

2016

ANNUAL REPORT

TO THE SCHOOL COMMUNITY



CATHOLIC REGIONAL COLLEGE NORTH KEILOR

REGISTERED SCHOOL NUMBER: 1835



**Catholic
Regional College
North Keilor**

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Minimum Standards Attestation

I, Tullio Zavattiero, attest that Catholic Regional College North Keilor 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)



Tullio Zavattiero
Principal

19 May 2017

Our College Vision

Whenever we promote our College we use the phrase “Educating in Faith ... Education for Life”. This phrase encapsulates the vision we have for every student who attends our College. We want CRC North Keilor to be providing them with the best possible Education in Faith and Education for Life that a Year 7 – 10 Catholic Co-educational College can.

Our school is driven by strong values and a belief that with sufficient time and support, every student can experience success. Given that, any initiatives / programs undertaken at the College must have as their foundation the values and beliefs that are expressed in the College’s Mission Statement.

College Overview

Founded in 1982, CRC North Keilor is a Year 7 – 10 co-educational school that serves Catholic youth from the parishes of St Christopher's, Airport West; St Augustine's, Keilor; St Mary of the Assumption, Keilor Downs and Kealba; and Emmaus Parish, Sydenham. We enjoy membership of a Federation of five Catholic Regional Colleges, which provides a Catholic co-education to students in the North West suburbs in the Archdiocese of Melbourne. Sister colleges in the Federation are CRC St Albans, CRC Melton, CRC Caroline Springs and our senior campus CRC Sydenham. CRC North Keilor's motto "Make us Bearers of your Peace" underpins our mission, which seeks to provide an "Education in Faith" and an "Education for Life" for all of our students.

The school is housed in nine main buildings, comprising 23 general purpose classrooms (nine of which are relocatable classrooms), three Science laboratories, two Design Education rooms, two Materials Technology rooms (Wood and Fabrics) and one computer laboratory, as well as specialist Music, Drama, Physical Education and Food Technology facilities. There is a large maintenance shed and an Administration wing that houses the General Office, the staff amenities and work areas. The most recently constructed/renovated building (2013 – 2015) is our specialist block (Science and Technology).

The school is fortunate to enjoy spacious grounds that provide very good active and passive recreational facilities for the students. The buildings and facilities are well maintained and provide a comfortable environment for students and staff.

The students from CRC North Keilor come from a variety of socio-economic backgrounds, with Anglo-Saxon, Italian and Maltese forming the greater majority. We also have students from Croatian, Vietnamese, Filipino, Indian and African backgrounds. The school has a Socio Economic Score (SES) of 99. Tuition fees for 2016 were \$3,701 per student. Although 90.4 % of our families commit to pay full fees, 18.5% of our families are eligible for CSEF, meaning they are on a pension and or in receipt of a Government Health Card. Our fee collection rate for the College is approximately 90.2%; 5.6% of our students receive LNSLN funding.

In 2016, we had 625 students enrolled at the College and there were 521 families. It is expected that there will be a fluctuating enrolment over the next four to six years. The average Homebase class sizes in 2015 were: Year 7 – 26.3; Year 8 – 24.3; Year 9 – 27.5; and Year 10 – 26. Practical class sizes were smaller. The school employed 45 teaching staff and 22 non-teaching staff in 2015.

Though the colleges in the Federation are autonomous, they are interdependent and are all administered by the one College Council. Council membership consists of the Canonical Administrators from the supporting Parishes, the five Principals, Parish representatives and the Federation Business Manager, along with and co-opted members on an as-required basis. The Council has two sub-committees: Finance Committee and Board of Studies.

CRC North Keilor encourages a community atmosphere. Events such as whole school Masses, Parent/Teacher/Student (PTS) interviews, the Parents and Friends Association meetings, and working bees foster this. We also celebrate our history through Mass and activities on our Establishment Day in August. The school is welcoming to all and encourages the strengthening of the 'home - school' partnership. Newsletters, with contributions from teachers and students, are used to keep parents informed about current issues, activities and upcoming events. Parent Information Nights and Parent/Teacher/Student interview sessions are well attended.

Principal's Report

I am in the position of writing a report regarding College events, which occurred before I commenced at this College.

