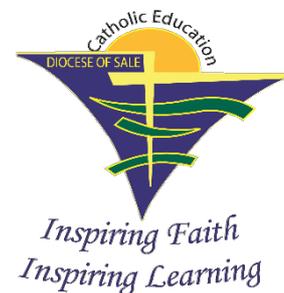


ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019



LAVALLA CATHOLIC COLLEGE, Traralgon and Newborough



SCHOOL REGISTRATION NUMBER: 2001

Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal’s Report	5
Catholic Identity and Religious Education	7
Learning and Teaching	12
College Community and Student Wellbeing.....	20
Child Safe Standards	29
Leadership	31
Future Directions.....	36

Contact Details

ADDRESS	Kildare Campus Kosciuszko St Traralgon VIC 3844
PRINCIPAL	John M Freeman
GOVERNING AUTHORITY	Marist Schools Australia
COLLEGE ADVISORY COMMITTEE CHAIR	Mr Adrian Crawford
TELEPHONE	(03) 5174 5252
EMAIL	principal@lavalla.vic.edu.au
WEBSITE	www.lavalla.vic.edu.au
E NUMBER	E4042

Minimum Standards Attestation

I, John M 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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

7 May 2020

Our College Vision

Our Vision

Lavalla Catholic College is a welcoming, inclusive community called to make Jesus known and loved through education in the Marist Tradition. With '*Strong Minds and Compassionate Hearts*' we unite to inspire, journey with and prepare learners for life in our changing world.

Our Mission

In our daily actions we build positive relationships following the model of Jesus Christ.

We are inspired by the Marist Characteristics:

- Simplicity
- Love of Work
- In the Way of Mary
- Presence
- Family Spirit.

Families, staff and students work in partnership with the local and wider communities to create opportunities where all can flourish in safe and challenging learning environments.

Graduation Goals

Graduates of Lavalla Catholic College will strive to be:

- open to the journey of faith and to practise the Marist Characteristics
- stewards of our people, place, time and traditions
- adaptable resilient life-long learners
- responsible citizens
- respectful in building loving, inclusive relationships in the example of Jesus
- people who will celebrate all that is good
- people of compassion, integrity, dignity and hope.

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.” Marcellin also stressed that we offer 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 180 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 2019 our College had three campuses and a student population of 1,181. 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 and offer a broad range of subjects at each year level, we also provide 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 Bridge Program. 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 “Holy Today” providing for all the Lavalla Catholic College community a strong message on the focus of our school in 2019. Furthermore, we continued to encourage our young people to aspire to academic excellence whilst also taking a meaningful place in the social fabric of the world.

A significant achievement during 2019 was the review, restructure and appointment of the College's new Leadership structure for 2020 to 2022. The new structure will provide more opportunities for leadership across a broad range of strategic, tactical and operational areas. Furthermore, the College continued to expand opportunities for staff to further study in the domains of learning, theology and leadership. This year saw a number of staff take up these opportunities and we envisage even greater participation in 2020.

Another major achievement was the completion of the construction of The Hermitage Administration and Marian Learning Centre on the St Paul's campus. The new building now accommodates both the administration and leadership staff currently located in Marcellin House, Principal and Finance team, and the St Paul's campus. This has provided both operational efficiencies and the presence of a number of the leadership team on the campus. The Learning Centre provides a modern learning environment for our students and staff to enjoy. This is the first stage of implementing the Master Plan established in 2014 and will provide a platform to continue realising future stages of the Master Plan over the next ten years. Additionally, the College also completed a new canteen and dining area, incorporating covered walkways in the central section of the Kildare campus.

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.

Some highlights of the 2019 period include:

- Continuous upgrade Revision of the College's website;
- Reviewing, revising and renewing of the College's new Leadership positions;
- Fiji immersion;
- Hosting of staff and students from our sister school in Padova, Italy;
- Completed construction of The Hermitage Administration Centre and Marian Learning Centre at St Paul's campus;

- Completion of new Canteen, covered walkways and gathering area at Kildare Campus;
- Continued improvement in provision outdoor seating and shade at the Traralgon Campuses;
- Continued the upgrade of classroom furniture across the College;
- Staging of the College's musical – Hairspray Junior;
- The College choir and bands continued to participate in many competitions;
- Ongoing professional development in the concepts of active learning;
- Our annual immersion to The Ltyentye Apurte Community, also known as Santa Teresa;
- Continued success in various sporting competitions the College is affiliated;
- Participation in Marist Sporting Carnivals in Cricket, Basketball and Netball; and
- Continuing our participation in the Gippsland Independent Schools group to provide our students greater cultural interactions with other schools.

Our aim is to work with families in developing their children to become people who have strong minds and compassionate hearts as well as being respectful, resourceful, courageous and generous in their future lives. Our hope is that in partnership with parents our Lavalla Catholic College students will leave this school and make worthwhile contributions to the community and be known for being Good Citizens and Good Christians.

John M Freeman

Catholic Identity and Religious Education

Goals & Intended Outcomes

The Lavalla Catholic College community consciously keeps *“Making Jesus known and loved”* at the forefront of our practice.

We will do this by:

- Faith Formation: Leading the college community to a deeper Post-Critical Belief stance through recontextualisation of the gospel in dialogue with contemporary culture:
- “Doing Theology”: Promoting an approach for reflective decision making.
- Promoting Catholic Social Teaching: Enhance the understanding of the principles of Catholic Social Teaching and how they guide our work.
- Prayer and Liturgy: To enhance the practice of prayer and liturgy in the college community.
- Marist Charism and Pedagogy: To enhance the understanding of Marist charism and pedagogy in practice.

