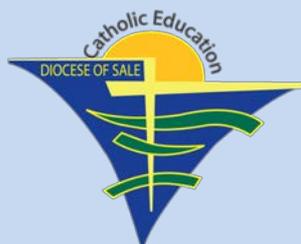


2016

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY



Lavalla Catholic College
Traralgon and Newborough

REGISTERED SCHOOL NUMBER: 2001



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Minimum Standards Attestation

I, **John Freeman**, attest that **Lavalla Catholic College** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 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 VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College 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 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.

Our 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 2016 our College had three campuses and a student population of 1,184. 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 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 “Mercy, This is the Name of Our God” providing for all the Lavalla Catholic College community a strong message on the focus of our school in 2016. 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.

2016 was also year of celebration, as we also recognised 60 Years of Marist Education in partnership with the Brigidine and Presentation Sisters. As well as looking back with gratitude, we engaged in developing our strategic plan for the next four years. After consultation with our community through the School Renewal process which occurred in 2016, new Mission, Vision and Graduation Goals statements were written to guide us. The process of reflection undertaken by our school community helped to identify the College's strengths and areas worthy of particular focus in the years ahead. Staff nominated colleagues to participate in developing our strategic intentions. The approach taken included: planning and conducting consultations; gathering feedback through various surveys; and leading other staff to reflect on how we might best direct our efforts as we strive to make the College even better. Focus areas were: Catholic Identity & Religious Education; Teaching & Learning; Student Wellbeing; Leadership & Management; and Resources. These plans will assist us to look forward with hope and purpose which respects those who have gone before us as well as building on the gifts and talents of our community.

Another major achievement during 2016 was that after a review in 2015 of the College's Leadership structure it was determined that whilst existing arrangements worked well, there were opportunities for improvement. Accordingly, based on the review and then the work of the College's Consultative Committee during the first part of 2016 we established a new and expanded range of Positions of Leadership.

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 2016 period include:

- Review and recreation of our Vision and Mission Statements;
- Creation of a set of Graduation Goals;
- Successful celebration of 60 years of Marist Education which included:
 - A Mass celebrated by the Bishop of Sale;
 - A music concert with past and current student performances;
 - Whole school photograph
 - Creation of a series of historical makers highlighting key events in our history;
- Completion of the upgrading the College's Information Communication Infrastructure;
- Restructure of the College's Leadership positions;
- Italian Language Tour and Fiji immersion;
- Refurbishment of our Food Technology facilities at our St Paul's campus and creation of a Textiles room at the Kildare campus;
- Continued improvement in provision outdoor seating and shade at the Traralgon Campuses;
- Continued the upgrade of classroom furniture across the College;
- The College choir and bands continued to participate in many competitions, including participating in a competition in Canberra;
- Partnership opportunity with Federation University to enhance student capacity in literacy;
- Development of a Learning Framework;
- Blue Caravel's Immersion to The Ltyentye Apurte Community, also known as Santa Teresa;
- Continued success in various sporting competitions the College is affiliated; and
- Joining the Gippsland Independent Schools group to provide our students greater cultural interactions with other schools.

Very late in 2016 we learned that the Parish Priest of Traralgon, Fr Bernard Buckley, was to move on and we wish him the best.

Our aim is to work with families in developing their children to become people who have strong minds and compassionate hearts as well as 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

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):

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
- Mass celebrated by Bishop O'Regan to celebrate 60 Years of Marist Education in partnership with the Brigidine and Presentation Sister;
- Campus based liturgies for:
 - Shrove Tuesday activities
 - Ash Wednesday
 - Easter
 - Christmas
- 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;
- Year 12 Valedictory Mass held at St Michael's Parish Traralgon.

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 8 and 9 Wellbeing days;
- 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 the Ltyentye Apurte Community, also known as Santa Teresa in the Norther Territory;
- 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.

Engagement in Diocesan Activities

- Launch for Caritas and Project Compassion.

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;
- Relay for Life with local organisations;
- Christmas Hamper project for St Vincent de Paul;
- Fundraising to assist the Marist Missions in Fiji, in particular the Marcellin Champagnat Institute.

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 2016 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 Praying as Marists;
- 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;

- 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;
- 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 Debutante Balls;
- Year 12 Valedictory Dinner;
- REMAR – A Marist Catholic youth movement which focuses upon individual spiritual development and commitment to the creation of a more just world;
- Support to enter various competitions including “The Spirit of Anzac”, Dante Alighieri, Book in a day etc;
- Participation in the Shared Stories Anthology project;
- 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 & 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 2016 and the College has continued work to inspire students to achieve personal excellence.

