



St Bede's College Mentone

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, John Finn, attest that St Bede's 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 2020 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 School.

18/06/2021

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

Mission Statement

St Bede's College is a Catholic boys' school
guided by the Lasallian tradition of faith, service and community.

Relationships are central to our learning experience
and help us to connect with others.

We live an inclusive culture
where one's personal best is encouraged, embraced and celebrated.

We are globally aware and
contribute positively to the world around us.

Vision Statement

St Bede's College aspires to educate boys in living "by right paths"
to become confident Christian men.

Through a commitment to a life of learning and justice
we aim to develop resilient leaders
who approach the future with zeal.

College Overview

History

St Bede's College was founded in 1938 by the De La Salle Brothers. The founder of the Brothers was Saint John Baptist De La Salle, who was born at Rheims in 1651 during the reign of Louis XIV. De La Salle dedicated his life to establishing schools for the human and Christian education of youth, especially the poor, and was canonised in 1900. He was named Patron Saint of teachers in 1950.

Present

St Bede's College Mentone, is an independent Catholic school for boys in Years 7 to 12 and has a current student population of approximately 1,530. Situated in the south-eastern suburb of Mentone, the College caters for boys from Years 7 to 12. The College is located on the campus and is positioned on Beach Road with stunning ocean views from the front oval.

At St Bede's College we believe boys need a strong sense of belonging and connectedness to a vision of the future - where they can make a worthwhile, positive and active contribution to their community. We aim to help boys discover and fulfil their potential. To achieve this, we provide modern facilities and state-of-the-art resources backed by dedicated and professional teaching and administrative staff.

A Catholic School in the Lasallian Tradition

As part of our heritage and tradition as a Catholic school in the Lasallian tradition, St Bede's College affirms the value of each and every individual within its community and calls for proactive attention to the values of justice and equality of opportunity.

It is our task in a Lasallian school to nurture core values in each individual student and to encourage our students to reach the fullness of their potential.

St Bede's College embraces the gifts of the Lasallian charism. This is especially important to us, as it links us not only to the teachings of St John Baptist De La Salle but to the living communities to which we are connected around the world.

The College seeks to promote the formation of the whole person; an individual who is well-rounded and lives by the Gospel mission of justice, tolerance, forgiveness, compassion and generosity.

Key to Lasallian education is a commitment to learning and the opportunity to achieve academic and personal excellence within a community of faith.

Principal's Report

Principal's Annual Report 2020

As the College looks back upon the year, it will do so with a sense of deep reflection, given the understandable uncertainty and changes that COVID-19 brought to our lives.

Our College Theme for 2020 has been *Be a Light for the World*. The theme is taken from the Gospel of Matthew that states; "let your light so shine". This speaks of a vibrant and practical demonstration of Christian works in action through the everyday interactions we have with others. That vibrant practicality was seen in full force as we moved from a predictable start of the year, with the various events and onsite activities, into a new regime of remote learning. For many families, this was accompanied by a dramatic change to their home circumstances, best evidenced where families had multiple members working and studying from within the home.

Beyond those aspects lay significant employment changes to a number of our families, including some clear income challenges. March brought our first move to lockdown and full remote learning. As the year progressed our senior year levels moved back onsite and offsite again as Melbourne entered a second lockdown in the middle of the year. A phased return to onsite learning eventually resulted in all of our year levels returning to onsite learning by late October.

Whilst most key calendar items and programs were impacted by the pandemic, we did manage to hold a number of early year events. Our opening assembly recognised our VCE high achievers from the previous year. It also celebrated the efforts of all of our young men who completed their studies and went on to work, study or apprenticeships. Every student should be recognised for their efforts. The College Captains and House Leaders were also inducted.

We had substantial interest from many families who took the time to visit our College on Open Day. There would be little surprise in knowing that parents find it most illuminating to speak with our young men as they are the lived experience. This was the first Open Morning that prospective St Bede's College, Bentleigh East families have been involved and we were delighted to see them on-site as they viewed the place where their sons will have their senior schooling as they transition from Bentleigh East to Mentone.

