

2013 Annual Report to the School Community



**Lavalla Catholic College
Traralgon and Newborough**

Registered School Number: 2001

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Minimum Standards Attestation

I, John Freeman, attest that Lavalla Catholic College 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* (Vic) and the *Education and Training Reform Regulations 2007* (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Lavalla Catholic College is a community called to love like Jesus, and educate in the Marist tradition. With Strong Minds and Compassionate Hearts we unite in our purpose to inspire and prepare learners for life in our changing world.

Lavalla Catholic College is an inclusive learning community in the Latrobe Valley where all can flourish in a safe, vibrant and welcoming environment. Together, students staff members and families nurture and celebrate our gifts and talents.

We are inspired by the Catholic faith and embrace the Marist pillars of Simplicity, Love of Work, In the Way of Mary, Presence and Family Spirit.

In striving to become life-long, independent learners through the acquisition of C21st skills, we understand ourselves as interdependent global citizens taking responsibility to make a difference in our world.

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College Overview

Lavalla Catholic College is a community that facilitates learning and development through guidance and support. We take to heart the inspiring words of Marcellin Champagnat, the founder of the Marist brothers, that to “ ... educate children is to love them and to love them all equally” and offers an environment that encourages and allows young people to develop into intelligent, caring, human beings with Jesus at the centre of their lives.

Writing over 150 years ago, Marcellin understood what every teacher knows, that teaching and learning are about forming a strong relationship with each individual built on trust, respect and love.

Offering a Catholic education across the Latrobe Valley, in 2013 our College had three campuses and a student population of 1,204. True to our Marist tradition, we place a strong value on family. We appreciate our long associations with families in the Latrobe Valley and look forward to working with all families who seek to join our College community in a spirit of partnership, shared responsibility and mutual support.

Strong Minds and Compassionate Hearts is our College motto, and it is a guiding principle for education at Lavalla Catholic College. In an era of rapid social and educational change there remain some constants: the need for young people to have inquiring minds, moral values on which to base their life decisions and empathy for their fellow human beings.

While we maintain an academic focus, we are also able to offer a broad range of subjects at each year level, providing many opportunities to broaden life skills. Families look to our College to provide a comprehensive and engaging education. At Years 7 and 8 students are offered a variety of subjects to explore their learning styles and interests. Students with unique Gifts and Talents are identified and offered opportunities to excel. By Year 9 students are engaged in the Master Survivor and the Mastery Learning Programs. Years 10, 11 and 12 see students selecting their own courses of study and focusing more intensely on future careers. The Victorian Certificate of Education, Victorian Certificate of Applied Learning, Vocation Education and Training, University Enhancement Subjects and work placements are just some of the pathways students may take in their journey to discovering their future.

Principal's Report

The theme this year was **Faith and Learning Change the World** providing for all the Lavalla community a strong message on the focus of our College. We continued to work towards encouraging our young people to aspire to academic excellence whilst also taking a meaningful place in the social fabric of the world.

Students at our College, regardless of their faith tradition, participate fully in the Religious Education program, retreat opportunities, liturgies and Masses. They continue to be exposed to a Christian view of the world through a Catholic lens. We are mindful of the various, races, faiths and culture in our midst and seek to appreciate all of these while honouring our own Catholic traditions and culture.

This year welcomed the addition of Mr Doug Doherty as the Kildare Campus Director and we continued to develop our distributive model of leadership. This model continues to be of particular importance because it empowers everyone within the school to see themselves as leaders, people who make a difference, with a voice. As part of this model we have also maintained our emphasis on coaching. Teachers with Positions of Leadership continue to be assigned staff members to coach and have been trained in coaching. The College also underwent a review of the Leadership structure and all positions were made available to staff. Appointments of staff to the new structure which will be in place for 2014 were made in term 3 of 2013. The process saw a good balance of staff continuing in leadership roles; moving to new positions; and others taking on the challenge of leadership for the first time. The ultimate goal continues to be to increase the capacity and efficacy of each teacher.

