

**Penola**  
CATHOLIC COLLEGE  
EST. 1995

# ANNUAL REPORT

2016

Registered School Number  
E1363 / RSB1949



# Penola

CATHOLIC COLLEGE  
EST. 1995

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**Principal**  
Mr Chris Caldow

**President of the Canonical  
Administrators**  
Father Peter-Damien McKinley

**School Board Chair**  
Mrs Joanne Grindrod

May 21, 2016

I, Chris Caldow, attest that Penola Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2007 (Vic.), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

**Principal**  
Mr Chris Caldow

*Chris Caldow*



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# Our College Vision

‘Penola Catholic College strives to involve its members in the life of the wider society. Through parish participation, local community activity and appreciation of national and global issues, we endeavour to foster critical awareness, a sense of belonging and a desire to work towards God’s Kingdom of justice and peace.’

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Penola Catholic College strives to involve its members in the life of the wider society. Through parish participation, local community activity and appreciation of national and global issues, we endeavour to foster critical awareness, a sense of belonging and a desire to work towards God’s Kingdom of justice and peace.

- We seek to explore and celebrate the living Catholic tradition.
- We embrace the gospel values of justice, compassion and reconciliation in the ways we relate and work with each other.
- We nurture each person in the ongoing development of his/her faith.
- We believe that all people should be treated with dignity and compassion respecting and celebrating the richness of our social and cultural diversity.
- We strive for school structures and curriculum that are just, flexible and open to critical appraisal.
- We believe that all have a role to play in decision-making where collaborative solutions are sought openly.
- We strive to offer the best possible education for each student.
- We commit ourselves to the development of skills and talents through a broad-based and inclusive curriculum.
- We believe that all members of the College community, female and male, must have equal opportunities to develop their full potential.
- We appreciate and foster creativity and the many forms of its expression. We promote critical thinking and a spirit of enquiry.
- We encourage individuals to discover an inner strength and direction in order to become responsible for their own actions and to make a significant contribution to society.
- We believe in interacting with the wider community to make this region an even better place in which to live, work and learn.
- We believe that students should be encouraged to be critically aware of the society in which they live.
- We value all of creation and accept responsibility for the environment.
- We believe that the Christian message of hope will shed light on our relationships, our learning, our appraisal of the world and our participation in the world.



# College Overview

‘Penola Catholic College is a multi-cultural learning community; it offers a safe, happy and progressive environment in which our students have the opportunity to develop and grow into mature young men and women who are ready to take their proper places in today’s society.’

Penola Catholic College was formed as a result of the amalgamation of Sancta Sophia College, Therry College and Geoghegan College in 1995. The Josephite charism is the source of our spirituality. The teachings and example set by Saint Mary of the Cross MacKillop are embedded in all that we do.

The College was established to provide those in the northern suburbs with a Catholic co-education. Our community includes the Parishes of Corpus Christi – Glenroy, St Dominic’s – Broadmeadows, Holy Child – Dallas & Meadow Heights, Good Shepherd – Gladstone Park and St Carlo Borromeo – Greenvale, St Thomas More’s – Hadfield, St Francis de Sales – Oak Park and St Matthew’s – North Fawkner.

The College is governed by the Association of Canonical Administrators. The College is administered by the Penola Catholic College Board, under delegation from the Association of Canonical Administrators.

We are a welcoming community where families and staff work in partnership to provide students with a holistic education. The provision of an education in faith, in a caring environment that places high value on learning, is at the core of our purpose.

Penola Catholic College is a multi-cultural learning community; it offers a safe, happy and progressive environment in which our students have the opportunity to develop and grow into mature young men and women who are ready to take their proper places in today’s society.

Modern state of the art facilities and well-resourced programmes create an outstanding learning environment. We strive to assist each person to gain a strong sense of self through full, creative and open membership of our community.

The Restorative Justice approach to discipline, Liturgical and Social Justice Groups, Transition and Peer Support programmes, Student Leadership Programmes from Year 7 to Year 12 and a range of team sports and co-curricular activities all contribute towards building a strong and vibrant community. Central to all that we do is the belief that quality relationships are essential to sustain and build a harmonious learning environment.



## Principal's Report

As I write this report we are drawing to the close of another incredibly busy and successful year, the twenty second since the foundation of the College in 1995.

### Blessing and Opening of the St Joseph the Worker Trade Skills Centre

Friday February 19 marked another significant occasion for Penola Catholic College with the blessing and opening of the St Joseph the Worker Trade Skills Centre. The Opening of the St Joseph the Worker Trade Skills Centre is another chapter in the unfolding story of Penola Catholic College and its predecessor colleges. Whilst we have offered a number of internal VET courses for a number of years there is no doubt that these new facilities are at the cutting edge of industry standards. It is the culmination of a significant degree of planning by my predecessor, Mr Chris Blake, and I would like to take this time to publically acknowledge his foresight and vision for this facility. It was most fitting to have Chris present to open this building and I imagine it gives him great pride to witness the fruits of his labour in terms of the extensive planning that went into developing our new St Joseph's the Worker Trade Skills Centre.

