



Catholic Regional College Sydenham Sydenham

2022
Annual Report to the School Community

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Minimum Standards Attestation

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

22/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Catholic Regional College Sydenham endeavors 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. Our community maintains a zero tolerance approach to any actions or behaviours that are counter to seeing God in the faces of those we meet each day.

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 well being of all

in our community, we maintain a zero tolerance of any actions or behaviours counter to this Mission. 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 community.

College Overview

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.

Principal's Report

Tradition and celebration are important aspects of community. This year we were able to once again celebrate and to mark our many significant occasions by celebrating by way of our usual traditions. This year also marked the 40th Anniversary of the opening of the College, our Ruby Jubilee. It was fitting then that we returned to site for (almost) the entire year, save a few days of shut down due to staff illnesses.

It is through loss that we often realise the importance of something. So it was with many of our College events. The importance of being able to gather as a community around the Lord's table for Mass. The importance of being able to celebrate our Feast Day, Talent Quest and to recognise student achievement at an assembly. To have Graduation back at St Patrick's Cathedral and most importantly, to have parents present at Graduation. In the past we have taken these very special occasions for granted. It was over the last few years that we were either unable to mark these occasions or had to do so in a very different manner, usually online. 2022 was a return to life as a community, a life that we should never take for granted, one that we cherish having known what it is to experience the loss of such occasions.

This has been a significant year in the development of the College so far as facilities. Sacred Heart House and the new Runnalls Stadium commenced building on site. This is a \$15million investment in College facilities that will ensure our future students will continue to have the very best facilities. Sacred Heart House will open for the start of 2023 classes and will comprise 8 Mathematics classrooms, 8 Religious Education classrooms, the Chang Cluster Office and an office for the Mathematics staff. The new stadium, an extension and refurbishment of the existing hall will feature two indoor multipurpose courts, new ablutions for staff and for students, a broadcast studio as well as two classrooms. The building of Runnalls Stadium has required the demolition of Runnalls House, formerly C-Block. This is the first of the original school buildings to be demolished and after 38 years of service, Runnalls House had well and truly come to the end of its life.

Our 40th Anniversary was marked with a whole College Mass at St Patrick's Cathedral in the middle of the year. Sadly Archbishop Peter was unable to celebrate the Mass due to contracting COVID but Bishop Ashe stepped in for what was a wonderful celebration. Staff and students travelled by bus after Mass to Luna Park in St Kilda which had been booked out for the College as a part of our celebrations.

This year was the first for a new tradition, Prom. The Winter Prom, held mid year and organised by a Prom Committee replaced the end of year Year 12 Formal. The night was a huge success with the majority of students attending this truly spectacular evening.

To mark this significant year, we commissioned the writing of the history of the College. 40 Years of Every Student Every Pathway will be published in 2023. Thank you to Janet Doolan for taking on the mammoth task of documenting our past 40 years. After 38 years of service to the College, Janet retires. She is the longest serving staff member to date and we thank her for her many years of hard work, dedication and loyalty to our community.

Chantelle Gauci, our Deputy Principal and staff member for 9 years also leaves us this year. Chantelle has had a long association with the College, having been an alumni of the school. She has been an exceptional servant leader and we will miss her. This does not mark the end of Chantelle's association with the College as she will now be a parent here as her children commence classes here and then transition from another Catholic Regional College to Sydenham. Thank you Chantelle for sharing your many gifts and talents with us.

This year saw the establishment of the inaugural School Advisory Council for the College. The Council comprises:

Mr Daniel Dali – Chairman and past student

Principal

Deputy Principal

2 College Captains

1 staff representative elected by the staff

Mrs Jenny Zarafa – parent

Mrs Cynthia Calleja – parent

Father Maurie Cooney – Custodian of Mission

Thank you to the members of the School Advisory Council for their willingness to give of their time for our community, their input is exceptionally valuable and greatly appreciated. Having students on the Council together with parents and staff is important in order to provide students a real voice in the direction of their school. The College Captains, Jaiden and Isabelle have done such a wonderful job throughout their term. We thank them and wish them well for all they take on in the future. They too will be missed.

The Class of 2022 have worked hard throughout the year. We congratulate them on their results. We were pleased to see so many achieve an ATAR of 90. At the time of writing, tertiary placements have not been published but we keep all of the students in our prayers in order that they might receive good news about the courses they have applied for. The ATAR results do not tell our entire story. When these results are released each year, the senior VCAL students have all commenced work or further study in their chosen fields. This is the final year of VCAL which will be replaced with the VCE Vocational Major. Well done to all students, VCE and VCAL on their achievements in 2022.

We wish the Class of 2022 well and look forward to hearing of their many successes over the coming years. Good luck and God Bless.

Catholic Identity and Mission

Goals & Intended Outcomes

(Shape the World)

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

We aim to enhance community connectedness to the College through respectful relationships and sharing our Faith together. In achieving this broad objective, we look to:

- 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.
- 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.

Achievements

2022 was a time of gradual return to face-to-face learning, albeit in the wake of Covid of 2020-2021 at Catholic Regional College, Sydenham. The College continued in its objectives of evangelizing and celebrating the Catholic faith throughout the year and maintaining the vision of being “Christ-centric”.

College theme

The choice of the 2022 College theme “Shape the World” from Jeremiah 18:1-6 calls all members to encounter with the Spirit and respond to others as Jesus taught by living Catholic Christian principles. The image of the Master Potter is that of God the Creator, constantly working and shaping us and inviting us to partake in the Kingdom of God in our hearts, minds and hands. We spent considerable time reflecting on the first Creation story and the love God has for humanity at different stages during 2022.

The Mass

As the Eucharist is at the heart of the College’s spirituality, each term we celebrate the Eucharist. Fr Gerard Keith from Resurrection Parish celebrated the opening staff Mass and helped build upon the theme that was officially launched the year prior. 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 outside at the Dennett Courts led by Fr Maurie Cooney, Parish Priest: Sacred Heart-Emmaus (St Albans-Sydenham) and Chair, Custodians of Mission, the Federation of Catholic Regional Colleges, who delivered a beautiful homily incorporating the College theme and the Feast of St Josephine Bakhita. In June, we gathered together at St Patrick’s cathedral to celebrate the 40th anniversary of the College. Mass was celebrated by Bishop Martin Ashe and concelebrated by College clergy Fr Maurie Cooney, Fr Gerard Keith, Fr Richard Rosse, Fr John O’Reilly. In term 3, we gathered together for the annual Mass of St Mary of the Cross Mackillop. celebrated by Fr Maurie Cooney. Finally, Term 4 saw multiple Masses celebrated on Cluster Feast day. We welcomed Mons. Charles Portelli, Fr Maurie, Fr Gerard, Fr Richard, Fr Joel Peart and Fr Marcus Goulding. This was closely followed by the Year 12 graduation Mass at St Patrick’s cathedral celebrated by Fr Maurie and Fr Richard.