At Lavalla Catholic College we will develop to become a dialogical school where complex questions of faith of and contemporary culture are brought to a synthesis in our Lavalla context.

We will do this by:

- Effectively implementing the Revised Religious Education Curriculum, *“To Live in Christ Jesus”*, designed by the CEO, Sale
- Deepening the knowledge and the progression of learning in *“To Live in Christ Jesus”*.
- Teachers being supported to personalise learning in Religious Education through effective assessment and planning practices.

Achievements

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

Implementation of the Revised Diocesan Religious Education Curriculum

- Religious Education Teachers engage in professional learning in curriculum writing of the Religious Education Curriculum of the Diocese of Sale.

- Religious Education teachers plan, design, deliver and continuously improve the revised Religious Education Curriculum using a dialogical approach.
- Intentional use of ECSI recommendations to support and enhance the Religious Education Curriculum delivery to create opportunities for encounter.

Prayer and Liturgical Celebrations

- Commissioning Mass for whole College in March
- Champagnat Mass for whole College to celebrate the feast of the Founder in June
- Year 12 Valedictory Mass for Year 12 Graduands and families held in the St Michael's Parish Church.
- Year 12 Graduation Rituals including a whole college assembly and a passing on of Leadership

Campus based liturgies for:

- Shrove Tuesday activities;
- Ash Wednesday;
- Easter;
- Christmas; and
- Special celebrations.

A practice of personal and community prayer:

- to start the day;
- to start RE classes;
- to start all official College functions;
- to start all meetings, assemblies and gatherings
- for special occasions and for people in need; and
- student led morning prayer followed by breakfast.

Retreats

- Year 12 Retreats involving all Year 12 students and a large number of Staff involved in a three-day program;
- Year 11 Retreats with the Youth Mission Team;
- Years 7 to 10 Retreats developed internally;
- Years 7 to 9 Wellbeing days;
- Student Leadership Retreat.

Remar Caravel program continues

- Caravel Embarkation Camps;
- Caravel Retreat with Marist-Sion Red caravel;
- Red Caravel Victorian Retreat;
- Caravel fortnightly after school meetings;
- Blue Caravel's Immersion to the Ltyentye Apurte Community, also known as Santa Teresa in the Northern Territory;
- Caravel Outreach programme and community service

Youth Ministry a Diocesan initiative continued

- Consolidation of student participation;
- Youth Ministry Training for Teachers teaching in this area;
- Youth Ministry retreat with Diocesan groups;
- Youth Ministry Training Days and Seminars run by CEO, Sale;
- Youth Ministry students and staff ran the Confirmation Retreat days for students receiving Confirmation in the parishes of Traralgon, Morwell and Churchill.
- Youth Ministry students and staff organised the 'Homeless Sleep Out' with Sale Catholic College.
- Leadership and participation in the Year 9 Day at Sale.

Engagement in Diocesan Activities

- Launch for Caritas and Project Compassion.
- College Leaders Meet with the Bishop.
- Youth Ministry students participate in CEO Youth Ministry activities.

Solidarity Projects

- Various Programmes with St. Vincent de Paul Society in Traralgon, Morwell and Moe;
- Fundraising for Project Compassion for Caritas in Term 1;
- Fundraising for 'Cause Worth' Week in Term 2;
- Give a Damn, give a Can with Rotary Club, Traralgon, in Term 2.
- Relay for Life with local organisations;
- Christmas Hamper project for St Vincent de Paul in Term 4;
- Fundraising to assist the Marist Missions in Fiji, in particular the Marcellin Champagnat Institute.
- Fundraising to assist the community at Lytente Apurta (Santa Teresa), NT.

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 2019 we achieved this by:

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

- Offering staff and students opportunities for individual and community formation through social justice, prayer, liturgy and leadership opportunities.
- Offering professional learning opportunities to staff in specific areas – cyber safety, anti-bullying, harm minimization;
- Offering professional learning focussing on the Marist Charism with a specific focus on Praying as Marists and other Marist programmes.
- Offering opportunities for professional faith development and learning in Catholic Identity through CEO speakers and professional development.
- Delivery of Accreditation Professional Development at the College.
- Addressing the issue of bullying at every opportunity;
- Increasing opportunities for better understanding of cultural diversity through a variety of activities including cultural evenings where food and stories are shared;
- 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:

- 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 on an on-going basis the OH & S protocols of the College;
- Continually improving the structure and role of Careers and increasing personnel;
- Increasing the resourcing of the counselling at Kildare Campus;
- Surveying parents regarding the frequency and adequacy 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;

Learning and Teaching

Goals & Intended Outcomes

At Lavalla Catholic College we are a community of active learners with Strong Minds and Compassionate Hearts. We aim to provide a broad range of opportunities which inspire students to reach their full potential and strive for excellence. We encourage our students to engage in the learning process, by taking initiative, accepting challenges and reflecting upon their own learning. We strive to build resilient people who are connected with their local community and are global citizens with the ability to own their future.

We will do this by:

- Building active student and teacher learners;
- Building the capacity of Learning Leaders to facilitate learning across Years 7-12;
- Improving literacy and numeracy across years 7-10;
- Improving student outcomes across all learning areas.
- Building a performance and development culture by the creation of a feedback culture; and
- Developing a professional learning model that supports ongoing teacher learning.

Achievements

There have been a number of new initiatives introduced as well as consolidated in 2019 and the College has continued work to inspire students to achieve personal excellence.

Continuous Improvement approach to Learning Teaching

The College's approach to improving Learning and Teaching is applying a continuous improvement model that involves research, reflection and action.

