

ANNUAL REPORT TO THE SCHOOL COMMUNITY

LAVALLA CATHOLIC COLLEGE
Traralgon & Newborough

2015

REGISTERED SCHOOL NUMBER: 2001



Secondary College

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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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the Victorian Registration and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016

Our College Vision

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.

Our College Mission

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.

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 160 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 2015 our College had three campuses and a student population of 1,168. 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 Atlas9 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 **#Just Love** 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 was the beginning of my time as principal of Lavalla Catholic College and we continued to develop our distributive model of leadership. This model is 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 are assigned staff members to coach and have been trained in coaching. The College also implemented its new leadership structure which promoted a greater level of staff input from throughout the College. The underlying principle of subsidiarity was the guiding force and this helped to inform the processes that allowed for a distributive leadership structure to operate.

Some highlights of 2015 include:

- Completion and opening of our Trades Skills Centre on Kildare campus;
- Development of a style guide to create a consistent and improved school identity across all media;
- Investigated, developed and commenced upgrading the College's Information Communication Infrastructure;
- Implemented a new and more stable Virtual Desktop Image to support our Bring Your Own Device program
- Review of College's Leadership Structure;
- Lavalla participated in the annual Marist Cricket (at Sacred Heart Adelaide placing 4th), Netball, Basketball carnivals with the girls' basketball team taking second place at the Marist Basketball competition held in Perth;
- Hosted students from the College's sister school in Italy;

- New Zealand Cultural tour with a focus on Marist Works;
- Fiji immersion;
- Atlas9 (the reviewed and previously named Master Survivor Program) ran successfully for the fifth year at our Newborough Campus;
- All staff continued to work diligently on continuing to implement the various elements of the Strategic Plan;
- Refurbishment of a decommissioned science lab and adjoining storage areas into a modern open plan science facility that allows demonstrations and two classes to work together at the St Paul's Campus;
- Upgrade of classroom furniture at Kildare campus continued;
- The College choir and bands continued to participate in many competitions:

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 second of the four years of annual action plans over 2015. 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 M Freeman

Principal

Education in Faith

Goals & 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

- Enhanced and extended our current liturgical practices with the services of Paul Skippen through his work with students and staff.
- Campus based liturgies for:
 - Shrove Tuesday activities
 - Ash Wednesday
 - Easter
 - Christmas

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
- Year 10 Retreats developed and presented by Paul Skippen and Marist Youth Team
- Year 9 Retreat developed and presented by Paul Skippen and Marist Youth Team
- Year 8 Retreat developed and presented by Paul Skippen
- Year 7 Retreat developed and presented by Paul Skippen

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.
- Attended CYSMA day at St Francis Xavier

Engagement in Diocesan Activities

- Launch for Caritas and Project Compassion
- College's Liturgical Choir formed integral part of the Diocesan Choir for the ordination of Bishop Patrick O'Regan

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 'A Cause Worth Shaving For'
- Give a Damn, give a Can with Rotary Club, Traralgon
- Relay for Life with local organisations
- Sale of Prayer Flags to raise funds for those impacted by the earthquake in Nepal
- Fundraising to assist the Marist Missions in Fiji, in particular the Marcellin Champagnat Institute

Prayer and Liturgy

- 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
- Whole school liturgies – Commissioning Mass and Champagnat Mass
- Year 12 Valedictory Mass held at St Michael's Parish Traralgon

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 2015 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 – cyber safety, anti-bullying, harm minimization;
- Offering professional learning focussing on the Marist Charism with a specific focus on the Marist Characteristics of Education;
- Using the philosophy of Restorative Practices to encourage listening, understanding, respect and conflict resolution;
- 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 Learning Advisor Group time;
- 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;
- Improving and extending support structures for beginning teachers and staff 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;
- Chess Competitions;
- Liturgies (Class and Year Level);
- Camps Program (Year 7 Camp, Year 8 Camp, Year 9 Camp and Year 12 Retreat);
- Subject-based Camps- Music, Outdoor Education;
- Italian Trip for students in Years 9 to 11 every two years;
- Ski Camp;
- Hosting students from our sister school in Padova, Italy;
- Fiji Immersion for students in Years 10 and 11;
- 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 Aligerhi, Book in a day etc;
- Participation in the Shared Stories Anthology project;
- Prayer and Breakfast each Thursday on the Kildare campus;
- 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 & 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 2014 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 2015 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.

