



Lavalla Catholic College

Traralgon

2021

Annual Report to the School Community



Registered School Number: 2001

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Minimum Standards Attestation

I, Doug Doherty, attest that Lavalla Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/03/2022

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

Our College Vision

Our Vision

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

Our Mission

In our daily actions we build positive relationships following the model of Jesus Christ. We are inspired by the Marist Characteristics:

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

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

Graduation Goals

Graduates of Lavalla Catholic College will strive to be:

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

College Overview

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

Writing over 180 years ago, Marcellin understood what every teacher knows, that teaching and learning are about forming a strong relationship with each individual built on trust, respect and love.

Offering a Catholic education across the Latrobe Valley, in 2021 our College had three campuses and a student population of 1204. True to our Marist tradition, we place a strong value on family. We appreciate our long associations with families in the Latrobe Valley and look forward to working with all families who seek to join our College community in a spirit of partnership, shared responsibility and mutual support.

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

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

Principal's Report

The theme this year was "Breathe", which has been pertinent to the challenges facing our school and local communities, with staffing and remote learning. Our world, Church, and consequently our lives are in a liminal time. What was is no longer, but what will emerge, is not yet clear. It would seem that economic forces have allowed us to fall into a cycle of producing and consuming. However, the challenges of 2021 have provided cause to stop the cycle, albeit not voluntarily, and to consider our life and direction. We have had to stop for prolonged periods many of our everyday actions, methods of work, and social interactions.

Regardless, of the challenges of 2021 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. Furthermore, the restrictions imposed on our community did not deter us from striving to achieve the best outcomes for our students.

Our overall VCE results are:

- 40+ Scores - 4.8%;
- Median Study Score - 28;
- 90+ ATAR - 6.7% (7 students);
- 80+ ATAR - 23.81%. (25 students), our best achievement on record; and
- Average ATAR - 63.95 up 1.9 marks from 2021
- % of VCAL units completed 71% up 5%

These results are consistent with our student's achievements from the last few years

2021 outcomes are a testimony to the hard work and resilience of not only our students but also their teachers and families.

This year was the last year of Principal leadership for our College by John Freeman. John served the College community diligently for eight years and was successful in achieving the role of Principal at Mary MacKillop Catholic Regional College, Leongatha. We would like to take this opportunity to thank John for his leadership during his time at Lavalla Catholic College. Our College is very blessed to have Mr Ryan Greer join us in term two of 2022, as Principal. We welcome Ryan and wish him the very best and our support in leading our wonderful College family.

Students at our College, regardless of their faith tradition, participate fully in the Religious Education program, retreat opportunities, liturgies, and Masses. These continued in a face-to-face mode when possible, otherwise, we celebrated all that is good using the technology that we all embraced from the onset of the pandemic. Therefore, our community continues to be exposed to a Christian view of the world through a Catholic lens. We are mindful of the various races, faiths, and cultures in our midst and seek to appreciate all of these while honouring our own Catholic traditions and culture.

Our aim is to ensure that our College is a place where all can be Safe, Happy, and Successful. The reviews that have taken place into key areas of College life, such as Well-being, Learning and Teaching, and Library provision; are just some examples of how we aim to continuously improve how we serve our students and families at Lavalla Catholic College.

Mr Doug Doherty

Acting Principal

Catholic Identity and Religious Education

Goals & Intended Outcomes

Goals

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

To effectively deliver the Religious Education Curriculum, 'To Live in Christ Jesus', in a recontextualised and dialogical way to help staff and students towards a more Post-Critical Belief.

Intended Outcomes:

We will do this by:

- Faith Formation: Leading the college community to a deeper Post-Critical Belief stance through recontextualisation of the gospel in dialogue with contemporary culture.
- Promote Catholic Social Teaching: Enhance the understanding of the principles of Catholic Social Teaching and how they guide our work.
- Prayer and Liturgy: To enhance the practice of prayer and liturgy in the college community.
- Marist Charism and Pedagogy: To enhance the understanding of Marist Charism and pedagogy in practice.
- To effectively implement the Religious Education Curriculum, To Live in Christ Jesus.
- Deepen the knowledge of the progression of learning in the Religious Education Curriculum, To Live in Christ Jesus.