Action in 2019 included:

- Embedding the Active Learning approach through the creation of whole staff Learning Forums. This is to reflect upon and to share the best active learning practice in the classroom.
- Reviewing the five period day;
- Participation in the development of a Diocesan-wide Literacy improvement plan through Reading;
- Cross secondary-school curriculum audits;
- Continuation and expansion of Math Pathways training;
- Continuation of the work of the Literacy Co-ordinator;

- Expansion of the role of Enhancement Co-ordinator to develop integrated programs for gifted students.

Active Learning Framework

After two years of collaborative development by all teaching staff we implemented our Active Learning Framework in 2018 and now seek to continuously improve it. The focus of the framework is to develop each student's ability to be an active participant in their learning journey with focus on developing the students' skills in the area of: initiative; thinking; resilience; and reflection.

Personal Learning Program for Years 10 to 12 students

This new program was introduced in 2018 and is delivered over three periods per two-week cycle. The purpose of the program is to strengthen the students' skills and understanding of literacy across all subjects; study skills; and career plans. During 2019 the emphasis was on building on the previous elements and to educate students regarding their mental health and cyber safety.

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 including the development of programs for our Trade Skills Centre. 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 requiring learning adjustment and those requiring extension are provided a variety of avenues for success and the College continues to work extensively to allow access to quality learning experiences for every student. Allied to this several staff undertook Inclusion Online Training Modules in various areas associated with Students With Disabilities – Autism Spectrum Disorder; Dyslexia; Speech, Language and Communication; and Hearing Loss.

Learning and Teaching Teams

2019 saw the work of Learning Leaders start to have even greater impact. Increased collaboration of Learning Teams is apparent and has seen improved course documentation, more engaging learning opportunities provided to students and due to the greater level of coordination an increase in the effective use of teachers' time.

Staff coaching and goal setting were continued. Additionally, regular professional development for Learning Leaders was provided. The College also continued to advance the process of 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.

The Bridge

After extensive review, we introduced our new learning program, The Bridge. The changes involved were based on the following requirements and principles:

- The separate Year 9 programs are now amalgamated into a year-long approach;
- The program is primarily located at the Traralgon St Paul' Campus
- A focus upon building student academic capacity while still providing the opportunities to develop the whole person via community engagement
- Offering a broad range of electives that reflect those available in Years 10-12
- Build upon and develop key skills and knowledge to span between junior (years Prep-Year 8) and senior schooling (Years 10-12)
- Literacy and Numeracy are key support structures
- Build students' academic capacity across all areas of the curriculum and transference of skills and knowledge into Years 10-12 will be a key focus.
- Foster opportunities for students to be active participants in developing their creativity and innovation skills in all subject areas.
- Link to the program's overarching focus of Sustainability and "Thinking Globally, Acting Locally".

The subjects offered are: English, Maths, Science, Humanities, and Religious Education will benefit from a yearlong approach building towards the rigors of Senior School. Students also have the flexibility to study Music and Italian for the entire year and select a Humanities focus area of Geography (Coastal) or History (Urban).

Gifted and Talented Students

The Gifted and Talented Education (GATE) program for high achieving students is school-wide.

We provide an extensive array of opportunities for extension at all levels. Students continue to have access to new curriculum through opportunities to undertake VCE studies in Year 10 and to complete a Unit 3 & 4 subject in Year 11. For Year 12 students we support students who wish to undertake enhancement studies at university.

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. Students were also able to explore various writing styles and to develop art pieces for inclusion in Shared Stories Anthology which sees contributions from over 50 Catholic Schools. The College has also continued the Seven Steps to Writing Success program at Year 7 in 2019.

Student Pathways

In addition to the work being undertaken in the Personal Learning program student pathway opportunities continue to be enhanced by the continued development of the Year 10-12 Career Action Plans (CAP). These plans have helped students to gain greater clarity about their futures and accordingly plan their studies in a strategic manner to achieve these goals. The CAPs also provide a strong basis to have discussions with parents. The combining of this tool with personal interviews 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 ongoing increase in the number of participants for Allied Health has illustrated the success and popularity of the course. The College has been offering VET for nearly 20 years and in that time has responded to both student need and workplace demand to constantly review its offerings.

The College is also a Registered Training Organisation and has three VET Subjects on its scope.

Our Trades Skills Centre has now been in operation for almost three years and this has allowed improvements in the delivery of current VET programs (Building and Construction and Engineering) and will allow the development of new relevant offerings.

VCAL

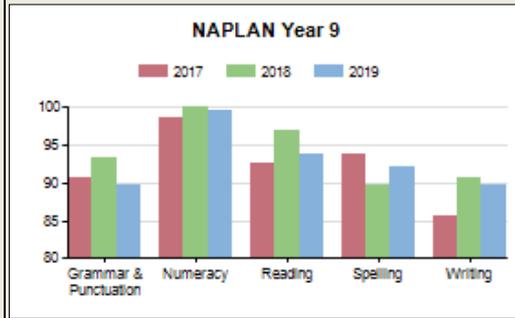
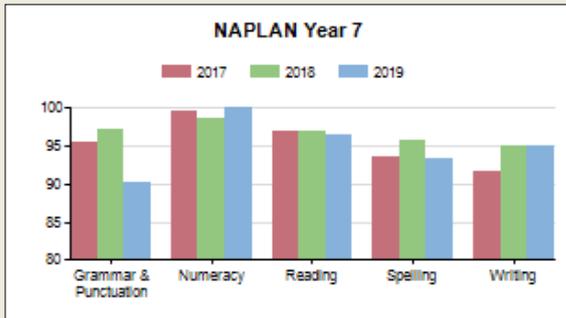
VCAL continues to run strongly, remaining an award-winning and much-envied program. It offers a meaningful pathway for students who do not wish to complete a more university focused VCE.

