



Lavalla Catholic College

Traralgon

2022

Annual Report to the School Community



Registered School Number: 2001

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Minimum Standards Attestation

I, Ryan Greer, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

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

Vision and Mission

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 inspires excellence in learning and development through quality teaching and student 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. All students at Lavalla are known and loved.

Offering a Catholic education across the Latrobe Valley, in 2022 our College has two campuses and a population of approximately 1250 students. 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.

We pursue excellence in academics and offer a broad range of subjects at each year level. We are a pathways school and provide many opportunities to broaden life skills. Families look to our College to provide a comprehensive and engaging education for their children. At Years 7, 8 and 9, 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. 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

Known and Loved; a dignity for all

Our College theme for 2022 was Known and Loved; A dignity for all. It was a wonderful theme and a beautiful reminder for us all as Christians, as Marists and as members of Lavalla, that our community is centred on the gift of God's love for us all.

Christians believe that Jesus demonstrated to us how a loving community was the key to happiness and fulfilment in life. His example implores us every day to reach out to those around us and to recognise the inherent worth and dignity, which we all possess. Our theme this year was a call to ensure that our words about community, were matched by our actions in nurturing the gift of love; which brings meaning and purpose to all that we do.

A culture of service

Service at Lavalla is built around this approach of animating or bringing to life our words through action. Jesus' example of being a person for others, is central to Marist spirituality and a proud and continually evolving feature of our culture at Lavalla.

This year across many social justice initiatives, our students demonstrated a real commitment to assist those in our society most in need. Whether it was through the donation of thousands of food items; high volumes of blankets or pieces of clothing; financial donations and fundraising or even the precious gift of time through listening and companionship, our students demonstrated a deep commitment towards authentically giving life to Catholic values and making meaningful contributions and sacrifices for the benefit of others. As always, these contributions were undertaken with selflessness and humility and tangibly improved the lived experience of the needy in our community.

Academic Achievements

In 2022, hundreds of Lavalla students from across both campuses received awards and recognition for both academic performance and academic improvement. These awards recognise student engagement, commitment and dedication towards their studies as well as a focus on learning growth. All award winners should be commended on their achievements, particularly after a most challenging few years of COVID disruption. Our awardees serve as inspiration for all students, to set high academic and improvement focused expectations in 2023 and develop strategies and plans to help meet these expectations and achieve their best.

Year 12

Congratulations must go to the Class of 2022, their families and our Lavalla teaching staff, on this year's pleasing Year 12 results. Again, it is a significant collaborative effort after what has been a challenging time for everyone, not least our young people. Without exception, our students responded with resilience, grace, and good humour.

This year saw our cohort attain the College's highest ever College Median and Average ATAR results. Additionally, as a proudly non-selective school, to have nearly 25% of students attain an ATAR greater than 80 is a performance that reflects the quality of our teaching and the hard work of many of our students.

Special congratulations must go to Dux of the College and to the nearly 10% of other VCE students who achieved ATAR scores above 90, placing them in the top 10% of students in Victoria. We are equally proud of the many students who pursued vocational pathways, with a

very large number of students already securing apprenticeships with local businesses and industries.

The best measure of success of course, is the quality of the young people that we prepare to go out and make positive contributions to society. Young people who treat others with respect, with dignity and with compassion; young people with a lived understanding that our God is always there for them and who indeed brings light to all of our paths.

Outside of the Classroom

Emerging from the fog of COVID and from often challenging restrictions that made co-curricular and sports participation difficult, I am immensely proud of the way that students embraced the challenges before them and never wavered in their pursuit of participation, development and achievement, across the many co-curricular and sporting opportunities on offer at Lavalla.

Whether it was the successful exploits of our many sporting teams in Basketball, Football, Soccer or Cricket; or our talented musicians, choir and performing artists; or even students who attended the many offsite programs we offer, all involved served as wonderful ambassadors for our school and challenged themselves and those around them to improve and succeed. I commend all students for their efforts and for their pride at what it means to be a Lavalla student and to represent our community. I hope that their participation and commitment inspires others to become involved in the many wonderful co-curricular and sporting opportunities on offer at our school.

Thank you

I pass on my sincere thanks to all families for a very productive year at Lavalla. I wish to thank all of the students, teachers, parents and carers who have helped welcome me into this beautiful community. It has been a great pleasure to get to know them all and I very much look forward to building upon these important relationships in even greater depths over the years to come.

