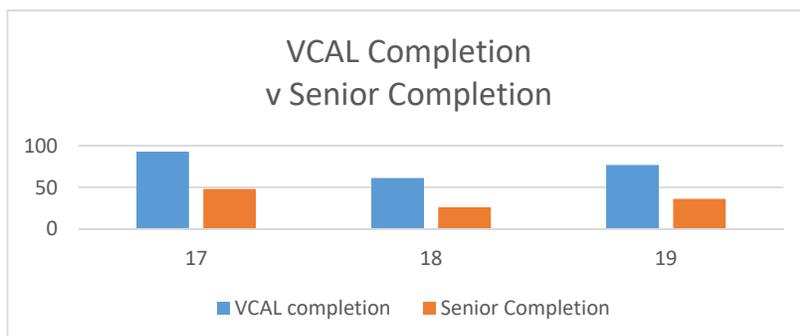
Score	2017		2018		2019	
90+	6.7%		6.0%		5.7%	
80+	14.4%	38.7%	14.3%	34.0%	16.0%	40.6%
70+	17.6%		13.7%		18.9%	
60+	19.1%		17.7%		23.1%	
50+	17.9%		18.0%	66.0%	17.1%	59.1%
40+	15.0%	58.9%	15.7%		13.9%	
30+	7.0%		12.3%		5.0%	
<30	2.3%		2.3%		0.4%	
	0	2.3%	0.0%	2.3%	0.0%	0.4%
	0		0.0%		0.0%	
	1		100.0%		100.0%	100%

The table above indicates that there was a slight drop in the percentage of students that achieved an ATAR of more than 90. This was offset by an overall increase in the number of students that achieved an ATAR of 70 or greater. Pleasingly the number of students attaining an ATAR of <30 significantly fell.

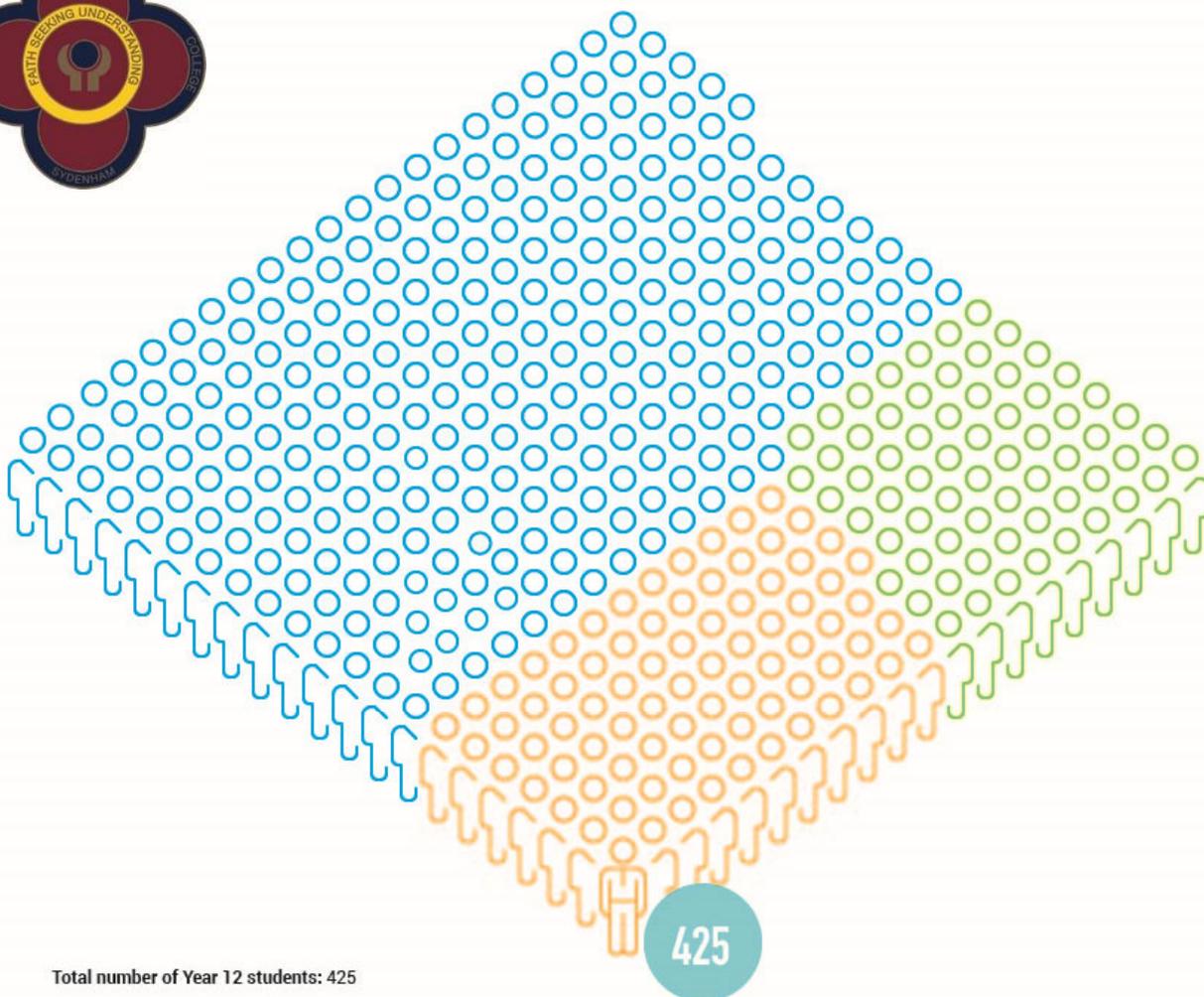


Graph 3 ATARS below 50

VCAL Completion



Course Choice for Year 12 in 2019



Total number of Year 12 students: 425

- SCORED VCE: 278
- UNSCORED VCE STUDENTS: 81
- VCAL: 66

2019 VTAC Offers



Tertiary Providers (based on VTAC applications)
University Places (scored VCE students only)



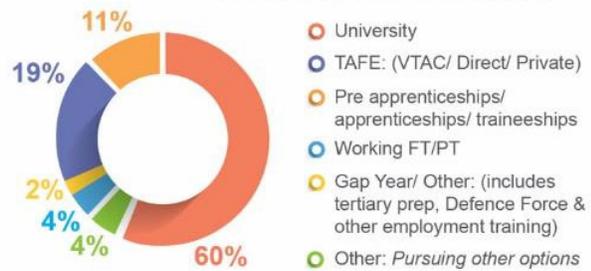
Tafe Providers



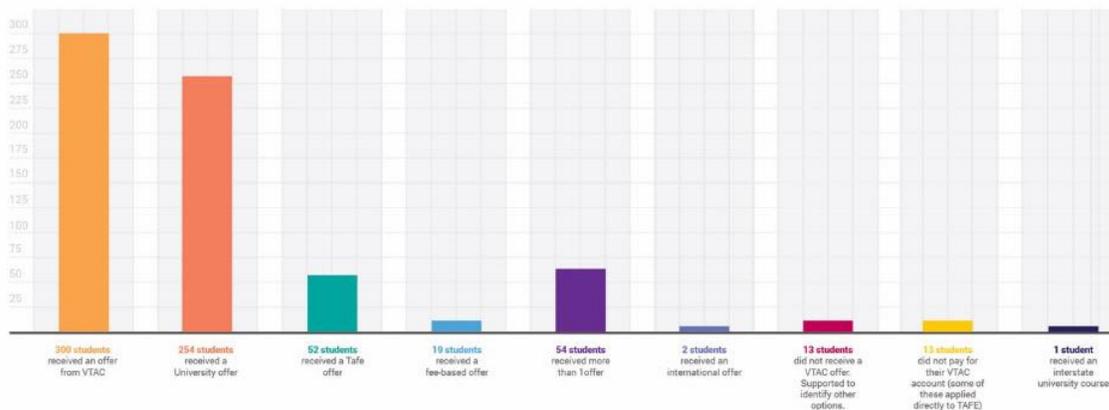
Private Providers



2019 Overall student destinations



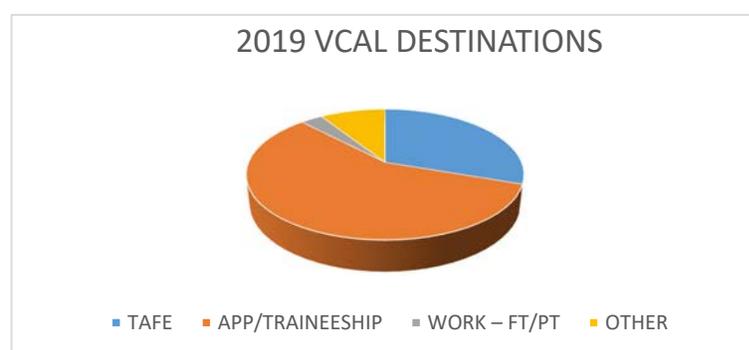
Offers (based on students who applied) for a VTAC course



2019 VCAL STUDENTS:

Destination	
TAFE	20
APPRENTICESHIP/TRAINEESHIP	38
WORK – FT/PT	2
OTHER	6

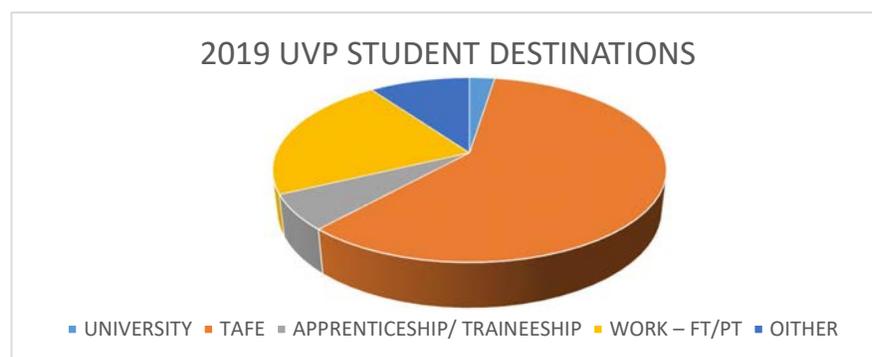
Total: 66 Students



2019 UVP STUDENTS:

Destination	
UNIVERSITY	2
TAFE	48
APPRENTICESHIP/ TRAINEESHIP	5
WORK – FT/PT	18
OITHER	8

Total: 81 students



Management of Non-Attendance

Student attendance is monitored every lesson via the Learning Management Platform SEQTA. It is an expectation that students are marked present or absent during every Home Group session and every VCA, VCAL or VET class. Parents are informed via Direct Message and Text Message regarding unexplained absence by 9:20am.

Absences are monitored by Home Group Teachers and Cluster Coordinators as well as Subject Teachers. The College's attendance policy indicates to staff, students and parents that exceeding 250 minutes of unexplained absence can lead to a potential N result in both VCE and VCAL subjects. When a student exceeds 150 minutes of unexplained absence in a subject, teachers are required to send a notification home to alert students and parents that the threshold of 250 minutes is close to being breached.

Fortnightly meetings take place between Assistant Principals, Directors, Cluster Coordinators and School Psychologists to monitor student attendance on a case by case basis. These meetings will often lead to a meeting between parent, student and school leadership to determine the reasons for unexplained absence and will usually lead to a strategy to improve attendance.

Students who are absent for scored assessment tasks are required to present a medical certificate to the College attendance officer in order to be permitted to sit the task on return to school. Students who are absent on the due date of the submission of a SAT are required to either:

1. Submit the task via SEQTA by the due date and time or,
2. Submit the task to the front office of the College via a proxy.

Families are required to apply for special leave to the Principal.

Value added in 2018

- **Es-ATAR Program** – Year 11 VCE assessment tasks and exam results data is used to provide students with a simulated ATAR using a similar data processing system to that which is used to create the ATAR at the end of Year 12. Students receive this data at the beginning of Year 12 and then engage in a task whereby they set target study scores, calculate their target aggregate and ATAR and then review tertiary programs that are able to be entered with their target ATAR. Goal study scores are also used as a reference point for discussion at Parent-Student-Teacher interviews.
- **Year 10 Transition, Course Selection and Student Testing Program** – our aim is to ensure that students select an appropriate course of study to ensure that they remain engaged in their final years of formal schooling. To achieve this we make several visits to our feeder campuses to work with students and their teachers to ensure that courses are selected in an informed manner and that students select subjects that suit their interests and learning abilities. All Year 10 students complete standardized testing and this data is used to guide course selection. All students are interviewed by CRC Sydenham staff when submitting their course of study.
- **Unscored VCE Program (UVP)** – Throughout Year 11 and 12 a number of students will encounter difficulties in coping with the standard assessment requirements or SAC tasks. As these students still aspire to complete their VCE to gain entry into a range of possible post – school destinations, the UVP enables students to achieve learning outcomes via a range of task modes which may suit their learning needs in a more appropriate manner. All students will also engage in a two week program that is lead by the Pathways Counsellors at the College. Destination data for this cohort of students is particularly positive.