However, the program is structured in such a way as to allow students who wish to undertake VCE subjects such as English and Further Mathematics to do so without compromise to the demand of either pathway. Allied to the large number of VET programs offered on-site and as part of the timetable students have ample opportunity to maximise their academic and practical learning.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	95.5	97.1	1.6	90.2	-6.9
YR 07 Numeracy	99.5	98.5	-1.0	100.0	1.5
YR 07 Reading	97.0	97.0	0.0	96.5	-0.5
YR 07 Spelling	93.6	95.6	2.0	93.2	-2.4
YR 07 Writing	91.6	95.1	3.5	95.1	0.0
YR 09 Grammar & Punctuation	90.7	93.3	2.6	89.6	-3.7
YR 09 Numeracy	98.6	100.0	1.4	99.5	-0.5
YR 09 Reading	92.6	96.9	4.3	93.8	-3.1
YR 09 Spelling	93.9	89.7	-4.2	92.2	2.5
YR 09 Writing	85.6	90.7	5.1	89.7	-1.0



MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	576.2
Year 9 Reading	580.1
Year 9 Spelling	572.8
Year 9 Writing	560.2

Over the last six years, the College has increased its focus on the NAPLAN Data to inform choices of curriculum and pedagogy. The data between year levels raises issues around literacy and numeracy where further advances need to be made to ensure continual student improvement. In 2017 the College formally introduced a Literacy Leader and Coach and incorporated numeracy into the role of the Mathematics Learning Leader. The work continues in 2019 with both coaches spending time working with staff on understanding data and developing strategies for improvement. Furthermore, a senior member of staff continued to work on collating all data that the College receives and to develop a platform that staff can easily use to access the data in a coherent form. Practical responses include increasing training in the Maths Pathways program. Regular meetings were held and professional development provided. Concerning literacy, the College, along with the six other secondary schools in the Diocese of Sale, entered into a partnership with Federation University to enhance teacher understanding of the latest research and practice in this area. These initiatives will continue in 2020.

The data indicates that reading continues to be an area of particular focus and that the College's recent emphasis on all teachers being teachers of literacy is critical particularly concerning reading for various subjects. In The Bridge (Year 9), there is an emphasis on report writing and portfolio work to reinforce these particular reading and writing skills in all areas of the curriculum. This will further be addressed in 2020 through the refinement of The Bridge program.

Numeracy has seen stabilisation in Year 9 and Year 7. This is already discussed above in reference to the Maths Pathway program which was fully implemented at Year 7 in 2014 and now expanded through to Year 10. This program provides regular feedback to students, teachers, and parents and has assisted teachers to identify skill and knowledge gaps and provides strategies for improvement. The College involved more staff with in-servicing in the teaching of mathematics and this was undertaken at regular intervals throughout the year rather than just single events under the direction of the Mathematics Leader.

Staff meetings have been transformed as Learning 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 their courses in light of the available NAPLAN data and the preferred outcomes for our students.

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	49.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	12.0%
Deferred	19.0%
Employment	9.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	99%
VCAL Completion Rate	73%

These results are consistent with last year. However, closer analysis reveals stronger performance by students in the middle two quartiles which represent success for our students individually. Students in the main achieved expected levels of results and consultation with our Year 12 Graduates from 2019 reveal that they were able to access courses they wished to pursue. The use of data from ability testing conducted by an external expert has assisted in the continuing process of regularly tracking the progress of Senior Students, including setting and reviewing targets. This data allows the College to align achievement in classes to an empirical expected achievement. Thus teachers and Learning Leaders can meet with students to encourage and challenge students to work towards their capacity. Furthermore, teachers use this data to reflect on their teaching craft.

College Community and Student Wellbeing

Goals & Intended Outcomes

At Lavalla Catholic College we strive to develop positive relationships between students, staff and community. We do this by building resilience and the capacity to cope with adversity, creating a safe environment where students feel engaged and welcomed.

We do this by:

- Relationships: To nurture the relationships between students, staff and families; to be inclusive and understanding of the diverse needs of everyone in the school community.
- Resilience: To build an inclusive culture that encourages the development of social-emotional skills necessary for leading a productive and fulfilling life.
- Happy and Safe: To create an environment which embraces a culture whereby students and staff feel safe, supported and valued.
- Attendance: To ensure that all stakeholders (staff, students & families) understand the importance of regular attendance and the impact that irregular attendance has on academic performance and social-emotional wellbeing.

Achievements

Activities that focused on student development and wellbeing included:

- Presentations from external experts on matters relating to resilience and cyber-safety;
- Promotion of On-line Safeguarding, Cyber Intelligence and Respect through the annual employment of services such as 'Project Rokit' and 'Bully Zero'.
- Use of a variety of resources, including "Learning Curve" to improve the wellbeing of students through programs that are accessible for students
- Introduction of the SMS system to inform parents/guardians if their child has not attended school by 10am daily without explanation.
- Introduction of termly Well-Being Forums to begin the process of review for LA/Homeroom and the creation of a Pastoral program for Lavalla Catholic College by Lavalla Catholic College.
- Successfully reviewed of the College's response to the Child Protection Order 870 – Child Safe Standard 7: Strategies to promote child participation and empowerment.
- Creation of Positive Behavioural Response Process in-line with SIMON's Social Behaviours.
- The introduction of PAM within SIMON to allow parents/guardians to observe and address their child's school attendance.