Achievements

Faith Formation

- Staff participated in PL sessions about ECSI, and the Victoria and Melbourne scales, prior to completing ECSI survey in January.
- Staff engaged in online formation programs including Marist Schools Australia 'In the Marist Way', Marist Scripture online program and various formation programs provided by CTC.
- Annual Staff retreat, Marist theme 'Breathe' conducted for all staff in December, once COVID restrictions allowed limited gathering. Staff gathered and shared ideas and prayer in small groups.
- Student leaders participated in online and in-person workshops provided by APCIM and Marist Mission and Life team, regarding their roles as student leaders in a Catholic context.
- Promote Catholic Social Teaching
 - Staff workshops - Awakening commenced in 2021
 - Students and student leaders participated in workshops regarding ideas of social justice and how best to implement these in the school community.
- Religious Education Curriculum, To Live in Christ Jesus
 - Regular meetings held between RE Learning Mentor/Coach and Year Level teams/ individual staff to review the current curriculum and engage in dialogue around student learning in RE

- RE course documentation reviewed, updated and uploaded to SIMON
- PL in ECSI, language and concepts, particularly the role of the RE teacher as Witness, Specialist and Moderator held with RE team
- RE staff and others completed PL session regarding the understanding, and use of, Scripture.
- Prayer and Liturgy
 - Liturgy Leader worked with Assistant Principal Catholic Identity and Mission to provide resources and prayers for school community
 - Daily Prayer made available online via SIMON for students including links to reflective videos where relevant
 - Commissioning mass held in February
 - Video liturgies for Holy Week, ANZAC day, the feast of St Marcellin Champagnat, and other significant events were made available to students during remote learning and when restrictions precluded gathering in groups. Students involved where possible in creating these liturgies
 - Staff prayer modelled by Assistant Principal Catholic Identity and Mission at online briefings twice-weekly throughout the year
 - Student prayer and guided meditation are provided online during Remote learning including some led by student leaders
 - Planning continued for 'Game Changers' Marist Schools Student Youth Program for Years 7 to 12. Program postponed to 2022 due to remote learning and COVID-19 restrictions.

VALUE ADDED

- 9 staff members participated in an online Marist staff formation program, Footsteps.
- All staff participated in a Marist Schools Australia staff formation day: Breathe the spirit of life
- All staff participated in a Catholic Social Teaching professional learning day, facilitated by Caritas Australia.
- 5 staff gained Accreditation to teach in a Catholic school
- 1 staff member completed a Masters of Education and Theology. 2 more are currently undertaking this study
- Students participated in Marist connect evenings throughout the year.

Learning and Teaching

Goals & Intended Outcomes

Goals

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

Intended Outcomes

We will do this by:

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

Achievements

There have been a number of new initiatives introduced as well as consolidated in 2021 and the College has continued to work to inspire students to achieve personal excellence.

Continuous Improvement approach to Learning Teaching

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

Action in 2021 included:

- Embedding the Active Learning approach through the creation of whole staff Learning Forums. This is to reflect upon and share the best active learning practice in the classroom.
- Introduction of Ben Lawless to all teachers to ensure that successful implementation of Developmental Rubrics.
- Participation in the development of a Diocesan-wide Literacy improvement plan through reading; including the introduction of the Reading and Writing Renaissance program at Year 7
- Whole College curriculum audits;
- Expansion of the role of the Learning Innovations Leader to develop integrated programs for gifted students.

Goals and Differentiated Curriculum

The College continues to discuss, plan, and manage diverse pathways, negotiated curricula, and externally offered courses to meet our students' varying needs. In the classroom, teachers are

continually discussing and working on ways to adapt the learning environment to allow students of different needs to thrive. Those students requiring extension are provided with a variety of avenues for success. The College continues to work extensively to enable access to quality learning experiences for every student. Allied to this, four staff members completed the Masters of Clinical Teaching with a focus on building capacity in classroom practice across the school.

Learning and Teaching Teams

2021 witnessed increased collaboration of Learning Teams which is apparent and has seen improved course documentation, more engaging learning opportunities provided to students, and greater coordination from Years 7 to 12.

Staff coaching and goal setting were continued. Additionally, regular professional development for Learning Leaders was provided via an instructional coaching model. The College also continued to advance the process of mapping of student performance, data collection/interpretation, student goal setting, and mentoring for continual improvement.

Regarding 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 relevant Professional Development is formally conducted in Annual Review Meetings, focusing on improving professional practice and developing leadership capacity.