Some highlights of 2013 include:

- Lavalla participated in the annual Marist Netball, Basketball carnivals with the girls basketball team winning the Marist Basketball competition held in Alice Springs;
- Students in Years 8 & 9 were afforded the opportunity to visit New Zealand and visit Marist schools in that country.
- Master Survivor Program ran successfully for the fourth year;
- All staff worked hard on implementing the Strategic Plan;
- A new Arts facility, The Le Rozey Centre, was completed at the St Paul's campus;
- There was also a significant refurbishments to the Quadrangle at Kildare Campus that included new seating, surfaces and shade areas;

- Improvements were made to the Year 8 Learning Areas and new signage was completed at St Paul's Campus;
- The College successfully completed the transition process for relocating Year 7-9 classes from Presentation Campus to our St Paul's Campus;
- Securing a Federal Government grant to build a Trade Skills Centre at the Kildare Campus; The Learning Advisor program at Year 10 and Year 8 continued with great support from staff and parents;
- The Bring Your Own Device Program for 2013 was implemented;
- The College choir and bands continued to win multiple awards;
- Ms Erica Pegorer was appointed to the position Executive Officer, Kildare Ministries, the Church organisation which carries on the educational and community work of the Brigidine Sisters across Australia;
- Ms Lee McKenzie was acting Principal during Ms Erica Pegorer's absence in term 1.

The school review and the development of our Strategic Plan provides a strong basis upon which to chart our progress over four years. The College implemented the first of the four years of annual action plans over 2013. These plans assist us to look forward with hope and purpose which with respects those who have gone before us as well as building on the gifts and talents of our current Community.

We aim to work with families in developing their children in to becoming people who have strong minds and compassionate hearts, who are respectful, resourceful, courageous and generous in their future lives. We want Lavalla students to be able to make wise choices and to make a difference in society.

John Freeman

Principal



Education in Faith

Goals and Intended Outcomes

At Lavalla Catholic College we invite all members of the community to be open to and Involved with the complex questions of faith, life and culture. We will do this by:

- Offering on-going formation of students and staff in the Catholic faith and the Marist story;
- Developing groups to explore issues related to lay spirituality;
- Active and conscious participation in Eucharist, retreats, prayer and celebrations;
- Active engagement in Religious Education program;
- Forming staff to understand the church's teachings so that their actions and words are congruent with the catholic nature and mission of the school.

At Lavalla Catholic College we seek to answer the Church's call to New Evangelization. We will do this by:

- Deepening staff and student understanding of and willingness to act upon the Church's teaching on social justice;
- Explore strategies for the community members to recontextualize their faith;
- Sustaining and developing youth ministering to youth;
- Using community life to invite people to faith;
- By working towards a renewed and deepened understanding and appreciation of the Christian message within a pluralist context.

At Lavalla Catholic College we seek to become a more fully sacramental community in which we recognise ourselves as signs of God's love. We will do this by:

- Demonstrating care and support for the marginalised, in our neighbourhood and other parts of the world;
- Building relationships with each other that are based on the understanding that all of us are made in the image and likeness of God; Building our Parish connections.

Achievements

Some of the elements of College life which have helped shaped the faith formation of students and staff members are, (besides the time-tabled Religious Education classes and prayer and meditation experiences)

Engagement in Liturgical Celebrations

- Commissioning Mass for whole College in March
- Champagnat Mass for whole College to celebrate the feast of the Founder in June
- Secured the services of Paul Skippen to work with students and staff to enhance and extend our current liturgical practices.
- Campus based liturgies for:
 - Shrove Tuesday activities
 - Ash Wednesday
 - Easter
 - Christmas

Retreats

- Year 12 Retreats involving al Year 12 students and a large number of Staff
- Year 11 Retreats with the Youth Mission Team
- Year 10 Retreats with the NET team
- Year 9 retreat with the NET team
- Year 8 Retreat
- Year 7 Retreat

Remar Caravel program continues

- Caravel Embarkation Camp
- Caravel Retreat with Marist-Sion Red caravel
- Caravel Victorian Retreat
- Caravel fortnightly after school meetings
- Caravel Outreach programme

Catholic Schools Youth Mission Australia: a Diocesan initiative continued

- Consolidation of student participation
- CSYMA Training for Teachers teaching CSYMA
- CSYMA retreat with Diocesan CSYMA groups
- CSYMA training Days and Seminars run by CEO, Sale.

Engagement in Diocesan Activities

- Launch for Caritas and Project Compassion

Solidarity Projects

- Red Caravel Solidarity Project with Fiji
- Various Programmes with St. Vincent de Paul Society in Traralgon, Morwell and Moe.
- Fundraising for Project Compassion for Caritas in Term 1
- Fundraising for 'A Cause Worth Shaving For'
- Give a Damn, give a Can with Rotary Club, Traralgon
- Relay for Life with local organisations

Prayer

- Prayers to start the day
- Prayers to start RE classes
- Prayers to start all official college functions
- Prayers for special occasions and for people in need

VALUE ADDED

At Lavalla Catholic College, we believe that we have promoted an inclusive Catholic community in the Marist way where people are valued and cared for, where diversity and difference are respected and positive relationships flourish.