- Continuing to have meaningful and relevant assemblies at Campus and Year level to celebrate student success and promote our College culture;
- Introduction of the Three Violets affirmation program at the Kildare campus;
- Review and continuous improvement of student awards to recognise achievement;
- Year level wellbeing days;
- Improved risk-assessment processes for incursions and excursions;
- Focus of fundraising in solidarity with the mission of the Church – Caritas/Marist, St Vincent's De Paul, Give a Damn Give a Can, Shave for a Cure, Ice Bucket Challenge 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;
- Creation of a dynamic Transition Team to share practice and accountability for Primary enrolments and transitions;
- Transition activities with local primary schools and Year 9 students;
- Successful Head-Start programme for Years 9 to 12 and orientation;
- Journey to Work program continued and has grown;
- LA sessions continued which supports goal setting by each student and the development of student/teacher relationships;
- Latrobe Valley Eisteddfod – placing first, second and third in a number of sections;
- Choir Ensemble and Music Camp;
- Evening Music Recitals;
- Successful Participation in the Dante Alighieri Society Poetry Recitation and Original Poetry Competition;
- Italian Cultural experience;
- Participating at National Marist sporting events (Cricket, Basketball and Netball);
- Masses and Liturgies;
- Participation in over 15 sporting competitions through Marist Carnivals, SSV and other specific competitions such as Clay Shooting, Touch Football, the Victorian Schools Basketball Championship Competition and the State Volleyball Championships;
- Year 10 Work experience program;
- Year 12 Tertiary Information sessions;
- Year 11 individual course selection interviews;
- Matching students' interests and abilities with potential pathways;
- Student Leadership handover day;

- Student Participation – focus on student ownership of campus activities including “House Centred Activities”;
- Cyber Bullying action activities;
- ANZAC and Remembrance Services.

Activities that focused on community included:

- The ongoing operation of the Tamboritha Committee of Management and improved communication with the College Leadership Team, including supporting the renegotiation of the lease for the property;
- Parent information nights;
- Cultural evenings;
- Music Concerts
- Increased opportunities to join Lavalla Parents and Friends Debutante Committee
- Parent teacher interviews;
- Invitation to College Events including 60th Year Mass;
- Year 7 On Display;
- Twilight Expo;
- Grade 6 Visits

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 programs 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 of teaching, preparation student management and mentoring, professional development and learning. The enthusiasm and work ethic is admirable.

Additional activities in 2019 include:

- Hosting of staff and students from our sister school in Padova, Italy;
- Successful undertaking of the seventh Fiji Immersion experience for Years 10 and 11 students;
- Year 7 Camp;

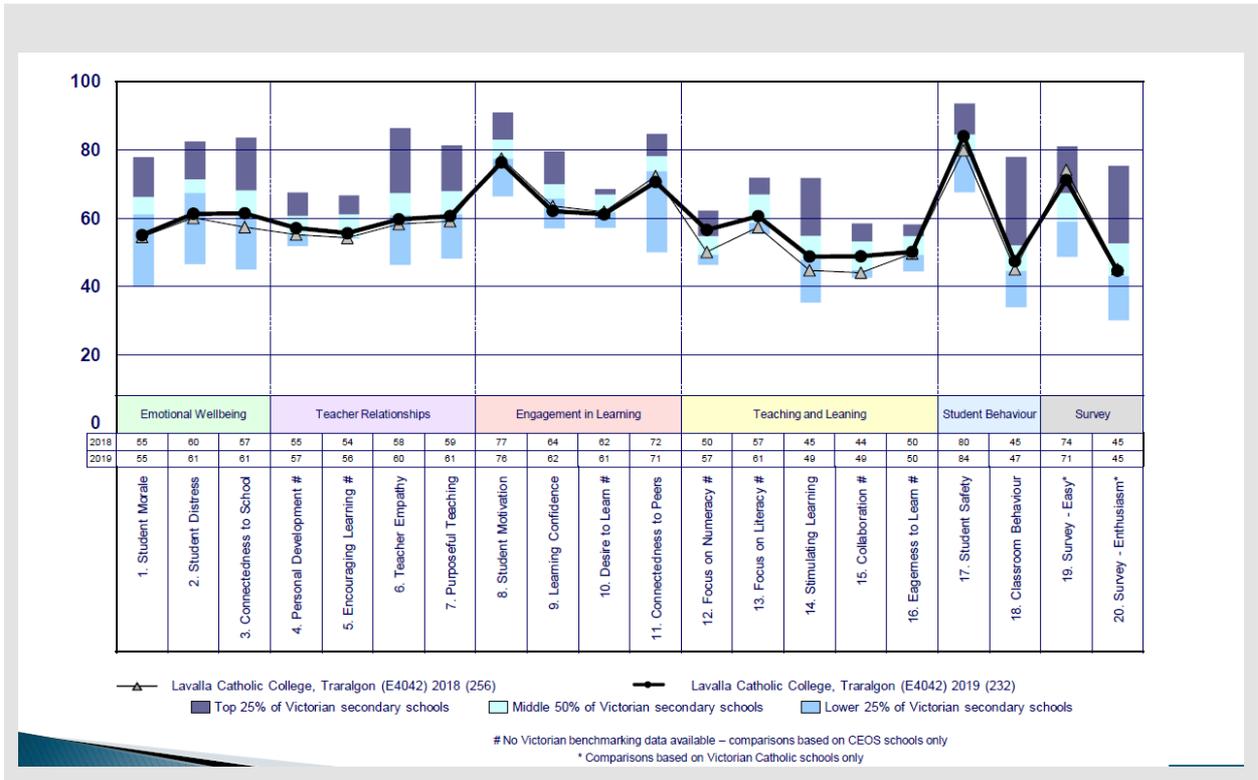
- Year 8 City Experience camps;
- Year 9 – History and Geography camps
- REMAR camps;
- Excursions to Melbourne for various subject areas – Gallery/Arts Connect/Museum;
- National Day of Action against Violence and Bullying;
- RUOK Day;
- Day for Daniel;
- Twilight Openings;
- Assisting with Soup Kitchens in Traralgon;
- Participation in ICAS competitions;
- Confirmation Retreats for Year 6 students from local primary schools;
- Participating in the Marist Sporting Competitions – Basketball, Netball and Cricket;
- Competing in the Generations in Jazz Festival, the Victorian Bands Festival as well as numerous Eisteddfods;
- Continuation of the Sports Enrichment Program;