Key Catholic Traditions

Term 1 was a busy term related to our Catholic faith. Ash Wednesday was celebrated as a College by gathering at the Dennett Courts and conducting a liturgy that was student led. Students and staff brought non-perishable food donations for the people of the Philippines. We work closely with the Holy Spirit of Freedom Community Philippines Ministry who coordinate and distribute the food donated by the College community.

Prayer Life

Prior to Ash Wednesday, the College restructured the Retreats for all Year 11 students. Clusters spent a day at the College completing faith based activities and a day off-site for team building activities. We welcomed clergy to the College, over two days who celebrated Mass for each cluster of Year 11 students at Emmaus Church. We welcomed Monsignor Charles, Fr Maurie, Fr Gerard, Fr Richard and Fr Vincent Long Pham from Holy Eucharist parish. Clusters

went to various parts of Victoria and the Surf Coast regions on the second day of their retreat. The faith activities involved learning about their cluster patrons and their specific cluster values. They decorated their crosses using these values based on their learning. Each cluster also had an opportunity to listen to former student and inspirational speaker, Michelle Newland. Michelle's presentation was about perseverance and the role of God in her life. Term 1 came to an end with the students presenting the Annual Easter liturgy. The liturgy was made up of seven Stations of the Cross and was presented outdoors on the Dennett Courts. Furthermore, as a staff, we gathered to pray and share in our AGAPE lunch as a faith-based community.

VALUE ADDED

Rites of Passages: Graduation

We gathered for a Mass at St Patrick's cathedral, something that we had not done for two years. Fr Maurie Cooney and Fr Richard Rosse celebrated this together and as is tradition, it was followed by the presentation of the graduating students of 2022. Year 12 students and their family members were finally present in the cathedral for both Mass and ceremony that were live streamed to families in their homes.

Commissioning Mass

In late November we celebrated the transition of our Year 11 students to Year 12 through the commissioning Mass in which students were inducted as Year 12 students. The Mass was celebrated by Fr Gerard Keith and took place in the Hall.

Welcome Ceremony

Later, Orientation Week commenced with a Welcoming ceremony of the new Year 10 students to our College community, this took place at the Dennett Courts. Each Federation College presented Brendan Watson with a symbol of their journey throughout the Yr 7-10 school.

Social Justice

Social Justice Programs continue to form an important part of the faith life of the college. We continued the College practice of celebrating 'Friyay' whereby each Friday is dedicated to raising awareness and funds for a social justice organization linked to the College. These days were a huge success in 2022, the Student Leadership Group was creative in raising awareness and funds for our social justice organizational partners. We are linked to Mercy Hospice, Catholic Care, St Vinnies, Ozanam House, St Mary House of Welcome and McAuley Community Services for Women. We also sponsored the educational needs of our sister school in the village of Railaco, Timor Leste. We do this to help give these young

people options to better futures as active members of their societies. We support 21 students at secondary level at NOSSEF, (Escola Secundaria Católica Nossa Senhora de Fátima) in Railaco, Timor-Leste.

The link between the College and Ozanam House continued as in the past. Staff were able to be of service to Ozanam House through the volunteer program once a month during the school year, where staff volunteers served the evening meal to the residents. Our year concluded with the Christmas appeal for goods that were donated to St Mary House of Welcome in Collingwood for the needs of their residents.

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 ceremonies and celebrations of key memorial days throughout the year including National Sorry Day, Harmony Day and Reconciliation week.

Accreditation

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. Numerous staff faith professional developments were conducted in person as we sought to provide in-school professional development to help staff maintain their accreditation to teach in a Catholic school or to teach Religious Education in a Catholic school. We linked in with the theme of Shape the World by reading the Genesis Creation story and reflecting and contemplating upon the image of the Master Potter from Jeremiah in the first Testament. Each staff member made clay pots, working and kneading clay and then painting their pots after they were fired in the College kiln. Up to three sessions were dedicated to the creation of the pots, and these were followed by sessions dedicated to learning about scripture.

As a College, we continued on the Catholic tradition of prayer at staff gatherings, meetings and formal and informal events. All teaching staff took up the invitation to lead prayer at briefing. Student leaders recorded prayers that were played on the TV monitors on Monday morning homegroup. Faith Corner was a student run prayer/youth group and was very active in 2022. The College Liturgy captain ran numerous sessions every fortnight at lunchtimes focusing on an aspect of the Church liturgical calendar. On every alternative Tuesday, staff and students were invited to gather at Emmaus Church for Rosary and Adoration. .

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.

Learning and Teaching

Goals & Intended Outcomes

Overarching Goals:

1. To Improve student engagement and outcomes across the curriculum.
2. Foster a culture of continual professional development that promotes teacher improvement through collegial collaboration.

Our goals are to:

- Develop the capacity of teachers' pedagogical practices.
- Improve student voice and community engagement in student programs.
- Foster a culture of continuous improvement.
- Cultivate a culture of collaboration and collective efficacy.
- Cater to the differentiated and diverse needs of all learners.

Specific Outcomes 2022

1. Develop and adopt a whole of College Learning and Teaching Framework using Visible Learning & to develop a shared understanding and vocabulary of visible learning for staff and students; including, the development of effective learning intentions and success criteria in our pedagogy
2. Focus on developing staff capabilities in creating and providing effective feedback using the formative feedback function on SEQTA
3. Development of a common language of learning across the College (Visible Learning).
4. Refinement of the Formative Assessment process.
5. Improved use of data to inform practice.
6. Provide students with an Estimated ATAR early in Year 12.
7. Implement the new VCE Applied Certificate which will include updated course counselling.
8. Review and evaluate the current timetable.