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 2015 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.
- Introduction of Edrolo a learning facilitates self-directed and flipped 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

2015 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 completed renovations of the main staff office on the Kildare campus that which incorporated spaces for team meetings to take place to enhanced collaborative practices.

Staff coaching and goal setting was continued. 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.

Atlas9

At Year 9 this program 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.

Gifted and Talented Students

The Gifted and Talented Education (GATE) program for high achieving students is school-wide. An audit of activities was undertaken and reviewed. This revealed an extensive array of opportunities for extension at all levels and has given focus for further improvements. These 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 they can participate in study programs offered by universities.

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 30 Catholic Schools. The College has also continued the Seven Steps to Writing Success program at Year 8 in 2015.

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. Professional Development in this area involved sending key staff to training from external providers, working with staff at the College and beginning a process of all teaching staff undertaking an on-line training program provided by the University of Canberra.

Student Pathways

Student pathway opportunities were enhanced by the introduction of 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 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.

Links with universities have been enhanced, which included being part of a mentor program Federation University for our Indigenous students.

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 continuation of Hairdressing 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.

The College is also has the status of a Registered Training Organisation and has three VET units on its scope. During 2015 the College successfully renewed its registration and is a strong position to add more VET programs to its scope as demand requires.

Furthermore, 2105 saw the opening of our Trades Skills Centre and this has allowed improvements in the delivery of current VET programs (Building and Construction and Engineering) and will allow development of new relevant offerings.

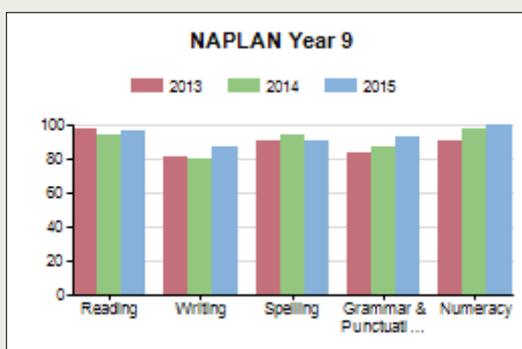
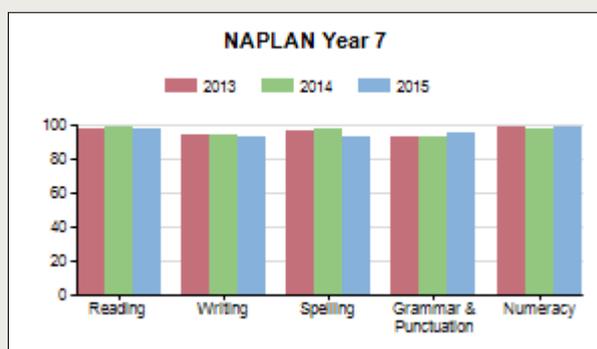
VCAL

VCAL continues to run strongly, remaining an award-winning and much envied program. It offers a meaningful pathway for students who don't 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 English and Further Mathematics to do so without compromise to 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.

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

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 07 Reading	97.9	98.9	1.0	97.3	-1.6
YR 07 Writing	94.7	93.8	-0.9	93.0	-0.8
YR 07 Spelling	96.4	97.3	0.9	93.4	-3.9
YR 07 Grammar & Punctuation	93.2	93.4	0.2	95.2	1.8
YR 07 Numeracy	99.0	97.8	-1.2	98.7	0.9
YR 09 Reading	97.9	94.2	-3.7	96.3	2.1
YR 09 Writing	81.7	80.5	-1.2	87.0	6.5
YR 09 Spelling	90.7	94.3	3.6	90.8	-3.5
YR 09 Grammar & Punctuation	83.9	87.7	3.8	93.0	5.3
YR 09 Numeracy	90.9	98.1	7.2	100.0	1.9



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	577.80
Year 9 Writing	558.00
Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	587.50

Over the last four years the College has increased its 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 2014-2015 and this has seen a number of initiatives pursued. For 2015 College appointed a Literacy Co-Ordinator and a separate Numeracy Co-ordinator. Both have spent time working with staff on understanding data and developing

strategies for improvement. Practical responses include extending the Maths Pathways program to Year 8 and Year 10. Regular meetings were held and professional development provided. With regard to 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 2016.