Our Family Mass, Awards Evening, the Old Collegians reunion (10 years) and the completion of the majority of Year 7 camps, reminded us that we have a vibrant and connected Community. The College was even able to win the only ACC Sport Championship for the year when we took the honours in swimming.

St John Baptist de la Salle was a practical, compassionate and energised man who served the needs of young people within their own context. If there was ever a year that we needed to look at serving our Community in the context of the times in which we live, it was this year. The move to online learning required a strong focus and an adaptability. There was a deep appreciation from the College for the feedback we were given following our request from parents to make a

judgement on how various parts of online learning were operating. This level of communication was an important factor in helping us to deliver the best content and timing.

Whilst it should be acknowledged that an effective learning program is important, there was an unashamed belief that the mental health and wellbeing of our students was the number one priority. To this end, a great deal of the communication from St Bede's to students and families, in written and video form, was focused on this area. We know that wellness comes in many forms. The consistent message to our students has been to ensure that they understand the need to be academically, physically and mentally active.

Phone calls were made home to each of our families during the offsite learning phase. The sharing of stories for both learning and the family situation was humbling. The College is most grateful for the fulsome way that parents shared the experience of their son's online learning, how they supported their son through this time and their own home situation in general. We have a wonderful community that aligns so clearly with our Mission and Vision. This sense of synergy between home and school is so important.

There are positive aspects to emerge from our experiences within the pandemic. We have heard from a number of families that it has led them to re-evaluate some fundamental aspects of their daily lives. For us as a school community it has strengthened our resolve to fiercely preserve our fundamental beliefs around our Catholicity and our Lasallian heritage. St Bede's College will emerge stronger than ever as we move out of the current restrictions and re-gather.

It is important to look beyond our own needs and consider others, even during a health crisis. The compilation, packaging and distribution of many care packages (including those that went to Alfred Health), was completed by our own staff. They were delivered to Sandringham Hospital by our College Leaders. The packages were distributed to a number of nurses, doctors, cleaners, engineers and administrators. Although we may feel the COVID impact on our own family and school community, we know that these health workers deserve our practical support; St Bede's College salutes our health workers.

All students have been impacted by the pandemic. It is fair to say that our Year 12 young men have borne the impact of so many formal events being cancelled or drastically altered due to lockdown and COVID restrictions. I have been full of admiration for the way that these students have not only adapted to a very different form of learning, but in doing so, have remained optimistic about the time to come for them. They regard St Bede's College as *their* school; as it should always be for our students. The alternative to being optimistic is to be forlorn and believe that nothing can be done or achieved. I have witnessed the opposite reaction from our Year 12 cohort. Their return onsite was joyful and uplifting.

These graduating Beda boys, the Class of 2020, will be fondly remembered. They are an eclectic mix of talents, personalities and aspirations. The College wishes them every blessing as they move on to further studies, the workplace, apprenticeships or a gap year. We are proud of all that you have achieved. A particular thank you goes to Elijah Barrett, College Captain and our three Vice Captains in Flynn Morley, Matthew Dunne and William Bunn, along with all of our leaders.

Despite not being onsite for so long they stayed in touch with our Community in a very meaningful way.

St Bede's is well served by families who understand the purpose of our College. The phenomenal support has been obvious. We are proud that we enter 2021 with our strongest retention rate ever, keeping all of our families with us despite the impacts of the pandemic. That support is never taken for granted.

Our staff have adapted, altered, re-arranged and learnt so much this year. Despite their own changed family situations in 2020, they have given fine leadership and service to our students. They have typified our motto of *Per Vias Rectas* (By Right Paths).

Per Vias Rectas

College Board Report

2020 BOARD REPORT

The year 2020 will be remembered as an incredibly challenging year for all humanity as we deal with the impacts of Coronavirus. Coming out of this crisis we've seen many examples where people support each other to carry on and stay connected. On behalf of the College Board, I would like to reflect on the achievements of the College community during this time.