'It is the culmination of a significant degree of planning by my predecessor, Mr Chris Blake and I would like to take this time to publically acknowledge his foresight and vision for this facility.'

**Above: Blessing and Opening of the St Joseph the Worker Trade Skills Centre**

‘This is a fantastic achievement by Rebecca and further proof of the possibilities for students from Penola Catholic College provided they are prepared to follow their passion, work extremely hard and believe in themselves.’



Rebecca Bright (Graduate 1997)

As a large Catholic co-educational secondary school situated in Melbourne’s North West we are able to offer a significant range of pathways for our students. In 2016 we offered 57 different VCE subjects and our students participated in 34 separate VET programs. The St Joseph the Worker Trade Skills Centre will provide for our students studying VET Hairdressing, VET Beauty, Vet Integrated Technologies and VET Engineering.

The planning and construction of the building took place over a period of approximately 2 years. We acknowledge especially the expertise of our architect, Mr Ezio Costa from Clarke Hopkins Clarke, who has designed a wonderful contemporary facility within the usual constraints of space and money. On behalf of all of us I thank you Ezio, and your staff, for once again converting our ideas into the reality of a new building. We acknowledge the work of our builder Raysett Constructions Pty Ltd and its staff particularly Eddie, Lisa, Kevin and Tom. We wish to thank also Mr David Vilchez from the Diocesan Building Advisory Service for his assistance and advice. We acknowledge the contributions of College staff members including Mr John Gribble, Mrs Jenny Vinten, Mr Peter Ratcliffe and his team, Mr John Paul, Mr Anthony Ratcliffe and Mr Gareth Henderson.

We acknowledge the contribution of the Australian government who provided \$1,260,000 towards the St Joseph the Worker Trade Skills Centre. Senator Simon Birmingham, the current Minister for Education and Training, offered his apologies for not being able to join us. It is his hope that our students will use the facilities provided to their full advantage and that it will support them to become confident, happy and productive young adults.

## Former Penola Student, Rebecca Bright (Graduate 1997), wins British MBE award

Rebecca Bright (PCC graduate 1997) was announced as an MBE award winner in the New Year’s Honours list. Rebecca is a speech and language therapist and lives in London. Her work is with adults with communication disorders and in recent years she and her husband have developed a business designing apps for people with communication disorders – as well as other educational aids supporting children with communication disorders. Rebecca graduated from Penola in 1997. She studied Speech Pathology at LaTrobe University for the next four years and then worked for the next ten years as a Speech pathologist for Northern Health. She then moved to London and, along with her husband, founded a company called Therapy Box which assists people either losing their voice or those who have lost their voice to communicate through technology. (<http://www.therapy-box.co.uk>).

This is a fantastic achievement by Rebecca and further proof of the possibilities for students from Penola Catholic College, provided they are prepared to follow their passion, work extremely hard and believe in themselves.

‘The visit was certainly a great success and I want to congratulate all students who were involved for their participation and behaviour throughout the two days of the Josephite exchange.’

## 150th Anniversary for the Sisters of St Joseph

The Sisters of St Joseph, in conjunction with the Mary MacKillop Penola Centre and St Joseph’s Catholic Parish Penola in South Australia invited representatives from Penola Catholic College to the celebration of 150 years since the founding of the Sisters of St Joseph by St Mary of the Cross MacKillop and Fr Julian Tenison Wood in Penola on the 19 March 1866.

On Saturday, 19 March, an open air Mass was celebrated at the Mary MacKillop Stable School Park in Bowden Street Penola. This was followed by a light lunch in the Mary MacKillop Memorial School hall. To conclude the day’s activities The Cameron Home was blessed and opened and a statue of St Mary of the Cross, MacKillop was unveiled.

AJASS Schools represented at the sesquicentenary included Penola Catholic College, MacKillop College Werribee, Mary MacKillop College Leongatha, MacKillop College Hobart, St Mary MacKillop College Swan Hill, Mount St Joseph Altona and Mary MacKillop College Kensington (Adelaide). Penola Catholic College representatives included Joseph Calara (Year 12), Katrina Angerosa (Year 12), Stavro Marogi (Year 11), Nikkolas Francisco (Year 10), Bawlina Khammoo (Year 9), Joshua De Domenico (Year 9) and Marya Dawoud (Year 9).

## Josephite Exchange

On Thursday August 25 and Friday August 26 approximately 39 Year 10 students and staff from Penola Catholic College visited Mt Carmel College at Rosewater in South Australia to compete in our Josephite competition. The visit was certainly a great success and I want to congratulate all students who were involved for their participation and behaviour throughout the two days of the Josephite exchange. The staff from Mt Carmel College spoke very highly of our college, and once again I felt proud to be a member of this community. Many staff and students were involved in the preparations for the visit and I want to thank all of them, and especially Mr Brett Dickinson and Ms Kathryn Ennor for all their work in the overall organisation of this visit.