Since I commenced in January (2017), I have witnessed the amazing spirit that exists amongst the students, staff and parents here, and have been greatly impressed by the hard work and dedication of the teaching and non-teaching staff. What I have observed is a genuine sense of staff working together to provide the best possible learning environment and opportunities for our students.

In 2016, the College underwent its four yearly external review. As well as satisfying all VRQA requirements, the College was provided with some valuable feedback to assist Leadership in setting the direction for the next four years.

I believe in the work of Catholic schools, and I have great admiration for the work of teachers in Catholic schools. The role we each play and the impact we have in the lives of those around and in the lives of our students is as important as it gets.

I commend this report to you, which outlines in greater detail the exciting work that took place last year and the associated key achievements.

Tullio Zavattiero

Principal

Education in Faith

Goals & Intended Outcomes

To enhance the Catholic identity of the College while respecting those who come from other faiths.

That gospel values are lived and expressed through the daily interactions of the CRC North Keilor community.

Achievements

Religious Education and the Faith Development of our community are at the forefront of the teaching and learning experiences in our school. This is evident in the way we express our Catholic identity at the College.

- Robert Herrera and Phoebe Mondares were selected by CEM to be two of the adult leaders accompanying 200 pilgrims to Krakow. One student, Serah Mendes also attended. A Commissioning Mass for them was held in St Patrick's Cathedral on 5 July. The College held its own Commissioning Liturgy for our WYD Pilgrims on 22 July.
- Fortnightly formation meetings with the 40 students going to Ignite in September. The group has held numerous fundraisers to help defray the costs of the trip.
- Social Justice Team – organised hampers for St Vincent de Paul, which were presented at the College's Mass of the Sacred Heart. The Team held a barbecue and a Casual Day, raising nearly \$4,000 for the Mercy Hospice. Fortnightly Sausage Sizzles were held throughout Term 3, with all proceeds going to Mercy Hospice.
- Feed Melbourne Appeal – half a tonne of pasta and rice was donated to FareShare.
- Staff 'Community Day of Action' – On 9 September, 73 staff volunteered at organisations such as Oznam House, FareShare, St Vincent de Paul, West Welcome Wagon, and also cooked dinners at school for 60 homeless men.

VALUE ADDED

- Employment of a Youth Minister
- Targeted employment of committed Catholic staff
- Continuation of Homebase Masses
- Support of students to attend Catholic youth conference (Ignite in Brisbane)
- Organisation of our own youth conference (Seekers)
- Establishment of a Ministry Band

Learning & Teaching

Goals & Intended Outcomes

To provide a contemporary learning environment that equips all students for engagement in 21st Century society.

That student engagement in learning will improve.

That student learning outcomes across all areas of the curriculum continue to improve.

Achievements

- Professional Development 1: *Brain Power: The Relationship between the Brain and Learning* was conducted by Maria Ruberto on 31 May and considered the relationship between neuroscience, relationships and learning.
- Professional Development 2: *Navigating the Pathway to Inclusive Education* was held on 12 August and was aimed at establishing a shared vision to meet the needs of all students.
- Collegial Conversations Project was established. Ten staff worked in partnership to observe each other's classes and provide feedback on how to improve student learning outcomes.
- Literacy and Numeracy Year 7 Project Teams – Mathematics and Literacy Teams analysed student learning data and teaching strategies to identify where students were on the learning continuum.
- Curriculum Documentation is well established and is now stored on the Online Google Classroom.
- Monitoring of students not meeting the expected academic standard continued.
- New Subject Committee was convened and made recommendations to Leadership Team.

STUDENT LEARNING OUTCOMES

The NAPLAN data for CRC North Keilor has been relatively stable for the last three years across the five domains including reading, writing, numeracy, spelling, and punctuation and grammar. In all cases, results at both Year 7 and 9 have been at or close to the national average with 96% or above students meeting the national average.

What is particularly pleasing is the growth in learning from Year 7 to Year 9 in numeracy. Over the last three years, 99.3% of Year 9 students achieved the national average. It can also be said that if you analyse students in Numeracy you will see evidence that they are progressing at a faster rate at CRC North Keilor than any other similar secondary school.