Through 2013 we achieved this by:

Respecting difference and diversity and promoting inclusion in the school by:

- Emphasising the need to build emotional resilience in our young people informed by the use of Positive Psychology;
- Offering professional learning opportunities to staff in specific areas – racism, sexuality, bullying, harm minimization.
- Using the philosophy of Restorative Practices to encourage listening, understanding, respect and conflict resolution;
- Addressing the issue of bullying at every opportunity;
- Making terms such as respect, restorative practice, anti-bullying and resilience a familiar part of the dialogue at this College;
- Highlighting at every opportunity the Gospel values which uphold the policies and standard operating procedures of the College;
- Engaging with parents of students with special needs to provide the most meaningful educational, social and emotional experiences for these young people.

Building positive relationships within Catholic school system based on Gospel Values by:

- Strengthening relationships between the College and our families;
 - Ensuring all College policies are just and accessible to all members of the College community;
 - Providing parents with information and professional advice to enhance and support adolescent development;
- Strengthening the relationship between the College and its Parishes;
 - Developing the process to share resources with our Parish Primary Schools;
 - Developing avenues for further exchange of information between the primary and secondary environments.
 - Continuing dialogue with parish priests, and working wherever possible with them to celebrate the Eucharist and participate in the life of the College.

Caring for the well-being of students, parents and staff by:

- Strengthening connections between the three campuses;
- Ongoing review and strengthening the College's Pastoral Care Policies;
- Ongoing review of our transition process from Grade 6 to Year 7 and Year 9 to Year 10;
- Reviewing Learning Advisor Group time;
- Reviewing on an on-going basis the OH & S protocols of the College;
- Reviewing the structure and role of Careers and increasing personnel;
- Surveying parents regarding the frequency of reports to optimise effectiveness and manage teacher work load;
- Continually improving the visibility of staff members on Yard Duty;
- Highlighting the need for gender based equal opportunity in all activities;
- Improving and extending support structures for beginning teachers and staff new to the College;
- Developing the role of College mentor to be implemented in 2014, with the special focus on assisting teachers new to the College.

At Lavalla Catholic College students have available to them a vast range of extra-curricular offerings:

- College Masses;
- Champagnat Day;

- Commissioning Mass;
- Liturgies (Class and Year Level);
- Camps Program (Year 7 Camp, Year 8 Camp and Year 12 Retreat;
- Subject-based Camps- Music;
- Fundraising (Shave for a Cure, Give a damn Give a Can, Caritas Australia, St. Vincent de Paul Society);
- Year 11 Presentation Balls;
- Year 12 Valedictory Dinner;
- REMAR – A Marist Catholic youth movement which focuses upon individual spiritual development and commitment to the creation of a more just world;
- Support to enter various competitions including “The Spirit of Anzac”, Dante Alighieri, Book in a day etc;
- CSYMA – A Catholic youth movement with a focus upon academic and spiritual development and the role of ministry in the lives of young Catholics.

Learning and Teaching

Goals and Intended Outcomes

At Lavalla Catholic College we strive to improve numeracy outcomes. We will do this by:

- Using data to inform our teaching and learning and welfare.

At Lavalla Catholic College we strive to improve motivation, engagement and confidence of students. We will do this by:

- Tracking student progress;
- Structuring lessons so that individual students will know the goals of the lesson and the success criteria;
- Including 21st Century learning skills, and taking into account individual learning styles;
- Embracing enquiry based learning, appropriate to skill level.

At Lavalla Catholic College we strive to build teacher capacity for facilitating contemporary learning through a culture of coaching. We will do this by:

- Providing support from Teacher Consultants;
- Strengthening teacher engagement in Professional Learning Clusters;
- Continuing to develop collaborative learning and teaching teams;
- Developing a broader culture of reflective practice.

At Lavalla Catholic College we strive to facilitate linked and evolving learning incorporating the use of ICT as a tool in support of learning and teaching. We will do this by:

- Using ICT coaches to support learning and teaching;
- Providing training and support to teachers as they explore the uses and implementation of various programs, technologies etc;
- Further development of Moodle as an instructional tool.

At Lavalla Catholic College we strive to strengthen acknowledgement and feedback. We will do this by:

- Continuing to explore methods of reporting which give immediate feedback;
- Maintaining a culture of formal feedback via award ceremonies, assemblies, and parent/teacher meetings as well as informal feedback via mentoring sessions, peer reviews, and fostering relationships.