STUDENT SATISFACTION

The College continued to use various methods to monitor students' engagement and satisfaction. Small group interviews with Year 12 students was introduced in 2014 and has continued from that time where a PMI approach was used to elicit what we did well and to ascertain what were the more pressing concerns of students. The results of anecdotal surveys suggest a high level of satisfaction amongst students for the diversity and quality of programmes offered. Similar process is undertaken with student leaders at various year levels throughout the school. Additionally, electronic surveys are used to garner feedback on issues of concern. The College also undertook Insight SRC Surveys with students to obtain highly refined information from these surveys. Nevertheless, whilst there have been significant increases in seeking the views of students to inform change and improvements 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 and insights received:

- Students valued the relationships they had with each other and with the staff, throughout the school, but particularly at the Kildare Campus;
- Work experience was positive and gave students a real taste of workplace life;
- Swimming carnival was a positive way to build house participation and camaraderie between year levels, however other opportunity for school community building was desired;
- Retreats were positive in assisting students to make the links to our Marist Charism;
- Students at Kildare Campus appreciated the improvement in the availability of appropriate seating areas;
- Linked university visits, going to Open Days, more guest speakers visit;
- Appreciated the efforts to continuously improve the canteen/service;
- Year 12 Last Day was positive;
- Continued need for more shelter when it is raining;
- Lockers have improved, but some are better than others;
- Debutante Balls were excellent;
- Camps are great activities to build relationships with staff;
- Ability to be involved in Leadership roles was good;
- Students were involved in the improvement in SunSmart education and associated facilities;
- Students want more information and education on areas relating to alcohol and drugs and financial literacy.



STUDENT ATTENDANCE

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	77.8%

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	%
Y7	92.3
Y8	90.6
Y9	92.3
Y10	88.7
Overall average attendance	91.0

When students are absent, these are the steps the College undertakes:

- Daily attendance of each student enrolled at the school is recorded at least twice a day in primary schools and for every class in secondary schools.
- Any absences of a student from school including classes, are identified.
- Reasons for each student's absence are provided and recorded in writing.
- Explanations for absences that are provided, are a reasonable excuse for the purposes of their responsibilities under the Act.
- Follow up any unexplained absences of a student by contacting the parent/guardian of the student as soon as practicable on the same day.
- Parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance. If, upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school.
- Information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file.

- Parents/guardians are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- Attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan.
- Strategies for supporting attendance of students in out-of-home care, experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds and newly arrived families are implemented.
- DOSCEL is advised where a referral to a School Attendance Officers is required because the student has been absent from school on at least five full days in the previous 12 months without reasonable excuse for absences.
- Referral processes are implemented to Child FIRST or Child Protections, DOSCEL and the School Attendance Officer where required at least five full days in the previous 12 months without reasonable excuse for absences.
- Referral processes are implemented to Child FIRST or Child Protection, DOSCEL and the School Attendance Officer where required.
- Ensure Schools within DOSCEL maintain attendance records, identify and follow up unexplained absences and develop procedures to support and maintain attendance in accordance with Education Training and Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2017 (Vic.).
- The Deputy Director Catholic Identity, Leadership, Learning and Teaching in conjunction with the school principal may authorise an exemption and provide written approval for student attendance or attendance and enrolment to be exempt or reduced to less than full time.

PARENT SATISFACTION

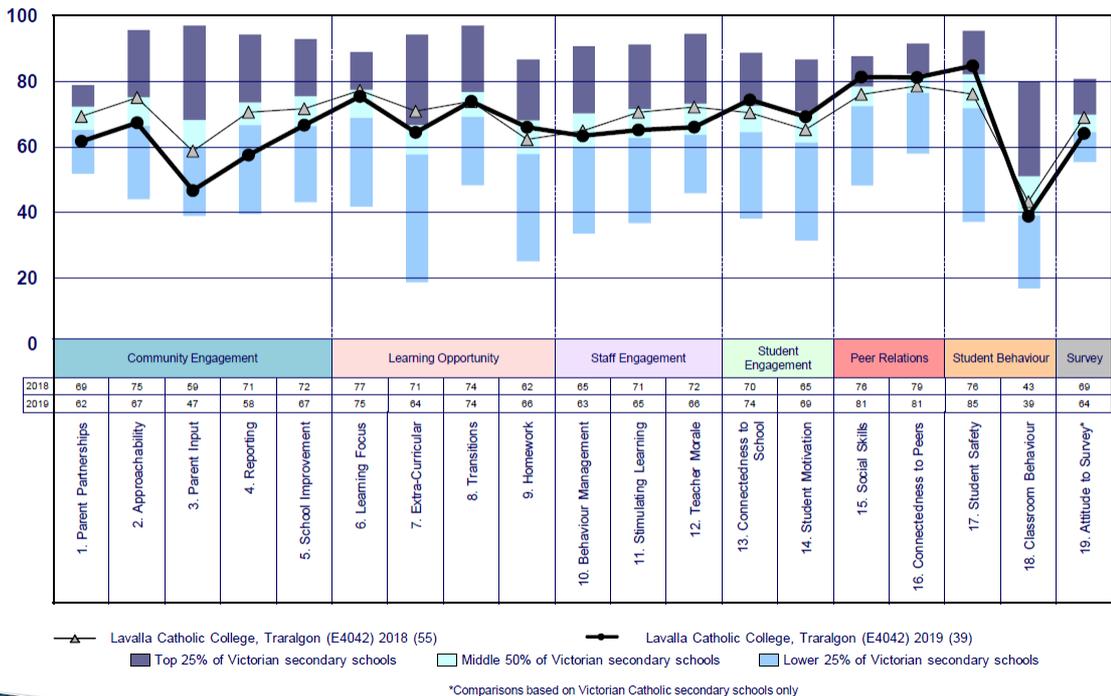
Occasions such as our Awards Evening, information nights, Year 7 on Display and Expo are always well attended, indicative of the value parents place on these occasions. In both formal and informal ways parents express their satisfaction with and appreciation for the various elements of College life in the areas of Welfare and Learning.