The College needs to continue to support our highly able students to build a deep and robust understanding of the skills and concepts expected of students at and above the standard

Student Wellbeing

Goals & Intended Outcomes

That the link between positive relationships, student wellbeing and student learning outcomes is made explicit.

That students set high expectations for themselves in their personal learning and interpersonal development.

Achievements

- Child Safe Committee worked on implementation of the Child Safe Standards, including attending PD on the standards as well as leading staff consultation.
- Deputy Principal and Student Wellbeing Coordinators attended CEM Positive Behaviour Support PD at the CEM.
- Connections sessions continued to progress well, with tailored sessions for different year levels. Split gender sessions at Year 9 were very successful.
- Student leaders are worked enthusiastically, with the SRC Executive working with College Captains to plan key events.
- Continued engagement with the City of Brimbank Police and Schools Consultative Committee by attending regular meetings.
- A number of wellbeing policies were reviewed and updated as part of the College's External Review process.
- Engaged in a partnership between the CEM & RMIT to provide an opportunity to support Social Work student placement

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.77
Y08	89.61
Y09	89.60
Y10	90.66
Overall average attendance	90.41

Class rolls are marked each lesson to track student attendance over the day.

Office Staff send an SMS at 10am to the parents of any student that has been marked absent and where we have not received notification via our absence line or general College phone number.

In the case of students who are school refusers or where a high number of absences occur (but not due to illness) the Year Level Coordinator, in consultation with the Deputy Principal – Student Wellbeing, will make contact with parents/guardians and follow the Every Day Counts guidelines in offering assistance and support.

VALUE ADDED

- Student Leadership Training with Success Integrated to build leadership capacity
- Student Leaders attending Archbishop's Conversation with Students and St Patrick's Day Annual Mass
- Mother's and Father's Day celebrations for parents and students
- Attendance at the St Patrick's Day Mass (College Captains/Vice Captain)
- Attendance at the Young Speaker's Colloquium (College Captains/Vice Captains and Social Justice Team)
- Partner with CEM & RMIT to enable placement of 2 Social Work students from RMIT

STUDENT SATISFACTION

Our Student Wellbeing aggregate data has remained steady, (63 in 2015) to (62.8 in 2016) and indicates that our students continue to feel safe and connected to the school and to their peers. The students feel they are provided with an environment where they are able to focus on their learning and are able to achieve learning outcomes.

The indicators for Emotional Wellbeing include Student Morale, which has remained constant, and Student Distress, which has continued to show a small decrease. This reflects a conducive environment for the optimal learning for our students. Student connectedness to the school is an area that continues to be a focus for the College as we build engagement in the learning environment.

Central to the learning environment is Teacher relationship. Teacher empathy has reflected a positive growth in the data, providing the opportunity to build positive relationships in the classroom. Over the last few years we have focused on building staff capacity around purposeful teaching and this has reflected a steady growth. The College continues to work on creating stimulated learning for our students. Over the past year Staff Professional Learning on Child Safe standards, Positive Psychology, and Mindfulness have assisted in building capacity in these areas.

The indicators for Engagement in Learning – Learning Confidence, Student Motivation, Connectedness to Peers have remained steady. Overall, our students are motivated to learn; with our data indicating around 80%. The diverse range of subjects and learning environments enhance these opportunities. The Nitor Program at Year 10 is one example of this. Learning Confidence continues to improve for our students and formative feedback has assisted in this process. Our students have a high connectedness to their peers which in general creates a positive learning environment. The Connections Program (Wellbeing lesson), where the explicit sessions were focused on self-awareness, self-regulation, cyber safety, positive self-talk, growth mindsets, planning for the future, and study skills have helped enhance this.

Student safety continues to be a strong element of our wellbeing approach. Student data reflects this to be the case in the classroom and in the schoolyard. A focus on improving classroom behavior has shown a slight improvement, and teacher perception would indicate that there is a growing confidence in positive behavior in the learning environment of the classroom and outside it (on field trips and excursions). The Wellbeing Forum is developing a case management approach to supporting students with complex behavior and learning needs.

Opportunities for Student Leadership have continued to flourish. College leaders at Year 10 and the Student Representative Council (SRC) leaders at each year level took active roles promoting 'student voice.' This has included regular meetings of the student leaders through a Student Leadership Executive and the promotion of key days for the College community – Safer Internet Day, National Day of Action Against Bullying and Violence, Mental Health Week, and Cultural Diversity Day.