Achievements

CRC Sydenham Overall Results

- 17 students achieved an ATAR of 90 plus - 4.7 % (2020 8.4% 2019 - 5.7%, 2018 - 6.0%, 2017 - 6.7%)
- Median study score = 28 (2022 = 28 2021 = 28 2020 = 29,)
- Average VCAA Score = 28.4 (2022 = 28.1 2020 = 28.7)
- 2.1% of study scores were above 40

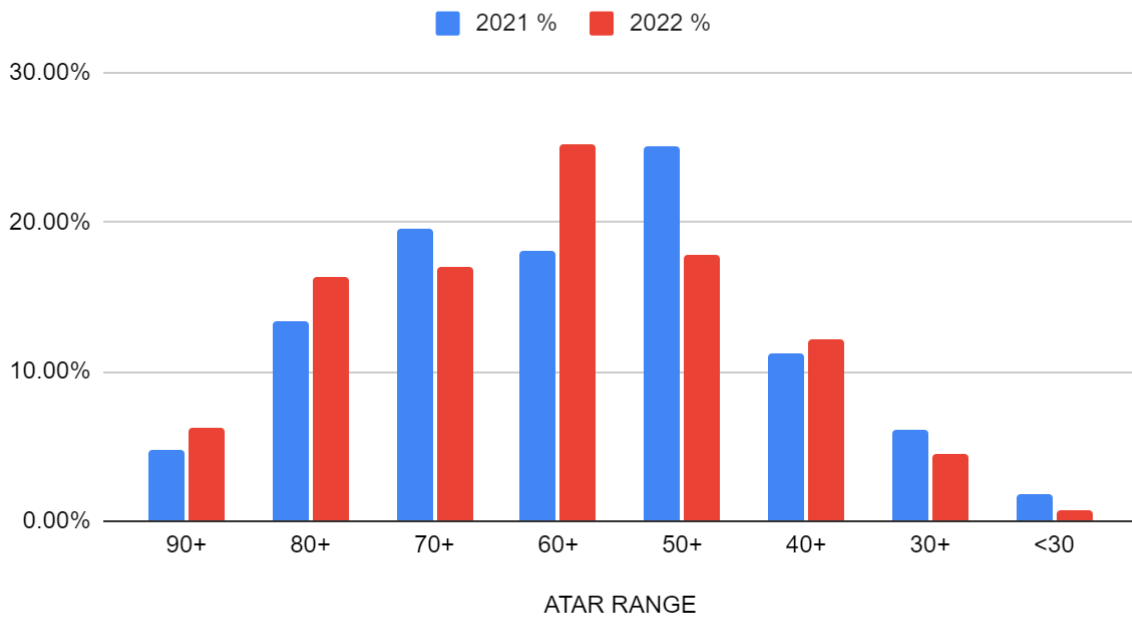
(2021 = 3.4% 2020 = 3.4% 2019 = 3.75, 2018-3.9%)

Summary of ATAR 2020-2022

ATAR	Raw	2022%	Totals	SA Raw	SA %	Totals	NK Raw	NK %	Totals	CS Raw	CS %
90+	17	6.30%	39.63%	3	4.41%	22.06%	4	5.26%	46.05%	7	5.83%
80+	45	16.30%		6	8.82%		16	21.05%		23	19.17%
70+	46	17.04%		6	8.82%		15	19.74%		24	20.00%
60+	69	25.19%	59.63%	25	36.76%	77.94%	18	23.68%	53.95%	26	21.67%
50+	48	17.78%		10	14.71%		15	19.74%		20	16.67%
40+	33	12.22%		12	17.65%		8	10.53%		13	10.83%
30+	12	4.44%		6	8.82%		0	0.00%		5	4.17%
<30	2	0.74%	0.74%	0	0.00%	0.00%	0	0.00%	0.00%	2	1.67%