## Mary MacKillop Day

St Mary MacKillop is Australia’s first saint and patron saint of Penola Catholic College. The College celebrated St Mary MacKillop Day on Friday August 7 2016 which is the anniversary of Mary’s death on August 8, 1909. The day was a great celebration which began with a walkathon and was followed by a mass; afterwards students enjoyed the carnival rides and entertainment. Our students were dismissed at 3.00pm and we opened up the rides to our own families with younger children as well as families from our primary feeder schools.



'I commented to the students afterwards how impressed I was with their reverential attention throughout the mass which was a reflection that we must be doing something right at Penola!'

In total, more than 300 people attended the afternoon session and I thank the staff who volunteered their time to enable this event to take place. On behalf of the Penola community I would like to thank those responsible for the organization of the mass - Fr Tony Cox, our College Chaplain who celebrated the mass, Fr Leenus (Holy Child, Dallas) and Fr Thien (St Francis de Sales, Oak Park) for concelebrating, Sherry Balcombe from Victorian Catholic Aboriginal Ministries who welcomed us all to country through a moving fire carrier commissioning, the College Ministry team led by Ms Nicole Allan, the Maintenance Team for the set-up of the ASH for mass, the Ministry Band for their beautiful singing and music and to staff and students involved as altar servers, readers and Eucharistic Ministers. I commented to the students afterwards how impressed I was with their reverential attention throughout the mass which was a reflection that we must be doing something right at Penola!

Our six Year Level Charities were the very grateful beneficiaries of the fundraising efforts of our community in honour of our patron, St. Mary of the Cross MacKillop and her challenge to us this year to live merciful lives. In total our College raised \$19803.89.

#### **Each Year Level in turn fundraised:**

- Year 12 fundraised \$3327.62 for Foundation 18 Bali.
- Year 11 fundraised \$2363.27 for Opening the Doors Foundation.
- Year 10 fundraised \$2308.79 for the Asylum Seeker Resource Centre.
- Year 9 fundraised \$3924.72 for the Society of St. Vincent de Paul (Vinnies).
- Year 8 fundraised \$4612.02 for the Mt Rothwell Biodiversity Project.
- Year 7 fundraised \$3267.47 for Mary MacKillop International, Peru.

Four Homerooms who raised exceptional amounts were awarded with a pizza lunch in Term 4. They are:

- 7D who fundraised a total of \$402.80.
- 9J who fundraised a total of \$411.
- 9A who fundraised a total of \$564.60.
- 10E who fundraised a total of \$643.

The three highest individual fundraisers were also awarded special prizes for their efforts. They are:

- Thomas Jamieson of 8B who fundraised \$140.
- Edward Khouri of 12D who fundraised \$141.50.
- Julia Thorogood of 9A who fundraised \$150.

A huge thank you to all those students and families who supported our efforts to support our Year Level Charities this year and who helped us to respond to the call of St. Mary of the Cross MacKillop to be people of mercy in the world and 'never see a need without trying to do something about it'.



‘My thanks to the staff involved with the production particularly James Maddocks, Simon Greatwood, Richard Linton, Catherine Weekes, Sandra Warren, Dianne Lee and Ramona Arney.’

## Japan Study Tour

In the third term break, I had the pleasure of accompanying Ms Josephine Carr and 13 of our Years 10 & 11 students who are currently studying Japanese, to Japan from Friday September 16 to Tuesday October 4. The tour consisted of approximately one week of sightseeing taking in the sights of Hiroshima, Kyoto and Tokyo followed by 10 days of homestay with our sister school in Japan, Dokkyo Junior and Senior High School in Saitama which is on the outskirts of Tokyo.

It was my first time to Japan and it was a thoroughly enlightening experience. Despite knowing very little Japanese (3 words) prior to leaving, I found ways to communicate with a range of people throughout my time in Japan. This experience gave me an insight as to how difficult it must be for some of the refugees who come to Australia, particularly those who cannot speak English. I know that many of our families have either faced this situation or are still facing this situation. The mental fatigue that is associated with trying to listen to unfamiliar sounds and language is enormous let alone the extremely long days for our Japanese counterparts.

A typical Japanese student would leave home by 6.30am to arrive at school by 8.00am. School runs from 8.30am – 3.30pm followed by compulsory activities or clubs from 4.00pm – 6.00pm followed in some cases, by Cram school until 9.30pm and a return home at around 10.30pm. This happens six days a week with Club activities or competitions often taking place on their day off! As a result, many Japanese people find ways to sleep to counteract these long days, particularly on trains and buses when travelling to or from school.