- **SIMON Implementation** – SIMON is used effectively as an online learning platform and for ongoing reporting of student completion of assessment tasks and homework along with the established use of sharing learning resources between staff and students. Subject areas have piloted using SEQTA to provide more detailed feedback on learning tasks and this initiative will be implemented across the College in 2019.
- **Collaborative Learning Partnerships** - Since the beginning of the year staff have been working in collaborative teams that have provided them with the opportunity to engage in an ongoing process of inquiry and action focused on achieving better results for our students. These staff teams have investigated a broad range of topics including: ongoing feedback and assessment, the CRC Instructional Model, differentiation and specific literacy needs. There is strong feedback from staff to suggest that this model of professional development strengthens the use of staff collaboration in the continuous improvement of learning and teaching programs.
- **Development and Growth of VCAL as a Senior Pathway** - The St. Joseph VCAL Centre provides our 110 VCAL students with access to an open learning space with multiple areas for student collaboration and the use of technology to aid and facilitate learning. This space and the associated pedagogy have led to increased engagement of the VCAL students this year and has improved their ability to prepare for appropriate post-school pathways. In 2018 we have enrolled approximately 140 students in our VCAL Program, which is the largest group enrolled in this program since its introduction just over 10 years ago.
- **Literacy Professional Development and Creation of a Model for Student Responses** – The Learning Leader team organized a day of professional development for all staff that focused on the development of literacy strategies specific to each learning area / subject.
- **Federation Learning & Teaching Network**



STUDENT WELLBEING

Student Wellbeing

College Production

Les Misérables College Production 2019

In May, Catholic Regional College Sydenham put on their first ever musical production. In late November of 2018 it was decided that the first musical to be staged at CRC Sydenham would be *Les Misérables*, and from then on, we knew we had our work cut out for us as the creative team. The biggest challenge was finding a group of senior students who would be willing to give up their time in two incredibly important years of schooling, but also ones that could pull off such an ambitious musical.

It would be fair to say that a such a musically intricate show had its challenges for the students as the absence of dialogue meant that capturing the magic that is *Les Misérables* had to be portrayed through the way that the students interpreted each of their characters. In addition to this, part of the cast was also comprised of VCE Theatre Studies students who had the task of helping design the set, costumes, props and make-up. It is due to these student's sheer determination and commitment to make our first musical the most memorable, that our 4 performances were as successful as they were. Some of these students had never stepped foot on a stage before this production and it was a very proud moment seeing all of them, experienced or not, sing their hearts out as Nineteenth Century 'beggars' or 'students' of the Revolution.

Giving up countless hours of after school and weekend rehearsals, the cast worked extremely hard together and, in the end, became a family, who were there for each other every step of the way. It would not be as successful as it were if not for the amazing backstage crew (made up of both current and former CRC students, as well as some incredibly helpful teachers) tirelessly helping during the many rehearsals and performances.

The feedback for *Les Misérables* from the school community and beyond (particularly from lighting, sound and photography professionals who we had the privilege to work with) was tremendously positive, all commenting that the students' performances were far beyond expectations and were of a professional standard. Many times, throughout the performances, the cast of individuals moved me and I know others, to tears, with their incredible talent, hard work and effort. A huge congratulations to these students.

With such a successful show to begin with, there is lots of excitement for what show will come next.

Cassandra Hutchison
Director







Bradman

I am very grateful to have been a part of the most successful year the Bradman Cluster has had within the College. Success for these students is not measured by the Cluster's first O'Reilly Shield win, but by the commitment and embodiment of our Cluster values of leadership, integrity and excellence. Bradman students have been an integral factor to every significant event at the college this year, from sport to the incredible production, these students have given their time and energy to all aspects, areas and opportunities within the school. This year, Bradman students have contributed to the development of a true community and demonstrated strength and resilience in the face of every challenge. I do not state this lightly; the Year 11 and Year 12 classes of Bradman 2019 have left a legacy. This is the start of something significant.

Matt Pitman
Cluster Coordinator

2019 has possibly been Bradman cluster's most successful year in college history. As the sole cluster who hasn't won the college's O'Reilly Shield, we've worked hard to change that this year. It was a busy start to the year as both SACCSS sports began as well as the development of the college musical, *Les Miserables*. Both events saw a large amount of Bradman involvement, and the musical was a massive hit to all who saw it thanks to the efforts of those onstage and backstage.

Towards the end of semester 1 the CRC Sydenham Feast Day was held, and 2 Bradman stalls made it into the top 3 successful stalls for the day, as well as brilliant performances in the Talent Quest by all those involved. Term 3 was the term of social justice, with each cluster raising awareness and money for their respective organisations. Bradman this year was supporting Catholic Care, a Victorian organisation dedicated to supporting the vulnerable and marginalised within communities. During our 'Cele-Bear-tion' fundraising week we held a Giant bear raffle, drawn at a Bradman stall day on the green at the end of that week. It has been wonderful to be a part of Bradman leadership this year and better still to see all our hard work has resulted in our cluster being the winners of the O'Reilly Shield in 2019.

Jacob Seoradinata
Year 12 Cluster Leader





Matthew Pitman
Cluster Coordinator



Annika Miesen
Cluster Associate



Jacob Soeradinata
Year 12 Cluster Leader



Princess Dorbor
Cluster Sport Leader



Chloe Jensen
Year 11 Cluster Leader



Larina Abary
Cluster Sport Leader





Chang

This year has been a big year for the staff and students of the Chang Cluster. Working together, we have strived to show compassion, dignity and endeavour to all we have done. Whether it be through participation in social justice initiatives, working on College events or just being dedicated to their studies, the students of the Chang Cluster have given their all to 2019.

Students hit the ground running amid SACs, SACCSS, Cluster Sport and all kinds of activities. It was great to see our students participate in everything from Cluster sports through to the College Production of *Les Miserables*. There were students assisting with debating, social justice efforts, Talent Quest and more. Always willing to give anything a shot, the students of Chang showed not only their own unique talents but also their dedication to the College community. No matter what has been going on in the College community, the students of Chang have banded together, making the most of every situation. The support and care they have shown for one another has been amazing. Throughout the year, the students of Chang have run a number of different initiatives including a hoodie day to raise money for Western Health Services and the Chang Fete where we raised over \$400 for the people of Timor Leste. Students ran both of these days, brainstorming ideas and running publicity. It has been great to work with the students of the Chang Cluster this year. We wish every success to the Graduating class of 2019 and can't wait for what 2020 brings.

Morgana Jones
Chang Cluster Coordinator

This year the students of the Chang Cluster have contributed to an excellent level of social justice participation. This included a very successful lunch-time event, in which each Chang homeroom managed their own stand, raising money for Timor Leste. Students got behind the cause and the event was well received by the College community. The enthusiasm demonstrated by the Chang student body for social justice initiatives, was also directed towards Cluster Sports. The Chang Cluster has thoroughly enjoyed Cluster Sport events with many students taking on an active role, whether that be competing on field or cheering on with passion. In 2019 Chang has set its aims high and has held firm to the values of compassion, dignity and endeavour that are so integral to the cluster.

Jake Krohn
Chang Cluster Leader





Morgana Jones
Cluster Coordinator



Ryan Dore
Cluster Associate



Jake Krohn
Year 12 Cluster Leader



Shermta Flomo
Cluster Sport Leader



Sirin Mirham
Year 11 Cluster Leader



Ethan Saragozza
Cluster Sport Leader





Truganini

Maria Caroli & Scott Nguyen

2019 has been an exciting year for the Truganini Cluster. Our College theme this year:

"Go and do the Good Works for we are God's Masterpiece, He has created us a new Christ Jesus so we CAN do the Good Works He planned for us long ago." – Ephesians 2:10
has been the centre of all the creativity experienced and displayed by our students this year. Embracing the Cluster values of Empowerment, Justice and Reconciliation the Truganini Cluster student leaders have performed their role admirably, all the while leading and inspiring their fellow students throughout the year.

The Truganini Cluster student leaders: Deng Shan T7 – Year 12 Cluster Sports Leader, Claudia Strmota T6 – Year 12 Cluster Leader, Luke Fenech T3 – Year 11 Cluster Sports Leader and Melissa Papazoglou T3 – Year 11 Cluster Leader have empowered students to participate, engage and support the Truganini Cluster in every facet of the College community. This includes fundraising for Saint Mary's House of Welcome, donations to other causes and encouragement in various sporting activities.

One of the highlights of the year was Reconciliation week. Reconciliation week each year is paramount to the Truganini Cluster as our patron Truganini was an Aboriginal Elder. This year the College Community took part in a range of activities arranged by the student leaders and Home Group teachers. Students designed their own piece of art work inspired by Indigenous art. The week of celebrations finished off with a traditional Smoking Ceremony embracing Indigenous Culture together with a sausage sizzle that brought the College Community together. The year 11 Cluster retreat also proved to be a success this year, with the year 11 students embarking on a 'sea-change'

adventure. We ventured to Camp Eumeralla in Anglesea. This new environment provided different opportunities for students to work together and build positive relationships with their Home Group teachers as well as with the Truganini community. The activities ranged from spiritual insights and reflections to more physical challenges such as hiking, surfing on the Anglesea foreshore and bike riding through nature. The highlight for many was the Liturgy that was held in the sacred outdoor space nestled amongst nature with the Anglesea foreshore in the distance.

We would like to thank the wonderful Home Group teachers who cared for, supported and encouraged our students during Pastoral care sessions each week: T1-Edwin Lim, T2-Suzana Grozdanovska, T3-Rebekah Vandenburg, T4-Ilaisaane Tonga, T5-Nicholas Amanatidis, T6-Sophie Salibi and T7-Scott Nguyen. Thank you also to Home Group student leaders who also led fundraising initiatives and supported the Truganini Cluster this year. From T1-Caitlyn Poldi, T2-Jasmine Debono, T3-Ashlin Johnson, T4-Anton Vo, T5-Tanisghka Camilleri, T6-Aneesha Sequeira and T7-Alec Molina-Altamirano. Your gracious and tireless efforts and your smiling faces will always be treasured.

Finally, to all the graduates of 2019, we hope that you take up the values of Empowerment, Justice and Reconciliation in all that you do in the future. May you all achieve everything you set your heart and mind to and continue to 'Go and do the Good Works'.

Maria Caroli
Cluster Coordinator

Scott Nguyen
Cluster Associate

Cluster Sport:
During the year the Truganini Cluster along with the other clusters kept the homeroom tradition by playing cluster sport. The sports that were played during the year were Kickball, Dodgeball and European handball and tchoukball. During these sports, winning could earn the cluster the most O'Reilly shield points but participation also got clusters a lot of points. Unfortunately, the cluster was unable to win any of the sports but as leaders we were happy with the levels of participation but hope to aim higher for next year and many more years to come. As a Cluster we also had the kickball tournament MVP in Cameron Johns and would like to congratulate him on the achievement. Overall the cluster was happy with participation and its achievements for the year but plans to aim higher for the many years to come.

SACSSS Sport:
Throughout the year the Truganini cluster had a majority of it's students represent the school in a variety of sports such as Netball, Cricket, AFL and Soccer. These sports all ranged throughout the terms and were a good way to get the cluster some O'Reilly shield points. Out of the representatives of the cluster some were champions, some runners up and some may have finished last, but no matter the outcome we thank them for their participation and for representing both the cluster and the school.