Ryan Greer

Catholic Identity and Mission

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 Spirituality and Pedagogy: To enhance the understanding of Marist Spirituality 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

In our prayer and assemblies this year we were able to focus on this idea of human dignity, and that all people possess this dignity because they are created in God's image. At every opportunity, we reflected on how we can respect this dignity through our words and actions and of the importance of recognizing that each of us can be regarded, as St Paul says, as "God's work of art" (Ephesians 2:10)

Although early in 2022 we were still restricted to online celebrations, in June it was a joy to be able to hold our first whole college Mass, to celebrate the feast day of St Marcellin Champagnat and to commission our new principal, Mr Ryan Greer. Bishop Greg Bennet, Bishop of the Diocese of Sale, celebrated Mass for us, and the whole school community enjoyed this significant event. It was great to have our Liturgical choir leading us in music, and for the students to finally experience what it was to celebrate as an entire College community.

The year was full of significant events for students and for staff, including staff formation days on the theme of Known and Loved, and the expansion of our Game Changers program, which has been written about elsewhere in this yearbook. Of particular note, our 'Come and Try' Game Changers day for Yr 7, 8 & 9 students, and the Yr 11 Solidarity trip to the Exodus community, were great opportunities for students to immerse themselves in a program which fosters leadership, reflection and development of individual faith. We are grateful to the Marist

Mission and Life team, and the Marist Youth Ministry team, for their support of our staff and students.

During the year we also commemorated 150 years of Marist Education in Australia. This milestone came in a year which saw us, thankfully, able to reach out and strengthen our connections with other Marist schools. A special Marist Connect week was held with opportunities for our student leaders to gather with their peers from Marist-Sion College in Warragul and work with Br Tony Leon to strengthen their leadership skills, and students were able to participate in regional evenings with students from across Victoria.

Finally, our Retreat program was able to offer our students a chance to reflect in a more informal way, away from the busyness of school life, with Year 12s attending their event at Philip Island in June, and Yr 11 attending retreats in House groups for the first time in July and August. Whilst the Yr 12 retreat is an opportunity for students to think about what is important to them as they ready themselves for life beyond school, the Yr 11 Retreats had a different focus: looking at the students' footprint on the world, what affects them and how they affect others, and at their beliefs today and how they have come to form them. All retreats also had opportunities for community strengthening games, and quiet reflective time.

VALUE ADDED

- Four staff members participated in the Marist staff formation program, *Footsteps*.
- Seven new staff members participated in the Marist new staff formation program, *In the Marist Way*.
- All staff participated in a Marist Schools Australia staff formation day: *Known and Loved; A dignity for All*
- Two staff members gained Accreditation to teach in a Catholic school
- One 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 as well as Marist Youth Ministry Program *Game Changers*.

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 2022 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 2022 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
- Continuation of work with Expert Teacher Ben Lawless, for all teachers to ensure the successful development and 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
- Continuing development of a school wide approach to develop data literacy amongst staff
- Targeted intervention for Year12 students in relation to VCE scored and non-scored pathways.

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, another two staff members completed the Masters of Clinical Teaching with a focus on building capacity in classroom practice across the school.

Learning and Teaching Teams

2022 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.
- Since 2020 all teaching staff have been 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 data literacy 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.

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

Our NAPLAN data this year continued to show improvement across many domains.

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 2022 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 2023.

The data supports reading as a continued 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.

Significant cohort-level data strongly suggests that the effects of remote learning on academic growth have, so far, been minimal. The evidence is that our average ATAR continues to increase. Over a quarter of our students achieved an 80+ ATAR, and many have secured apprenticeships within our local community, a testament to our strong VCAL and Applied Learning programs.

With a renewed focus in 2023 and some significant structural changes in areas such as English, the College is targeting improved study scores and further improvement of outcomes and results.

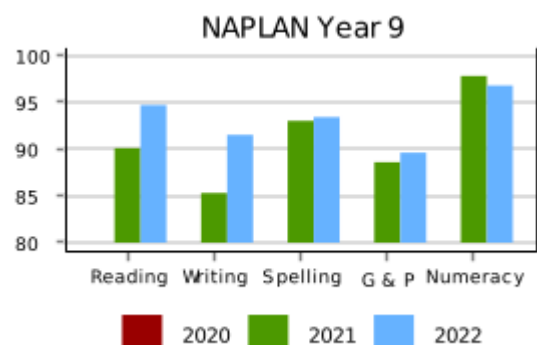
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	561.0
Year 9 Numeracy	576.7
Year 9 Reading	575.7
Year 9 Spelling	569.5
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	92.2	-	94.1	1.9
YR 07 Numeracy	-	98.6	-	96.4	-2.2
YR 07 Reading	-	99.5	-	97.8	-1.7
YR 07 Spelling	-	94.2	-	94.6	0.4
YR 07 Writing	-	96.1	-	94.7	-1.4
YR 09 Grammar & Punctuation	-	88.6	-	89.6	1.0
YR 09 Numeracy	-	97.8	-	96.8	-1.0
YR 09 Reading	-	90.1	-	94.7	4.6
YR 09 Spelling	-	93.0	-	93.4	0.4
YR 09 Writing	-	85.3	-	91.5	6.2