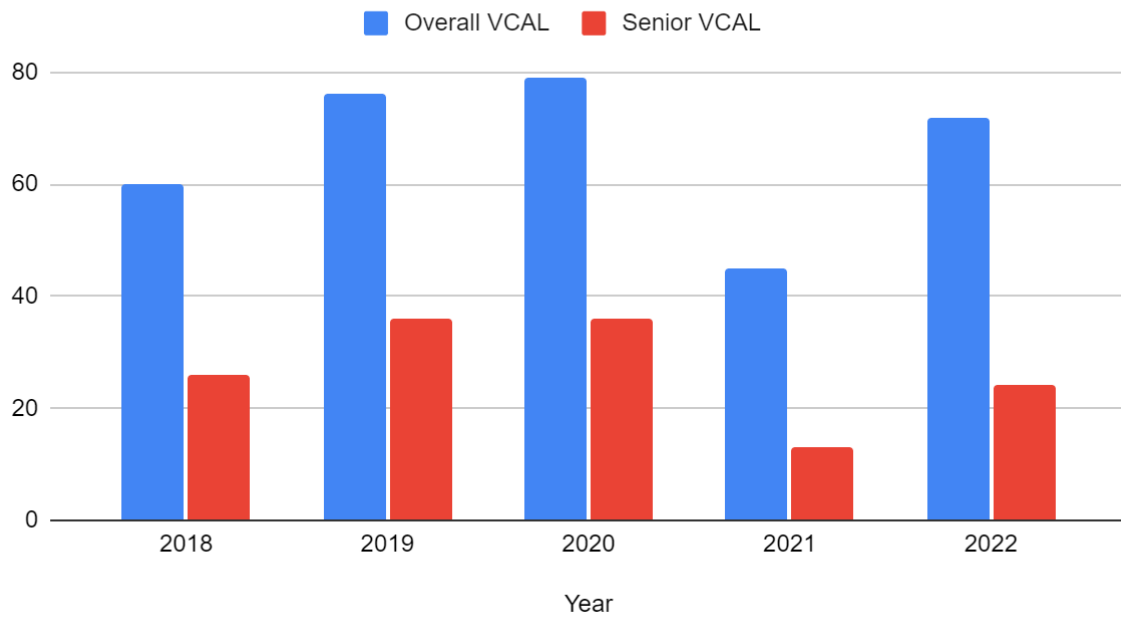
VCE Completion

2021-2022 ATAR Range Comparison



VCAL Completion

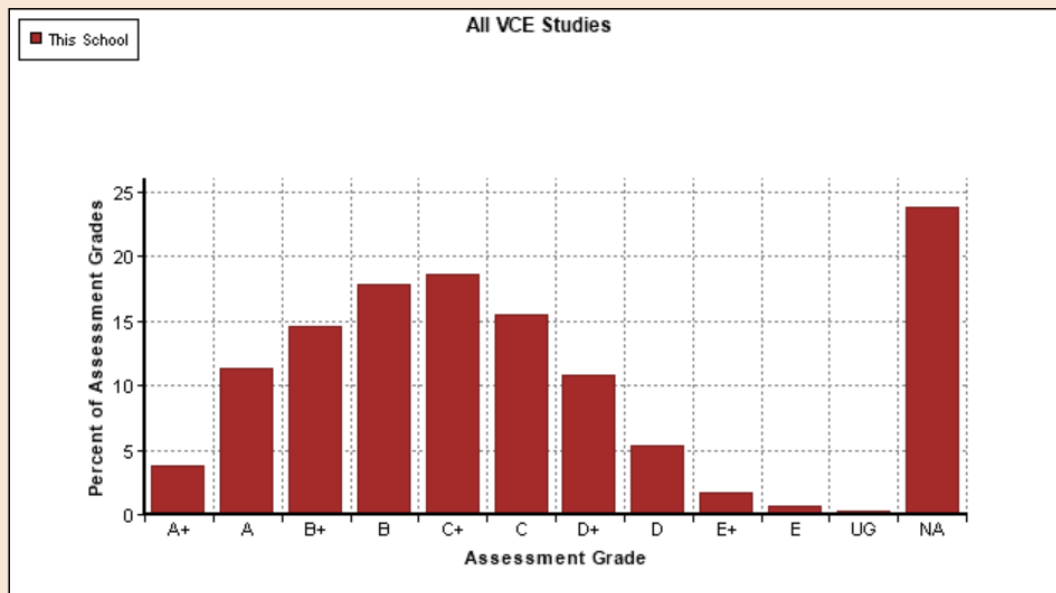
Overall VCAL and Senior VCAL



Report 2

Assessment Grades Report: All VCE Studies

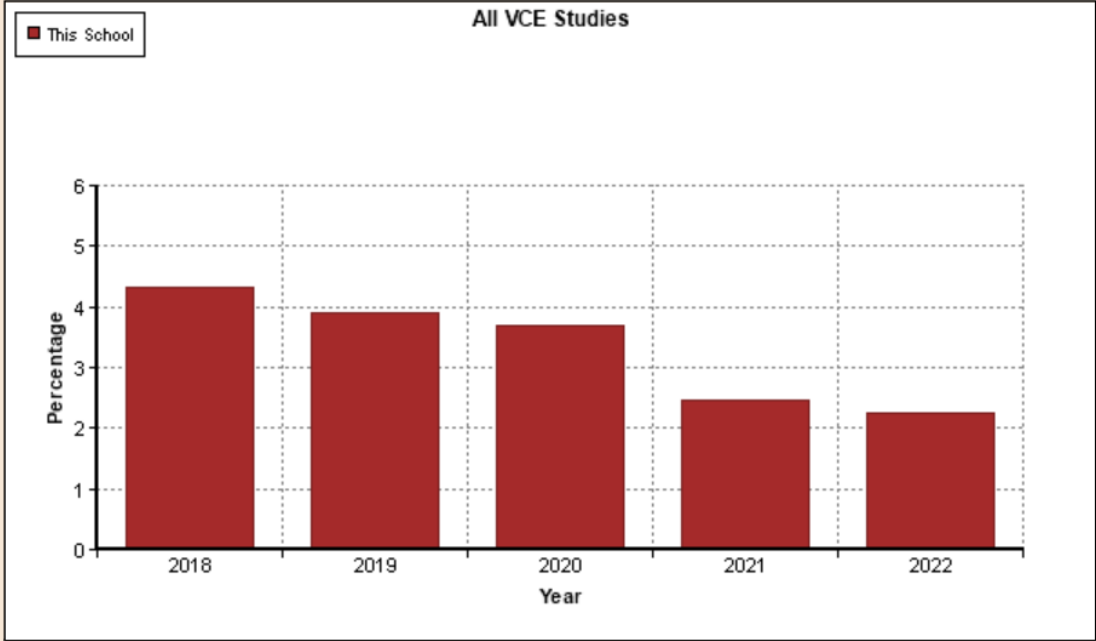
2022 CATHOLIC REGIONAL COLLEGE SYDENHAM Home School Data



Number of Assessment Grades: All VCE Studies

School Description	No. Assessments with A+ to UG Grade	No. Assessments with A+ to UG or NA Grade
This School	4,634	6,082

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



2022 STUDENT DESTINATION REPORT (* as of Feb 2023)

Number of students enrolled <i>(based on august enrolment vtac)</i>	447
Scored VCE	299
Unscored VCE	87
VCAL	61

2022/2023 UVP destinations:

University <i>(with a scored English only)</i>	2
TAFE	55
Apprenticeship/Traineeship	17
Working FT	9
Exited / Other	4
Total	87

2022/2023 VCAL students

TAFE (VTAC & direct application)	1
Apprenticeship/Pre -apprenticeship	31
Working FT	7
Exited/ Oher	8
Total	61

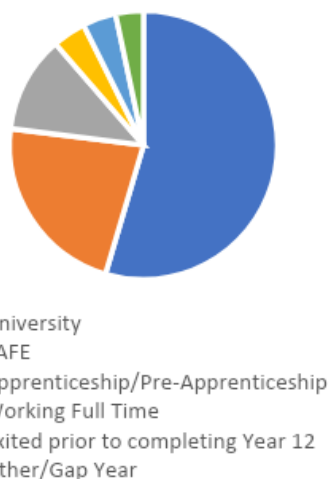
2022/2023 VTAC School Statistics

Catholic Regional College Sydenham -VTAC offers	Number
Total student cohort	447
Total students with paid VTAC preferences	314
Total number of students who received VTAC offer	309
Students with more than 1 offer	75
Students with no offers	5
December Round 1 offers	295
January Round 1 offers	50
February Round 1 offers	36
February Round 2 offers	12

2022 STUDENT DESTINATIONS:

Student Destination	Numbers
University	244 54%
TAFE	100 22%
Apprenticeship/Pre-Apprenticeship	52 11%
Working Full Time	18 4%
Exited prior to completing Year 12	18 4%
Other/Gap Year	15 3%
Total	447

Class of 2022 student destinations



2022/2023 UNIVERSITY OFFERS (VTAC)

Name of University	Number of offers
Australian Catholic University	20
Deakin University	13
La Trobe University	41
Monash University	18
RMIT University	84
Swinburne University	15
Victoria University	35

University of Melbourne	12
+ Other universities	6

total students receiving a place at university: 244



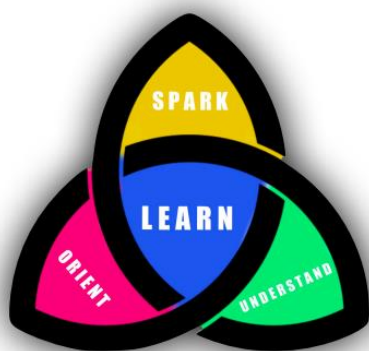
Professional Development

KPI's Learning & Teaching

- Develop and adopt a whole of College Learning and Teaching Framework using Visible Learning & to develop a shared understanding and vocabulary of visible learning for staff and students; including, the development of effective learning intentions and success criteria in our pedagogy.