Luke Fenech T3 Cluster Sport Leader

Truganini's Fundraising Efforts:
This year the Truganini Cluster organised and participated in many fundraisers and events at the College. In May our Cluster organised many activities to take place at the College for Reconciliation Week. It was a week for our College community to reflect upon the values, freedoms and rights of Aboriginal, Torres Strait Islander and non-Indigenous people. Our College community came together to participate in a range of activities that involved learning about Indigenous culture. Throughout the week there was an opportunity to learn more about the culture of Indigenous people through the film 'The Sapphires', a film based in 1968 showing the journey of four young and talented Australian Aboriginal girls. Also taking place during homegroup sessions were many PowerPoints, Kahoots and dot painting competitions. Our Cluster ended the week with a sausage sizzle which underlined the positive outcomes achieved by our College community. Reconciliation Week was a reflective experience that included creativity, knowledge and culture. During Term 3 our Cluster organised a week that was dedicated to raising funds for Saint Mary House of Welcome. Saint Mary House of Welcome is an organisation that gives homeless men and women the daily necessities of life offering support, solutions and hope for many individuals. Our Cluster wanted to support their program so we initiated a toiletry drive that involved every homegroup bringing some toiletries that would help out men and women. At the end of the week we had a hot chip and drink sale that also raised funds for Saint Mary House of Welcome and all the donations that we received on the day and throughout the week went towards the organisation and supporting homeless people. It was fantastic to experience the participation of the College community throughout our various fundraisers and we hope that through our efforts we changed the lives of many people.

Melissa Papazoglou T3 Year 11 Cluster Leader





Winton

What a year it has been for Winton! This year, students have showcased their school spirit in many different ways and as always, proudly represented the values of respect, creativity and stewardship.

Winton made us extremely proud with their efforts in Cluster Sport this year. We were particular thrilled to have made it to the Grand Final of Dodgeball in Term 2, with our Sport Captain Chelsea Sumai always encouraging the Winton students along. We were fortunate enough to have a number of Winton students representing the College in SACCSS sports in Female Rugby, Volleyball and Futsal, Male and Female AFL and Soccer, Tennis, Cross Country, Athletics, Netball, Male Basketball and Hockey. We also had students who successfully competed in the Western Region Volleyball Championships. A special mention goes to Christiana Pereira in W5, who with our Cluster Coordinator Shane, took part in Run Melbourne in May.

This year we had incredibly talented Winton students involved in the College's first ever musical *Les Misérables*. Both a part of the cast and crew, these Winton students exhibited their outstanding talents and creativity. Winton students have also musically contributed to lunch time and after school concerts throughout the year.

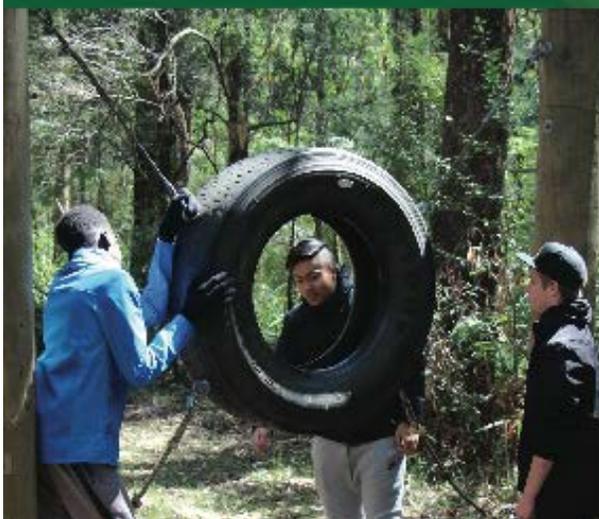
Our Social Justice campaign has allowed students to show stewardship in their support of St Vincent de Paul. Led by our Year 12 Cluster leader Joseph Marolda, Winton students collected clothes to donate to the annual clothing drive adding a dose of healthy competition as the Clusters competed to be the most generous Cluster. We also had Winton students attend the first ever St Vinnies Winter Sleep Out. We have been lucky in having delightful Cluster Leaders with Joseph Marolda, Chelsea Sumai, Chrisandra Ceasar and Kara Dikes. Thank you for the time and effort you have contributed to make Winton the great Cluster it is.

Our students have been supported tirelessly by their tutors; Siobhan O'Shea, Cassandra Hutchison, Emily McGuane, Greg Steptowe, Rhys McCallum, Corrie Langdon and Stephanie Atwell.

We have really enjoyed meeting the new Year 11s and watching them become a part of the CRC Sydenham community. It will be very sad to see the Class of 2019 go, as they have been a fantastic group of people, but we look forward to seeing what the future has in store for all of them.

Shane Hart
Cluster Coordinator

Cassandra Hutchison
Cluster Associate







MacKillop

What a year 2019 was, busy would be an understatement. The year began with Joe Shaw taking up the role of Cluster Associate to join Sue Edwards in the role of MacKillop Cluster Co-ordinator. We also welcomed new staff to the team, Emilia Pokrovsky and James McKay.

Students participated in various social justice events throughout the year raising awareness and shining a light on social justice needs. As Mary MacKillop our patron saint said and lived by 'Never See a Need Without Doing Something About It'. This is really our Cluster mantra where we all like to roll up our sleeves and get our hands dirty.

Projects completed this year were; The Citrus Grove, Bees and Honey and CRC Wrigglers our worm farm. We also raised money and awareness for Ozanam House with a Senior Dinner, our Barbers were busy cutting hair and styling staff and students alike. We worked on refreshing the vegetable garden for the paddock to plate initiative, Fishing and we welcomed Bella the College Dog where VCAL students took turns to look after her on a roster basis. We held fundraisers in the form of sausage sizzles, popcorn, milkshakes, fried rice, hot chips and Nachos. These were just a sample of projects and activities for 2019.

MacKillop students represented our College at SACCSS sports in a variety of different areas – AFL, AFLW, Soccer, Futsal, Swimming and Rugby.

These acts of social responsibility and many similar deeds went a long way to building the enormous community feel that developed over the course of this year, so well done to all involved.

Of course, none of the activities, fundraisers and lunches would have been possible if it wasn't for the exceptional group of staff we have in MacKillop. I would like to thank Joe, Shannon, James, Nathan, Emilia and David, as well as our wonderful support crew Allison, Dorothy and Mary Rose who always are there to support and assist our students and staff in all activities.

Our faith was tested earlier in the year with the passing of our dear friend Christian. However we came together as a Cluster and College and I could not be prouder of how our MacKillop students supported each other.

To the students who are about to leave us after two years here. Catholic Regional College Sydenham wishes you all the best for the future and you will be missed.

Those we love don't go away, they walk beside us every day.

Unseen, unheard, but always near,

So, loved, so missed, so very dear.

Rest In Peace - Christian Veneziano - we will always remember you.

Sue Edwards
MacKillop Cluster Coordinator

As the Learning Area Captain for VCAL, this year I have had the pleasure of working with Shannon and Sue on a number of different activities related to VCAL.

We introduced a number of projects and emerging businesses such as CRC Gold, supplying honey produced by our bees here at CRC Sydenham to the students, staff and community. This was a great project and we always sold out very quickly. A project that was introduced of the school was the caring for the school dog, Bella. Bella has been a great asset to the school, students who chose to work with Bella completed their dog handling certificate. Bella has grown up very quickly and is still learning different things as we learn more about her.

Throughout the year I was given the opportunity to have spoken at assemblies and have also been involved in planning liturgies and VCAL excursions. In my role as VCAL learning area captain I have learned so much about myself, my school and have extended the VCAL program to the wider community.

As we come to the end of the year, we keep Christian Veneziano in our hearts and we continue to pray and remember him as a graduate of 2019.

Charlotte Azzopardi
VCAL Learning Area Captain

In 2019 VCAL saw a number of changes to the program. A combination of year 11 and 12 students in each class aligned closely with their VET meant a more applied approach to the curriculum. The VCAL students yet again have worked hard to make a difference in the community, organising and completing a number of projects throughout the year aimed at supporting and servicing others.

Our classes applied their skills to projects in Personal Development classes to lead the way in social justice activities. VCAL students planned and organised a car wash, barbecues, Churros, RSPCA Cup cake Day, Toasties, Fried Rice and other social justice activities. Students in Work Related Skills organized College liturgies and college events. They organised all the Priests to attend on the day and ensured the liturgies ran smoothly. Syd TV students live streamed all the College activities throughout the year and this has been a valuable experience for those students as CRC Sydenham reaches the wider community.

CRC Gold took off when our College bee hive produced an enormous amount of honey, the students collected the honey which sold out at the end. This was a fantastic effort. We look forward to producing and bottling more CRC Gold to sell next year.

Students have been completing work on the orchard and the vegetable garden and these areas have really taken off this year through the hard work of the students working on the projects. While completing these projects students have also been working hard to complete their outcomes throughout the year to achieve the relevant VCAL certificate, completing a day of work placement and also completing their VET certificates.

Those we love don't go away, they walk beside us every day,

Unseen, unheard, but always near,

So loved, so missed, so very dear.

Rest In Peace - Christian Veneziano- we will always remember you.

Shannon McFerran
VCAL Coordinator



Sue Edwards
Cluster Coordinator



Joseph Shaw
Cluster Associate



Tenique Borg
Year 12 Cluster Leader



Charlie Theuma
Cluster Sport Leader



Keisha Costa
Year 11 Cluster Leader



Lucas Blackman
Cluster Sport Leader





Dunlop

Dunlop aimed to give back to the community in 2019, with initiatives focused on raising money for the Weary Dunlop Foundation, as well as a social justice campaign targeting support and recognition for the organisation: McAuley Community Services for Women. In aid of the Weary Dunlop Foundation, a charity that supports medical research, we decided to focus on raising awareness of mental health issues and pushed for students to see failure as an opportunity to learn rather than suffer. There was a successful Three-Point Throw Basketball Competition, a Soccer Crossbar Challenge and a very demanding Sausage Sizzle. Our Cluster Leaders: Ysabelle Machuca, Amy Hrvatin, Chelsea Grima and Carl Mikhail-Sevillano all contributed to proceedings and did a fantastic job. A special mention to the other Hrvatin twin, Georgia, who in stepped in to help us during our time of need, as patrons outnumbered the amount of sausage-serving staff!

Graduates of 2019, we hope that you can carry with you the values of the Dunlop Cluster in all that you do in the future: have the COURAGE to make risky decisions; be COMMITTED to seeing through every choice that you make and afford FORGIVENESS to those that are most in need. I hope that you all live life to the fullest and make all those that you cross paths with smile.

Daniel Jaber
Cluster Coordinator

The year 11 Retreat to Mount Martha was a major focus for the new cohort of year 11 students. It got the year off to a flyer and was a fantastic opportunity for students to create an understanding of the Dunlop Cluster values of courage, forgiveness and commitment. This was discovered through a variety of challenging activities including ropes courses, laser tag and numerous team-building exercises. During the evening, students had a range of mindfulness tasks which incorporated creating artwork that would decorate Homerooms back at the College, to encourage the importance of the Dunlop values. The year 12's this year have shown brilliant resilience through challenging times but have grown immensely in such a tough year. I hope you all receive the results you deserve and you enjoy moving on to the next chapter of your existence. I look forward to seeing where life takes you and hope it exceeds your expectations.

Pete Wilson
Cluster Associate

The Dunlop Cluster has had a very busy year in 2019. We began the year by welcoming our new Cluster Coordinator, Danny Jaber and our cluster associate, Pete Wilson. With the new student leaders also being introduced, it was time for our Cluster-board to be designed, in order to represent and display who we are as a Cluster.

The year continued with our year 11 cohort travelling to their Retreat, forming new friendships and becoming comfortable with one another as they approach their senior year of schooling. The Dunlop Cluster were involved in varying charities and fundraisers throughout the year. As our Cluster patron Sir Edward Weary Dunlop served as a doctor in WWII, it was up to us to run the ANZAC Day Ceremony, which we did with pride and honour. During term three we initiated our own fundraiser in order to raise money for the Weary Dunlop Foundation, through sporting tournaments and a sausage sizzle, sold with soft drinks and doughnuts.

Later in term three, we were also involved with the school's annual Social Justice initiative, in which we were raising money for McAuley Community Services for Women; a charity for supporting women who are struggling through domestic violence and homelessness. Throughout the year, the Dunlop Cluster has also actively been involved in Cluster Sports, giving our best efforts to get involved and have fun.