Data-informed decision-making and practice

- The College has developed and is implementing a plan for collecting a range of student outcome data, including test data and quality classroom assessments.
- School leaders, as part of their responsibilities, regularly worked with their teams to review achievement data relating to their areas; completed through fortnightly Professional Learning Clusters sessions and twice a term faculty meetings.
- In 2020 all teaching staff were given access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress. This is done through the SIMON Data Analytics program that can track live data, Cohort growth, cohort and individual performance.
- Professional development was provided to build staff skills in analysing and interpreting data through sessions via Intellischools and PLC.
- The College uses data to inform school-level decisions, interventions and initiatives. A current example of this was the VCE adjustment due to educational disadvantage because of COVID-19.

Expert teaching team — Teachers as experts in their field

- The school launched a specific focus upon on all teachers being highly committed to continuous improvement and focusing on developing knowledge and skills required to improve student learning.
- This was supported through a planned PD program that focuses upon building staff capacity via optional and compulsory PD and PL sessions across the year via face to face and online sessions.
- The meeting schedule was adapted to target sessions that have a specific focus.
- Targeted PD was aligned to strategic outcomes- e. g Data literacy. Learning Management System PL etc.

STUDENT LEARNING OUTCOMES

Over the last seven years, the College has increased its focus on the NAPLAN & PAT Data to inform choices of curriculum and pedagogy. The data between year levels raises issues around literacy and numeracy where further advances need to be made to ensure continual student improvement. In 2021 the College Data and Assessment Team (DAT) continues spending time working with staff on understanding data and developing strategies for improvement. Practical responses include increasing training in the Maths Pathways program and reviewing current VCE data. Regular meetings were held and professional development was provided. Concerning literacy, the College and the six other secondary schools in the Diocese of Sale entered into a partnership to enhance teacher understanding of this area's latest research and practice. These initiatives will continue in 2022.

The data indicate that reading continues to be an area of particular focus. The College's recent emphasis on all teachers being teachers of literacy is critical, particularly concerning reading for various subjects.

Numeracy has seen stabilisation in Year 9 and Year 7. This program provides regular feedback to students, teachers, and parents and has assisted teachers in identifying skill and knowledge gaps, and provides strategies for improvement. The College involved more staff with in-servicing in the teaching of mathematics. This was undertaken at regular intervals throughout the year rather than just single events under the direction of the Mathematics Leader and Deputy Principal of Learning and Teaching.

Staff meetings have been transformed into Learning Forums for discussions on learning and teaching strategies with far less emphasis on organisational matters which can be dealt with via technology.

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

Our VCE results are consistent with last year. However, closer analysis reveals stronger performance by students in the middle two quartiles, representing success for our students individually. Students in the main achieved expected levels of results and consultation with our Year 12 Graduates from 2021 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 regularly tracking the progress of senior students, including setting and reviewing targets. This data allows the College to align achievement in classes to an expected empirical 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.

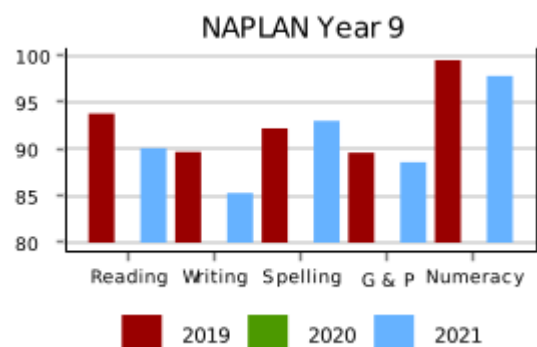
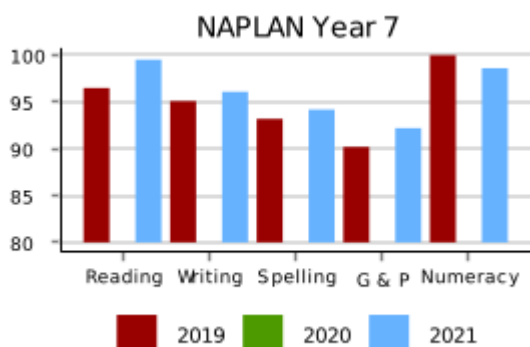
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	573.5
Year 9 Reading	563.1
Year 9 Spelling	582.4
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	90.2	-	-	92.2	-
YR 07 Numeracy	100.0	-	-	98.6	-
YR 07 Reading	96.5	-	-	99.5	-
YR 07 Spelling	93.2	-	-	94.2	-
YR 07 Writing	95.1	-	-	96.1	-
YR 09 Grammar & Punctuation	89.6	-	-	88.6	-
YR 09 Numeracy	99.5	-	-	97.8	-
YR 09 Reading	93.8	-	-	90.1	-
YR 09 Spelling	92.2	-	-	93.0	-
YR 09 Writing	89.7	-	-	85.3	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