At a St Bede's community level, we've been focused on ensuring our young men receive a high-quality and engaging educational experience, via remote offsite learning during lockdown periods and with rigorous safeguarding procedures applied when students have been able to attend school. Credit to this success must go to everyone involved - students, families, teachers, support staff and College leadership. The 2020 school experience has been very different for all students, families and staff but in many ways our community has become stronger and what we have learned in communicating, taking care of each other, and in supporting systems like IT, will help guide St Bede's into the future. Special thanks to our school staff for the way they have responded to this challenge under the leadership of our College Principal, John Finn.

During this time, we also reaffirm our ongoing commitment to ensuring St Bede's is a child safe school. In the wake of the Royal Commission into institutional responses to child abuse, St Bede's has implemented the recommendations relating to improved child safety and reporting. The board and school leadership teams undertake regular briefings and in-services to ensure our school is best equipped to safeguard our students.

Throughout this year our College community has also been working towards our planned amalgamation with St James College Bentleigh East, scheduled for January 2021. This merger will deliver even greater educational benefits to the young men currently in our care, and to future students across the south-east of Melbourne, as we provide an expanded range of opportunities and experiences across a two-campus school. This is being guided by an Amalgamation Committee under the leadership of College director, Marg Burge, and including our Principal, John Finn, and the St James College Principal, Stephen Pooley, and representatives from St James and St Bede's Colleges. The amalgamation process has involved many meetings, discussions and presentations, most of which have had to be via online videoconference, and which have involved teachers, students, parents and educational specialists. The committee's activities will also go beyond the January 2021 amalgamation to enable further consultation and engagement that has not been possible during the COVID-19 lockdown, and we will provide further updates during 2021.

In 2020 we launched our St Bede's College Strategic Principles document, which is the result of considerable thought, consultation and feedback from our College community. Looking further ahead, we will bring the details of the St James amalgamation further into our overall strategy and as part of a refreshed masterplan to occur in the coming years, to deliver a top-quality educational experience for all boys across the Mentone and Bentleigh East campuses.

Our prayers and condolences also go out to all who have lost a loved one during the year. I'd like to pay tribute at this time to Br. Chris Gorringer who sadly passed away in April this year after a battle with cancer. In 2008 Br. Chris became the first Chair of the St Bede's College Board and he played an incredible role in governance and leadership to make the College what it is today. During his time as Board Chair and throughout his educational career, Chris was an inspiring mentor and committed Lasallian.

Our Board would also like to thank outgoing Directors, Stephen Gallagher, Carol Benton and Greg Adkins, for their contribution and commitment to the College over many years. We wish them all the very best. I would also like to thank our continuing directors: Sal Algeri, Marg Burge, Simon Libbis, Andrew McLoughney, Russell Saunders and Geoff Worrell; as well as our committee members: Paul Bunn, Karen Chandler, John Csorgo, Keiren Tilbrook and Paul Steinfort. We are fortunate that our College has been blessed with passionate and committed volunteers who serve as directors or committee members to support our school.

St Bede's ongoing success over many years has been a credit to the commitment of our Principal, the Brothers, teachers, staff, parents, friends and Old Collegians, working to deliver a quality Lasallian education to our young men. We also look forward to welcoming the St James community into our school family in 2021. As we farewell a unique 2020, the Board wishes to commend our school leaders, students, parents and families in how you have dealt with such challenging circumstances during this time, as we pray and plan for improved times in 2021.

Kind regards

Anthony Brinkley

Chair, St Bede's College

Education in Faith

Goals & Intended Outcomes

To strengthen the St Bede's College Community within the Catholic and Lasallian tradition.

To evaluate and improve the religious education curriculum across all year levels.

Achievements

This year, the St Bede's College theme was Be a light for the World!, inspired by the teachings of Jesus who taught:

You are the light of the world. A city built on a hill cannot be hidden.

No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house.

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.'

But who could have predicted what lay ahead for all of us? In an unparalleled year, being a 'Light for the World' was an invitation for all of us to make a positive contribution to the life of the College and our community, to our families and our friendship groups through our prayer life and our actions. Never was this more needed than in the extended periods of lockdown and online learning.