Achievements

There have been a number of new initiatives introduced as well as consolidated in 2013 and the College has continued work to inspire students to achieve personal excellence.

Learner Advisor Program

The learner advisor program continues to grow and change as we work to better suit the needs of our students. In 2013 changes have been implemented to continue to develop the relationship between the teacher, students and their parents. The programmes in Year 8 and 10 remain about

keeping students focused and working closely with families to ensure students are maximising their potential. Reporting every six weeks, regular meetings and stronger relationships continue to be the basis of this program. Reporting every six weeks, regular meetings and stronger relationships continue to be the basis of this program.

21st Century Curriculum Framework

The College has continued developing a 21st Century approach to its curriculum offering with a strategic view of its development.

Action in 2013 included:

- Implementing 21st Century Curriculum;
- Setting goals and framework for school-wide approach and implementation of strategy;
- The completion Year 7 learning area renovations allowed a teaching model based on communication collaboration – 1/3 Instructional; 1/3 Inquiry-based Learning and 1/3 Integrated/collaborative-based learning.

Goals and Differentiated Curriculum

The College continues to discuss, plan and manage diverse pathways, negotiated curriculum and externally offered courses to meet the varying needs of our students, e.g. the introduction of several new VET courses such as Lab Skills, Allied Health and Business Administration in recent years. In the classroom too, teachers are continually discussing and working on ways to adapt the learning environment to allow students of different needs to thrive. Students with learning disabilities and those requiring extension are provided a variety of avenues for success and the College works continues to work extensively to allow access to quality learning experiences for every student.

Learning and Teaching Teams

2013 saw the ongoing development of a learning team framework for the College as a whole.

A focus on cross-campus groupings within learning teams such as PLC (Professional Learning Clusters) and P&D (Performance and Development) was a positive for creating school-wide consistency of approach and understanding in matters of learning and teaching at Lavalla Catholic College. The College also commenced at the end of the year renovations of the main staff office area that will incorporate spaces for team meetings to take place to enhance collaborative practices.

Staff coaching and goal setting was introduced. To assist in this a number of senior staff were trained in the Looking for Learning Program which was trialled late in 2013. The College also

continued to advance the process mapping of student performance, data collection/interpretation, student goal setting, and mentoring for continual improvement.

With regard to Professional Development all teachers are afforded the opportunity to access appropriate external professional development. The College also encourages and supports teachers to nominate as examination markers for VCE subjects. Furthermore, discussion about appropriate Professional Development is formally conducted in Annual Review Meetings with the focus on both improving professional practice and developing leadership capacity.

MSP (Master Survivor Program)

At Year 9 this programme supports active learning and the practical implementation of skills taught across the curriculum spectrum. It includes a range of activities from camps (bush, surf, city) to community service and self-directed planning of group activities. Significant review of the program was conducted in 2013 and it will continue with the agreed improvements, however for 2014 it will be rebadged as Atlas9.

Gifted and Talented Students

The Gifted and Talented Education (GATE) program for high achieving students is school-wide. These students continue to have access to new curriculum through our trial of the VCE extended investigation units and are learning how to conduct formal research with University guidelines.

At a junior level efforts have been made to identify students who would benefit from challenges which extend their horizons. In terms of literacy for example, writing and publishing a novella was one task undertaken.

This program has been successful in assisting students to achieve their potential by providing a more closely monitored environment; to enable students in this group to maintain their motivation levels.

The College has a focus on differentiation, so that teachers will continue to enhance their ability to engage and challenge students of all abilities.

Student Pathways

Student pathway opportunities were enhanced by the introduction of Career-wise testing at Year 9. This testing and feedback provided a firm base of comprehension for parents and students in respect of student interests and abilities, as well as identifying suitable employment futures. The

combining of this tool with personal interview for senior subject selections and the job expo, provided a platform for students, supported by families to make informed choices about the future studies.

VET

The VET program continues to expand and provide valuable experiences and qualifications for students in years 10-12. The increase in the number of participants for Allied Health has illustrated the success and popularity of the course. The introduction of Hairdressing and Beauty has added to an already comprehensive VET programme for students. The College has been offering VET for nearly 20 years and in that time has responded to both student need and work place demand to constantly review its offerings.