The College has developed a shared understanding of Learning Intentions and Success Criteria. Two all staff, whole day professional development days were conducted in 2022 with a focus on Visible Learning. The implementation of the lockdown in the second half of 2021 impacted on the initial momentum gained from these professional development days; however, we have been able to regain momentum in 2022. In 2023 we will undertake an audit of student, teacher and parent understanding of Visible Learning.

In 2022 the College has developed a whole of school instructional model SOUL.



SOUL

During 2023 our main professional development focus will be on developing a shared vision for what we mean by UNDERSTAND. How can we further develop the notion of understanding in our classroom practice?

- Focus on developing staff capabilities in creating and providing effective feedback using the formative feedback function on SEQTA

The College made significant improvement in the capacity of staff to effectively utilise SEQTA to provide formative feedback to students and parents. Teachers were able to access professional development in the use of SEQTA Marksbook to create tasks, mark and provide effective feedback to these tasks. The College was also able to provide real time reporting to the community, effectively reducing the amount of time required to produce end-of-semester reports. Future goals will include the provision of feedback based on success criteria.

Use existing data to inform student career and subject planning.

Academic Testing and Estimated ATARs

The College ran academic testing for all prospective students early in term 2. This testing provides students, parents and subject teachers with useful information about student performance in literacy, numeracy and general academic skills. We will be looking to use this data to further track student growth by examining GAT performance and linking this to initial testing performance. We will also produce an estimated ATAR for current Year 12 students based on their performance in scored Year 11 assessments. This proved to be a difficult process in 2022, however, as we move into 2023, we are confident that this will be delivered early in the academic year so that students are able to set realistic goals for their Year 12 studies.

Transition & Pathways

We are particularly happy with the new curriculum handbook which was published in June. The new design provides students and parents with a more simplified and user-friendly document as they began to consider their study options for 2023. The transition team has held regular

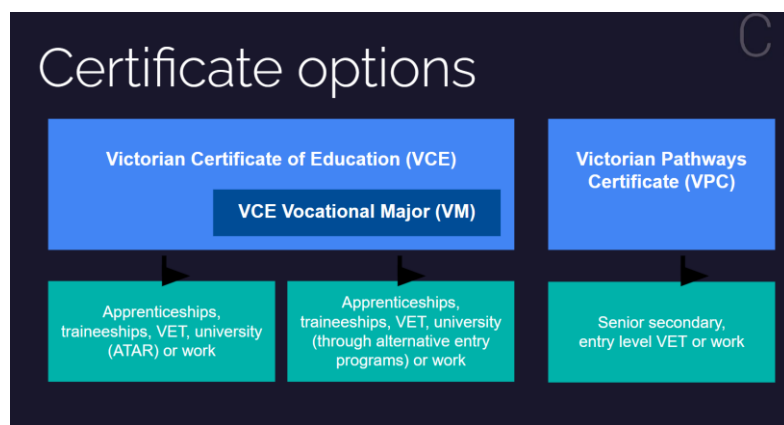
meetings with counterparts for the 7-10 Colleges and it is hoped that greater communication between the schools will provide Year 10 students with better information to assist them in their course and subject planning in term 3.

Review Timetable

There was a significant review of the timetable in 2022 which included a number of school visits by members of the Learning Enhancement team. While there were no major changes to the timetable in 2022, it is envisaged that some change to the timetable will occur as we move from 2023-2024.

Implementation of the VCE Vocational Major

At the commencement of 2023 the VCE Vocational Major along with the Victorian Pathways Certificate was introduced to the Year 11 cohort. This required the College to introduce new study designs as well as create a class that was specifically designed to meet the needs of students who have had significant interruption to their schooling. The Certificate options available to students are as follows



SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	98.0%
VCAL Completion Rate	89.0%

Student Wellbeing

Goals & Intended Outcomes

Goal: Improve student engagement and outcomes across the curriculum

- 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.
- Create a Pastoral Care report which incorporates the assessment of key growth skills required for future pathways.
 - Review 21st century skill requirements and their alignment to student development through professional development

Goal: Enhance community connectedness to the College through respectful relationships and sharing our Faith together

- Work with Restoring Schools - Cassie Katani to develop a consistent model of student management that all staff adopt.
 - To develop a whole school student behaviour management plan
 - Provide a Professional development program which educates about the principles of restorative practices
 - Engage in Restorative practices professional Development
 - Implement a consistent approach to teacher education in the area of wellbeing
 - Provide enhanced opportunities for student engagement with the college environment and wider community

Achievements

Pastoral Care and Education

The Pastoral Program which was delivered during the scheduled Home Group periods covered topics such as:

- Gambling
- Mental Health
- Relational and Sexual Consent
- CyberSafety

- Body Image and Eating Disorders
- Drug and Alcohol Education

Many of these topics also included the use of guest presents who were able to present in person or over zoom.

VALUE ADDED

The main goal of this year was not only to consolidate while staff and students transitioned back into the classroom full time, but to facilitate the ongoing wellbeing and resilience of the community, knowing that challenges would endure, while remaining aware that new ones would continue to emerge. We found ways to build stronger connections through our community, through the many student clubs, sporting and school events, and community days, providing opportunities to share and celebrate our faith, while also ensuring students felt safe within the community and their voices heard. We also provided opportunities for staff and students to continue to explore and share experiences and an understanding on what it means to be a part of a faith-based community and incorporating this into our daily words and actions.

2022 not only showed us that we have learnt and discovered new ways of learning and working in our ever-changing environment, but also our existing traditions, processes and platforms are effective in the ongoing support of our students. Our Pastoral Care program placed a strong focus on supporting their continuous growth to be well-rounded members of society, but also to ensure the development of their 21st Century Skills around critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and ICT skills. Topics included a range of themes such as internet safety, the importance of nutrition, study skills and organisation during final years of education, consent and healthy relationships, environmental awareness, party safe, and mental health. We also had a range of guest speakers including politician Dr. Daniel Mulino who spoke about the importance of voting, the Proactive Police Unit speaking about cyber safety, Black Dog Institute to discuss and promote the importance of mental health, along with the Butterfly Foundation who engaged students around the impact of body image, dietary concerns and social media.