At the beginning of the year, we were able to host a few of our faith-based events in the usual way. However, as lockdowns were imposed, changes were made in how we gathered and celebrated as a faith community. Here are some highlights of the year that has been unprecedented!

Family Mass

Each year we celebrate the Opening College Family Mass to pray with thanksgiving for all that we enjoy as a College community. This year's Mass was held on the 18 February. There was a joyous spirit, and a great turn up from families, staff and Brothers despite the biblical weather!

Year 9 Retreats

As part of the Faith Development program, all students in Year 9 were given the opportunity to spend a day out of the normal classroom for Retreat; a day of prayer, reflection and activities.

This year, students were taken off site and travelled to the Don Bosco Retreat Centre at Lysterfield. Over three days, the students reflected on the College theme through various activities, including a decent walk to the great boulders that they energetically climbed. Ash Wednesday was also celebrated during the Retreat series.

Indigenous Immersion Program to Balnarring

In collaboration with Kilbreda College, Mentone, St Bede's College offered the inaugural immersion experience with a focus on Australia's First Peoples and the Land. A group of twelve Year 10 students joined a group of Year 10 Kilbreda students and undertook a three-day cultural immersion experience at Balnarring on the Mornington Peninsula. During the experience the group met and worked with Indigenous elders and community representatives.

Students participated in a variety of activities to deepen their understanding of Indigenous Peoples and their relationship with the Land as expressed culturally and practically. Activities

included Indigenous Art, an archaeological dig, Indigenous Music workshop, bush tucker, land care and Indigenous Spirituality.

House RE - Year 12

In House RE, students were asked to write down any question that they would like to ask a priest. Those questions were forwarded to Fr Peter Matheson and Fr Andrew Jekot, two of our College Chaplains, and we recorded them answering the questions. Many questions were submitted, but we did not have time to answer them all - a random selection of questions still gave us some insights into the life and thinking of our priests.

Year 12 Virtual Graduation

A very special message was sent to the Graduating Class of 2020 from the Superior General of the De La Salle Brothers, Br Robert Schieler FSC, acknowledging the unique circumstances of our Year 12s final year of school and graduation celebrations.

Religious Education Lockdown Reflections

It is a Christian characteristic to reflect deeply on experiences to find meaning in life especially during times of hardship, uncertainty and fear. As such, 2020 provided us with much to reflect upon.

After both lockdowns, in all Religious Education classes from Years 7 - 12, students were given the necessary opportunities to think deeply and theologically about the experiences of 'isolation' both personally and collectively.

VALUE ADDED

Online, Digital Presence:

So many of our usual liturgical and prayer experiences that feature on the College calendar made the necessary changes to a digital format. With creativity and experimentation, the results were quite engaging and meaningful. The Founder's Day Mass (in May) and the Feast of the Assumption Prayer Service (in August) were among these.

Weekly Staff Prayer and Weekly Guided Meditation for staff and students continued in an online mode and a virtual Chapel experience was recorded to enable anyone to 'visit' the Chapel at any time of the day or night.

Even our Youth Ministers, Josh and Jonathan, shared their technical know-how by making regular digital outreach videos to help all students feel connected and think more reflectively during the times of lockdown.

Supporting Vinnies during Lockdown

Students and staff of St Bede's College value the opportunity to serve people in need in our community. Even during lockdown we were still able to do so by preparing single-serve meals in the canteen. These meals were carefully packed and transported to the Vinnies Conference in North Dandenong for distribution. They were received with much gratitude.

Learning & Teaching

Goals & Intended Outcomes

- Develop a vibrant teacher/student learning culture which expects the best from each individual and which maximises the learning of all students.
- Continue the implementation of the Victorian Curriculum in Years 7-10.
- To improve student learning and understanding of the learning process, identifying their individual learning styles.
- To improve overall student academic outcomes.
- Continue to develop and refine as necessary the assessment, feedback and reporting processes so that they are closely connected with classroom practice.