‘These programs are of great value to the students and the families who participate and create wonderful opportunities for friendships to develop. These programs also support the importance of learning other languages as we live in a global community.’

## Italian Sister School Visit

In the last week of third term we welcomed 18 students and three staff from our Italian sister school Liceo Versari-Macrelli who were on a Language homestay with our Penola families for two weeks. The students attended classes, participated in activities and were taken on a number of tourist excursions. The group was presented to the College community at the end of term assembly held on Friday September 9. These programs are of great value to the students and the families who participate and create wonderful opportunities for friendships to develop. These programs also support the importance of learning other languages as we live in a global community. I thank all the Penola families who hosted.

I also thank Mrs Anna Favrin our Homestay Coordinator for overseeing the program, the languages staff and other staff who were involved in delivering a rich experience for our visitors. A thank you dinner was held on Thursday September 15 in the Foyer of the Assembly and Sports Hall for all the families, the students and staff involved. The meal was organized by Ms Sue Delaney and Ms Jennifer Vinten and the REMAR Red Caravel students served the meals to over 100 guests and I am grateful to them for a wonderful evening for all involved.

## Hairspray – College Production

Countless hours of practice and rehearsal went into this year’s production “Hairspray”. My thanks to the staff involved with the production particularly James Maddocks, Simon Greatwood, Richard Linton, Catherine Weekes, Sandra Warren, Dianne Lee and Ramona Arney. I attended the Thursday night session and I was very impressed by the performance. I thank the student body involved with Hairspray including the cast members, band, backstage and costumes. I am mindful of the time commitment that this has meant for both our students, staff and parents as they have had to ferry around their sons or daughters to rehearsals and the like. I know that the performances are an accurate reflection of the effort, commitment and talents of all those involved.

## AJASS Conference

In the second week of June, I attended the annual AJASS conference in Christchurch, New Zealand. It was a great opportunity to learn from colleague principals and leaders who are also working in Association of Josephite Affiliated Secondary Schools. There are currently 36 schools throughout Australia and New Zealand who have joined AJASS in an attempt to understand the Josephite charism and live it out within today’s context.

Many Mary MacKillop prayers mention that “Mary pioneered new ways of living the Gospel” and we heard the history of the Josephite sisters in New Zealand and then visited Marian College,

‘All of these results are indicators that our focus upon literacy is making a difference and provides significant encouragement for both staff and students. Well done to all!’

Christchurch an all girls Josephite school. The earthquake in 2011 in Christchurch completely destroyed their previous school and they had just received news that they will not be able to rebuild on their previous site as it has been classified as a red zone. A red zone means that the area is too unstable and is unable to be built upon. In 2011 they shared a school with an all-boys school where the boys were at school from 7.30am to 12.30pm and then Marian College would take over the school from 1.00pm to 6.00pm.

From 2012 onwards, Marian College has relocated to another shared site in central Christchurch with Cathedral Catholic College. Unlike the previous arrangement, Marian have their own area of the College, designated classrooms, staffrooms and a distinct area of the school. They are awaiting confirmation to hear whether they will be continuing on their current site or rebuilding in a completely new area where many of the houses are now being rebuilt. The students and staff demonstrated remarkable resilience and a genuine sense of belonging in spite of shifting three times in the past six years.

We travelled to St Joseph’s Primary School in Temuka which was the first school opened by the Josephite sisters in New Zealand. We heard of Mary MacKillop’s four visits to New Zealand and the history associated with the establishment of the Sisters of St Joseph in New Zealand. The ongoing question for us is how to witness the Gospel news through the Josephite charism to the students entrusted to our care. I found these days challenging as I listened to how these remarkable women were answering God’s call.

## Year 10 Ball

The Year 10 Ball is one of my favourite events in our Calendar as it provides an opportunity for our parents to see their sons and daughters interacting with others and enjoying themselves. It also allows us as staff members to see some of our students in a different light as they present themselves in a different way to the way in which they may present in the classroom. My thanks to the staff who attended the night, our Year 10 PE staff who assisted in teaching the dancing, Ms Michelle Galati, Mr Deveraj Kumar and Ms Rosa Lucarelli for their expert dance tuition and to Mr Photios Pavlou, Mr Mark O’Dowd and Mr Richard Linton for all of their organisation of the event. My favourite part of the night is the Father-daughter and Mother-Son dance where all enjoy the experience!

## Naplan Results

As parents of Years 7 & 9 students would be aware, students received a printout of their NAPLAN results in September. Whilst they are only a snapshot of each student’s level of achievement and an indication of how they have performed at a particular point in time, they do provide us, as a school, with valuable comparisons against the State and National



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performance. One of the best measures for our school is to look at the growth from Years 7 – 9 as it gives an indication as to whether we are progressing at the same rate as the rest of the state. For the first time in the last five years our growth in numeracy matched the state for growth. In the previous four years, our best result was nine points below the state average for growth. In reading our growth was three points below the state average and in writing we outperformed the rest of the state by ten points. All of these results are indicators that our focus upon literacy and numeracy is making a difference and provides significant encouragement for both staff and students. Well done to all!