Goal

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

Intended Outcomes

We will do this by:

Relationships: To nurture the relationships between students, staff, and families; to be inclusive and understanding of the diverse needs of everyone in the school community.

Resilience: To build an inclusive culture that encourages the development of social-emotional skills necessary for leading a productive and fulfilling life.

Happy and Safe: To create an environment that embraces a culture whereby students and staff feel safe, supported, and valued.

Attendance: To ensure that all stakeholders (staff, students & families) understand the importance of regular attendance and the impact that irregular attendance has on academic performance and social-emotional well-being.

Achievements

Activities that focused on student development and well-being include:

- Promotion of On-line Safeguarding, Cyber Intelligence and Respect through the continuous education via virtual avenues, especially during Remote Learning.
- Presentations from external experts on matters relating to resilience and cyber-safety;
- Use of a variety of resources, including "Learning Curve" to improve the well-being of students through programs that are accessible to students.
- Ongoing use of the SMS system to inform parents/guardians if their child has not attended school by 10am daily without explanation.
- Continuation of Well-Being Forums based on the Well-Being Review, to begin the process of review for LA/Homeroom and the creation of a Pastoral program for Lavalla Catholic College by Lavalla Catholic College.
- Successfully reviewed the College's response to the Child Protection Order 870 — Child Safe Standard 7: Strategies to promote child participation and empowerment.
- Creation of Positive Behavioural Response Process in-line with SIMON's Social Behaviours.
- Ongoing development of PAM within SIMON to allow parents/guardians to observe and address their child's school attendance.
- Continuing to have meaningful and relevant assemblies, when able, at Campus and Year level to celebrate student success and promote our College culture;
- Embedding of the Three Violets affirmation program at the St. Paul's campus;

- Review and continuous improvement of student awards to recognise achievement;
- Year level well-being days, when able to undertake them in 2021;
- Improved risk-assessment processes for incursions and excursions;
- Focus of fundraising in solidarity with the mission of the Church — Caritas/Marist, St Vincent's De Paul, Give a Damn Give a Can, Shave for a Cure, Ice Bucket Challenge and Christmas Hampers;
- Continuation of a dynamic Transition Team to share practice and accountability for Primary enrolments and transitions.
- Transition activities Year 9 students.
- Successful Head-Start programme for Years 7, 9 to 12 and orientation;
- Journey to Work program continued, albeit in a limited capacity, and has grown;
- LA sessions continued which supports goal setting by each student and the development of student/teacher relationships;
- Year 12 Tertiary Information sessions;
- Year 11 individual course selection interviews;
- Matching students' interests and abilities with potential pathways;
- Student Leadership handover day;
- Student Participation — focus on student ownership of campus activities including "House Centred Activities";
- Cyberbullying action activities;
- ANZAC and Remembrance Services conducted online.

VALUE ADDED

Our busy calendar gives witness to the richness of experience through the guest speakers, excursions, incursions and activities. Not a single week passes when the students and staff have not engaged in fulfilling and enriching learning. The curricular and co-curricular experiences deepen and strengthen our life learning. The staff is exceedingly generous in its commitment to improving student learning. New programs have meant a change in the way things are done, and while that can be challenging, the staff has persisted in making things work well. Dedicated staff members have planned and organised a number of activities set within the context of teaching, preparation student management and mentoring, professional development and learning. The enthusiasm and work ethic is admirable.

STUDENT SATISFACTION

The College continued to use various methods to monitor students' engagement and satisfaction. Small group interviews with Year 12 students were introduced in 2014 and have

continued from that time when 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 with the diversity and quality of programs offered. A similar process is undertaken with student leaders at various year levels throughout the school. Additionally, electronic surveys are used to garner feedback on issues of concern. The College also undertook Insight SRC Surveys with students to obtain highly refined information from these surveys. Nevertheless, whilst there have been significant increases in seeking the views of students to inform change and improvements we still need to continuously improve formal feedback opportunities in areas such as Educational resources; Extra-curricular activities; Exams and Cross-age tutors; Safe school, and anti-bullying.