Achievements

In 2020, students and teachers responded to operating in a virtual environment with the school closures as a result of Covid-19. During this time students engaged in remote learning to use a range of online tools to simulate the classroom environment through virtual video conference lessons and collaborative learning.

Processes continued to be refined regarding the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The Learning Diversity Leaders developed rigorous procedures to support the identification of students with additional needs and strengthened the recording of adjustments and the review of the effectiveness of adjustments for students. The Learning Diversity Leaders supported teaching staff to enhance their understanding of students needs and the adjustments that support their learning.

STUDENT LEARNING OUTCOMES

The pathways options for senior students continued to be supported with a range of options for students in VCE, VCAL, VET, including acceleration options. The rigorous subject selection process for students moving into Years 10-12 helped to support students in their choices and ensured they were enrolled in subjects which reflected their interests, skills and future aspirations. The median VCE study score of 30 was maintained from 2019.

Teachers have had increased access to data to assist them in identifying opportunities for growth and to work together to create programs designed to achieve the best possible outcomes for our students. Formative and summative assessment continued during remote learning from 7-12, with this data used to monitor student learning progress and inform teaching programs upon students returning to the on-site classroom.

In 2020, we continued to strengthen the partnership with our parents to achieve the best possible outcomes for our students. The Parent Access Module (PAM) is used to communicate

with parents and provide access to student learning outcomes. The increase in communication between teachers and parents has prompted positive feedback from parents regarding the responsiveness of staff.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

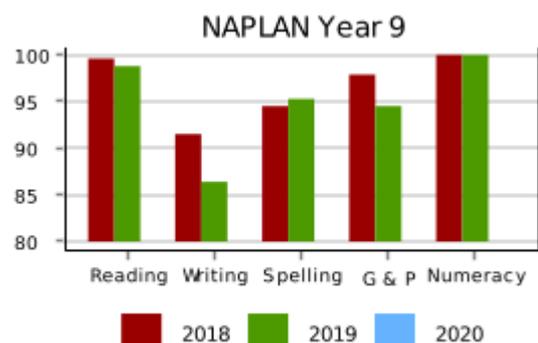
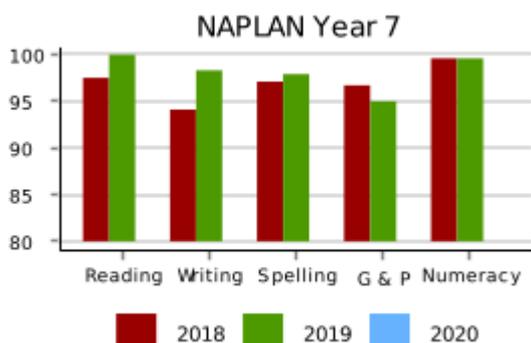
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	96.7	95.0	-1.7		
YR 07 Numeracy	99.6	99.6	0.0		
YR 07 Reading	97.5	100.0	2.5		
YR 07 Spelling	97.1	97.9	0.8		
YR 07 Writing	94.1	98.3	4.2		
YR 09 Grammar & Punctuation	97.9	94.5	-3.4		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	99.6	98.8	-0.8		
YR 09 Spelling	94.5	95.3	0.8		
YR 09 Writing	91.5	86.4	-5.1		

* 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

- To develop a work environment that is characterised by shared vision, supportive leadership, and a focus on learning and teacher improvement.
- To ensure that all staff have an opportunity to engage in professional development which relates to good teaching and learning.
- To continue to develop a whole school holistic approach to student wellbeing. One that integrates the academic, physical, social, emotional and spiritual development of students.

Achievements

St Bede's College provides a large number of College activities and programs that have a positive effect on the wellbeing and achievements of students and the College community.

Students at St Bede's College are offered a myriad of co-curricular activities to further engage the students in a whole educational experience. Activities range from sailing programs, public speaking, interschool debating, large scale musicals with neighbouring Colleges, drama productions, musical programs in each year level and ensembles that draw students from all year levels and after hours sporting programs such as squad swimming and golfing.