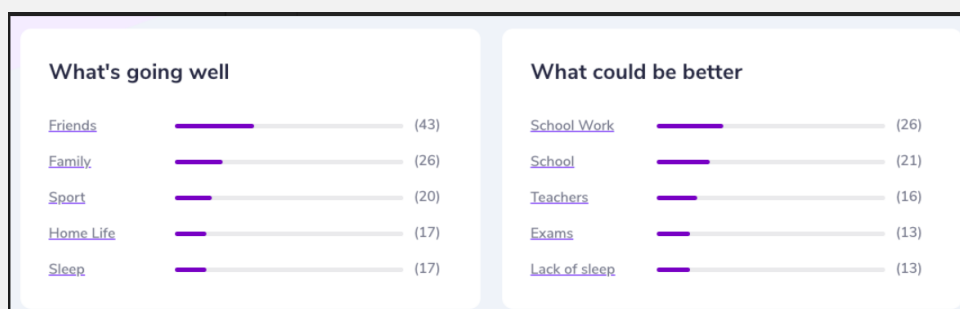
We were fortunate this year to be able to have many of our College events and programs back face-to-face. Other ways in which our students were able to connect with each other and the College Community in 2022 and foster their ongoing growth included:

- Cluster and College Feast Days, including College Feast Day at Luna Park.
- Cluster Retreat
- College Assemblies, Celebration Ceremonies and Liturgies
- Career and Wellbeing counselling services with our Student Services team

- Parent, student teacher interviews
- Talent Quest
- SACCSS and Lunch time sport events, along with the College Athletics Carnival
- Fri-yay lunch time activities.

STUDENT SATISFACTION

Using the Skodel online wellbeing platform, Students have been surveyed to outline how they are feeling and factors impacting them. Results indicated that students are continuing to adapt back to face-to-face learning post COVID lockdowns, including how to re-establish work and study habits.



STUDENT ATTENDANCE

The Victorian Registration Standards (sch 4 cl 10) (CECV Guidelines ref 4.6) require that we must make provisions to:

- monitor the daily attendance of each student enrolled at the College; and
- identify any absences of a student from College including classes; and
- follow up any unexplained absences of a student from the College or classes; and
- notify any parent or guardian regarding a student's unsatisfactory school or class attendance; and
- record information regarding a student's unsatisfactory attendance at school or classes on their student file.

The Victorian Registration Standards require that we must maintain a student attendance register recording the attendance of students of compulsory school age (i.e. 6-17 years). An attendance register records any unexplained absences to ensure:

- the care, safety and welfare of students
- continuity of learning.

At Catholic Regional College Sydenham, it is expected that students attend ALL classes. Attendance at all classes allows students to:

- Maintain contact with the learning program, without falling behind;
- Establish a relationship with the teacher to allow for appropriate feedback about progress;
- Complete all forms of assessment on time and when required; and
- Reduce stress that catching up on work may cause.

Catholic Regional College Sydenham keeps a register of the daily attendance of all students at the College in electronic form - via the Learning Management System - SEQTA. The register of daily attendance records the following information for each student:

- daily attendance;
- absences;
- reason for absence; and
- documentation to substantiate reason for absence.

Absence is not automatically approved and Catholic Regional College Sydenham has implemented the following systems and procedures in order to follow up unexplained absences from college:

- reviewed at Student Pathways and Community Engagement Team (SPACE) meeting, attended by cluster coordinators and delegates of the Principal.
- The Cluster Associates are delegated the role of providing and summarising attendance data.
- In order to approve absence, students should provide documentation to support their absence: 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 School Related Activities or Excursions.
- The parent/guardian has discussed with the Cluster Coordinator 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 led to the absence.
- A meeting with the Principal or his/her nominee for school related purposes.
- Club participation (interstate or overseas) - approved with documentation from Association
- Long term medical conditions - documentation including a support plan required from a medical practitioner.
- Family holidays - Not approved
- Funeral - 1 day for local or 3 day approval for overseas, written documentation from family required

Throughout COVID-19, we aimed to keep our attendance policy as closely aligned to usual as possible. It was still an expectation that students were logging onto Zoom to attend their classes during periods of remote learning in 2021 and teachers would indicate they were present (through the use of a 'learning from home' icon), absent or otherwise. Follow up occurred in the same manner with text messages being sent from SEQTA to alert parents that their student was not present in an online lesson.

Child Safe Standards

Goals & Intended Outcomes

Child Safety is always at the forefront of policy making and implementation when designing not only teaching and learning practices within the College, but across all facets. There is an assurance that all staff were up-to-date with the online modules and participating in in-house briefings on matters relating to this. In 2020, the Child Safe Committee, established in 2019 continued to meet 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.

Student Pathways and Community Engagement Team (SPACE) meetings continued to oversee the holistic development of our students, and in partnership with our psychology team to establish strategies on how to support students.

Achievements

As a College, we continued to use the PROTECT framework as a tool to navigate through identifying and responding to students who were at risk. Staff receive yearly training on how to implement this framework and who to access in the College for guidance and support around mandatory reporting obligations.

To ensure safety, all teachers hold VIT registration, visitors are signed in and out at the front office and where necessary for those interacting with students, they have a current working with children's check. Briefings addressing students safety in the areas of mandatory reporting, anaphylaxis and other life threatening illnesses are held throughout the year.

Students are encouraged to use their voice in our Community. There are a number of student-led initiatives within the College at any given time from Friday Green fundraisers to sporting events to charity drives and donation collections. Social Justice is what drives us as a College, driven largely through the student body, through our executive students leadership group.

Leadership

Goals & Intended Outcomes

1. Improve student engagement and outcomes across the curriculum
 - Develop and adopt a whole of College Learning and Teaching Framework using Visible Learning
 - 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.
 - 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.
 - Develop the skills of middle leaders to enhance their efficacy and opportunities for career progression through a model of coaching and mentoring.

3. Enhance community connectedness to the College through respectful relationships and sharing our Faith together.
 - 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.