Below are some comments and insights received:

- Students valued the relationships they had with each other and with the staff, throughout the school, but particularly at the Kildare Campus
- Swimming carnivals were a positive way to build house participation and camaraderie between year levels, however another opportunity for school community building was desired
- Retreats, when able to attend, were positive in assisting students to make the links to our Marist Charism
- Students at Kildare Campus appreciated the improvement in the availability of appropriate seating areas
- Linked university visits, going to Open Days, more guest speakers visit
- Appreciated the efforts to continuously improve the canteen/service;
- Year 12 Last Day was positive, especially after a difficult year
- The continued need for more shelter when it is raining
- Lockers have improved, but some are better than others
- Camps are great activities to build relationships with staff
- Ability to be involved in Leadership roles was good
- Students want to have more understanding of mental health issues and how to support their peers
- Students want more information and education on areas relating to alcohol and drugs and financial literacy.

STUDENT ATTENDANCE

- Daily attendance of each student enrolled at the school is recorded in every class at Lavalla Catholic College.
- During periods of Remote Learning due to COVID-19 attendance was taken once per day as permitted by the Minister.

- During Remote Learning, attendance was monitored through students submitting a response to a Well-Being Task through the College's Student Management System each morning prior to 9.00am when in Remote Learning. This recorded their attendance as well as identifying students that needed support.
- Any absences of a student from school including classes are identified and followed up according to normal protocol.
- Reasons for each student's absence are provided and recorded in writing via the Parent Access Module (PAM).
- Explanations for absences that are provided are a reasonable excuse for the purposes of their responsibilities under the Act.
- Follow up on any unexplained absences of a student by contacting the parent/guardian of the student as soon as practicable on the same day.
- Follow-up of any ongoing well-being concern during Remote Learning was undertaken firstly by SMS, then by a telephone call, and as required by PAM or email.
- Parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance. If upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school.
- Information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file.
- Parents/guardians are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- Attendance improvement strategies, interventions, and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan, and Return to School Plan.
- Strategies for supporting the attendance of students in out-of-home care, experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds, and newly arrived families are implemented.
- DOSCEL and MSA is advised where a referral to a School Attendance Officers is required because the student has been absent from school on at least five full days in the previous 12 months without reasonable excuse for absences.
- Referral processes are implemented to Child FIRST or Child Protections, DOSCEL, and the School Attendance Officer where required at least five full days in the previous 12 months without reasonable excuse for absences.

- Referral processes are implemented to Child FIRST or Child Protection, DOSCEL, and the School Attendance Officer where required.
- Ensure Schools within DOSCEL maintain attendance records, identify and follow up unexplained absences and develop procedures to support and maintain attendance in accordance with Education Training and Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2017 (Vic.).
- The Deputy Director of Catholic Identity, Leadership, Learning, and Teaching in conjunction with the school principal may authorise an exemption and provide written approval for student attendance or attendance and enrolment to be exempt or reduced to less than full time.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	70.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	93.9%
Y08	92.4%
Y09	91.7%
Y10	88.8%
Overall average attendance	91.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	98.0%
VCAL Completion Rate	71.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	46.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	15.0%
Deferred	15.0%
Employment	12.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

PARENT SATISFACTION

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

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

The College community usually enjoys celebratory occasions such as Year 12 Graduation Dinner, Commissioning Mass, and Mid-year and End of Year Award Ceremonies for example. Not all of these events could take place in a face-to-face manner but nevertheless the online attendance was strong 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.

Child Safe Standards

Goals & Intended Outcomes

Goal

Continuously improve practices in all aspects of Child Safe Standards.

Intended Outcomes

We will do this by:

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

The continuous development and review of policies and commitments including:

- Development of a Child Safe Code of Conduct;
- Review of Child Protection Policy;
- Review of a Youth Speak Child Protection Policy, developed in collaboration with students;
- Development of a Child Protection Committee that includes student representation to provide a platform for the voice of students;
- Review of Child Protection - Working With Children Checks Policy;
- Reportable Conduct training;
- Review of all other relevant policies in relation to child safety, well-being, and pastoral care.