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 2016 included:

- Development of a Learning Framework;
- Participation in the development of a Diocesan-wide Literacy Framework;
- Cross secondary-school curriculum audits;
- Upgrade of Year 7 Learning Area to create greater flexibility of the learning spaces;
- Continuation and expansion of Math Pathways training;
- Engagement in the development of the Gippsland Tech;
- Continuation of the work of the Literacy and Numeracy Co-ordinators.

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 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. Allied to this a number of staff undertook an 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

2016 saw the ongoing development of a learning team framework for the College as a whole.

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.

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 commenced exploring opportunities to 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 8 in 2016.

Student Pathways

Student pathway opportunities were 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 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 a Registered Training Organisation and has three VET units on its scope.

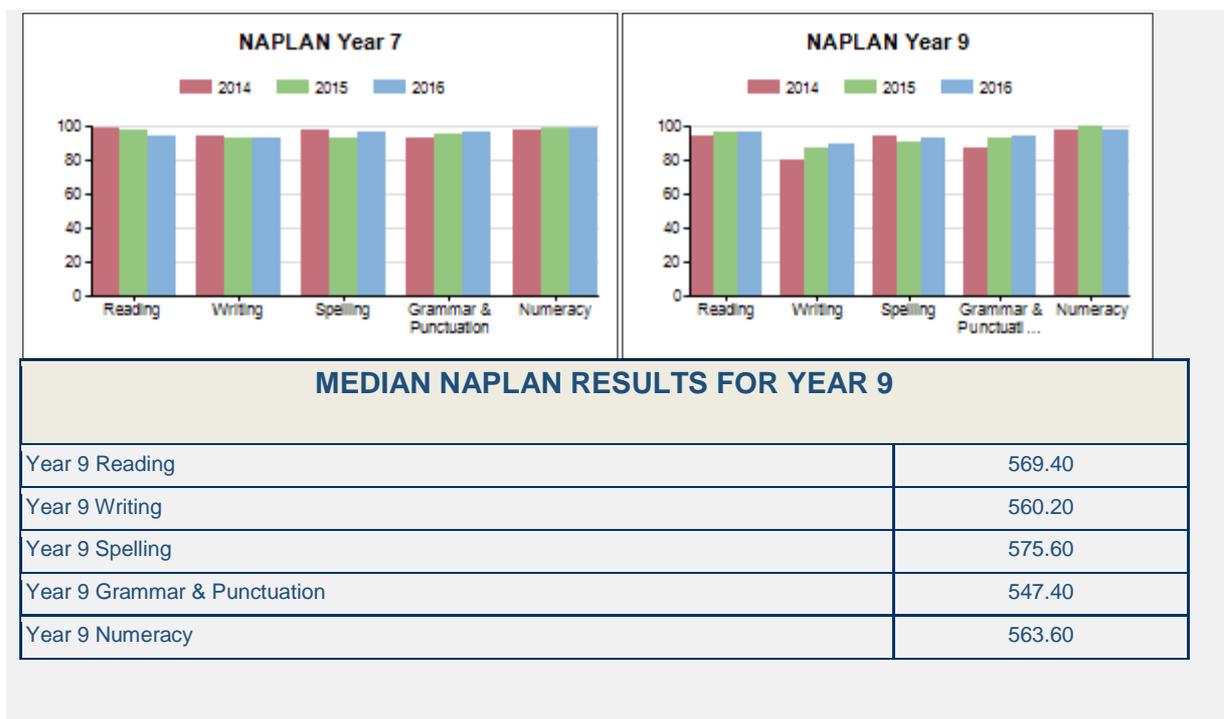
Our Trades Skills Centre has now been in operation for almost eighteen months and this has allowed improvements in the delivery of current VET programs (Building and Construction and Engineering) and will allow development of new relevant offerings.

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.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014	2015	2014–2015 Changes	2016	2015–2016 Changes
	%	%	%	%	%
YR 07 Reading	98.9	97.3	-1.6	94.0	-3.3
YR 07 Writing	93.8	93.0	-0.8	93.4	0.4
YR 07 Spelling	97.3	93.4	-3.9	96.2	2.8
YR 07 Grammar & Punctuation	93.4	95.2	1.8	96.2	1.0
YR 07 Numeracy	97.8	98.7	0.9	98.6	-0.1
YR 09 Reading	94.2	96.3	2.1	96.6	0.3
YR 09 Writing	80.5	87.0	6.5	89.3	2.3
YR 09 Spelling	94.3	90.8	-3.5	93.2	2.4
YR 09 Grammar & Punctuation	87.7	93.0	5.3	93.8	0.8
YR 09 Numeracy	98.1	100.0	1.9	97.8	-2.2



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. For 2016 College continued with the work of 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 increasing training in the Maths Pathways program. 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 2017.