* 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.



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 wellbeing in 2022 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 wellbeing 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
- Commencement of a process of review for the College's Wellbeing structures and the future delivery of Pastoral education
- Compliance with the new Child Protection Standards as per Ministerial Order
- 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
- Meaningful and relevant student assemblies, at Campus and Year level to celebrate student success and promote our College culture
- Celebrating students through the Three Violets affirmation program
- Review and continuous improvement of student awards to recognise achievement

- Improved risk-assessment processes for incursions and excursions
- Focus of fundraising in solidarity with the mission of Marist Schools Australia and the Catholic Church
- Continuation of dynamic transition practices to enhance the experience of Primary enrolments and student transitions
- Campus transition activities for Year 9 students
- Journey to Work program continuation and success
- Homeroom sessions to support 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
- Representation at ANZAC and Remembrance Services.

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. Coupled with Insight SRC participation, in 2022 staff, students and parents were invited to offer feedback regarding important functions across the school. Strategic domains such as Catholic Identity and Religious Education; Pastoral Care and Wellbeing structures; Learning and Teaching as well as College Systems and Facilities were all areas canvassed for qualitative and quantitative reflection. Stakeholders were encouraged to complete the short survey and share their ideas for school improvement through constructive feedback.

Below are some comments and insights received:

- Students valued the relationships they had with each other and with the staff, throughout the school
- Community events were a positive way to build house participation and camaraderie between year levels
- Retreats, when able to attend, were positive in assisting students to make the links to our Marist Spirituality
- Students across both campuses spoke of the need for further amenity and recreation options
- Feedback regarding priorities for the development of the MasterPlan were plentiful. Strong trend for contemporary education spaces and renovation/improvements
- All stakeholder groups commented on the need to continue to improve communication at school and between home and school
- Support for a strong social media presence
- Students desire to have more understanding of mental health issues and how to support their peers
- Students desire more information and education on areas relating to alcohol and drugs and financial literacy.
- Staff spoke of the need for contemporary and appropriate workspaces

STUDENT ATTENDANCE

- Daily attendance of each student enrolled at the school is recorded in every class at Lavalla Catholic College.
- 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 of any unexplained absences of a student by contacting the parent/guardian of the student as soon as practicable on the same day.
- Parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance. If upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day,

the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).

- If contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school.
- Information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file.
- Parents/guardians are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- Attendance improvement strategies, interventions, and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan, and Return to School Plan.
- Strategies for supporting 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.
- Ensured compliance with the school's regulatory and legislative requirements in relation to absence procedures and subsequent follow up.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

65.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	86.8%
Y08	85.4%
Y09	84.4%
Y10	82.0%
Overall average attendance	84.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	98.0%
VCAL Completion Rate	82.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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%

Child Safe Standards

Goals & Intended Outcomes

Goal

Continuously improve practices in all aspects of Child Safe Standards.

Intended Outcome

In July 2022 the College ensured compliance with the new Child Safe Standards and Ministerial Order No. 1359.

Achievements

- Compliance with the New 11 Child Safe standards as per requirements
- Revision and updating of our Child Safe Code of Conduct
- Review of Child Protection Policy
- Review of a Youth Speak Child Protection Policy, developed in collaboration with students
- Continued 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.

In 2022 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 focusing on Child Protection
- Increased resources on Intranet for ready access for staff
- Programs delivered to students at all year levels in relation to personal safety
- Increased resources available on College's internet site as well as dedicated sections for Child Protection policies and Student Safety and Wellbeing
- Regular articles in College Newsletters
- 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

In 2022 a new Principal commenced at Lavalla Catholic College. The current Position of Leadership (POL) cycle was extended for an extra year (under agreement with the Consultation Committee and staff affected).