Achievements

We continued with our goals that was set after the School review. The focus of staff moved into preparing for the new study designs for VCE VM and various VCE subjects. The College continued to focus on student and staff wellbeing. Engagement with the College Community was at the forefront of our direction to ensure a sense of connectedness as we started to move to more face to face meetings. Staff continued to collaborate and undertake development linked with the Annual Action Plan. The College effectively provided an education which allowed students to achieve their goals and expectations.

For staff professional development and meetings were conducted via Zoom and face to face where possible. Many of the internal PDs centered around the preparation for the change in teaching. Staff continued to engage with the Annual Action Plan, with ongoing sessions with Real Schools relating to “Restorative Practices”, Middle Leadership Development with NESLI and Visible Learning Practices with Corwin.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

External PD:

- VCE Curriculum based PD
- Curriculum
- VCE Assessor Training
- Synergetic / ICON PD
- Timetabling and Daily Organiser program.
- Certificate IV TAE
- Sponsored study
- VET curriculum based
- Professional supervision
- OH&S
- Emergency Management
- CPR
- Coaching
- Senior Leadership Development
- Learning Management - SEQTA
- Middle Leadership Development
- Visible Learning - Learning and Teaching:
 - Visible Learning - Impact Series
 - Visible Learning - Evidence to Action 1
 - Visible Learning - Evidence to Action 2
- Real Schools and Restorative Practices
- Staff Wellbeing sessions
- Leadership Team Conference

Internal PD:

- Technology PD (Zoom, Google Classroom)
- LMS Training - (Creating formative tasks, creating rubrics, Creating engaging lessons)
- Child Safety

- Anaphylaxis
- Mandatory Reporting
- Accreditation to Teach RE
- VCE Administration Requirements

Number of teachers who participated in PL in 2022	120
Average expenditure per teacher for PL	\$1845

TEACHER SATISFACTION

The MACSSIS survey was conducted in September and the results were reviewed by the Leadership Team.

We consult with staff , students and parents regularly in a range of forums.

All members of teaching staff have an Annual Review Meeting with a Leadership team member.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS	
Doctorate	1.4%
Masters	28.6%
Graduate	22.9%
Graduate Certificate	10.0%
Bachelor Degree	60.0%
Advanced Diploma	5.7%
No Qualifications Listed	30.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	109.0
Teaching Staff (FTE)	100.2
Non-Teaching Staff (Headcount)	78.0
Non-Teaching Staff (FTE)	69.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: Enhance community connectedness to the College through respectful relationships and sharing our Faith together

- Develop a whole 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.
- Provide enhanced opportunities for student engagement with the college environment and wider community
- Use the College's 40th Celebration to promote the college and its achievements
- Allow staff and students to work together to raise awareness for the Cluster patronages. Students and their clusters visit the patronages and work together in the education of their clusters in enhancing the understanding and purpose of the cluster values in this association.

Achievements

Achievements:

2022 has been a time of renewal and hope as we embraced the return of life on campus after a period of lockdowns and disruptions. It has been wonderful to experience the many facets of College life that bring us together and remind us of our vibrant and diverse community.

First and foremost, the return to onsite learning meant that we could run conventional liturgies, masses and assemblies. Whether we were participating in the eucharist or acknowledging our exceptional students, meeting as a whole College, in the same space was a reminder of how special and unique our College community is. Furthermore, the regular performances from many of our talented musicians and choir members at these events added such a positive energy that we seemed to forget about many of the disappointments of the last two years. The ultimate moment of College celebration occurred in June when we all travelled to St Patrick's Cathedral for our 40th anniversary mass and excursion to Luna Park.

We have been blessed to have such a dedicated and hardworking Student Leadership Group who tirelessly sought to make life at school exciting, interesting and inclusive. Testament to this was our inaugural Winter Prom which saw the College Hall transformed into a winter wonderland, complete with mist, reindeer and DJ! What a fantastic night. And again, the night was made all the more memorable by our Year 12 band who played two sets before the DJ had us all dancing. Well done all involved who made this night so special.

2022 has also seen the return of face to face guests presenters in the Pastoral Program. Prior to this year's federal election, Dr Daniel Mulino, the federal member for Fraser, addressed our Yr 12s to explain our democratic voting system and to recount experiences from his life as a politician. Throughout the year we were also lucky enough to hear from guests from Blackdog Institute and the Butterfly Foundation. Feedback from many students indicated that these presentations were much needed, given the focus on positive mental health strategies and

Each of the Clusters also ran fund-raising dinners in Quatrefoils. Each of the Cluster leaders worked tirelessly to prepare menus, organise advertising and flyers, musicians, liaise with catering staff and students in order to ensure the success of each Cluster dinner. Special thanks to our highly skilled hospitality trainers and students who contributed so enthusiastically to each event.

The regular Friday afternoon atmosphere created by Friyay's has been restored thanks to the SLG through Ilaisaane Tonga's leadership. Other events which occurred in 2022 include the Yr 11 Retreats, College Athletics Day and Cluster Feast Day, Talent Quest, Yr 12 breakfast. All of which were fine examples of how we come together and celebrate our achievements, skills and talents.