Ysabelle Machuca
Year 12 Cluster Leader



Sports

Annika Miesen & Pete Vamvakas

ANNIKA:

"In the end, we only regret the chances we didn't take"

2019 can be defined by our students and staff taking on all sporting chances thrown at them, and doing so with enthusiasm and excitement. It was a highly successful sporting year for CRC Sydenham as we have seen participation in a variety of sporting opportunities throughout the whole year. Students have participated and represented the College with pride in the community and there were many champion performances along the way.

SACCSS Sports

In a busy Term 1 we had 10 sporting teams compete in a number of SACCSS Tournaments and Carnivals. Golf kicked off our sporting year with Billy Johnson and Luke McManus representing the College in the Senior SACCSS Golf Tournament. Both boys played very well placing 3rd and 4th respectively. Our Girls Netball team represented the college in a tough Division 1 competition and played consistently well against some strong opponents. Whilst the girls were toughing it out on the netball court, our Boys Cricket team were competing extremely well, securing their place in the Grand Final and achieving Runners Up for the tournament.

Term 1 also held the annual SACCSS Senior Sports Day where we had 7 teams venture out and compete against schools in basketball, volleyball, tennis and mixed netball. This day was a huge success for CRC Sydenham with all of our teams representing the college with integrity and endeavour. Some standout results for the day included:

- Mixed Netball: Semi-finalists
- Girls Basketball: Grand Finalists – Runners Up
- Senior Boys Doubles B (Darcy Franks and Liam Santiago): Grand Finalists – Runners Up
- Senior Mixed Doubles (Mark Accupato and Danica Macabbabad): Grand Finalists – Runners Up
- Senior Girls Doubles B (Amy Hrvatin and Christine Dixon): Grand Finalists – Champions
- Senior Tennis Aggregate Award

SACCSS Swimming wrapped up Term 1 sports as our swimming team headed to MSAC to compete in the annual SACCSS Swimming Carnival. We had a small but strong team with the following students achieving outstanding results:

- Vince Cartina: Senior Boys Age Group Champion
- Marcus Miceli: Multiclass Age Group Champion
- SACCSS Senior Boys Champions (Vince Cartina, Jordan Luong, Jake Krohn, Tommy Nguyen, Marcus Miceli)

This carnival was historical for SACCSS and our school as it was the first time a multiclass athlete competed in the event. Marcus Miceli was the very first multiclass student to participate in the swimming carnival, leading to a standing ovation and moment that brought onlookers to tears. It will go down as one of the greatest sporting moments in our college sporting history.

AFL Boys kicked off Term 2 sport straight away with a stellar season, owing them a place in the Grand Final. It was a Grand Final of constant lead changes, grit and determination, with our boys snagging the victory by 1 point in the final few minutes and earning the Division 2 AFL Premiers title. Our Girls team also had a great season and played with strength and determination each round.

The annual SACCSS Cross Country carnival was also held in Term 2 with our team of runners showing their talent and our boys taking out the SACCSS Senior Boys Champion title. Christian Petersen was a standout performer on the day taking out the Senior Boys race with a close race to the finish line.

Term 3 was another hectic sport term with students competing in Soccer, Chess, Rugby, Futsal, Hockey and Athletics. All teams achieved great success in these endeavours, with the following teams achieving special mentions for their personal successes:

- SACCSS Chess team: 4th place
- Girls Hockey team: Preliminary finalists
- Boys Soccer team: Grand Finalists – Runners Up
- Girls Rugby team: Grand Finalists – Champions
- Boys Futsal team: Grand Finalists – Champions
- SACCSS Athletics: Christian Petersen – 1st place 400m and 800m

The Boys Futsal team taking out the Champion title was an extraordinary moment as it was the 9th consecutive year that CRC Sydenham had achieved that.

Well done to all students who were involved in all of the SACCSS Sporting opportunities and events this year, another remarkable year for CRC Sydenham with a number of titles to our name and many memories!

Other Sporting Opportunities

In addition to the many SACCSS events, 2019 involved other sporting opportunities for our students. These included:

- Western Region Volleyball Championships
- Victorian Schools Triathlon Championships
- Run Melbourne
- Annual Runnalls Cup Competition



Annika Miesen
Learning Area Convenor

Pete Vamvakas
Learning Area Captain

Western Region Volleyball Championships

Our boys and girls volleyball teams competed in the Western Region Volleyball Championships, going up against volleyball clubs, schools and associations. They represented themselves and the college to a high standard and our boys walked away with 3rd place.

Victorian Schools Triathlon Championship

This year we had our very first representatives in the Victorian Schools Triathlon Championships. Pete Vamvakas and Christian Petersen braved an early Sunday morning and participated in the 200m swim, 10km bike ride and 2km run event. Not an easy task!

Runnalls Cup 2019

This year's Runnalls Cup event was hosted by CRC Melton and involved both boys and girls AFL matches. It was a special day in honour of Bruce Runnalls who was such an influential contributor and member of the CRC community. Unfortunately, our girls game didn't get played out, but the boys played in good spirit losing by a close 7 points to CRC Melton.

Run Melbourne

In an attempt to build some competitive spirit, improve physical activity and achieve some personal goals, a CRC Sydenham Team was entered in the annual Run Melbourne event. This saw 5 students and 14 staff members tackle the 5km, 10km and Half Marathon distances. It was a sunny morning with perfect running conditions, with all those involved achieving all kinds of success!

Thank you

Thank you to all who have been involved in school sport this year.

Thank you to the teachers who have volunteered their time and energy into coaching our students, and working closely with them, supporting them in achieving all kinds of success in their sporting endeavours. Everything you have done, the lunchtime trainings, the bus trips, the competition days and more has been greatly appreciated.

And thank you to the students who have continued to be involved in school sport. You have displayed high levels of passion, commitment and pride in representing our school and yourselves at each competition. You should be proud of all of your success and continue to be active

participants in all sporting endeavours that come your way!

Well done to all on a tremendous year in sport!

Annika Miesen
Head of Sport

PETE:

What a year it has been! Sport at CRC Sydenham this year has been absolutely phenomenal and incredibly inspiring, from SACCSS sports all the way down to Cluster Sports and much much more! Our goal this year was to ensure that we could have as many members from our School Community participate in Sport and Physical Activity events throughout the year, not only to represent our school, but also to experience a sense of self-accomplishment and the desire to experience the other side of sport, which isn't always the conventional popular sports such as Football, Soccer and Basketball!

We have had many successful SACCSS sports teams this year such as our Boys Futsal Team winning for the 9th year in a row and Girls Rugby to name a few, along with some great SACCSS sport MVP's from the tournaments as well. Congratulations to all!

Cluster Sport this year has been one of the most competitive series in years. Every participant from every cluster has given their all to win their representative cluster valuable O'Reilly Shield Points to go towards the O'Reilly Shield at the end of the year. As of now, Bradman has won every Cluster Sport event this year in both Kickball and Dodgeball and appear to be in a prime position to sweep the whole series for the first time ever in their history if they can win the European Handball/Tchoukball Tournament Series as well. However, all Clusters have been incredibly inspiring and supportive of their participants while also maintain a competitively healthy attitude towards everything that they do. I also send a very big thank you and congratulations to all participants, teachers and Cluster Sports Captains for your contribution towards Cluster Sport this year. Without your help, support and participation this would not run as awesome as it has been!

I would like to acknowledge the College Staff and Students who have dedicated their time to represent the College

at external sporting events such as the Victorian All Schools Triathlon, Victorian All Schools Cross Country and Run Melbourne Events this year. It was the first time that we have had multiple representatives from our school participate in events like this and I hope to hear that this is a trend that will continue for many years forward into the future. This year was a big step in the right direction for the future of our College in the sport and exercise aspect of our Community and I could not be any prouder!

On a final note, I also thank everyone for helping support Annika and myself throughout the year with support and constant ideas. They all go a long way towards making everything better than we could ever imagine. You have all made my experience as College Sports Captain even better than what it already was, and I could not thank you all enough for that, I really do appreciate it!

Let's finish the rest of the year strong and look forward to hearing about our ever-growing sporting culture here at CRC Sydenham in the years to come.

Pete Vamvakas
College Sports Captain

SACCSS Sports Results

SACCSS Netball
5th place (Division 1)

SACCSS Cricket
Runners Up (Division 2)

Mixed Netball
Semi-finalists

Boys Volleyball
Semi-finalists

Girls Volleyball
6th place

Boys Basketball
4th (Division 1)

Girls Basketball
Runners Up

Tennis
Aggregate Winners

Boys AFL
Premiers (Division 2)

Girls AFL
6th place (Division 1)

Boys Soccer
Runners Up

Girls Soccer
5th place

Boys Futsal
Champions
Girls Futsal
5th place

Girls Rugby
Champions

Boys Hockey
6th place

Girls Hockey
Preliminary finalists

Chess
4th place

Cross Country
Senior Boys Champions,
2nd place Senior Division Overall

Swimming
Senior Boys Champions, 4th place
Senior Division 1 Overall

Athletics
5th place Senior Division 1 overall

Golf
12th place (Billy Johnson), 14th
place (Luke McManus)





Talent Quest

Talent Quest is always a memorable part of our College year and 2019 was no exception. Students from across the College have spent months auditioning, planning, setting up and rehearsing and it all culminated in a fantastic show to round out Feast Day.

Students entered what had been the Sistine Chapel mere hours before to jostle for the best view, find their friends and set up their signs supporting performers. The show started with a bang as Luka Krajinovic and Isabella Iaccino led a group of students with We Will Rock You. MCs Leroy Goveas and Rowan Portelli did a fantastic job throughout the event as they hyped the crowd, spoke to performers and got special commentary from our judging panel of Leah Elmer, Marcus Miceli, Thomas Cucanic and Shirlee Charles.

Performers danced, sang, played and even DJ'd their way through the show. It was great to see so many students having a go and showcasing their talents to the whole school. From Emmanuel's rendition of The Wizard and I, through to a return of reigning champion Pete Vamvakas and his beat-boxing prowess there was something for everyone. There was also a lovely dedication by performer Junior Tufuga (accompanied by Luka Krajinovic) to student Christian Veneziano. Of the performance judge Thomas Cucanic said "A very touching song that got the hearts of everyone including myself. In memory of Christian. Junior and Luka performed miraculously in memory of him." As is now tradition, we closed the show with the much anticipated staff act as we celebrated all things British. Danny Jaber impersonating Freddy Mercury is something that will be remembered for many years to come.

As always, the show must end and a winner must be announced. After much deliberation from our judges, Brendan Watson announced DJ Dylan Favorito the winner of Talent Quest 2019.

A massive thank you to Sheridan Paulka and Annika Miesen for all their hard work sorting through auditions, and to Alex Michael and the SydTV crew who filmed this so we can enjoy it for years to come. Thanks also to all the students who volunteered to help make this happen and who worked tirelessly through the middle of the day to bring this event to you. A massive shout out to past students Matthew Martello and Brodie Krslovic who returned and assisted also and who passed on their experience in these events to students.

It was definitely a great show and we can't wait to do it all again in 2020!

Morgana Jones, Organiser

Talent Quest 2018 Winner: Dylan Favorito
 Talent Quest 2018 - Judges Choice Winners:
 • Appendix - Lachlan Barbagello, Fraser O'Neill, Ben Muscat, Nash Donatacci
 • Nicola Liolios
 • Euiny Junior Tufuga

<p>MCs: Leroy Goveas Rowan Portelli</p> <p>Performers: Isabella Iaccino Luka Krajinovic Nash Donatacci Ben Muscat Katherine Bruzzese Darianna Nuez Pete Vamvakas Dylan Favorito Lachlan Barbagello Fraser O'Neill Nicola Liolios Euiny Junior Tufuga Josh Lopez Jordan Luong Xuan Dien Vo Aebtram Bactard Emmanuel Soriano Matea Mlikota Alicia Azzopardi Janine Agarano</p>	<p>Sound Team: Matthew Martello Carina Puzon</p> <p>Lighting Team: Jacob Soeradinata Marcus Basic Josh Needham</p> <p>Backstage Crew: Brodie Krslovic Alaa Zghar Charlotte Whelan Anthony Iscaro Deacon Panzarino</p> <p>SYDTV Crew: Gez Todaro Sekina Mawien Isabella Caccamo Akon Ayany Raymond Dinh</p>
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"Talent Quest 2019 exceeded our expectations in every way and is sure to be one of our biggest highlights from our short time at CRC Sydenham. It was an absolute honour to be surrounded by the outstanding talents at the college and to share the stage with equally amazing people. We are so grateful to have had the opportunity to perform and we look forward to 2020!"