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 stabilisation in Year 9 and at Year 7. This is already discussed above in reference to the new Mathematics program which was fully implemented at Year 7 in 2014 and now expanded through to 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 AS AT 2016	
Tertiary Study	51.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	9.0%
Deferred	12.0%
Employment	17.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	73%

Whilst these results are not as strong as previous years, they do represent success for our students individually. Students in the main achieved expected levels of results and consultation with our Year 12 Graduates from 2016 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 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 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;

- 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;
- 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;
- Participation in an Eisteddfod in Canberra
- Successful Participation in the Dante Alighieri Society Poetry Recitation and Original Poetry Competition;
- The Lavalla-Fermi Exchange program – our turn to travel to Italy;
- Student participation in the Enhancing Catholic Schools Identity Project;
- 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 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;
- Student Leadership which saw this year the continuation of a Leadership Training Camp and Student Leadership development days;
- Student Leadership handover day;
- Student Participation – focus on student ownership of campus activities including "House Centred Activities";
- Blood Donation drive at Kildare Campus;
- 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;
- 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.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	66.33%

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	%
Y10	93.64
Y08	91.92
Y07	93.75
Y09	91.81
Overall average attendance	92.78

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..

This year we have seen a significant improvement to previous years

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

Additional activities in 2016 include:

- Italian Cross Cultural Experience for Years 9 to 11 students where we travelled to Italy and were hosted students in Padova, Italy;
- Successful undertaking of the fourth Fiji Immersion experience for Years 10 and 11 students;
- Year 7 Camp;
- Year 8 City Experience camps;
- Year 9 – Atlas camps;
- 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;
- Day for Daniel;
- Presentation to all students and staff on cyber-safety by Digital Thumbprint;
- 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;
- Introduction of Sports Enrichment Program;
- Continuation of Chess 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 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. 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. 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;
- 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 outsiders/guest speakers visits;
- Appreciated the efforts to improve the canteen/service;
- Year 12 Last Day was positive;
- 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;
- Retreats were positive and the implementation of the chance to sing was appreciated;
- 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.

2016 student attitudes to school – actual scores ...



PARENT SATISFACTION

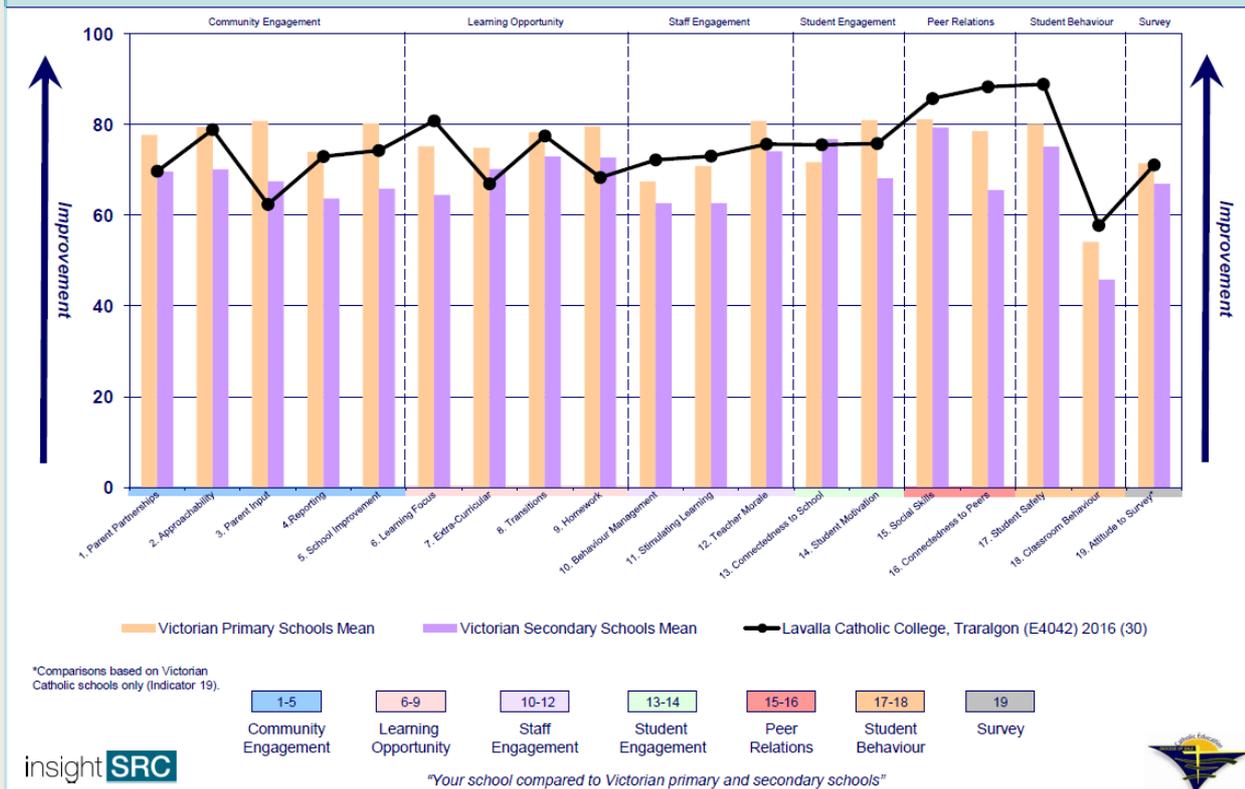
Occasions such as our information nights, Year 7 on Display and Expo are always well attended, indicative of the value parents place on these occasions. In both formal and informal ways parents express their satisfaction with and appreciation for the various elements of College life in the areas of Welfare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