Students are also involved in retreat days, a guest speaker program and activities focusing on outreach programs. The College offers camps to each year level ranging from 3 to 5 days.

In addition, our College gym is open before school for students to access if they wish. Students are also offered discussion forums at lunchtime and the Student Wellbeing Centre offers board games one day each week.

A number of these activities were either reduced, postponed or cancelled due to the Lockdown periods.

VALUE ADDED

In the early part of 2020, a number of Year 7 Camps were undertaken.

The Instrumental Music Program was able to continue virtually during the Lockdown periods.

Other activities that were able to proceed include:

House Swimming

House Athletics Days

ACC Chess (online)

Senior ACC Cricket, Volleyball, Tennis and Lawn Bowls
ACC Swimming Carnival
Public Speaking
ANZAC Day Service (online)
Theatre Studies Production (online)

STUDENT SATISFACTION

Data around student wellbeing was collected through the Wellbeing team, including Year Level and House Coordinators. Homeroom Teachers and House Tutors were in daily contact with students and monitored the wellbeing needs of students.

Wellbeing calls were made to most families by staff at the College during the Lockdown periods.

STUDENT ATTENDANCE

Student Attendance Guidelines and notification

Once a student's non-attendance for the day has been noted, unless already notified by a parent, an SMS text message is automatically sent to parents/guardians informing them of their son's absence.

Parents are asked to contact the College to let us know they are aware of their son's absence.

At any point during the day the College can access information to determine if a student is in class as rolls are marked each lesson. In addition, the College can garner information to accurately calculate a student's attendance rate for the year to date.

Parents are notified via on-line reporting their son's overall attendance percentage for the year. Parents can access attendance information at any time via the Parent Access Module (PAM).

During the two periods of Remote Learning due to COVID restrictions, teachers were able to continue to record student attendance at video lessons via the SIMON Learning Management System.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	112.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	92.6%
Y08	90.0%
Y09	91.9%
Y10	89.2%
Overall average attendance	90.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

St Bede's College Child Safety Plan encompasses a range of policies, practices and procedures aimed at ensuring that child safety is at the forefront of all we do at the College.

Achievements

Policies

Child Protection-Reporting Obligations Policy

Child Safety Policy

Child Safety Code of Conduct Policy

Code of Professional Conduct for Staff at St Bede's College

Communication Protocol Policy

Complaints Resolution Policy

Custody Issues Policy

Disclosure of Abuse or Harm Policy (ANZPPNG)

Information and Communication Technology Policy

Safeguarding Children and Vulnerable Adults Protection Policy (ANZPPNG)

Safeguarding Children and Vulnerable Adults Position Statement (ANZPPNG)

Sexual Harassment (Prevention of) Policy

Staff Code of Conduct Policy

Workplace Anti-Bullying Policy

Practices and Procedures

The College has established the Child Safe School Standing Committee. The Mission Statement of this Committee is that it is to ensure that each student attending the College is safe in all dimensions of their schooling, home life and personal development. Specifically, the Committee is charged with having oversight of, and to ensure that, the child safe standards as set out in Ministerial order 870 are met and fully implemented.

At the commencement of each year the College counsellors address each year level and discuss with the students the process to be undertaken if a student is concerned for either their own welfare or the welfare of other students in regard to sexual and/or physical abuse.

All College staff (teaching and support) are required annually to complete and be assessed on an eLearning module developed by the Department of Education and Training- Protecting Children: Mandatory Reporting and Other Obligations.

All staff have been provided with material which explains the actions required by them in responding to incidents, disclosures and suspicions of child abuse. This is then followed up with training at Staff Briefings.

Homeroom teachers, Tutors and Co-ordinators are required to discuss with their pastoral groups the material contained in the PROTECT documents provided by the DET.

The College has complied with the requirements of the CECV - Guidelines on the Engagement of Staff in Catholic Schools.

The College has complied with the requirements of the CECV - Guidelines on the Engagement of Contractors in Catholic Schools.