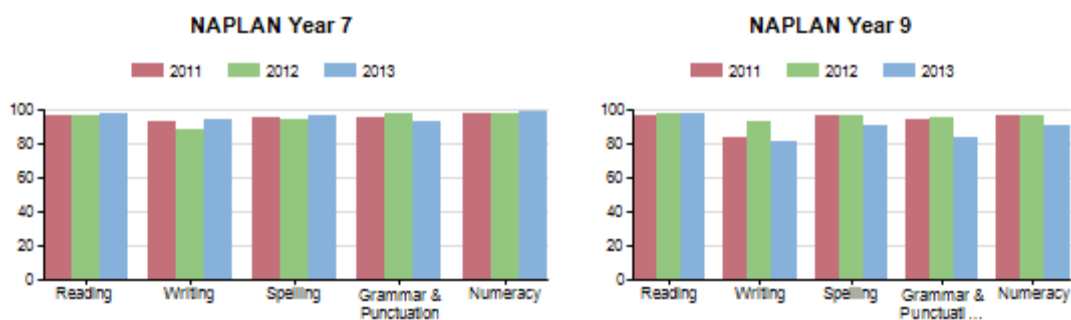
VCAL

VCAL continues to run strongly, remaining an award-winning and much envied program. It offers a meaningful pathway for students who don't wish to complete a more university focused VCE.

Our VCAL staff have been highly sought after to offer professional development in the Valley.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 07 Reading	96.3	96.9	0.6	97.9	1.0
YR 07 Writing	93.1	88.2	-4.9	94.7	6.5
YR 07 Spelling	95.4	94.7	-0.7	96.4	1.7
YR 07 Grammar & Punctuation	94.9	97.8	2.9	93.2	-4.6
YR 07 Numeracy	97.7	98.2	0.5	99.0	0.8
YR 09 Reading	96.1	97.9	1.8	97.9	0.0
YR 09 Writing	83.7	92.9	9.2	81.7	-11.2
YR 09 Spelling	96.2	96.4	0.2	90.7	-5.7
YR 09 Grammar & Punctuation	94.7	94.9	0.2	83.9	-11.0
YR 09 Numeracy	97.1	97.0	-0.1	90.9	-6.1



MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	566.60
Year 9 Writing	546.20
Year 9 Spelling	566.20
Year 9 Grammar & Punctuation	545.50
Year 9 Numeracy	556.20

In recent years the College has begun a focus on the NAPLAN Data to inform curriculum and pedagogy choices. The data between year levels raises issues around literacy and numeracy where further advances need to be made to ensure continual student improvement. The focus on Literacy and Numeracy was intensified in the Strategic Plan 2013-2015 and this will continue.

The data indicates that writing is an area of particular focus and that the College's recent emphasis on all teachers being teachers of literacy is critical particularly in relation to writing for various subjects. In the Master Survivor Program there is emphasis on report writing and portfolio work to reinforce these particular writing skills.

Numeracy had remained stable at both year levels over the first two years, but the decline in 2013 is being addressed by: the introduction of a new Mathematics program at Year 7 in 2014 - Maths Pathways – which will provide regular feedback to students, teachers and parents and will also have capacity to assist teachers to identify skill and knowledge gaps and then provide strategies for improvement; more in-servicing of teachers in this area; ability groupings; and implementation of support programs such as Mathletics.

Staff meetings have become forums for discussions on learning and teaching strategies with far less emphasis on organisational matters which can be dealt with via technology.

Teachers were given time at the end of the year to refine and / or develop course in light of the available NAPLAN data and the preferred outcomes for our students.

SENIOR SECONDARY OUTCOMES

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	97%
VCAL Completion Rate	99%

These results are an improvement from the previous year. Our median study score was 29, which is one point higher than 2012. The College has focussed in 2013 on regularly tracking progress of Senior Students, including setting and reviewing targets. This approach will continue in 2014 as we continue to build a strong aspirational culture in our school community.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	36.4%
TAFE / VET	14.1%
APPRENTICESHIP / TRAINEESHIP	17.1%
DEFERRED	7.1%
EMPLOYMENT	25.3%

College Community and Student Wellbeing

Goals and Intended Outcomes

At Lavalla Catholic College we strive to improve wellbeing. We will do this by:

- Committing to exhibiting unconditional respect for others in our words and actions;
- Committing to always adopting a restorative approach in the context of Marist tradition

At Lavalla Catholic College we strive to continue to build a strong sense of School connectedness. We will do this by:

- Developing an inclusive culture of hospitality where everyone feels secure;
- Encouraging a sense of pride in being a member of the College community;
- Continuing to enhance student, parent and staff relationships;
- Acknowledging the achievements of members of the school community.