## Innovative Schools 2016 Award

At Penola Catholic College, we embrace multi-lingualism and multi-culturalism through our study of foreign languages. Three languages are offered – French, Italian and Japanese – and students must study at least one language through to the middle of Year 10. Each year, we have senior classes for all languages, sometimes even multiples, with admirable results in all VCE languages.

Living in the 21st century requires our students to have skills and knowledge that allow them to participate in working towards global solutions for global challenges. The CLIL program, offered to Year 9 Italian students, is a most innovative program, suited to assisting students in achieving global competencies.

CLIL programs provide additional exposure to the skills needed to learn to decipher, read and write in a foreign language. They are designed to enhance meaningfulness of the content that underpins the school’s languages program, in relation to the broader curriculum.

The results of CLIL undeniably facilitate the development of new communicative skills while learning new content, knowledge and intercultural understandings, therefore creating opportunities for authentic and purposeful learning through the target language.

CLIL stands for Content and Language Integrated Learning; in effect, a type of Immersion into the Language. We integrate 3 subject areas – Humanities: (History and Geography) and Religious Education with Italian. Year 9 CLIL students at Penola are immersed in the language for 400 minutes per week, as opposed to the 150 minutes for the Mainstream cohort.

Students are allocated 6 periods per 10-day cycle for Italian and 5 periods per 10-day cycle for each of CLIL Humanities and CLIL Religion; therefore, they receive 16 periods per cycle of instruction in Italian which enables them to be extended and to accelerate. The content for Religious Education and Humanities is the same as for the Mainstream students, except that it is delivered and assessed in Italian. Because students are studying these subjects in Italian, the language is not seen as an isolated study, but rather as the vehicle required to access the same curriculum as their peers and as a very useful, linguistically enriching tool.

‘We take this time to reflect on their contribution and achievements over the past six years and celebrate the conclusion of their secondary education.’

One of our aims for the CLIL program is to create a strong pathway for students wishing to accelerate in their study of Italian by choosing VCE Units 1 & 2 Italian in Year 10 and Units 3 & 4 Italian in Year 11. At the request of the first Year 9 cohort, students who choose CLIL for Year 9 now have the added opportunity to continue CLIL Religious Education and World War 2 History in Year 10.

The first graduates of the CLIL program completed Year 12 Italian while in Year 11 in 2016. From the original group of 15 students in Year 9, 12 accelerated and completed VCE Units 3 & 4 in 2015. The second and third cohorts were in Years 11 and 12 respectively in 2016. The College is intending to extend the program to include a French and Japanese CLIL program in the coming years. Penola Catholic College was awarded the Educator Magazine Innovative Schools Award 2016 for the CLIL Italian program.

## Farewell to Year 12 Students

As our Year 12 students completed their formal classes with us in the third week of fourth term and began their written exams the following week, we pay tribute to them in this, their final yearbook. Their behavior was impeccable throughout the final week where they completed a range of activities including a College Assembly where they were farewelled by all staff and students, their Year 12 breakfast and dress up morning and the Graduation Mass. We reflected on their contribution and achievements over the past six years and celebrated the conclusion of their secondary education.

I take this opportunity of firstly thanking our two College Captains, Katrina Angerosa and Joseph Calara for their leadership of the student body over 2016.

Both of these young people have worked very hard and made a wonderful contribution. I also thank all of our other Year 12 students who held positions of leadership for their contribution to our Penola community.

I spoke at a Year 12 assembly to highlight to the students the importance of remaining focused on study as they approach their examinations. I also highlighted the importance of safety in the post examination celebratory period and to look out for each other during this time to avoid any unpleasant or dangerous incidents. I encouraged parents and guardians to discuss this with their children if they were going away with others to celebrate.

I encouraged the Year 12 students to become active in the Penola Collegians Association so that they may maintain strong links with the College community into the future. I wish all the Year 12 students every grace and blessing for their future. Congratulations to the following Year 12 students who were recognized for their achievements at our Graduation Mass.

## Year 12 Awards

### Student Leadership Award

#### Selection Criteria:

- Shows commitment, loyalty and responsibility
- Proven leadership skills
- Able to relate well to peers and adults
- Good communication skills

#### Recipients:

Bruno De Jesus Neto Cunha  
Michael Sega  
Lily Nguyen  
Joseph Calara  
Katrina Angerosa

### Co-Curricular Involvement Award

#### Selection Criteria:

- Actively involved in the College Co-Curricular program
- Demonstrated initiative through involvement in the Co-Curricular program
- Has made a positive contribution to the Co-Curricular program

#### Recipients:

Jordyn Bazzano  
Josie Soares  
Connor Ferris

### Student Personal Endeavour Award

#### Selection Criteria:

- Achieving personal success under difficult circumstances
- Has demonstrated significant personal endeavour as a member of the College community