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.

2016 parent opinion – actual scores ...



Other formal and informal discussions with our parents revealed:

- 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;
- High level of satisfaction with co-curricular and extra-curricular programs.

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 2016 which include:

- The development of policies and commitments including:
 - Development of a Child Safe Code of Conduct;
 - Review of Child Protection Policy;
 - Review of Child Protection – Working With Children Checks Policy;
 - Review of all other relevant policies in relation to child safety, wellbeing and pastoral care.
- Training and awareness raising strategies which included:
 - 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;
 - 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;
 - 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.
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- New Human Resources practices which includes:
 - New 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 & Management

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.

The College leadership structure was reviewed in 2015 and a new and expanded suite of positions created in 2016 for implementation for the 2017 to 2019 period.

The changes were instituted 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 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 2016**

- 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;
- Mindfulness training;
- Workplace Assessor qualifications;
- Spiritual development and formation;
- OH&S and in particular anti-bullying;
- Cyber-safety;
- Child Safety;
- Resilience and well-being;
- Data Literacy

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	93
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$632

TEACHER SATISFACTION

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

Furthermore, the Renewal Process involved extensive staff consultation that provided valuable insights in how we could improve all aspects of the College.

Teachers felt they were able to raise concerns about various issues. These could then be examined and areas for improvement could be 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 2017.

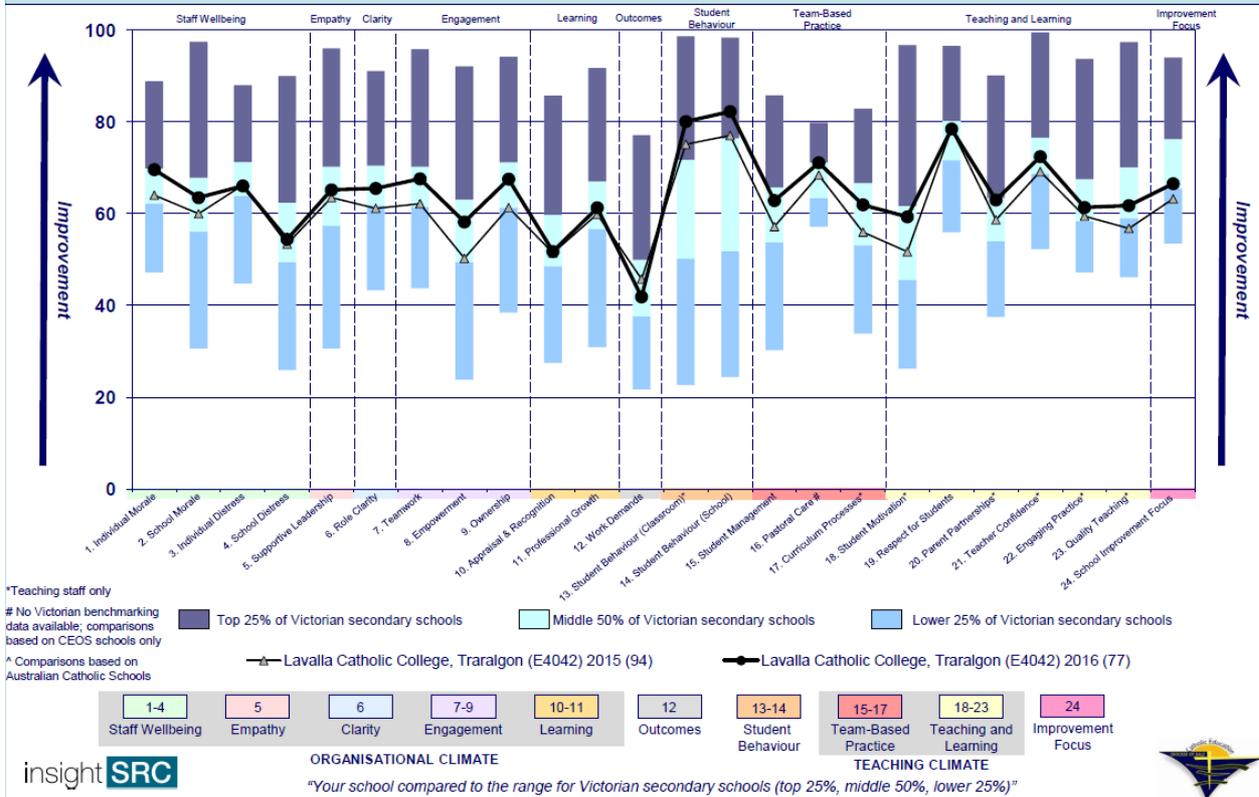
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.2%