At Lavalla Catholic College we strive to strengthen the partnership and communication between families, the wider community and the College. We will do this by:

- Developing clear processes for communicating with staff, students, parents and the community making full and positive use of 21st Century means of communication e.g. through dynamic use of the website, Twitter and other forms as they evolve;
- Modelling responsible digital citizenship;
- Enhancing the connections with the wider Catholic and Marist communities;
- Honouring our College traditions and telling our story;
- Sustaining our links with business and educational partners.

At Lavalla Catholic College we strive to maintain and improve a productive working and learning environment. We will do this by:

- Developing a safe working environment.

Achievements

Activities that focused on student development and wellbeing included:

- Extra activities, including sporting, academic and community related;
- Student awards to recognise achievement – plan to introduce merit system for students at campus level and the reinforcement of existing student achievements;
- Focus of fundraising in solidarity with the mission of the Church – Caritas/Marist St Vincent's DePaul Give a Damn Give a Can and Christmas Hampers;
- Connection to our local primary schools working with them to run retreats and sporting events – transport, coaches and referees provided to Primary Schools for their sporting events;
- Transition activities with local primary schools and Year 9 students;
- Successful Head-Start programme for Years 9 to 12 and orientation;
- LA sessions lengthened to support goal setting by each student;
- LA sessions increased to allow further development of student/teacher relationships;
- Latrobe Valley Eisteddfod - Intermediate Concert Band finished third in the Secondary School Section and whilst not they did not compete our Senior Concert Band also performed;

- Senior Wind Ensemble received a Platinum Shield at Melbourne Bands Festival;
- Choir Ensemble and Music Camp;
- Participation in Victorian School Music Festival – Senior Jazz Ensemble were awarded the Silver Shield;
- Participation in the Generations in Jazz Festival – Senior Jazz Ensemble placed third;
- Performing Arts presentations including performing Fame Junior at Kernot Hall;
- Participation in the Dante Alighieri Society Poetry Recitation and Original Poetry Competition;
- The Lavalla-Fermi Exchange program;
- Student participation in the enhancing Catholic Schools Project;
- Participating at National Marist sporting events (Cricket, Basketball and Netball);
- Masses and Liturgies – Commissioning, Ash Wednesday, Easter, Graduation, etc;
- Phillip Island Nature park Sustainability Camp – Coastal Ambassador;
- Participation in over 10 sporting competitions through both Marist Carnivals and the SSV;
- Careerwise – pathways testing;
- Matching students' interests and abilities with potential pathways;
- Review of all 7-9 curriculum and documentation on Moodle continues to be updated;
- Student Leadership – review of selection process and also additional training, school-based and outside provider;
- Student Participation – focus on student ownership of campus activities including "House Centred Activities" and campus improvement program, i.e. tree planting;
- Extension of homework club to include broader student participation;
- Continuation of student wellbeing program in conjunction with local court and law officers to address issue around use of social media and sexting;
- Student Leadership development day;
- Student Leadership handover day;
- Cyber Bullying action activities;
- ANZAC and Remembrance Services.

YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	61.35%
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The majority of students who left during these years went on to take up apprenticeships, attend other training providers and employment. Lavalla Catholic College celebrates the successes of these students, along with the achievements of those who completed Year 12.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Year 7	96.50
Year 8	97.54
Year 9	96.49
Year 10	96.96
Overall average attendance	96.87

When students are absent, these are the steps the College will undertake:

- In the first instance – Homeroom/LA staff will contact the parents to inquire about the health and wellbeing of the student in question.
- In the second instance – Year Level Co-ordinator/LA Mentor to contact the family and inquire about and issues which may be impacting on student attendance. An interview may be conducted in order to form a plan and facilitate improved student attendance.
- In the third instance – Assistant Head of Campus, Wellbeing, to interview parents and raise concerns around attendance deficit; they may suggest a directive course of action to comply with college policy in respect of attendance rate. A letter outlining any agreements or understandings reached would be communicated to parents and placed on file.
- In the fourth instance – where appropriate improvement in attendance has not occurred, the College, through the Campus Director, will make contact with the CEO to set up a case management team. DEECD may also be informed of ongoing deficits in attendance.
- Upon return, students must provide a written note from parent or doctor.
- The College also conducts regular audits.
- To support above processes students (particularly senior students, are able to access the data on their own attendance for the purpose of self-monitoring,.

VALUE ADDED

Our busy calendar gives witness to the richness of experience through the guest speakers, excursions, incursions and activities. Not a single week passes when the students and staff have not engaged in fulfilling and enriching learning. The curricular and co-curricular experiences deepen and strengthen our life learning.