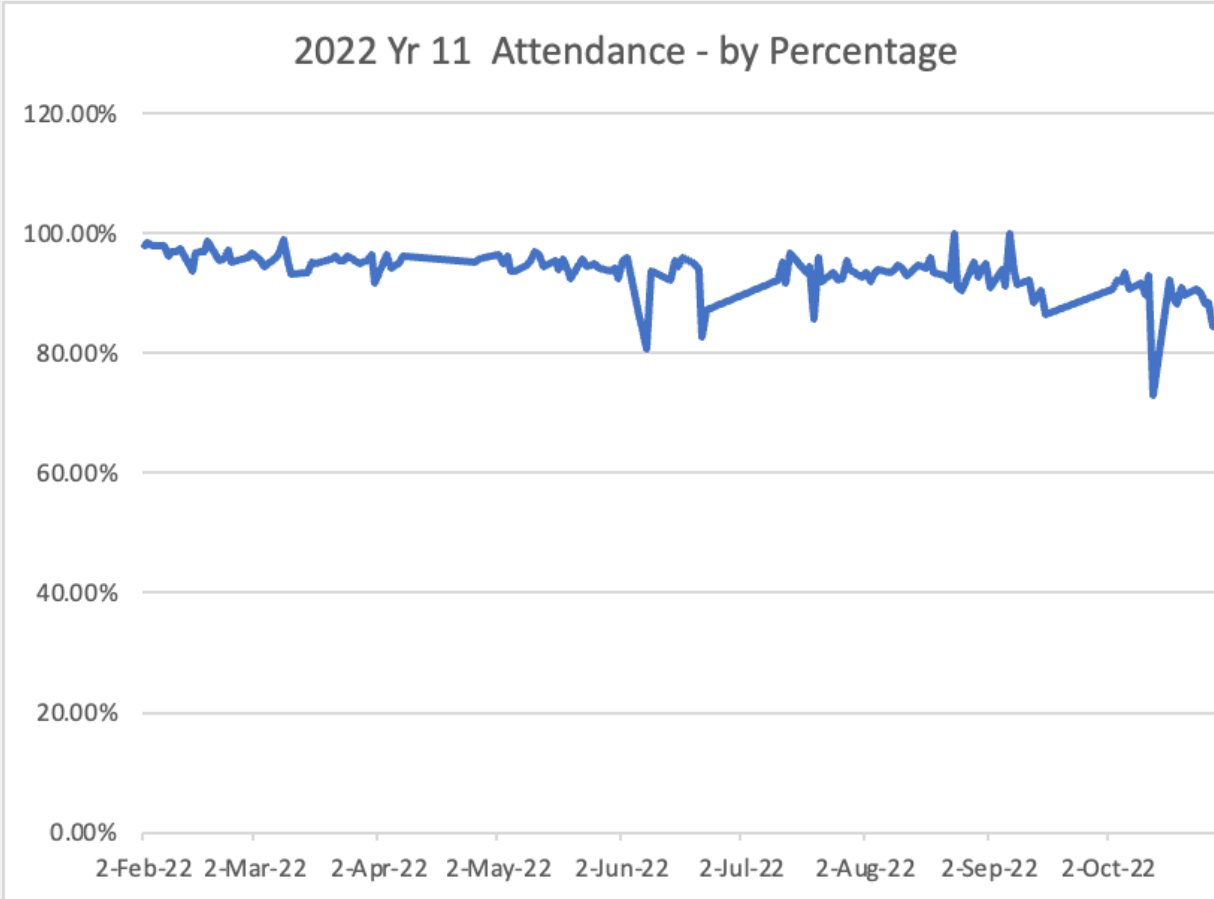
Our class of 2022 graduated on a mild Spring evening at St Patrick's Cathedral. This night was heralded as a huge success, with sterling speeches from both College captains and a captivating performance of Ave Maria by students and staff. It was a fitting way to bookmark the end of a year of renewal.

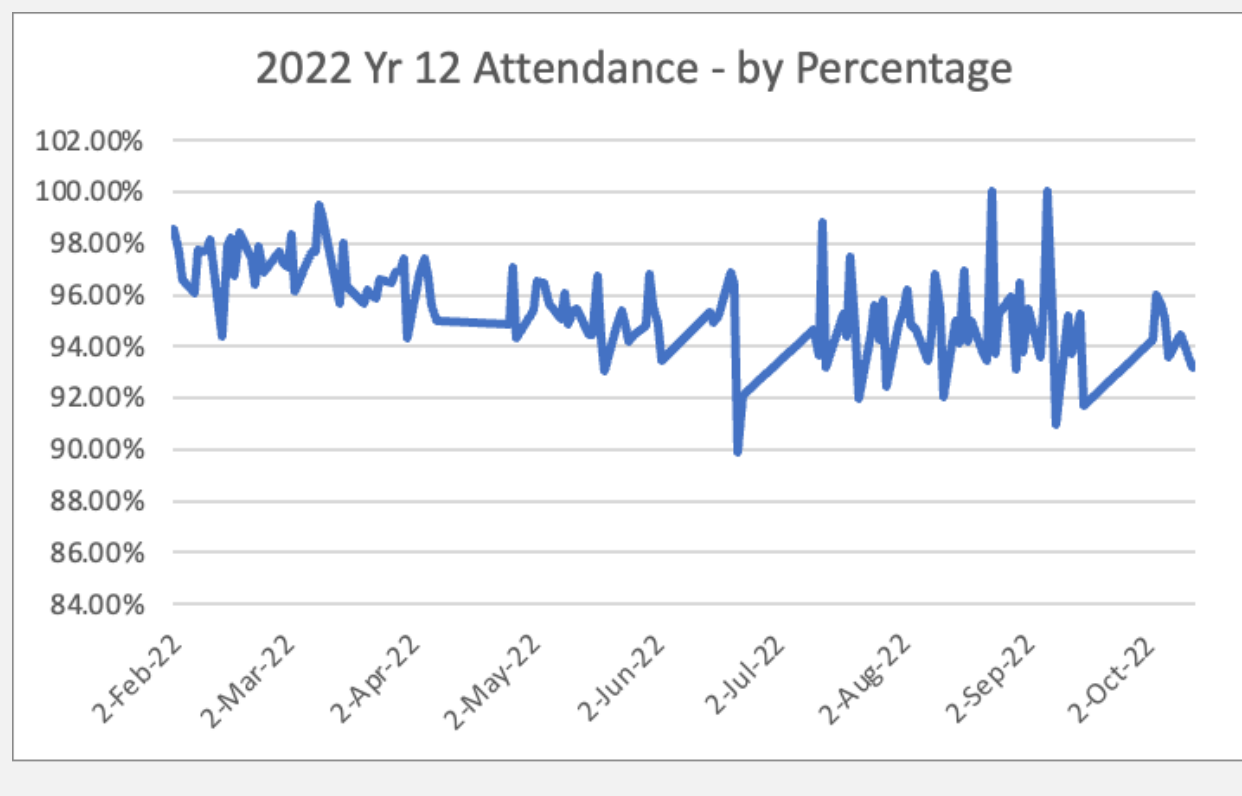
VALUE ADDED

- 2nd Annual Athletics Carnival
- Hybrid Retreat Program with External Activity Day and In-House Faith and Reflection
- Inaugural Winter Prom
- Student and Staff Push-Up Challenge
- Virtual sports events
- Online assemblies and celebration ceremonies
- Virtual Mass and Liturgies

- Telephone parent, student teacher interviews
- Webcast concerts and talent showcases
- Virtual study Sessions
- Opening Mass
- Ash Wednesday Homegroup Liturgies
- Social Justice Initiatives - Friyays
- SLG dinner for Student Leadership Group

School Attendance





PARENT SATISFACTION

We hold a School Advisory Committee Meeting each term which comprises of representative from our parents, staff, students and Alumni community.

We consult with staff , students and parents regularly in a range of forums.