#### Recipients:

Breeana King  
Sarah Nikoloudis  
Kristina Subotic

### Community Service Award

#### Selection Criteria:

- Evidence of a willingness to serve others
- Actively involved in one or more community service projects
- Promotes community service involvement
- Positive role model to other students

#### Recipients:

Gemma Brown  
Bianca Hormis  
Lisa Nguyen

### House Leadership Award

#### Selection Criteria:

Best House Captain / Vice-Captain of the year. The student will have demonstrated:

- High degree of initiative and enthusiasm in promoting involvement of fellow students in House activities
- Reliability in attending meetings and completing organizational tasks.
- Personal participation in House events.

#### Recipient is:

Josie Soares

### Excellence in Sport Award

#### Selection Criteria:

- Has demonstrated excellence in one or more sports
- Has made a significant contribution to the sporting life of the College
- Has been a positive role model as a sports person

#### Recipients:

Michael Sega  
Josie Soares

### Principal's Award for Technology

#### Recipients:

Mason Romagnoli (Systems Engineering)  
Julian Lobosco (Design and Technology: Wood)

## Academic Excellence Award

### Selection Criteria:

- Year 12 students who have been nominated for 3 or more Subject/Highest Achiever Awards.

### The recipients are:

Name	Subjects
Sebastian De Carvalho	English Classical Studies Global Politics
Brayden Carriera	English Physical Education Media Studies
Tyler Meier	English Business Management Media Studies
Nicole Ferlewicz	English Language French Chemistry Biology
Katrina Angerosa	Physical Education Further Mathematics Biology
Andrew Gorecki	Mathematical Methods Specialist Mathematics Physics
Nicholas Croci	Mathematical Methods Economics Information Technology: Software Development

## Tenison Woods Excellence in Science Award

### Selection Criteria:

- Strong commitment to the study of Science
- Evidence of an active and enthusiastic in Science co-curricular programs
- Demonstrated academic success in Science

### Recipient:

Katrina Angerosa

## Mary MacKillop Award for school spirit

### Selection Criteria:

- Motivated, (inspirational)
- Evidence of a willingness to serve others
- Significant role model in student community
- Consistently involved in College life
- Demonstrated initiative

### Recipient:

Katrina Angerosa



‘The work of our Student Services staff in supporting the educational, pastoral and social needs of many students is quite extraordinary.’

## Pastoral Care

One of the great strengths of Penola Catholic College is the individual care that we provide for students in need. This is very much in line with the often quoted saying of Saint Mary MacKillop who stated “Never see a need without doing something about it”. I pay tribute to our staff members including teachers, Year Level Coordinators and support staff for the very important work that they do. The work of our Student Services staff in supporting the educational, pastoral and social needs of many students is quite extraordinary. We are a very multi-cultural community and the level of compassion and support provided to all members of our community is outstanding and greatly appreciated.

I wish to express my appreciation to the many people whose contributions ensure that our College continues to prosper in all dimensions of College life. Thank you to Fr Chinua Okeke, President of the Association of Canonical Administrators for his active support and keen interest in the College, and to the other Parish Priests for all that they do to support us in our shared mission of Catholic education. Unfortunately, Fr Chinua Okeke shifted from the Broadmeadows parish after five faithful years of service. Fr Tomy Mathew from St Matthew’s Parish in Fawkner North has been elected as the incoming President of the Association of Canonical Administrators.

Thank you to Mrs Joanne Grindrod, Chairperson, and other members of the College Board for their generosity, support and advice; to our Business Manager, Mrs Jenny Vinten for her unwavering commitment to making Catholic education as affordable as possible for all of our families; to my personal assistant Mrs Sue Delaney for her organisation, attention to detail and thorough professionalism; to the Deputy Principals for their wisdom, commitment and professionalism; and the Organisational Team for all that they do on a day to day basis to support the operation of the College.

I sincerely thank all members of staff for the work they do, both teaching and non-teaching staff, to support the young people in their care. Their commitment and support is commendable. I thank our students for their commitment to their education, their participation in the many co-curricular activities offered and their willingness to participate in College life.

Finally, I thank our families for the great privilege of inviting us to share with them the Catholic education of their children. Their continued support has contributed to another successful year at Penola Catholic College.

**Chris Caldwell**  
Principal



# College Board

‘The school has been actively working towards greater involvement within the school community and an invitation is extended to all parents and caregivers to become involved across all areas at school.’

The Penola Catholic College Board has been working on the formation of a new master plan in 2016. This will assist to identify areas that the college will be working to upgrade and identify new projects in collaboration with our architects. These upgrades will improve our facilities over the next five years. These works will keep the standards of our buildings and grounds to a high level.