The staff is exceedingly generous in its commitment to improving student learning. New programmes have meant a change in the way things are done, and while that can be challenging, the staff has persisted in making things work well. Dedicated staff members have planned and organised a number of activities set within the context teaching, preparation student management and mentoring, professional development and learning. The enthusiasm and work ethic is admirable.

Additional activities in 2013 include:

- Italian Cross Cultural Experience;
- Year 7 combined camp at Phillip Island Adventure Resort;
- Year 8 combined camp at Tamboritha;
- Year 9 – MSP camps – Bush (Tamboritha & Licola)/City Camps/Surf Camp (Wilson Promontory);

- Young Marist and REMAR camps;
- Continued growth of CYSMA;
- Excursions to Melbourne for various subject areas – Gallery/Arts Connect/Museum;
- Girls and Boys Program – Year 7 & 8 students, teaching about self-defence, self-esteem and resilience;
- National Day of Action against Violence and Bullying;
- Continued liaising with Community Police Officer to educate students about social and civil laws;
- Year 9 excursion to Fulham and Law Courts;
- Excursions to Morwell Magistrates Court (sexting program);
- Implementation of Bring Your Own Device (BYOD) program to continue the improvement of integrating ICT into the curriculum;
- Year 7 on Show;
- Twilight;
- Young Marist Group;
- Celebrating Literacy Week, Science Week and LOTE Week;
- Participation in Dante Alerghi poetry competition;
- Competing in the Generations in Jazz Festival, the Victorian Bands Festival as well as numerous Eisteddfods.

STUDENT SATISFACTION

The College continued to use various methods to monitor students' engagement and satisfaction. The results of anecdotal surveys suggest a high level of satisfaction amongst students for the diversity and quality of programmes offered. However, whilst inroads have been made we still need to continuously improve formal feedback opportunities in areas such as: Educational resources; Extra-curricular activities; Exams and Cross age tutors; Safe school and anti-bullying.

Below are some of the comments received:

- Work experience was positive and gave students a real taste of workplace life;
- Swimming carnival was a positive way to build house participation;
- Retreats were positive in assisting students to make the links to our Marist Charism;
- Year 8s found the sexting court cases and presentations by law officers gave them clear direction with the use of social media and electronic devices;
- Year 9s – students and parents appreciate the value of the Careerwise testing;
- Liked university visits, going to Open Days, more outsiders/guest speakers visits;
- Appreciated the efforts to improve the canteen/service;
- Year 12 Last Day was positive;
- Need to more shelter when it is raining;
- Lockers – some are better than others;
- Debutante Balls were excellent;
- Camps are great activities to build relationships with staff;
- Retreats were positive;
- Introduction of Cross Age Tutoring was good, but needs to be more formalised and advertised;

- LA programme is really good and helps us focus and turn around the year.

PARENT SATISFACTION

Parents have expressed high levels of satisfaction with the Learner Advisor program at Years 8 and 10. Parents also value the immediacy of Continuous reporting at the Kildare campus and the need to extend that further.

Occasions such as our information nights, Year 7 on Display and Expo are always well attended, indicative of the value parents place on these occasions.

In both formal and informal ways parents express their satisfaction with and appreciation for the various facets of College life in the areas of Welfare and Curriculum. A survey last year conducted at Parent/Student/Teacher interviews indicated the desire from families for a change in the frequency of reporting.

Parents also make individual and College wide comments of appreciation for the dedication of staff. They see that teachers 'know' their children that support staff take an interest in students and aides work to support those students and families with special needs.

The college community enjoys celebratory occasions such as Year 12 graduation dinner, Commissioning Mass and Year 11 Debutante Balls for example. These events are always well attended by parents as a show of support not only for their child but the College as a whole.

- Positive parent feedback from the introduction more regular reporting;
- Generally positive support of the new uniform policy;
- Consequence and communication;
- Very positive response to the Careerwise testing trail at Year 9;
- General parent satisfaction registered with the Master Survivor Program;
- Positive feedback was received on numerous occasions in respect of the application of our welfare and wellbeing processes;
- Significant negative feedback was received in terms of ICT connectivity issues and problems associated with the issues surrounding the Bring Your Own Device program and connection via VM Ware.

Leadership and Stewardship

Goals and Intended Outcomes

At Lavalla Catholic College we strive to build leadership capacity through our distributive model. We will do this by:

- Continuing to offer formation opportunities for student to enhance leadership and decision making skills;
- Continuing to offer programs, training and support, which help leadership skills flourish and build resilience in staff members;
- Continuing to foster leadership and skills training and opportunities for staff members in the first eight years of their professional life.