Additionally, the new Principal oversaw a revision of the College Leadership structure, to better respond to the needs of a dynamic multi campus school and promote current best practice. The change followed an extensive period of feedback from all stakeholders through a stakeholder feedback instrument and was to commence at the beginning of the 2023 school year. The significant change was the introduction of Deputy Principal level Campus Heads, overseeing learning and teaching, wellbeing and operations at both Campuses, who report directly to the Principal.

The focus in 2022 was to establish a new post-covid normality, and to design a new POL structure for 2024 onwards. The new structure was to be based upon contextual need, current best practice and a focus on the core needs of the school in Catholic and Marist Identity; Learning and Teaching and Student and Staff Wellbeing. Staff and community consultation was sought and the design co-developed between Leadership and the College Consultative committee.

In 2022 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 2022

In 2022, we began the year by welcoming a record number of new staff to the college, including teachers, administration support, education support, nurses and tutors. An unprecedented number of these staff were graduates, and as is our custom, a significant number of these new staff are past students. It is lovely to know that so many of our students return to the Lavalla Catholic College community after studying, having families and working elsewhere.

Throughout the year, our staff have continued to build on their expertise through their work with educational consultant, Ben Lawless. Ben is an educator and a tutor at The University of Melbourne and has spent many hours over this year and last, working with teachers to build their knowledge and expertise in developmental learning. Staff have been implementing their new skills by further exploring the use of developmental rubrics to deliver specific and genuine feedback to learners.

Several of our staff have been on their own educational journeys this year, as they have opted to take on further university study. One of our staff applied, and was successful in being accepted into Harvard University, Cambridge, Massachusetts, to undertake a Master of Education in Education Leadership, Organisations and Entrepreneurship.

Several other staff have successfully completed their Master of Evidence-based Teaching through The University of Melbourne. That brings us to 14 teachers who have successfully undertaken and completed this study over the past three years.

Number of teachers who participated in PL in 2022	112
Average expenditure per teacher for PL	\$534

TEACHER SATISFACTION

In 2022, all staff had the opportunity to undertake the Insight SRC surveys. We also embarked on a school wide stakeholder survey process, to gain valuable feedback for improvement.

Teachers felt they were able to raise concerns about various issues. These were then examined and areas for improvement addressed. Some improvements included: workload in relation to reporting and clarity of what is required; adjustments 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 at the College were recognised and celebrated in both formal and informal ways. The College hosted a special Christmas function which was warmly received by staff after a difficult covid affected few years.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.0%
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TEACHER QUALIFICATIONS

Doctorate	1.1%
Masters	29.3%
Graduate	41.3%
Graduate Certificate	1.1%
Bachelor Degree	83.7%
Advanced Diploma	5.4%
No Qualifications Listed	1.1%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	113.0
Teaching Staff (FTE)	101.5
Non-Teaching Staff (Headcount)	94.0
Non-Teaching Staff (FTE)	76.4
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Our College focus in 2022 was beginning to re-establish and reconnect with many of the opportunities in which we had been unable to participate over the previous few years due to the pandemic and its associated restrictions and limitations.

Achievements

Emerging from the fog of COVID and from often challenging restrictions that made co-curricular and sports participation difficult, students and staff embraced the challenges before them and never wavered in their pursuit of participation, development and achievement, across the many co-curricular and sporting opportunities on offer at Lavalla.

VALUE ADDED

Whilst not an exhaustive list, in 2022 students excelled in:

- Music and Choral Eisteddfod
- Basketball
- Australian Football
- Soccer
- Cricket
- Athletics
- Swimming
- Sport Shooting
- College Musical and Drama Productions

Students are to be commended for their efforts and for their pride at what it means to be a Lavalla student and to represent our community.

PARENT SATISFACTION

In 2022 the College community once again enjoyed celebratory occasions such as Year 12 Graduation Dinner, Commissioning Mass, and the Mid-year and End of Year Award Ceremonies.

Occasions such as our Awards Evening, Parent Teacher Evening, Year 7 Information Evening, and the Learning Expo were well attended, indicative of the value parents place on these occasions. In both formal and informal ways parents continue to express their

satisfaction and appreciation for the various elements of College life in the areas of Student Wellbeing 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.

As well as undertaking the Insight SRC surveys with parents to gain a deeper understanding of their satisfaction in a variety of areas in the College, a School Feedback Survey was completed in 2022 by Parents.

The take-up rate amongst parents was high and the feedback garnered very beneficial across key strategic and operational areas of the College. Of particular note was the Parent satisfaction with the dedication and professionalism of staff, which was very pleasing