The data indicates that writing 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 in relation to writing for various subjects. In the Atlas 9 there is emphasis on report writing and portfolio work to reinforce these particular reading and writing skills in all areas of the curriculum.

Numeracy has seen continued improvement in Year 9, and at Year 7 beginning to stabilise. This is already discussed above in reference to the new Mathematics program which was fully implemented at Year 7 in 2014 and now expanded to Year 8 and Year 10 - Maths Pathways. This program provides regular feedback to students, teachers and parents and has assisted teachers to identify skill and knowledge gaps and then 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 Numeracy Co-ordinator.

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.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	92.0%
TAFE / VET	5.6%
APPRENTICESHIP / TRAINEESHIP	8.4%
DEFERRED	10.5%
EMPLOYMENT	12.6%

SENIOR SECONDARY OUTCOMES

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	100%

These results are an improvement from the previous year. Whilst our median study score was 29, which is the same as 2014, we saw an increase in the number of students scoring 40+ in Unit 3 & 4 subjects. The use of data from ability testing conducted by an external expert has assisted in the continuing process of regularly tracking 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.

The College has continued with use expert analysis of VCE data to help improvement both in our interpretation of the wealth of information to hand, but also depth teacher understanding of the information. This approach will continue in 2016 as we strive to build a strong aspirational culture in our school community.

College Community and Student Wellbeing

Goals & Intended Outcomes

Goals & 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;
- Presentations from external experts on matters relating to resilience and cyber-safety;

- 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 De Paul, 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;
- Journey to Work program continued and has grown;
- Continued community building afternoons/evenings inviting migrant families and staff to come together to deepen mutual understanding;
- 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;
- College musical production – Aladdin Jnr;
- Participation in the Generations in Jazz Festival;
- Successful 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;
- Participation in over 15 sporting competitions through Marist Carnivals, SSV and other specific competitions such as Clay Shooting, the McDonalds' Cup Basketball Competition and the State Volleyball Championships;
- Year 10 Work experience program;
- Year 12 Tertiary Information sessions held at Federation University;
- Year 11 individual course selection interviews;
- Matching students' interests and abilities with potential pathways;
- Review of all 7-9 curriculum and documentation on Moodle continues to be updated;
- Student Leadership which saw this year the introduction of a Leadership Training Camp;
- Student Leadership development day;
- Student Leadership handover day;

- Student Participation – focus on student ownership of campus activities including “House Centred Activities”;
- Extension of homework club to include broader student participation;
- Blood Donation drive at Kildare Campus;
- Cyber Bullying action activities;
- ANZAC and Remembrance Services.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	68.69%

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	%
Y07	92.60
Y08	90.56
Y09	89.69
Y10	90.44
Overall average attendance	90.82

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 2015 include:

- Italian Cross Cultural Experience for Years 9 to 11 students where we hosted students from Padova, Italy;
- Successful undertaking of the third Fiji Immersion experience for Years 10 and 11 students;
- Year 7 combined camp at Licola;
- Year 8 City Experience camps;
- Year 9 – Atlas camps
- Young Marist and REMAR camps;
- Continued growth of CYSMA and opportunity to work with other Catholic Secondary Schools in the Sale Diocese undertaking the same program;
- Excursions to Melbourne for various subject areas – Gallery/Arts Connect/Museum;
- National Day of Action against Violence and Bullying;
- RUOK Day;
- Presentation to senior students, staff and parents from Dr Michael Carr-Gregg on resilience;
- Presentation to all students and staff on cyber-safety by highly regarded expert in this area, Susan McLean;
- Twilight Openings;
- Assisting with Soup Kitchens in the Melbourne CBD;
- Celebrating Literacy Week, Science Week and LOTE Week;
- 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.