Achievements

Through coaching we build everyone's capacity for leadership and enable them to lead through a distributive style. Such as style empowers and enables all leaders, to take ownership for their areas.

Distributive leadership sits comfortably with Marcellin Champagnat's example of leadership through service acknowledging the contributions of all individuals in our community, independently and respectfully and considering each person's rights and needs. Allied to this the College has endeavoured to support Middle Leaders through coaching and encouraging them to attend specific professional development programs, such as "Aspiring to Principalship".

The College leadership structure was redesigned to allow for a distributive leadership model in 2012 and this restructuring was extended to the Position of Leadership in 2013 through the work of the Consultative Committee.

The College also saw an increase in the number of staff undertaking further studies to enhance their qualifications, particularly in leadership and religious education.

Expenditure and Teacher Participation Professional Learning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	96
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$361.90

DESCRIPTION OF PL UNDERTAKEN IN 2013

Generally the teaching Professional Development funds were used as follows:

- National Conferences;
- Spiritual development and formation;

- Subject Learning areas, particular in regard to 21st Century pedagogy;
- Workplace Assessor qualifications;
- Staff welfare and student wellbeing;
- OH&S;
- Catholic School Renewal;
- Integrating the use of ICT in the classroom;
- Looking for Learning training;

TEACHER SATISFACTION

Teachers continued their professional development through the Professional Learning Clusters (PLC) and were able to set professional goals to improve student learning across the College.

Feedback from staff through the process for the selection of the new Principal revealed that there was great appreciation of the Leadership groups strong support in a number of areas, but in particular to matters of a pastoral nature. The interviews and surveys also revealed a strong sense of ownership of the College and a great pride in its sporting and cultural achievements. However, there was indication that improvement in the presence of the Leadership Team and increased understanding of the industrial agreement. Also the issue of greater role clarity was identified for both leadership positions and committees at the school.

There was some refinement of the POL structure to accommodate the demands for extra time as needs arose through the year as well as a restructure to be implemented in 2014.

Teachers and other staff members were recognised for their periods of service to the College, this was done at a dinner with the presentation of gifts and commemorative pins.

Staff Statistics

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	17.95%
Graduate	46.15%
Certificate Graduate	0.00%
Degree Bachelor	25.64%
Diploma Advanced	1.28%
No Qualifications Listed	2.56%

STAFF COMPOSITION	
Principal Class	6
Teaching Staff (Head Count)	103
FTE Teaching Staff	113.977
Non-Teaching Staff (Head Count)	78
FTE Non-Teaching Staff	70.518
Indigenous Teaching Staff	0

STAFF RETENTION RATE	
Staff Retention Rate	96.70%
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.74%

Financial Performance

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees	979,569	
Other fee income	1,171,297	
Private income	260,267	
State government recurrent grants	2,682,938	
Australian government recurrent grants	9,483,769	
Total recurrent income	14,577,840	
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses	9,892,118	
Non salary expenses	4,919,991	
Total recurrent expenditure	14,812,109	
Capital income and expenditure	Tuition	
Government capital grants	274,442	
Capital fees and levies	1,927,215	
Other capital income	384,386	
Total capital income	2,586,043	
Total capital expenditure	3,042,938	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance	2,943,221	
Total closing balance	3,598,920	

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

The College is committed to:

- improving Literacy and Numeracy skills amongst all students;
- embedding C21st skills in curriculum;
- developing both physical and organisational structures that facilitate optimal learning;
- enhancing teacher skill, capacity and resilience through collegial professional development;
- working with other Catholic secondary schools in the Diocese to establish a system wide approach to the use of learning goals and success criteria to enhance student learning;
- exploring ways to re-engage disenfranchised students;
- working with a variety of tertiary providers to create practical university pathways for students;
- developing a 10 year master plan for buildings and infrastructure;
- continuing to adapt course offerings to meet student and societal needs;
- working with the Catholic Education Office to ensure the viability of Catholic education particularly in Latrobe City;
- developing ways of engaging our most disadvantaged sectors of the community;
- providing pastoral support for all members of our College Community, with an emphasis on restorative practices, positive psychology and personal responsibility;
- developing the faith life and practices of all members of our College community in a C21st Catholic context;
- strengthening understanding of the Marist charism and its work in the world;
- making best use of all facilities and staff to enhance the wellbeing of our wider community;
- encouraging all members of the College community to understand themselves as citizens of the world with responsibilities to stand in solidarity with marginalised people across the world.