Child Safe Standards

Goals and Intended Outcomes

All staff, volunteers, contractors, clergy and school council members at Catholic Regional College North Keilor are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice and the College values of Faith, Respect, Resilience and Compassion.

All members of the College community are required to observe child safe principles and the expectations for acceptable behaviours towards, and in the company of, our students.

Achievements

- Explanation of Child Safe Standards occurred at Staff Meetings and through email communiques, and is a standing item on the agenda of Wellbeing Forum Meetings.
- Annual completion of mandatory reporting online eLearning module by all staff.
- All staff, pre-service teachers, volunteers and contractors (where applicable, i.e. only those in longer-term business relationships) have signed a Child Safety Code of Conduct. This practice has been included in the College induction process.
- As part of the induction process, all staff, pre-service teachers, volunteers and contractors (where applicable, i.e. only those in longer-term business relationships) are provided with a copy of the College's Child Safety Policy.
- Staff advertising and recruitment practices conform with the newly issued CEM guidelines on recruitment and selection.
- Adapting role descriptions into the new CEM format, which includes Child Safe references, has commenced.

Leadership & Management

Goals & Intended Outcomes

To develop a staff climate that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

That both internal and external communication is improved.

That there are increased accountability expectations for teams and individuals.

Achievements

VRQA Review of College: The College was reviewed by external Reviewer Ian Coffey and received written confirmation from the CEM that it has met all VRQA standards.

Implementation of Recommendations of 2015 Review of Finance, Administration and Allied Services: Implementation of Reviewer Tony O'Byrne's recommendations continued in 2016, with the appointment of Frank Belanti as Manager of Finance, Administration and Allied Services (MFAAS). Frank is a qualified accountant (CPA).

Staff Wellbeing: After consultation with staff, a committee was formed and is working to provide initiatives designed to enhance staff wellbeing. These included healthy morning teas, dance classes, and Mindfulness information and exercises.

Master Plan: College Leadership has been working with Henderson and Lodge to produce the Plan. Parent consultations were conducted through the Parents and Friends Association. Discussions with staff via the Teaching and Learning Forum and Wellbeing Forum also occurred.

Staff Induction: Induction Meetings held for all new staff; followed by 1:1 meetings with the Induction Coordinator to cover specific procedures and processes in more detail. First year teachers meet with second/third year teachers; visits to classes as requested; and in-class video footage of new teachers is used to provide feedback on performance.

Buildings and Capital Projects update

- (i) Building Project – Drawings commissioned for landscaping on southern side of B Block. Refurbishment of student toilets took place in Term 4 in order to be ready for use at the beginning of Term 1, 2017.
- (ii) Technology – roll out of new staff laptops.

Professional Development: Our teaching and learning leaders explored how to support the growth, development and learning of all our students — from those excelling at a task to those requiring additional support. The whole staff explored research around brain neuroscience and growth mindsets at a professional learning day in May. At the August PD staff had the

opportunity to learn more about how our students learn and relate to each other. They also explored the new Victorian Institute of Teaching requirements.

The College also continued to support teachers working together to reflect on their teaching practice as part of the Collegial Conversation Project. Their particular focus was on the following question: In this school, how do students learn and achieve to the best of their ability? Ten staff worked in partnerships to set learning goals and visit each other’s classrooms. The purpose of the project was to support teachers to work collaboratively to reflect on their own teaching practice in order to build improved student learning outcomes.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Whole School PD to support Child Safe Practices including:
- First Aid Level 2 (all staff)
- Anaphylaxis (all staff)
- Epilepsy Update (all staff)
- Data Analysis – NAPLAN and VCE analysis
- Professional Conversations Project
- Staff Wellbeing
- Enhancing Catholic Identity in Schools Project
- Neuroscience and Learning
- Students with additional learning needs

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	49
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,200.00

TEACHER SATISFACTION

Teachers indicated a high level of satisfaction with the whole school professional development days conducted during 2016. Many teachers referenced the ideas raised during these workshops in their Annual Review Meetings as being pivotal in improving their teaching practice.