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.

The College also undertook Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in a variety of areas in the College.

Parent opinion – actual scores ...



Child Safe Standards

Goals and Intended Outcomes

- Continuously improve practices in all aspects of Child Safe Standards.
- Guided by the Seven Standards outlined in the Ministerial Order 870: Child Safe Standards – Managing the Risk of Child Abuse in Schools, increase awareness of the community of the importance of student safety.

Achievements

There have been a number of new initiatives introduced as well as consolidated in 2019 which include:

- The continuous development and review of policies and commitments including:
 - Development of a Child Safe Code of Conduct;
 - Review of Child Protection Policy;
 - Review of a Youth Speak Child Protection Policy, developed in collaboration with students;
 - Development of a Child Protection Committee that includes student representation to provide a platform for the voice of students;
 - Review of Child Protection – Working With Children Checks Policy;
 - Reportable Conduct training;
 - Review of all other relevant policies in relation to child safety, wellbeing and pastoral care.
- Training and awareness raising strategies which included:
 - Creation of a Child Protection Committee;
 - Online training modules through Complispace;
 - Online training on Mandatory Reporting through the DET;
 - Ongoing development of scope and responsibility of Compliance Manager who works with all members of College Community in this area;
 - Participation in a Diocesan wide committee focussing on Child Protection;
 - Increased resources on Intranet for ready access for staff;
 - Programs delivered to students at all year levels in relation to personal safety;
 - Increased resources available on College's internet site as well as dedicated sections for Child Protection policies and Student Safety and Wellbeing – A Child-safe school;
 - Regular articles in College Newsletter;
 - Regular item for discussion in Staff Meetings and briefings;

- Display of posters on Commitment to Child safety at all College Reception areas and staff areas such photocopy rooms;
- Electronic sign-in procedure at all reception areas require visitors to read and acknowledge they understand expectations in relation to child safety;
- Consultation with the community through College Council, Newsletter and invitation for comment on new policies.
- Human Resources practices which includes:
 - Updating of application forms requiring declarations by applicants regarding child safety;
 - Improved screening processes and reference checking;
 - Extensive induction program through use of Complispace supported by Compliance Manager:
 - Clear statements regarding Child Safety in all advertising for positions;
 - All interviews include discussion regarding Child Safety and College expectations.

Leadership

Goals & Intended Outcomes

Informed by the Marist characteristics, at Lavalla Catholic College, we continue to develop distributive, Christian leadership.

We do this by:

- Continuing to form our students in Christian leadership and decision making skills
- Continuing to build resilience in all staff members to strengthen authentic, Christian leadership skills.

At Lavalla Catholic College we will continue to be an inclusive Catholic Marist Community, supporting student outcomes, supplying resources linked to priority teaching goals; providing purposeful, effective and contemporary learning spaces; employing and inducting staff developing practises focusing on expert teachers in a Catholic school; identifying potential school partners on the basis of their capacity to contribute to improvement in student achievement and/or wellbeing; while meeting all mandatory compliance benchmarks under all relevant State and Federal legislation

We will do this by:

- Providing contemporary facilities that promote high levels of student, staff and community engagement.
- Ensuring adequate levels of funds are reinvested back into the College.
- Promoting Environmental Awareness as a Community.
- Maintaining sustainable enrolment across all year levels.
- Supporting resources and practices that are progressive, ethical, sustainable and environmentally proactive.

Achievements

The College is now in the third year of its new leadership structure. The changes instituted are primarily for four reasons. The first was to ensure that we had senior positions in the school that have a clear focus on our strategic goals. The second reason was that over time the school has grown and some positions had expanded and were larger than one person could reasonably do at a level that they expected of themselves and the growing needs of the school. The third reason was that we have introduced a number of new programs and these had now developed to a point where they required specific leadership and accountability. The fourth and in many ways the

critical reason centred on the need to create new opportunities for staff growth and development. This new structure has more positions with more specific ambits. We have a very talented group of staff at Lavalla Catholic College and this new structure provides opportunity for all to make formal and informal contributions to improving the learning and wellbeing outcomes for the young people in our care.

The focus in 2019 has been to review the structure and implement a revised array of leadership opportunities across all areas of the College. The focus was to narrow portfolios where possible to allow greater depth of focus and to improve lines of communication. The new structure has at its core a drive to increase the leadership capacity of leaders at all levels, but particularly learning and wellbeing leaders. This has seen the ongoing engagement of two external experts who meet regularly with teams to increase teamwork, communication, negotiation, planning and problem-solving skills. These engagements are not limited to teaching staff, but also members of the administration team. Furthermore, leaders are educated in the sociological and psychological aspects of leading people. Additionally, staff were actively encouraged to share their expertise with colleagues through regular forums.