~ Alicia Azzopardi and Janine Agarano, Contestants

"Talent Quest was a great experience, the atmosphere was amazing and the crowd were really receptive to the performers, which was great to see. It was good fun to play in front of a good sized crowd, and being able to close out as the final act was a great way to end the day for me."

~ Fraser O'Neill, Member of Appendix - Judge's choice winner

"As usual, Talent Quest this year was a magnificent show, but of course it can't happen without people working behind the scenes. As one of those people who helped set up and run the show, it did mean long hours and hard work throughout Feast Day and the rehearsals beforehand, but it was always exciting to work with other people and further my own skills as a lighting technician. In the end, it all comes together and I'm proud of our work and its results on the day."

~ Jacob Soeradinata, Lighting crew

"I was really lucky to have a front row seat to experience the diverse acts of this years Talent Quest. It was an opportunity for students' to showcase their talents, and we were not disappointed. The depth of talent and the confidence and professionalism in which the acts performed was amazing. The MC's did a really great job throughout the day keeping the audience entertained. The staff act is also a memorable moment - the student's love it and the rest of the staff wait in anticipation to see who's in it and each year they blow us away."

~ Shirlee Charles, Judge

"Walking into the Talent Quest, what was previously a hall filled with basketball lines and hoops was transformed into a concert. There was flashing lights, smoke, and a stage all setting the scene for the talent to come. Everyone who performed was amazing and brought the whole school together to form a community of students laughing, dancing and shouting in support. The Talent Quest was an event that highlighted some of the talented students in our school, and watching from the audience was an exceptional experience."

~ Alicia Maddock, Audience Member



Sydfest Art Awards

The College Art Award is open to students of VCE Unit 3-4 Art, Studio Arts, Media or Visual Communication Design. CRC Sydenham College staff vote for the top practical student work as selected by the subject teacher. The winning work should demonstrate excellent technical skills and a clear and consistent artistic concept.

The winning work is then displayed in a prominent position in the college. If you've ever been to Quatrefoils restaurant, you will have seen some of the winners from past years.

The winning artist receives \$250... And all runner-up nominees receive \$100 in prize money.

Marli van der Merwe



VCE Art – ‘với bản thân’ (to myself) by Minh-Hoa Nguyen | Acrylic paint and coloured pencil on paper

‘với bản thân’ explores the intrinsic nature of cultural identity through time – in particular, through the lens of Vietnamese culture. It juxtaposes the traditional Vietnamese woman and blends it with the contemporary Vietnamese woman. The artwork recognises how, no matter how overt or covert the identity of a person, one is innately connected to their culture. Through the bold primary colours and curved lines, the piece evokes a sense of celebration and pride in one’s culture. It is a personal ode to an aspect of my identity that was once under-appreciated.



VCE Media – ‘Dad-ly: A Man’s Comical Journey towards Fatherhood’ by Charmaine Jarlego | Print Poster and Publication

‘Dad – ly’ portrays the journey of a juvenile man, reluctant to take on the responsibilities of becoming a father. The hilariously coming of age comic book is full of puns and explores themes of fatherhood and the need to change. The narrative aims to demonstrate the physical and emotional transformation the protagonist undergoes. The comic focuses on the worries of young-minded, soon-to-be fathers who may be questioning their worth and ability to look after a child. The narrative illustrates the possibility of overcoming these fears through a fun and comical way.



VCE Studio Arts – ‘In Memory’ by Caroline Williams | Inkjet digital print

This triptych of three birds in flight over water symbolises the beautiful life on Earth. The sharp, grainy quality of the artwork represents the loss of this like to history as humanity destroys the Earth. As part of the birds are in focus, whereas others remain unclear, this symbolises the incomplete memories humanity will be left with of these birds.



VCE Visual Communication Design – ‘Northern Co.’ by Alannah Axisa | Communication Design Field Final Presentations

Presentation piece 1: The client, founder of ‘Northern Co.’ required a logo design which encapsulates the focus of the company, as well as a 3D representation of the logo to be used as signage for the store front.



Presentation piece 2: The client, founder of ‘Northern Co.’ required the packaging that the customer will receive after making a purchase. The client provided the following examples: carry bags and tissue paper for fragile items

Sydfest



Year 12 Breakfast

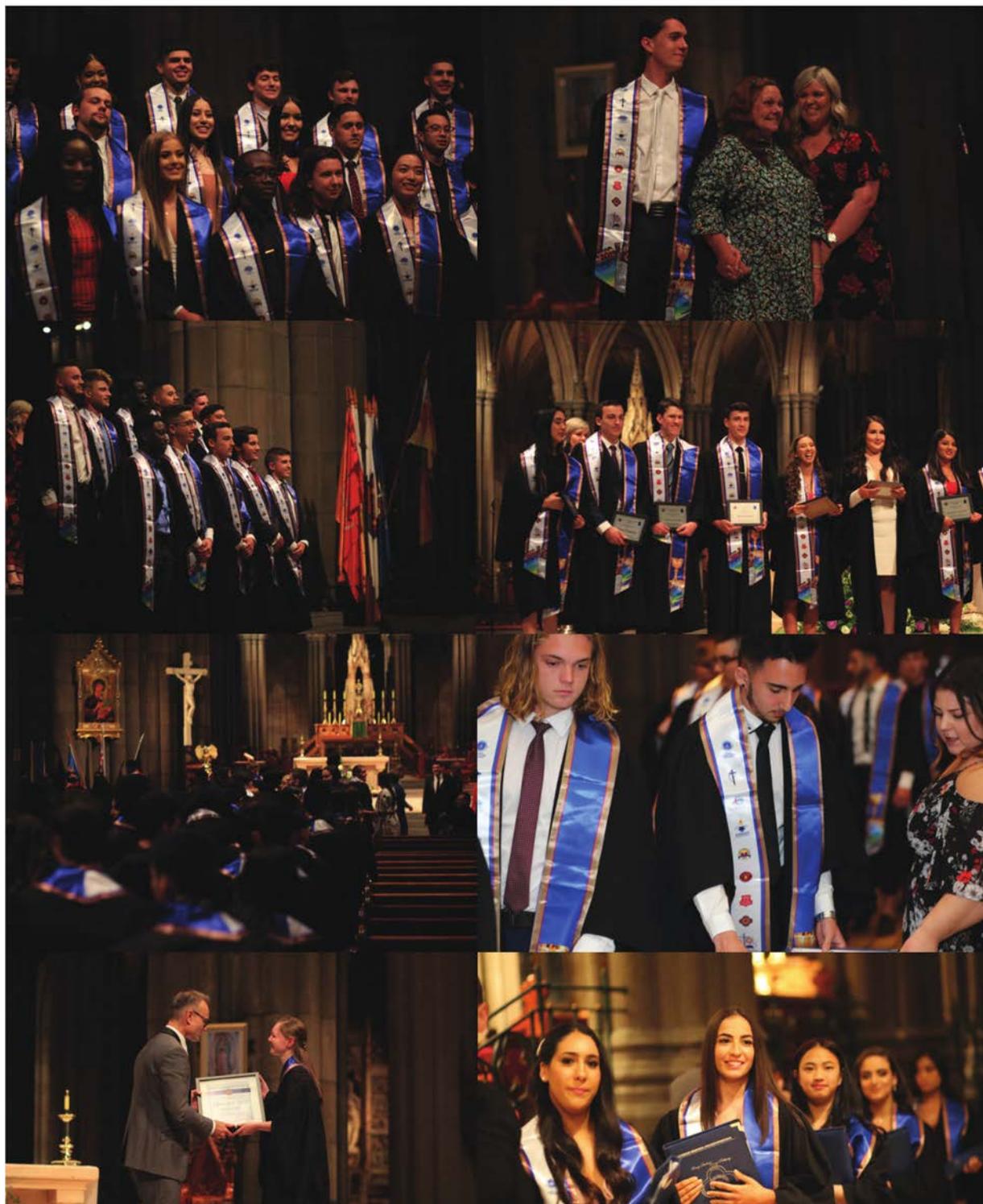








Year 12 Graduation Mass









Community Day





Year 12 Formal



Student Wellbeing

ABSENCE FROM COLLEGE – Policies as communicated to parents/students

These are communicated during Orientation/Step-up, are included in the College Diary, the Collage Website and are repeatedly referred to throughout the year in Newsletters and assemblies.

Parents or guardians are expected to phone the College by 9.30am to explain any unforeseen student absence (9361 0000).

Any student who has been absent due to illness or personal reasons MUST obtain a note from their parents and/or medical certificate and show it to their tutor on the morning of their return to College. Students are required to attend all classes. An absence from any class is considered to be an "unapproved absence", except for the following circumstances that will allow for an "approved absence":

- A **medical certificate** regarding the period of illness accompanied by a note from a parent/guardian is provided.
- A **statutory declaration** may be used only to approve an absence due to illness for a single day and only if it is provided to the College on the school day following the absence.
- The student is required to attend a **College Related Activity** or excursion.
- The parent/guardian has discussed with the Cluster Coordinator, Director of Curriculum or VCAL Leader the special circumstances that prevent attendance (e.g. family tragedy).
- A note from the College Counsellor is provided, stating the date and time of the appointment at the College that lead to the absence.
- A meeting with the Principal or his/her nominee for school related purposes.

ATTENDANCE REQUIREMENTS

Unapproved absences for each subject must not exceed four classes per semester. Student attendance will be marked every lesson. Students who exceed this limit and do not meet the attendance requirements will receive an 'N' (Not Satisfactory) result for that unit of study, this means that they will fail to complete the unit. If a student misses a large amount of classes due to absence, the student may be recommended to repeat the subject(s) in order to consolidate their learning.

Family holidays are not approved absences. Families should not plan a holiday during school time where students in Year 11 or 12 will miss class. Students receive 12 weeks per year of non-tuition time where holidays can be taken. Holidays during school time in Year 11 and 12 jeopardise a students' opportunity for success and as such the College cannot sanction such time out of class.

LATE ARRIVALS

Students who arrive late to the College should:

- Swipe their College Identification Card through the College computer system and record the reason why they are late; and
- When possible, students must have a note from their parents/guardians explaining their late arrival on that day, or no later than 24 hours later. If students don't provide adequate explanation for their lateness (as determined by their Cluster Coordinator) they will be required to complete a scheduled detention;
- Class time that is missed due to lateness will be counted towards unapproved absence totals unless appropriate documentation is provided.

LEAVING COLLEGE BEFORE THE END OF THE DAY

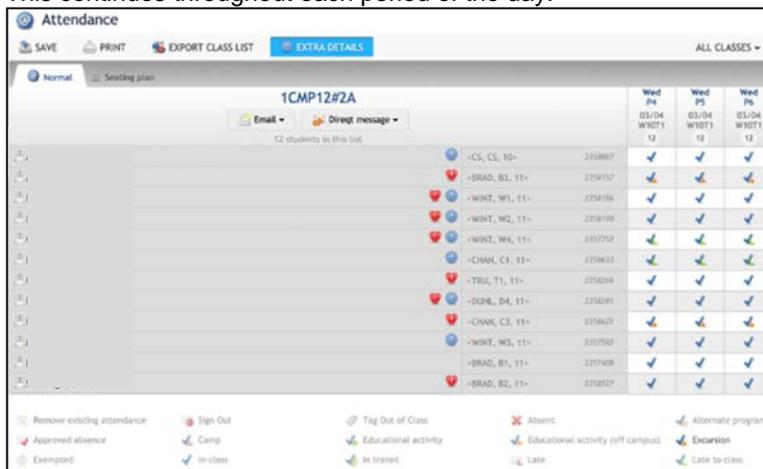
To leave early, students must:

- have written permission from a parent/guardian.
- have a 'red slip' and have it signed by the Tutor and Cluster Coordinator.
- go to the office to sign out.
- be collected by a parent/guardian or carry the receipt with them while outside of College grounds.
- have parents/guardians collect their student from the office without a note if the occasion arises.