The St. Joseph the Worker Trade Skills Centre, has given our students state of the art electro technology, hairdressing and engineering areas. This allows them to experience learning and working with tools aligned with industry standards. The College has also completed the replacement of the gymnasium at our Junior Campus in Glenroy. This was a huge project which included the complete demolition and rebuild to upgrade the gym. Included in this project were new classrooms and a mezzanine level with walkway linked to the school buildings.

I would like to express my thanks to Mr Chris Caldow and all of the staff at Penola for their hard work over the year. We have seen marked improvement in literacy and numeracy within the College. This is testament to the success of new programs and the commitment from staff to ensure that these programs assist and improve the students and their continued success. We look forward to further initiatives to improve our student outcomes. Our staff are highly valued and we are fortunate that they bring knowledge, enthusiasm and commitment to our College.

The College has been actively working towards greater involvement within the College community and an invitation is extended to all parents and caregivers to become involved across all areas at the College. Research has shown that increased parental involvement can increase student learning outcomes. Being part of our College community is an enriching experience.

I would like to take this opportunity to thank my fellow board members for the giving of their time throughout the year. I have enjoyed my past 6 years on the College board and wish every success to the new members in 2017.

**Joanne Grindrod**

**Chairperson College Board – 2016  
Penola Catholic College**



## Education in Faith

‘Our Religious Education program aims to provide a solid basis upon which our students can more fully integrate faith and life.’

Our belief in Jesus Christ guides us in building a FAITH and learning COMMUNITY, actively pursuing EXCELLENCE.

This statement, taken from our Mission and Vision Statement, renewed during 2016, encompasses all that we do in Education in Faith.

Our comprehensive Religious Education curriculum across all year levels, many and varied Faith Development and Social Justice activities offered and efforts to broaden our students experience of Catholic community to take in Parish, the wider Church and their communities as a whole, all work towards encouraging and supporting our students in their efforts to more closely and authentically live out the Gospel values which inform all that we endeavour to achieve.

Our Religious Education program aims to provide a solid basis upon which our students can more fully integrate faith and life. In particular, as a Josephite community, the inspirational story of St Mary of the Cross MacKillop and the continuing work of the Sisters of Saint Joseph, is a focus.

An additional focus for our Religious Education classes is to assist students to understand and experience various ways in which the knowledge gained about what it means to be Catholic in the world is lived through prayer and sacrament and put into action.

‘The vital role our community members have in building the world Jesus Christ asked us to is further emphasised by the opportunities offered through our extensive co-curricular program including Faith Development and Christian Service offerings.’

This is being accomplished by an ongoing and thorough review of each unit which is removing some theory to allow more faith development to be placed into the units via the compulsory Closer To God lessons which take place once per cycle in classes from Year 7 to Year 10. The Christian Service opportunities offered as a part of Year 11 RE continue to develop. In 2016 we continued to develop the CSYMA (Catholic Schools Youth Ministry Australia) program into our College Religious Education Curriculum offerings with one class at Year 11 and 1 at Year 12.

As a community we celebrated significant events throughout the year through whole school and Year Level liturgies on each campus. In addition we provided opportunities for the wider Penola community to come together to acknowledge and celebrate our shared faith through the annual Mother’s Day and Father’s Day Masses and the annual Memorial Mass offered in November in remembrance of those members of our community who have passed before us. All Penola Catholic College gatherings, of any size and purpose, begin with prayer, with an emphasis placed upon finding ways to engage community members in the message of the Gospel whilst reinforcing the important role our community has in building God’s Kingdom of justice and peace. Each year a quote from our Patron St Mary of the Cross is chosen as our focus for the year – in 2016, the Year of Mercy in our Universal Church, our theme was ‘Remember, God is merciful and wants you to trust in his mercy’.

The vital role our community members have in building the world Jesus Christ asked us to is further emphasised by the opportunities offered through our extensive co-curricular program including Faith Development and Christian Service offerings.

In addition, opportunities for further Faith Development for those students looking to deepen their faith are offered through the Glenroy Campus Youth Ministry Group, REMAR, involvement in the St Vincent de Paul Society and other social justice involvements such as visits to MITA (Melbourne Transit Accommodation Centre) and assisting with homework club at our local feeder primary schools. Penola Catholic College offers many varied opportunities for our students, staff and families to actively communicate their faith in meaning filled ways.

In 2016, the following opportunities for our students and staff to broaden and deepen their experience and knowledge of Catholic community included:

- Year 7 Retreat Day focused on discipleship with the National Evangelisation Team.
- Year 8 Retreat Day focused on Christian sexuality.
- Year 9 Reflection Day focused on Ecospirituality.
- Year 10 Reflection Day in single gender groups focussed on becoming young men and women of God.
- Year 11 Reflection Day focused on ethical issues, including keynote from Melinda Tankard-Reist.



‘Penola Catholic College offers many varied opportunities for our students, staff and families to actively communicate their faith in meaning filled ways.’