Training and awareness-raising strategies included:

- Ongoing operation of a Child Protection Committee;
- Online training modules through Complispace;
- Online training on Mandatory Reporting through the DET;
- Ongoing development of scope and responsibility of Compliance Manager who works with all members of College Community in this area;
- Participation in a Diocesan wide committee focussing on Child Protection;
- Increased resources on Intranet for ready access for staff;
- Programs delivered to students at all year levels in relation to personal safety;
- Increased resources available on College's internet site as well as dedicated sections for Child Protection policies and Student Safety and Well-being - 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 as photocopy rooms, as well as identifying the Child Safe Officers within the school;

- The electronic sign-in procedure at all reception areas requires visitors to read and acknowledge they understand expectations in relation to child safety;
- Consultation with the community through College Council, Newsletter, and invitation for comment on new policies.

Human Resources practices which includes:

- Updating of application forms requiring declarations by applicants regarding child safety;
- Improved screening processes and reference checking;
- Extensive induction program through use of Complispace supported by Compliance Manager;
- Clear statements regarding Child Safety in all advertising for positions;
- All interviews include discussion regarding Child Safety and College expectations.

Leadership

Goals & Intended Outcomes

Goal

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

Intended Outcomes

We will do this by:

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

Goal

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

Intended Outcomes

We will do this by:

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

Achievements

The College is now in the fifth year of its new leadership structure. The changes instituted are primarily for four reasons. The first was to ensure that we had senior positions in the school that have a clear focus on our strategic goals. The second reason was that over time the school has grown, and some positions had expanded and were larger than one person could reasonably do at a level that they expected of themselves and the growing needs of the school. The third reason was that we have introduced a number of new programs and these had now developed to a point where they required specific leadership and accountability. The fourth and in many ways the critical reason centred on the need to create new opportunities for staff growth and development. This new structure has more positions with more specific ambit. 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 well-being outcomes for the young people in our care.

The focus in 2021 has been to embed and implement the revised array of leadership opportunities across all areas of the College. The focus on narrow portfolios, where possible, allowed greater depth of focus and improved lines of communication. The new structure has at its core a drive to increase the leadership capacity of leaders at all levels, particularly learning and well-being leaders. This has seen the ongoing engagement of two external experts who meet regularly with teams to increase teamwork, communication, negotiation, planning, and problem-solving skills. This continued during COVID-19 restrictions using video conferencing technology. These engagements are not limited to teaching staff, but also members of the administration team. Furthermore, leaders are educated in the sociological and psychological aspects of leading people. Additionally, staff were actively encouraged to share their expertise with colleagues through regular forums.

The College continuously improved its use of a Development Management package, EMS360. This software assists the College in better receiving requests, and approving and recording professional development. This product also allows the storage of records of Annual Review Meetings.

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- 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 provide rich learning experiences for all students, including Students With Disabilities through both face to face and online programs;
- 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;
- Meditation training;
- Workplace Assessor qualifications;
- Spiritual development and formation;
- OH&S and in particular anti-bullying;
- Cyber-safety;
- Child Safety;
- Resilience and well-being.

Number of teachers who participated in PL in 2021	94
Average expenditure per teacher for PL	\$1042

TEACHER SATISFACTION

All staff had the opportunity to undertake the Insight SRC surveys. We also conducted regular staff surveys throughout the year, particularly during Remote Learning, to gain feedback for improvement.

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

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

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.6%
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TEACHER QUALIFICATIONS

Doctorate	1.1%
Masters	28.4%
Graduate	44.2%
Graduate Certificate	1.1%
Bachelor Degree	88.4%
Advanced Diploma	7.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	116.0
Teaching Staff (FTE)	101.1
Non-Teaching Staff (Headcount)	82.0
Non-Teaching Staff (FTE)	71.3
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

Our College is committed to:

- improving Literacy and Numeracy skills amongst all students;
- embedding of a structured and monitored reading program;
- developing both physical and organisational structures that facilitate optimal learning;
- enhancing teacher skill, capacity, and resilience through collegial professional development;
- working with other Catholic secondary schools in the Diocese to establish a system-wide approach to the use of learning goals and success criteria to enhance student learning;
- exploring ways to re-engage disengaged students;
- providing more meaningful opportunities for student leadership;
- working with a variety of tertiary providers to create practical university pathways for students;
- commencing the second phase of the current 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 Marist Schools Australia and 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 the best use of all facilities and staff to enhance the well-being 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.