The College continuously improved its use of a Development Management package, EMS360. This software assists the College to better receive requests, approve and record professional development. This product also allows storage of records of Annual Review Meetings.

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 IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Specific professional learning in relation to subject delivery across all areas;
- Provision of professional learning over a series of sessions in relation to the Characteristics of Marist Education;
- Undertaking Mandatory Reporting and Child Safe training;
- Online OH&S training;
- Provision of at school opportunities to deepen understanding of the need for differentiation and providing rich learning experiences for all students, including Students With Disabilities through both face to face and on line programs;
- Continuation in training of middle managers in the change management through the Change² program;
- Learning Forums conducted by external and internal facilitators;
- Access to Accreditation to Teach in a Catholic School and Teach Religious Education programs offered by both the CEO Sale and Marist Schools Australia at the College rather than travelling to external facilities;
- Access to professional reading;
- National Conferences in the area of Information Learning Technologies and Marist Leadership;
- Meditation training
- Workplace Assessor qualifications;
- Spiritual development and formation;
- OH&S and in particular anti-bullying;
- Cyber-safety;
- Child Safety;
- Resilience and well-being

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**97****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$894**

TEACHER SATISFACTION

All staff had the opportunity to undertake the Insight SRC surveys.

Teachers felt they were able to raise concerns about various issues. These then are examined and areas for improvement addressed. Some improvements include: workload in relation to reporting and clarity of what is required; adjustments were made to the meeting processes and schedules to ensure more efficient meetings and a reduction where appropriate; increased opportunities to participate in decision-making committees and working groups; and expanded opportunities for leadership roles.

Significant events in the life of staff are recognised and celebrated by the College in both formal and informal ways.

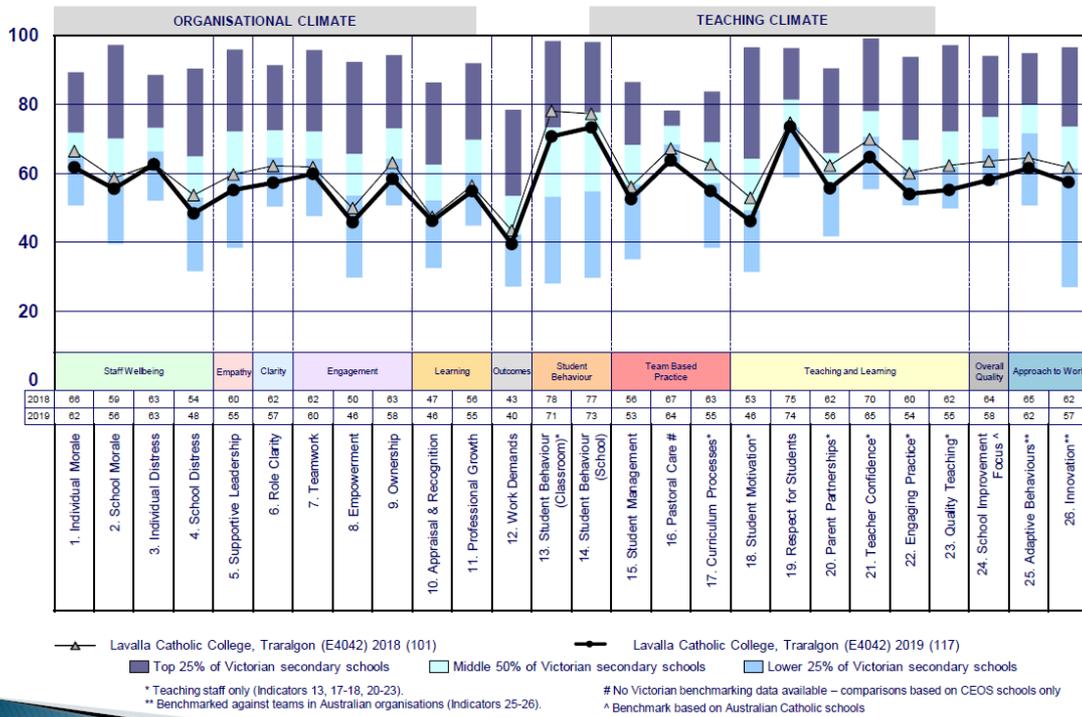
The introduction of employee assistance program in 2015 was made available to not only staff, but their immediate family. Staff have used this facility for both personal and professional support. This will continue in 2020.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.5%

ALL STAFF RETENTION RATE	
Staff Retention Rate	89.9%
TEACHER QUALIFICATIONS	
Doctorate	1.00%
Masters	22.2%
Graduate	42.4%
Certificate Graduate	3.0%
Degree Bachelor	78.8%
Advanced Diploma	7.1%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	103
FTE Teaching Staff	93.7
Non-Teaching Staff (Head Count)	73
FTE Non-Teaching Staff	62.9
Indigenous Teaching Staff	0

School climate – actual scores ...



Future Directions

Our College is committed to:

- improving Literacy and Numeracy skills amongst all students;
- introduction of a structured and monitored reading program;
- 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 disengaged students;
- providing more meaningful opportunities for student leadership;
- working with a variety of tertiary providers to create practical university pathways for students;
- completing the first phase of the 10-year master plan for buildings and infrastructure;
- continuing to improve leadership opportunities for staff;
- improving communication processes to all stakeholders;
- 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 recontextualised Catholic context;
- strengthening understanding of the Marist charism and its work in the world for staff and the wider community;
- making best use of all facilities and staff to enhance the wellbeing of our wider community;
- improving all aspects in relation to Child Safety;
- 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.

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