STUDENT SATISFACTION

The College continued to use various methods to monitor students' engagement and satisfaction. Small group interviews with Year 12 students was introduced 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. Students were also involved in a survey of their use of Information Communication and Learning Technologies, which will be used to modify and shape learning and teaching. The College also undertook Insight SRC Surveys with students as well the Enhancing catholic School Identity surveys to obtain highly refined information from these surveys. The College also undertook Mission Australia Youth Surveys with senior students in 2015. Nevertheless, whilst there has 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 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;
- The introduction of an Athletics carnival at the St Paul's Campus was well received;
- Retreats were positive in assisting students to make the links to our Marist Charism;
- Students at Kildare expressed concerns about the availability of appropriate seating areas;
- Linked 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 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 and the implementation of the chance to sing was appreciated;
- Ability to be involved in Leadership roles was good;
- Students wanted an improvement in SunSmart education and associated facilities;
- Students want more information and education on areas relating to alcohol and drugs and financial literacy;
- 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.

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 elements of College life in the areas of Welfare and Curriculum. A survey last year indicated that families appreciate the six weekly reporting cycle. The College also investigated what was the best formats for these reports through consultation and survey.

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.

- General parent satisfaction registered with the Atlas Program;
- Positive feedback was received on numerous occasions in respect of the application of our welfare and wellbeing processes;
- Positive feedback on the regular reporting processes;
- Minimal to no negative feedback about the computer systems;

Leadership and Stewardship

Goals & 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 offered by both the Catholic education Office and external providers, supporting staff engaged in post graduate studies and specific programs through the Marist Brothers.

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 2014 through the work of the Consultative Committee. This structure was reviewed through the support of an external facilitator and a number of commendations and recommendation emerged. Tis feedback as well as the work of various stakeholders will see the College make further advancements in providing a coherent and effective leadership structure that supports strategic goals.

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 (PL)**DESCRIPTION OF PL UNDERTAKEN IN 2015**

- 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 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;
- On-line program to depth understanding of the Disabilities Standards through the University of Canberra;
- Training for a large number of senior and middle leaders in the change management through the Change² program;
- Access to professional reading;
- National Conferences in the rea of Information Learning Technologies and Marist Leadership;
- Mindfulness training;
- Workplace Assessor qualifications;
- Spiritual development and formation;
- OH&S and in particular anti-bullying;
- Cyber-safety
- Resilience and well-being

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**90****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$548****TEACHER SATISFACTION**

All staff had the opportunity to undertake the Insight SRC and Enhancing Catholic School Identity surveys.

Teachers felt they were able to raise concerns about various issues. These could then be examined and areas for improvement could 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; provision of tea, coffee, bottled water and newspapers by the College

– staff previously paid for these items through the staff association; increased opportunities to participate in decision-making committees and working groups.

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 was made available to not only staff, but their immediate family. This will continue in 2016.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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STAFF RETENTION RATE

Staff Retention Rate	96.55%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	15.56%
Graduate	44.44%
Certificate Graduate	4.44%
Degree Bachelor	73.33%
Diploma Advanced	12.22%
No Qualifications Listed	10.00%

STAFF COMPOSITION

Principal Class	4
Teaching Staff (Head Count)	99
FTE Teaching Staff	91.887
Non-Teaching Staff (Head Count)	74
FTE Non-Teaching Staff	62.906
Indigenous Teaching Staff	0

Note: **Both the head count and FTEs for both teachers and non-teaching staff includes staff on long term leave (Extended LSL, Maternity, LWOP) and includes staff who left or went on short term leave during the period and their replacements. Actual FTEs: Teaching 84.24 and Non-Teaching 47.43.**