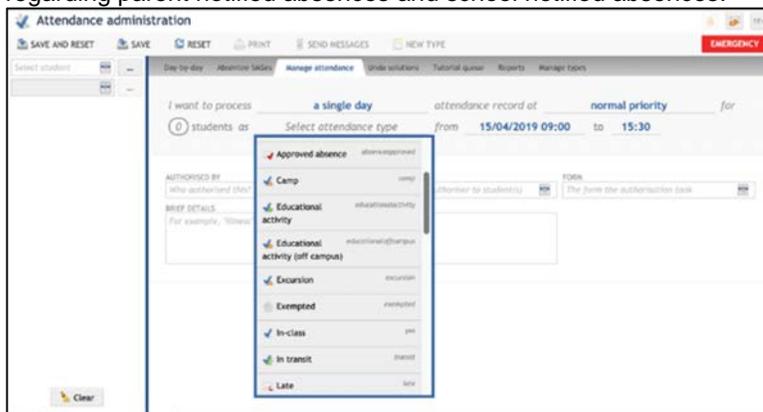
Students who leave the College without permission will be required to complete a scheduled detention and may face other disciplinary actions. Once students have entered the College grounds they MUST remain on the property unless permission to leave has been granted. This includes students who have arrived during scheduled private study periods. At no stage are students to arrive at the College and leave, even though they may have a private study period.

Student Absence Process

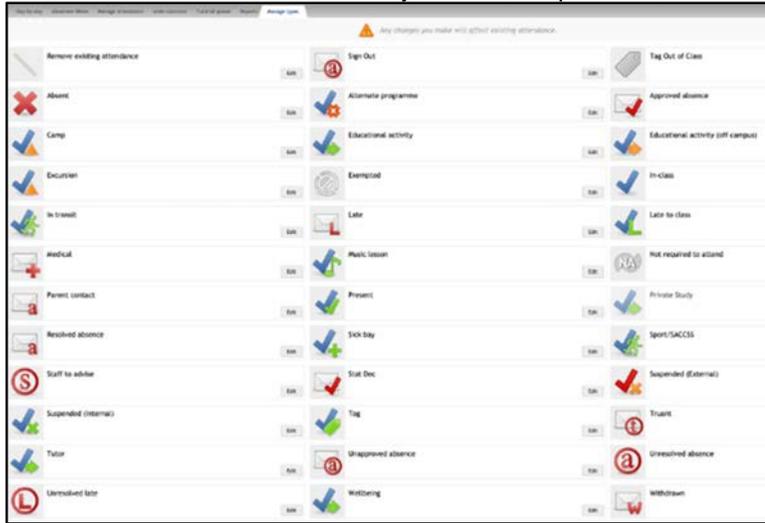
1. Every day teachers take electronic attendance via SEQTA during the first period of scheduled classes. This continues throughout each period of the day.



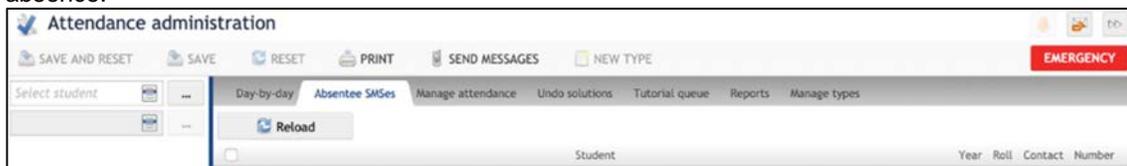
2. The Attendance Officer checks for phone and email messages and enters notes into SEQTA regarding parent notified absences and school notified absences.



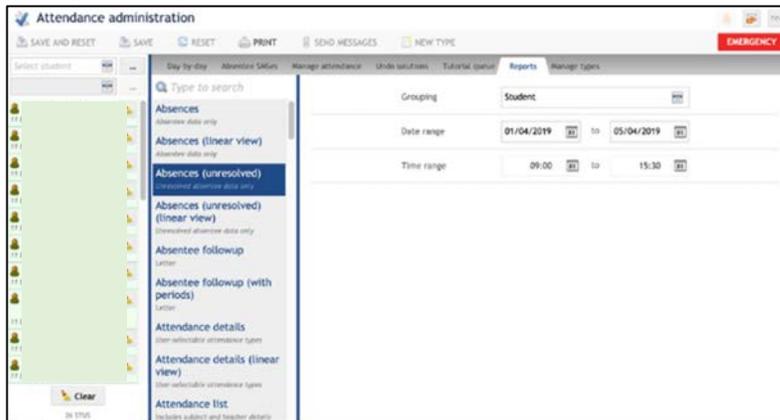
- The Attendance Officer also enters into SEQTA any other notified absences – these include excursions, incursions, Private Study Periods, suspensions, etc.



- During the first period of classes for the day the Attendance Officer runs a report on SEQTA that will send an SMS to a parent if their child has been marked absent without a Parent or School Notified absence.



- Any further communications from parents/guardians are then entered into the Attendance administration on SEQTA.
- Cluster Associates check for non-attendance patterns weekly. These may be followed up by the Cluster Coordinator/Cluster Associate or referred to the fortnightly SPACE meeting dependent on the level of absence.



Unresolved absences report

Students: 5
 Date range: 2019-04-01 to 2019-04-05
 Time range: 09:00:00 to 15:30:00
 Grouping: student
 Records matched: 21
 Number of rows: 5

	P1	P2	P3	HG	P4
2019-04-04	✖	✖			
2019-04-01					✖
2019-04-02					
2019-04-03		✖	✖		✖
2019-04-04	✖	✖	✖		✖
2019-04-05	✖	✖	✖	✖	✖
2019-04-05	✖	✖	✖	✖	✖
2019-04-03		✖			

Late Late
 no Absent

- Individual teachers regularly check their subject attendance to issue notifications to students and parents if a student has missed significant class time – a warning letter is sent after two classes have been missed. An “N Warning letter” is generated and sent.

	P4 13/02	P5 13/02	P6 13/02	P4 20/02	P5 20/02	P6 20/02	P4 27/02	P5 27/02	P6 27/02	P4 06/03	P5 06/03	P6 06/03	P4 13/03	P5 13/03	P6 13/03	P4 20/03	P5 20/03	P6 20/03	P4 27/03	P5 27/03	P6 27/03	P4 03/04	P5 03/04	P6 03/04
<CAROLINE SPRINGS, Caroline Sp>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✖	✖	✖	✓	✓
<BRADMAN, B3, Year 11>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<WINTON, W1, Year 11>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<WINTON, W2, Year 11>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<WINTON, W4, Year 11>				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<CHANG, C1, Year 11>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Category: Attendance Letters
 Sub-category: Attendance Warning
 DATES
 From: 15/04/19

DETAILS

The College's Attendance Achievement and Promotion Policy states that Unapproved Absences for each subject must not exceed 250 minutes or four missed lessons per semester. Students who exceed this limit do not meet the attendance requirements and will therefore receive a Not Satisfactory result for that unit of study. This means they will fail to complete the unit. An absence from any class is considered to be an unapproved absence however the following circumstances will allow for an approved absence. A Medical Certificate regarding the period of illness accompanied by a note from a guardian is provided. A Statutory Declaration made by a guardian is provided. This may be used only to approve an absence due to illness for a single day and only if it is provided to the College on the school day following the absence. The student is required to attend a school related activity or excursion. We wish to advise that your son or daughter has now recorded two or more missed lessons of unapproved absence in this Unit of Study. The days of absences can be verified through SEQTA Engage. If you know of any reason why your child has been absent and this has not been conveyed to the College please contact the Tutor as soon as possible. If you have any queries regarding this matter please do not hesitate to contact me at the College on 9361 0000.

Category: Attendance Letters
 Sub-category: Attendance Warning
 DATES
 From: 15/04/19

DETAILS

This email is to inform you that your son or daughter has not fulfilled College requirements to achieve the learning outcomes in (subject) as they have exceeded 250 minutes of unapproved absence or four lessons. It is important to note that this N result will stand unless your student has a valid reason to appeal. At this point in time the result of the learning outcome has been deemed Not Satisfactory. As a consequence the Unit is also assessed as Not Satisfactory. You may appeal the decision in writing if you have grounds. The written response outlining the basis of your appeal must be received by your son or daughter's Cluster Coordinator no later than 7 days after the date of this email. The appeal will be considered at the next meeting of the Student Pathways and Community Engagement Team and a response will be delivered via email to the student following this review.

Child Safe Standards

Child Safe Standards:

College Code of Conduct

Welcome to Catholic Regional College Sydenham.

We are an organisation placing the protection of young people as one of our highest priorities. This is the reason you

are reading this document. As an organisation we choose to be explicit in our expectations with all adults who come on site at the College or with adults who may have the opportunity to interact with our students. To this end

we ask that all adults read the Code of Conduct and then agree to abide by the behaviours detailed.

We thank you in anticipation of your support with child protection at Catholic Regional College Sydenham.

A Child Safety Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It provides a

high-level statement of professional boundaries, ethical behaviour and acceptable and unacceptable relationships.

When individuals are clear about behavioural expectations, they are much more likely to act appropriately with each

other and with children. When everyone is educated about the Code of Conduct and the reasons why it is so important to uphold, the School environment becomes much more transparent and people are accountable for their

behaviour. Above all, a Child Safety Code of Conduct helps to protect children from harm.

The Code is made available to all staff, volunteers, families and students. The Child Protection Code of Conduct

applies to:

- all staff members, including non-teaching staff and temporary or casual staff;
- board members of Catholic Regional College Sydenham;
- volunteers (of all types);
- students;
- parents and guardians;
- third Party Contractors and service providers (including External Education Providers);
- members of the School Council;
- teaching students on placement at the School; and/or
- visitors.
-

This Child Safety Code of Conduct outlines appropriate standards of behaviour for all adults towards students.

The

Code serves to protect students, reduce any opportunities for abuse or harm to occur, and promote child safety in

the School environment. It provides guidance on how to best support students and how to avoid or better manage

difficult situations. The School reviews the Code annually.

Thank you for supporting the safety of young people and for working with us to protect young people.

Yours faithfully,

Brendan J Watson OAM
Principal

Our Commitment

All adults at Catholic Regional College Sydenham are called upon to take responsibility for supporting the safety, participation, wellbeing and empowerment of children by:

- Adhering to Catholic Regional College Sydenham’s child safe policy at all times and upholding Catholic Regional College Sydenham statement of commitment to child safety;
- Being a positive role model to students;
- Promoting the safety, welfare and wellbeing of students;
- Being vigilant and proactive with regard to student safety and child protection issues;
- Providing age appropriate supervision for students;
- Treating everyone with respect;
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities);
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination);
- Using positive and affirming language with students;
- Encouraging students to ‘have a say’ and then listen to them with respect;
- Respecting cultural, religious and political differences;
- Providing an open, safe and supportive environment for all students to interact and socialise;;
- Intervening when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way;
- Taking all reasonable steps to protect children from abuse; listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another;
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child’s self-identification);
- Ensuring as far as practicable that adults are not left alone with a child;
- Reporting any allegations of child abuse to Catholic Regional College Sydenham’s Child Safety Officers, the Director of Student Wellbeing, College Psychologist or a member of the Leadership Team and ensure any allegation is reported to the police or child protection;
- Reporting any child safety concerns to Catholic Regional College Sydenham’s Child Safety Officers, the Director of Student Wellbeing, College Psychologist or a member of the Leadership Team;
- If an allegation of child abuse are made, ensure as quickly as possible that the children are safe;
- Calling the police on 000 if you have immediate concerns for a student’s safety;
- Respecting the privacy of students and their families and only disclose information to people who require it.

Staff and volunteers must not:

- Engage in any form of inappropriate behavior towards students or expose students to such behavior.
- Use prejudice, oppressive behavior or inappropriate language with students.
- Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.
- Engage in open discussions of an adult nature in the presence of students.
- Engage in any form of sexual conduct with a student including making sexually suggestive comments or sharing sexually suggestive material.
- Engage in inappropriate or unnecessary physical conduct or behavior’s including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.
- Use physical means or corporal punishment to discipline or control a student.
- Engage in any form of behavior that has the potential to cause a student serious emotional or psychological harm.
- Develop ‘special’ relationships with students that could be seen as favoritism (for example, the offering of gifts or special treatment for specific students).
- Engage in undisclosed private meetings with a student that is not your own child.