In 2016 the College placed greater emphasis on the importance of teamwork for collaboration and improved learning outcomes. This was reflected in an increase in teamwork, teacher confidence, professional growth and quality teaching in the annual SIF data.

Appraisal and Recognition remains an area for greater focus in 2017.

College Community

Goals & Intended Outcomes

Through effective communication within the School and Community, together with the development of an engaging, contemporary curriculum, the reputation of CRC North Keilor as a centre of excellence in Catholic co-education will continue to grow, with an emphasis on:

- Providing opportunities for students to interact with the local and wider community
- Having sustainable forms of communication between all members of the community
- Exploring strategies for improving staff connectedness
- Enhancing community service and social justice programs
- Developing sustainable and strategic forms of communication between the Federation Colleges and the feeder Primary schools.

Achievements

- Completed rebranding exercise and implemented new stationery.
- Reset the brief and direction of the redevelopment of the College website.
- Continued promotion to parents (new and existing) to use the Parent Portal.
- Audeamus and Nitor programs continue to provide opportunities for local and wider community interaction, as have Student Leadership and Social Justice Committee activities

VALUE ADDED

- Anzac Day commemoration ceremony
- Mother's and Father's Day breakfasts
- Staff Community Day of Action
- Ignite conference fundraiser –Trivia Night
- Mass of the Sacred Heart (including presentation of hampers to St Vincent de Paul
- *Unleashed!* student concert
- Academic Awards ceremonies twice per year
- SACCSS Cross Country and Athletics Carnivals
- CRCNK Athletics and Swimming Carnivals
- Year 7, 8, 9 and 10 Premier League competitions
- Skills Plus and modification of work for Special Needs students. A program of targeting at risk students
- Core Plus Mathematics and Foundation Mathematics to enhance mathematical ability and also assist students needing further help in Mathematics
- Nitor Program: A Boys education program at Year 10
- The Audeamus Program: An interdisciplinary subject with Community links and much time spent offsite one day a cycle.
- Peers Support: A program run in the first Semester that aims to build connectedness and assist in the smooth transitioning of students to secondary school – with Year 10 Student Leaders and Year 7 students twice a cycle in Term 1 and once a cycle in Term 2
- The Year 8 Program: An interdisciplinary subject for two periods each cycle

PARENT SATISFACTION

There is a strong sense of community at CRCNK, evidenced by second generation families now attending the College, for example.

Parents are encouraged and welcomed to participate in school activities and events. They also have open communication with staff at the College and are provided with email addresses and phone numbers for leaders and teachers at the beginning of each year and encouraged to have student led conferences with their child's teacher/s as required.

SIF data continues to indicate parent satisfaction with the College as being very positive. In particular, parents acknowledge the significant school (capital) improvements that have been achieved at the College in 2016. Parents continue to rate the College highly on communication between staff and parents at the school. We continue to consult parents to make a contribution to school planning.

The College continues to be perceived by parents as a very safe environment for students.

Future Directions

The year 2016 was one of review and setting of new directions, triggered namely by the external review conducted by the CEM into compliance with VRQA regulations. External reviewer, Ian Coffey, worked with key staff over two days last year to prepare a series of recommendations which went on to inform the College's School Improvement Plan (SIP).

This work also informed the setting of the College's key focus areas for 2017, which is attached as Appendix Two.

2016 was also the ending of one era and the beginning of a new one in that the Principal, Greg Wade, retired after 29 years of dedicated service to the CRC North Keilor community.

The appointment of his successor was announced in August 2016 – Tullio Zavattiero, former Deputy Principal Principal (Staff) at Caroline Chisholm Catholic College. Prior to that he was the Deputy Principal of Student Services at Salesian College in Sunbury from 2006 to 2012. He holds a Masters of Leadership, Masters of Education and a Bachelor of Science Degree.