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,550,370
Other fee income	1,341,374
Private income	289,838
State Government recurrent grants	2,915,364
Australian Government recurrent grants	10,179,140
Total recurrent income	16,276,086
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	12,480,434
Non-salary expenses	3,814,185
Total recurrent expenditure	16,294,619
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	1,752,475
Other capital income	527,225
Total capital income	2,279,700
Total capital expenditure	1,762,225
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	3,330,698
Total closing balance	2,849,892

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

The College is committed to:

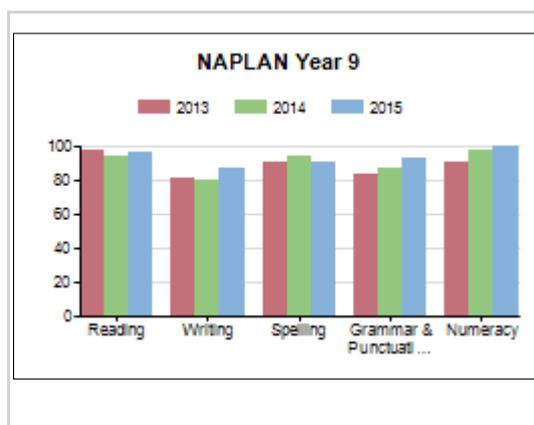
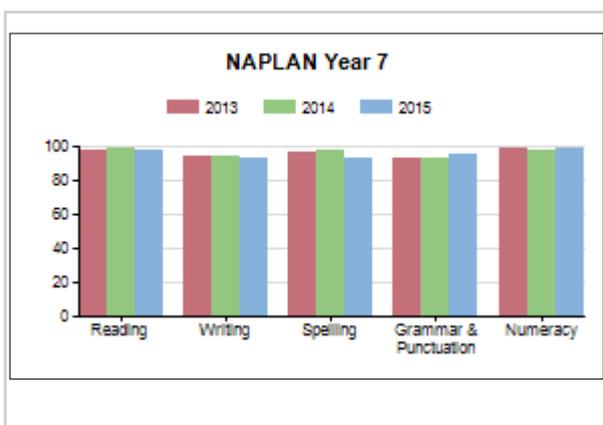
- improving Literacy and Numeracy skills amongst all students;
- developing both physical and organisational structures that facilitate optimal learning;
- enhancing teacher skill, capacity and resilience through collegial professional development;
- working with other Catholic secondary schools in the 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;
- implementing 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;
- 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.

VRQA Compliance Data

E4042

Lavalla Catholic College, Traralgon

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 07 Reading	97.9	98.9	1.0	97.3	-1.6
YR 07 Writing	94.7	93.8	-0.9	93.0	-0.8
YR 07 Spelling	96.4	97.3	0.9	93.4	-3.9
YR 07 Grammar & Punctuation	93.2	93.4	0.2	95.2	1.8
YR 07 Numeracy	99.0	97.8	-1.2	98.7	0.9
YR 09 Reading	97.9	94.2	-3.7	96.3	2.1
YR 09 Writing	81.7	80.5	-1.2	87.0	6.5
YR 09 Spelling	90.7	94.3	3.6	90.8	-3.5
YR 09 Grammar & Punctuation	83.9	87.7	3.8	93.0	5.3
YR 09 Numeracy	90.9	98.1	7.2	100.0	1.9



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	68.69%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**%**

Y07	92.60
Y08	90.56
Y09	89.69
Y10	90.44
Overall average attendance	90.82

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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STAFF RETENTION RATE

Staff Retention Rate	96.55%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	15.56%
Graduate	44.44%
Certificate Graduate	4.44%
Degree Bachelor	73.33%
Diploma Advanced	12.22%
No Qualifications Listed	10.00%

STAFF COMPOSITION

Principal Class	4
Teaching Staff (Head Count)	99
FTE Teaching Staff	91.887
Non-Teaching Staff (Head Count)	74
FTE Non-Teaching Staff	62.906
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	577.80
Year 9 Writing	558.00
Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	587.50

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	92.0%
TAFE / VET	5.6%
Apprenticeship / Traineeship	8.4%
Deferred	10.5%
Employment	12.6%