STAFF RETENTION RATE	
Staff Retention Rate	95.56%

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	3
Teaching Staff (Head Count)	97
FTE Teaching Staff	91.615
Non-Teaching Staff (Head Count)	71
FTE Non-Teaching Staff	54.969
Indigenous Teaching Staff	0

2016 school climate – actual scores ...



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 disengaged students;
- providing more meaningful opportunities for student leadership;
- 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;
- 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.

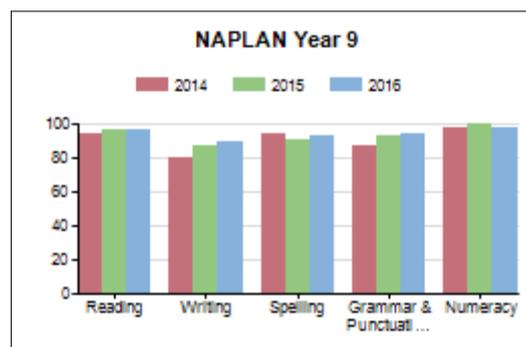
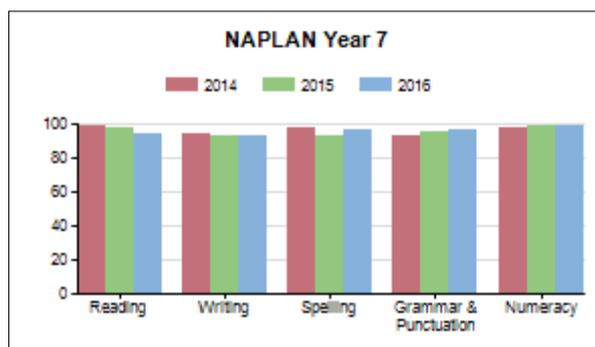
VRQA Compliance Data

E4042

Lavalla Catholic College, Traralgon

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	98.9	97.3	-1.6	94.0	-3.3
YR 07 Writing	93.8	93.0	-0.8	93.4	0.4
YR 07 Spelling	97.3	93.4	-3.9	96.2	2.8
YR 07 Grammar & Punctuation	93.4	95.2	1.8	96.2	1.0
YR 07 Numeracy	97.8	98.7	0.9	98.6	-0.1
YR 09 Reading	94.2	96.3	2.1	96.6	0.3
YR 09 Writing	80.5	87.0	6.5	89.3	2.3
YR 09 Spelling	94.3	90.8	-3.5	93.2	2.4
YR 09 Grammar & Punctuation	87.7	93.0	5.3	93.8	0.8
YR 09 Numeracy	98.1	100.0	1.9	97.8	-2.2



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	66.33%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	93.64
Y08	91.92
Y07	93.75
Y09	91.81
Overall average attendance	92.78

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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STAFF RETENTION RATE

Staff Retention Rate	95.56%
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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	3
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FTE Teaching Staff	91.615
Non-Teaching Staff (Head Count)	71
FTE Non-Teaching Staff	54.969
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	569.40
Year 9 Writing	560.20
Year 9 Spelling	575.60
Year 9 Grammar & Punctuation	547.40
Year 9 Numeracy	563.60

SENIOR SECONDARY OUTCOMES

VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	73%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	51.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	9.0%
Deferred	12.0%
Employment	17.0%