VRQA Compliance Data

NOTE:

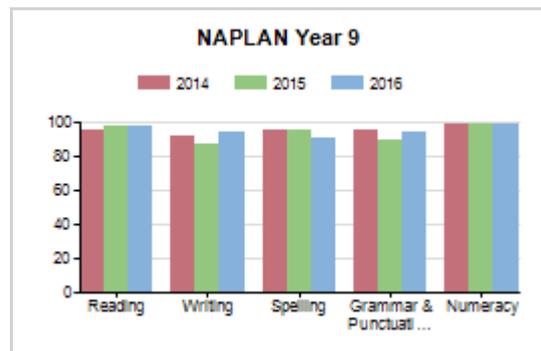
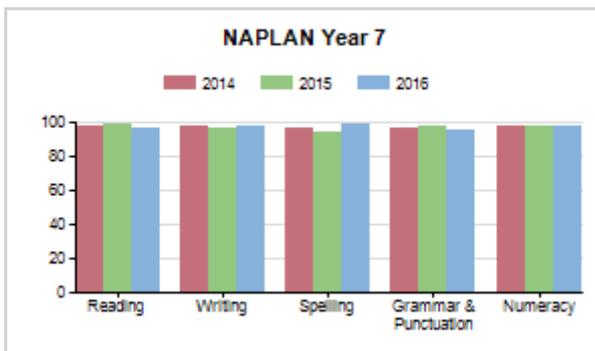
The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

APPENDIX ONE

E1327
Catholic Regional College North Keilor, Keilor North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016	
	%	%	Changes	%	Changes	
			%		%	
YR 07 Reading	97.5	98.6	1.1	96.7	-1.9	
YR 07 Writing	97.4	97.2	-0.2	97.3	0.1	
YR 07 Spelling	96.9	94.4	-2.5	98.7	4.3	
YR 07 Grammar & Punctuation	96.9	97.9	1.0	96.0	-1.9	
YR 07 Numeracy	98.1	97.9	-0.2	97.4	-0.5	
YR 09						
YR 09 Reading	96.0	97.9	1.9	97.4	-0.5	
YR 09 Writing	91.9	87.7	-4.2	94.1	6.4	
YR 09 Spelling	96.0	95.2	-0.8	90.8	-4.4	
YR 09 Grammar & Punctuation	96.0	89.7	-6.3	94.7	5.0	
YR 09 Numeracy	99.3	99.3	0.0	99.3	0.0	



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	576.40
Year 9 Writing	572.90
Year 9 Spelling	584.50
Year 9 Grammar & Punctuation	575.60
Year 9 Numeracy	577.60

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91.77
Y08	89.61
Y09	89.60
Y10	90.66
Overall average attendance	90.41

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.77%

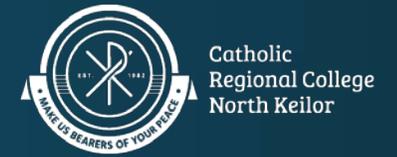
STAFF RETENTION RATE	
Staff Retention Rate	90.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.57%
Graduate	39.13%
Certificate Graduate	13.04%
Degree Bachelor	97.83%
Diploma Advanced	28.26%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	45
FTE Teaching Staff	40.518
Non-Teaching Staff (Head Count)	22
FTE Non-Teaching Staff	16.958
Indigenous Teaching Staff	0

APPENDIX TWO

Focus Areas - 2017



Catholic
Regional College
North Keilor

EDUCATION IN FAITH

- Promote a culture of Respect within the College Community
- Increase the proportion of staff who are accredited to teach in a Catholic school
- Assist staff and students to make meaningful connections between the Catholic faith, their own life and the College Community

TEACHING AND LEARNING

- Use data to further improve learning outcomes for students in Year 7 Literacy and Numeracy
- Support all students in their personal journey along the learning continuum
- Develop examples of contemporary pedagogy which can be shared through the Online Classroom

COMMUNITY

- Launch new website and determine ongoing management
- Review and formalise internal communication processes into a written policy
- Explore opportunities to enhance communication between the College and the wider community

STUDENT WELLBEING

- Develop a Positive Behaviour and Wellbeing Framework
- Provide opportunities for professional learning to enhance student learning and wellbeing
- Embed Child Safe practices and legislation into College policies and procedures
- Engage our parents in learning about how students learn, adolescent development and social media

LEADERSHIP & MANAGEMENT

- Develop and promote a culture of Collaboration and Reflective Practice amongst all staff.
- Further develop a culture of constructive feedback which promotes professional growth.
- Review the process of Annual Review Meetings
- Refine and publish the College Master Plan



Year of Respect – “If you judge people, you have no time to love them.” Saint Teresa of Calcutta