The College has complied with the requirements of the CECV - Guidelines on the Engagement of Volunteers in Catholic Schools.

The College has complied with the requirements of the CECV - Guidelines for "Engaging External Labour Providers and Casuals".

The College has a Director of College Compliance and Policy to ensure that regulatory compliance is maintained in all matters related to child sexual and physical abuse.

Leadership & Management

Goals & Intended Outcomes

- To strengthen the performance and development culture of the College and enhance collaborative and collegial practices.
- To enhance and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement
- That there will be dialogue with staff around the pillars of Organisational Health.
- That staff will have the opportunity to re-connect staff to College mission and vision to establish a shared focus on school improvement.
- That there will be support for and improvement of leadership capacity of all leaders in the College.
- That the College will develop and implement a supportive appraisal and recognition process.
- That there will be continued development of a professional learning strategic plan to support teaching and learning.

Achievements

A pilot program for the appraisal and self-reflection process on Middle Leaders was undertaken during Term 1 of 2020. This program involved the formation of participants in the Catholic and Lasallian tradition of the College. Middle Leaders were also involved in 360-degree feedback processes, self-reflection and goal setting for growth.

Throughout the COVID Lockdown, leaders across the College responded to changing operational conditions involving staff, students and a wide range of logistical matters.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Aspirant and Middle Leaders Course - Leadership for Learning
- Refresher Course for Middle Leaders
- Google Classroom
- Google Meet
- Developmental Assessment Project
- Student Wellbeing and Mental Health
- Learning Area specific Professional Learning
- Careers Education specific Professional Learning
- Professional learning aimed at strengthening Catholic and Lasallian identity
- School Law Seminars
- Day 6 Professional Learning Sessions

OHS Training

Emergency Management Training

Child Safety training, including the eLearning module developed by the Department of Education and Training- Protecting Children: Mandatory Reporting and Other Obligations.

Number of teachers who participated in PL in 2020	127
Average expenditure per teacher for PL	\$777

TEACHER SATISFACTION

A range of feedback was collected from staff around wellbeing and reflection on the learnings from the COVID Lockdown.

Staff reported a sense of connectedness and collegial support of one another.

Many staff members expressed that they felt well-supported by the College and that communication was timely and well managed.

Staff professional learning was focussed on point of need, given the rapid transition to the virtual classroom environment. Staff reported a sense of achievement in transforming teaching practices to meet the changed needs of students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.2%
Graduate	48.0%
Graduate Certificate	6.4%
Bachelor Degree	90.4%
Advanced Diploma	13.6%
No Qualifications Listed	3.2%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	130.0
Teaching Staff (FTE)	119.9
Non-Teaching Staff (Headcount)	59.0
Non-Teaching Staff (FTE)	43.6
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

- To share Lasallian values with all stakeholders.
- Ensure that members of the College Community belong to a caring environment.
- Facilitate the building of strong relationships between all members of the College Community.
- To build a College Community that enhances connections within the College between year levels and with the outside community.

Achievements

Throughout the COVID Lockdown, connections with the College community were transformed to the on-line environment.

Parent-Student-Teacher Interviews were transformed to become virtual interviews, with families connecting with teachers and their sons via a digital platform.

While many planned community events were unable to take place, the Old Collegians Association and the Parents and Friends Committees continued to meet frequently to maintain a sense of momentum and continuity.

Connections with parish feeder primary schools remained strong with families of incoming Grade 6 students welcomed to the College via a virtual information evening. The Year 7 Transition Team connected with their Primary School colleagues in innovative ways, utilising video conferencing and digital communication.

VALUE ADDED

Many planned events were unable to take place due to the COVID Lockdown and related restrictions.

We look forward to the re-scheduling of these events in 2021 where possible.

PARENT SATISFACTION

Parent feedback was collected in the form of qualitative statements and survey data.

Parents were overwhelmingly supportive of the College response to remote learning. Feedback from families incorporated into the refinement and ongoing improvement of the College's remote learning program.