- Engage with a child or their family outside of school without the school's leadership knowledge and/or consent or the school governing authority's approval (for example, unauthorized after-hours tutoring, private instrumental/other lessons or sport coaching); accidental contact, such as seeing people in the street, is appropriate
- Engaging in online contact with a child (including by social media, email, instant messaging etc.) or their family (unless necessary e.g. by providing families with E-newsletters or assisting students with their school work)
- Use any personal communication channels/device such as a personal email account
- Exchange personal contact details such as phone number, social networking sites or email addresses
- Work with children while under the influence of alcohol or illegal drugs
- Consume alcohol or illicit drugs at school or at school events in the presence of children.
- Take or publish (including online) photos, movies or recordings of a student without parental/carer consent.
- Post online any information about a student that may identify them such as: full name; age; email address; telephone number; residence;; school;; or details of a club or group they may attend.
- Put children at risk of abuse (for example, by locking doors)
- Ignore or disregard any suspected or disclosed child abuse.

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to Catholic Regional College Sydenham Child Safety Officers, the Director of Student Wellbeing, College Psychologist or a member of the Leadership Team

I agree to adhere to this Code of Conduct:

Staff Name:

Signature: _____

Date: ____ / ____ / ____

2019 saw the continuation and expansion of many extra-curricular programs at CRC Sydenham. The College's inaugural Production of a major musical showcased the depth of talent within the community with the stunning performance of *Les Miserables* the Musical .

The College continued to participate strongly in

Curricular and Extracurricular activities

A highlight for the entire Community as 2019 saw the continuation and expansion of many extra-curricular programs at CRC Sydenham. The College's inaugural Production of a major musical showcased the depth of talent within the community with the stunning performance of *Les Miserables* the Musical . While this formed a large part of marked assessment for the Unit 3 / 4 Theatre Studies students, it also allowed the extracurricular involvement of many students who became part of the cast, the crew, building sets, working backstage on props, costumes, hair and make up. It really was an entire Community event also including student participation from our neighbouring primary school, Emmaus.

Many classes conducted out of College excursions to further immerse them in subjects providing real world connections to the subjects being studied in classrooms. Students had the opportunity to attend University lectures, live theatre performances and visit with industry professionals. Students enrolled in our ACU courses were able to visit the campus in Melbourne City and participate in a lecture and tutorial

Again, as in every year, all year 11 students attended their Cluster Retreat at various locations across Melbourne. Students left these retreats with a stronger understanding of the ways faith forms an integral part of their time at CRC Sydenham and how they are connected to this Community. It affords the opportunity for students to connect with their peers and teachers and cements the formation of new friendships and experiences.

Extra Curricular involvement was also enjoyed through the College's participation in SACCSS sport with the College fielding teams in swimming, cricket, boys and girls AFL, netball and basketball to name a few. CRC Sydenham's commitment to diversity was also demonstrated through the active inclusion of students with disability in SACCSS soccer and swimming. This was perhaps best highlighted with one student entering and winning one of the swimming events at the SACCSS Senior Swimming Competition.

Providing an opportunity to showcase the many and diverse talents in our College Community, students signed up to battle it out in our annual Talent Quest taking place each College Feast Day. Talent on display included everything from singing, dancing, miming and musical performance. This winning entrant in 2019 was a student who showcased his talent with music production and DJing, thus demonstrating the diversity and acceptance of conventional and less-conventional musical styles.

More info needed for extra-curricular

Restructuring of the Wellbeing Team

At Catholic Regional College Sydenham, the wellbeing team worked hard in 2019 to implement many new processes and ideas building on the foundation of past teams. 2019 saw many role changes in leadership within the team which provided opportunity for fresh ideas in the Community. In 2019 the College implemented the use of a new Learning Management System (LMS) in SEQTA, previously having used SIMON. The use of this LMS allowed for a greater and more consistent flow of communication through its direct messaging feature, it allowed for Pastoral Care Resources to be collaborated on widely and readily shared along with the functionality to better track patterns of attendance and engagement through its various reporting tools. We saw

an increase in students engaging with support services through this medium as many students felt it was a private and secure way to communicate their concerns, particularly with our coordinators and psychologists.

Senior Cluster Coordinator

The leadership structure of the Cluster Coordinators also saw change in 2019 with a role of 'senior cluster coordinator' being created along with an Associate for each cluster. The associate role is largely administrative in tracking attendance and identifying trends and liaising with students, families and Home Group teachers for various reasons. The Senior Cluster Coordinator position acts as a mentor role to the other 5 coordinators, oversees the cluster associates and holds the portfolio of the Pastoral Program. Catholic Regional College Sydenham's Pastoral Program, as of the beginning of 2019, is planned an entire academic year in advance, by all Cluster Coordinator's and overseen by the Senior Coordinator and Director of Community Engagement. The topics covered in the program are linked directly to the Resilient Youth Survey that students undertake each year. This allows us to identify the areas our students feel they are thriving in in their lives along with the areas of opportunity for growth. As such, in planning the program based on these findings, we have been able to target challenge areas and aim to build a College where students feel more connection to their Community and are able to better equip our students with the real world skills and resilience they will need post secondary school. Students are invited to actively participate in the planning of the program as students have voiced that they would like their ideas to be heard more, and this is one such way we were able to achieve this.

Review of Behaviour Management Policy

As a whole staff we undertook a review of our Behaviour Management policies and procedures with every staff member having the opportunity to be involved in the redesigning of the College's processes and procedures. Many staff felt that the system in use was not age appropriate to a seniors only College, and as such, needed to be reworked. The Cluster Coordinator teams collated the feedback and information from staff, made the appropriate amendments, with the Director of Community Engagement leading the implementation of the new process. As a College, we saw an increase in the engagement with this process from both staff and students as there was a greater focus on restorative practises rather than punitive.

Mental Health, Wellbeing and Developmental Support

As always, we recognised the value in the external agencies available to young people in dealing with a host of issues and topics. We had a focus in 2019 on healthy mental health and wellbeing practises, particularly as year 11 and 12 can be a particularly stressful time for students and families. Students found great worth in hearing from BATYR around positive mental health and the particular set of pressures often faced by young people in this age demographic. Glen Manton presented to students on personal strengths and goal setting and the need to build authentic relationships. Students took a lot from his messages including the need to disconnect from social media and connect in the 'real world'. Andrew Fuller, clinical psychologist who has a longstanding working history with CRC Sydenham, presented not to our students, but to our parents and families on how they can better understand the mindset of their teenage learners and provide support to them at this time. In-house, our two psychologists ran a number of lunchtime workshops for concentrated groups of students around topics such as good sleep hygiene, coping with stress and healthy vs unhealthy social media use.

Child Safety

Catholic Regional College Sydenham is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. At Catholic Regional College Sydenham we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Child Safety was again a key focus of 2019 ensuring all staff were up-to-date with the online modules and participating in in-house briefings on matters relating to this. It also saw the formation of a Child Safe Committee within the school who meets regularly to stay across any concerns within the College and also to communicate relevant updates and changes to staff, ensuring we are compliant with the seven Child Safe Standards. This committee comprises members of the wellbeing team including a psychologist and Assistant Principal.

Anaphylaxis Management

Catholic Regional College Sydenham is committed to providing a safe learning environment for all our students. The College recognises that it cannot achieve a completely allergen free environment. It is our policy:

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling;
- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling;
- To adopt the recommendations of the Guidelines where relevant to the College;
- To raise awareness about anaphylaxis and the College's anaphylaxis management policy in the college community;
- To engage with parents/carers of each student at risk of anaphylaxis when assessing risks and developing risk minimisation strategies for the student; and
- To ensure that staff have knowledge about allergies, anaphylaxis and the College's policies and procedures in responding to an anaphylactic reaction.

Anaphylaxis policies also came under review and staff engaged in completing their online anaphylaxis training followed with a practical assessment in how to administer an adrenaline autoinjector. Clearly labelled posters identifying students at risk of anaphylaxis were displayed in all key areas in the school including but not limited to; First Aid room, all food service areas and high-risk areas such as our bee hives.

School Wide focus on Wellbeing

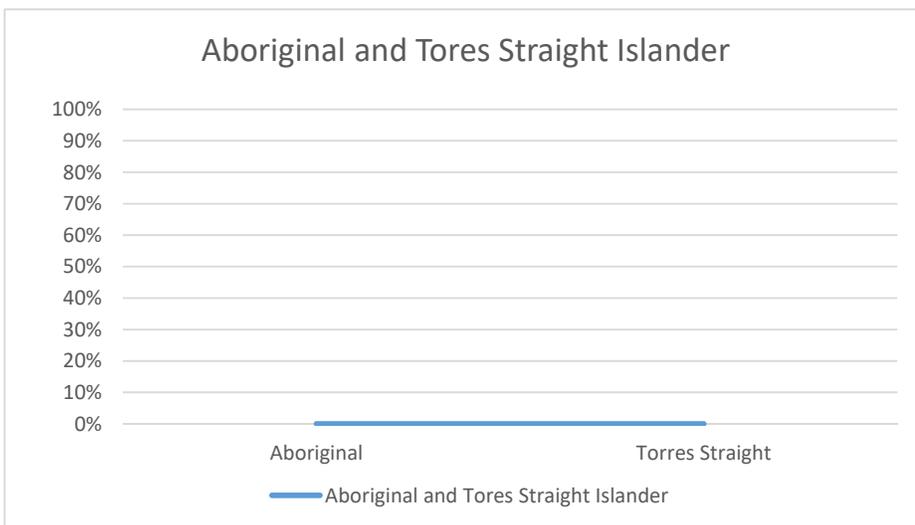
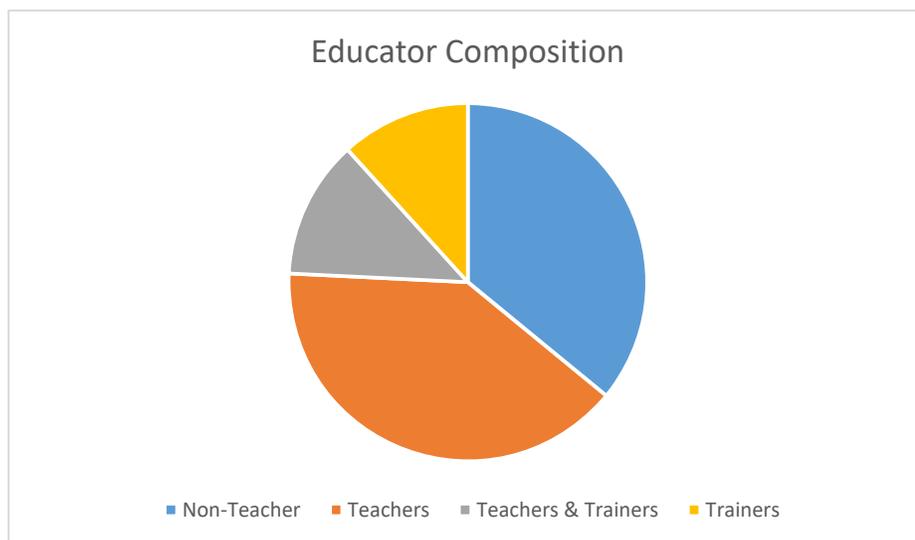
We were successful in an application submitted to the Brimbank City Council for a Community Grant that we proposed to use for girls only fitness classes. Our Resilient Youth Survey Data identified this as a risk area as female engagement with physical activity often demises at this age. The grant was used to run female only fitness classes with the assistance of the trainers from our on-site gym.

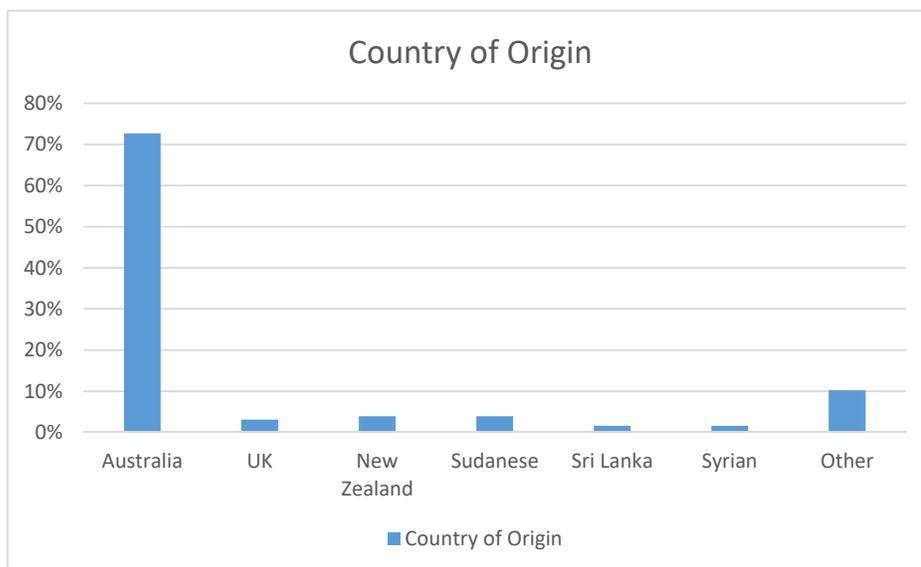
As a College we underwent an NSIT review in 2019. While the wellbeing support available in the school received positive feedback, it did allow us to identify a need for an increase in student voice, a streamlining of processes such as behaviour management and student reporting.

Catholicity - spirituality programs, and celebrations - IANV

[Value added needs to be included in two sections of the report – Education in Faith and Student Wellbeing. List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be listed.](#)

Leadership & Management





Leadership and Management

At Catholic Regional College Sydenham, we recognise that strategic implementation of professional learning is essential to ensure innovative educational experiences, teaching practices which engage students and improved learning outcomes and opportunities for our students.

Expenditure and teacher participation in Professional Learning (PL)

In 2019, Catholic Regional College Sydenham had a slight decrease in spending on staff professional learning from 2018 with total of \$103,930 invested, exclusive of costs associated with covering staff absence whilst attending training. The decrease in development could be attributed to the intense at school planning which was required with the implementation of the new Learning Management System.

The major focus of expenditure for development in 2019 was the implementation of the new Learning Management System – SEQTA, preparation for the school review and VRQA compliance Audit and the implementation of a new College Strategic Plan.

100% of teaching staff attended professional learning throughout the year. These internal professional development sessions encompassed Religious Education Accreditation opportunities, in the form of lecture style sessions around the College theme and the key liturgical dates of our Catholic Calendar. With the VRQA Audit, Staff training in compliance continued and this was further enhanced with the Federation engaging the services of a Compliance Federation Officer. The sessions included Anaphylaxis briefings, CPR Training, reporting of OH&S concerns, planning of excursions, child safety information, induction programs for new staff, manual handling and emergency procedures. With the introduction of the Learning Management System – SEQTA, staff undertook sessions that included lecture style and staff driven group planning in the areas of Wellbeing, Learning and Teaching, Reporting and Attendance. In relation to the school review process, staff undertook sessions which educated them about the new process for data collection and then following the review staff engaged in group sessions, where they were able to participate in the development of a strategic direction for the College. Relative to Learning and Teaching, staff continued to focus upon practice through the feedback

provided through the PIVOT data and VCE Data review. Opportunities for 2019 also saw links further developed for staff with parish priests with training programs linked to liturgy and Eucharist being provided.

45% of all training was undertaken in the form of external courses or conferences focused on general and subject specific pedagogy, student wellbeing, health and safety as well as a growing emphasis on digital learning and technology. Additional resources were also devoted to accreditation to teach in Catholic Schools. Other staff received professional learning through subject conferences and networks, seminars, cluster meetings and VCAA training days. The College, through Brendan Watson's Professional association, participated in Australia's VET Consortium.

8 staff undertook further studies including Masters and Post Graduate Diploma and Certificate studies. These further studies focussed upon leadership development, Student Wellbeing or Accreditation.

In this year of review, the College also undertook 2 major reviews of the College Principal and Deputy Principal. These reviews are undertaken periodically and provide valuable information including commendations, recommendations and areas for improvement. These reviews will be provided to the staffing community for review. The information presented also has provided the guidance for re-employment and contract extensions.

Facilities Update

Dennett Courts

In receiving the grant from the Federal Government we were supported by the Catholic Development Fund in matching the funding and provided with interests subsidy by the Grants Allocation Committee Secondary to investment in this community, an investment in the future of every student now and for many years to come in the construction of the Dennett Courts

Thank you to the Morrison Government for investing in education. The Capital Grant monies that the Federal Government allocates to the Catholic sector ensures that Catholic families who have a desire for their children to receive a Catholic education can have the confidence that when they make this choice it is not a choice that will disadvantage their children. We wish to thank and recognise the support of the Catholic Education Melbourne , Architects Henderson and Lodge especially Joe Scully and Shirley Cooper. The builders Beahmer and Wright for their work which was more challenging than perhaps they initially expected. The support and encouragement from Father O'Reilly, Father Maurie and Michael Testa has been critical and we thank each of them. Michael Casey from MJC Horticulture who designed then executed the landscaping which sets this facility within our grounds. We are also grateful for the wonderful work of our maintenance team, Lino, Abdul, Phil and Chris as well as Gina Zumbo who all helped keeping everyone on track. The IT Team, Kjetil and the LT, who lived the journey of the four years this build took, also deserve congratulations.

This is the school where Chris Ansti first picked up a basketball in Year 11 and decided he liked the game going on to play for Australia in an Olympic Team. This is the school where 4 students went on to become socceros playing for Australia at multiple Olympic and Commonwealth Games and where Thomas Deng went to school and whom we hope will go on to represent Australia at future Olympic and Commonwealth games because we know he is that good. This is the school where Adam Kennedy, who is an AFL player for GWS, kicked a footy as well as many former AFL players from Essendon and the Western Bulldogs, where an Olympic kayaker, a female world title kickboxer and so many other young men and women who represented this school in the interschool SACCSS competition dreamed of making a career from their sporting passion. This is the school where these dreams were fostered and nurtured. And where they came true. They didn't have the facilities we have today, they had very little by way of facilities but they had passion and determination. They also had staff who believed in them and wanted to see them achieve. Today the staff are just as committed and we have the facilities to support the hopes dreams and aspirations of those who might dare to dream.

What we have opened is as much a classroom and learning environment as any other part of the College. Our hope and prayers are that this facility will allow more of our students to use your gifts and talents, to share them with this community and to shine, to be recognised and shine. Each of you has something, a special gift, a special talent that when shared enriches our community.

For some it falls within the realm of sport. May each of you know what your gift is. And if you do not already know what this is then may you find it. For those whose gift is in arena of personal or team sports then know that the Sister Margaret Dennett courts are for you. May they lead to you finding but more importantly sharing your gift with others. Sister Margaret Dennett, from all we have heard over the years of this Sister of Mercy would have encouraged all students to become involved, to make the most of every opportunity. She believed **We can never say 'It is never enough'**

Sister Dennett knew hard work and from what I understand she did not shy away from it, she would persist and keep trying even if it was challenging. She was there when needed, a team player, a team leader when called upon. Stepping up as the College's Principal when the College found itself without one was not something she sought but when the role sought her she willingly said yes as that is what God had planned for her long ago.
Thank you

College Community

Catholic Regional College Sydenham ascertains the satisfaction of our Community using a range of tools.

Resilient Youth Survey

For a number of years the College has work with Resilient Youth Australia so that all of our incoming Year 10 students and current year 11 students Undertake the Resilient Youth Survey. The data from this survey is used to measure the areas of focus across the College when planning the pastoral program and identifying opportunities to increase student voice. The survey captures data connected to three areas believed essential ingredients for a resilient learner and life. Resilient Youth Australia calls this ‘The CPR of Resilience’ – ‘Connected Protected Respected.’ The survey measures how supported students feel from family with both males and female data showing that we stand 5-10% above the national average with an excess of 90% of students feeling they had support in a positive family relationship. Again, when students were asked to reflect on how well they understood themselves, that data revealed that between 50-60% of students had a good understanding of who they were, a 5-10% increase on the national average. Students reported they felt safe both in their homes and at school, however the survey revealed that online gaming is an issue particularly for males in year 11 and 12. Texting between 10pm/midnight and 6am is also problematic with the statistics showing the cohorts were 10-15% below the national average in this area, which also leads to many of our students not getting an average of 8 hours sleep per night. When asked how students feel about respect, both of self and others, the survey revealed that both cohorts sat above the national averages with 78% of year 11 males, and 63% of year 11 females responding they felt good about themselves and 70% of year 12 males and 64% of year 12 girls respectively.

Community Engagement Evenings

Engaging with our families to ensure they have the information required to support their son or daughter on their senior secondary education journey is paramount. At the end of each year, the College holds evenings for new families coming into the College (families of year 10 students) and families of students entering year 12. Families of students joining externally are also welcomed. These evenings are held during the Orientation and Step-Up Program weeks respectively. These evenings provide all families with information as well as a platform to be able to ask questions, clarify details and be part of their child’s final schools years. Families also have the opportunity to provide feedback on programs and to dialogues with any staff member. Dinner is provided by the College so as to create a more informal occasion where conversations can be held that will ultimately benefit the family and the student.

SEQTA

In 2019, the College implemented a new Learning Management System (LMS) called SEQTA. The platform allowed for constant feedback between all parties in the learning partnership – families, students and staff. In 2019, parents and carers logged on to SEQTA to interact with teachers, check reports and attendance or peruse lesson content 37 432 times. There were 222 student specific wellbeing notes entered and 4684 pastoral care recordings made. SMS communications were sent 13 887 times for highlighting whole school notices, important letters for families or attendance notifications.

School Performance Data Summary

E1326 Catholic Regional College Sydenham, Sydenham
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	0.0%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.8%

STAFF RETENTION RATE	
Staff Retention Rate	83.1%



Catholic Regional College Sydenham Child Safe Standards: College Code of Conduct

All staff, volunteers and board members of Catholic Regional College Sydenham are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

All personnel of Catholic Regional College Sydenham are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- behaving as a positive role model to students;
- promoting the safety, welfare and wellbeing of students through the use of positive and affirming language towards students;
- adhering to Catholic Regional College Sydenham child safe policy at all times / upholding Catholic Regional College Sydenham statement of commitment to child safety at all time;
- taking all reasonable steps to protect children from abuse by being vigilant and proactive with regard to student safety and child protection issues;
- treating everyone with respect;
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another;
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification);
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- respect cultural, religious and political differences
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities);
- help provide an open, safe and supportive environment for all students to interact and socialise;
- ensuring as far as practicable that adults are not left alone with a child;
- intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way;
- reporting any breaches of this Child Safety Code of Conduct;
- reporting any allegations of child abuse to Catholic Regional College Sydenham Child Safety Officers, the Director of Student Wellbeing , College Psychologist or a member of the Leadership Team and ensure any allegation is reported to the police or child protection;
- reporting any child safety concerns to Catholic Regional College Sydenham Child Safety Officers, the Director of Student Wellbeing, College Psychologist or a member of the Leadership Team.
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe and ensure that your legal obligations to report allegations are externally met;
- respect the privacy of students and their families and disclose information to people who have a need to know
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.



Catholic Regional College Sydenham Child Safe Standards: College Code of Conduct

Staff and volunteers must not:

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children);
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area);
- put children at risk of abuse (for example, by locking doors);
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities);
- use inappropriate language in the presence of children;
- express personal views on cultures, race or sexuality in the presence of children;
- discriminate against any child, including because of culture, race, ethnicity or disability;
- have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate);
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters); and
- ignore or disregard any suspected or disclosed child abuse.
- Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.
- Use prejudice, oppressive behaviour or inappropriate language with students.
- Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.
- Engage in open discussions of an adult nature in the presence of students.
- Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.
- Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.
- Use physical means or corporal punishment to discipline or control a student.
- Engage in any form of behaviour that has the potential to cause a student serious emotional or psychological harm.
- Develop 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students).



Catholic Regional College Sydenham Child Safe Standards: College Code of Conduct

- Engage in undisclosed private meetings with a student that is not your own child.
- Engage in meetings with a child that is not your own, outside of school hours and without permission from the College and the child's parent.
- Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.
- Take or publish (including online) photos, movies or recordings of a student without parental/carer consent.
- Post online any information about a student that may identify them such as their: full name; age; e-mail address; telephone number; residence; school; or details of a club or group they may attend.
- Ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Catholic Regional College Sydenham Child Safety Officers, the Director of Student Wellbeing, College Psychologist or a member of the Leadership Team.

If you believe a child is at immediate risk of abuse phone 000.

I agree to adhere to this Code of Conduct:

Staff Name: _____

Signature: _____

Date: ____/____/2019