- Year 12 three day Retreat focused on relationship with God and others and setting goals for the future
- Our annual celebration of the Feast of St. Mary of the Cross MacKillop including a focus on assisting our Year Level Charities to continue their important work in the world – in 2016 these charities were:
  - Josephite Concern - Year 7 – Mary MacKillop International.
  - Environmental Concern - Year 8 – Mt. Rothwell Biodiversity Centre.
  - Local Community Concern - Year 9 – Society of St. Vincent de Paul.
  - Global Concern - Year 10 – Asylum Seeker Resource Centre.
  - Indigenous Concern - Year 11 – Opening the Doors Foundation.
  - International Concern - Year 12 – Foundation 18 Orphanage in Bali.
- The Project Compassion (student led campaign) and Opening and Ash Wednesday Mass.
- In class paraliturgical experiences that are student created and led.
- Involvement in local Parish Youth Masses and other Archdiocesan initiatives.
- Quarterly Reloaded Rally nights which are student led and open to the wider Parish Communities. In 2016 we took Reloaded ‘on the road’ visiting Youth Ministry events in other schools and Parishes throughout the year.
- Annual REMAR Solidarity trip to Amoonguna Indigenous Community, NT.
- Attendance by students and staff at the annual JJAMM (Jesus, Joseph and Mary MacKillop) conference held in Sydney.
- Compliance Advice: Religious Education is a compulsory study for students from Years 7-12. To Know, Worship and Love texts form the basis of the Religious Education program from Year 7-10. Year 11 students study VCE Religion and Society Unit 2. Year 12 students participate in a school based program designed for young adults. All year levels engage in retreats or reflection days. Staff participated in an adult faith development program which was approved for the purpose of Accreditation to Teach in a Catholic School.



‘In 2016, we continued to focus on specific strategies in order to achieve our two broad goals: improving student engagement in the learning process and raising levels of student achievement.’

# Learning & Teaching

## Goals & Intended Outcomes

At Penola Catholic College, teaching and learning are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare our students for the future. In an ever changing, technologically sophisticated world, we foster the ability to be critically aware and sensitive to local and global issues. We aim to provide a safe learning environment that caters to individual learning styles and meets the needs of students appropriate to their stages of learning. Our educational programs are student-centred and aim to bring out the best in our students, empowering them to take initiative and become independent and inquiring learners who strive for excellence.

We endeavour to create learning spaces and facilities which utilise the latest technologies so as to enhance the learning environment and educational opportunities for our students.

Our aims in teaching & learning are inspired by our College Philosophy, Mission Statement, model of the “Ideal Penola Learner” and the six Principles of Learning & Teaching (POLTS).

In 2016, we continued to focus on specific strategies in order to achieve our two broad goals: improving student engagement in the learning process and raising levels of student achievement.

‘Major developments also took place in our online learning environment, MyPenola, with a marked improvement in the development of class pages and topic pages, as well as in the setting of due work online, therefore, enabling parents and students increasing access to resources, flipped lessons and feedback.’

Our ongoing priority to build staff capacity through professional learning and sharing was centred around the whole school commitment to the Curiosity and Powerful Learning program. The first area of focus in 2016 was to implement the Theory of Action: Learning Intentions, Narrative and Pace. As a result, teachers and students at Penola Catholic College are able to have explicit discussions about the narrative of the units of work, the specific learning intentions and success criteria from lesson to lesson. Teachers have also become more conscious of the pace of their lessons. Work on the second Theory of Action: Setting Challenging Tasks, began in semester two. This new area of staff development did not distract us from our whole school Literacy Improvement Strategy, with the support of the Literacy Leader and the three Literacy Coaches, who continued to deliver the How Language Works and the Literacy for Learning courses.

Major developments also took place in our online learning environment, MyPenola, with a marked improvement in the development of class pages and topic pages, as well as in the setting of due work online, therefore, enabling parents and students increased access to resources, flipped lessons and feedback. At Years 7 and 8, the Renaissance adaptive, online reading program was introduced to more accurately measure the reading levels of students, identify the individual zone of proximal development (ZPD) for each student’s reading comprehension level, provide immediate feedback and encourage students to set achievable challenges and regular reading habits so as to improve their reading standards. Sharing the Renaissance data with each individual student at Years 7 & 8, as well as sharing NAPLAN data with each student individually, was an effective strategy in 2016 which will be continued so as to assist students in owning their data and committing to continued growth in their skills.

Through Staff meetings, Professional Learning workshops, Learning Area meetings and the Planning and Coaching Teams (PCTs), teachers worked collaboratively on all of these important, whole school areas of focus, as well as individual learning area priorities, including familiarisation with the new Victorian Curriculum to be implemented 2017-2018, and the writing of new VCE and VET courses of study as introduced and accredited by the VCAA.

Another feature of 2016 was the new and continuing university partnerships which enhance the teaching and learning programs at Penola Catholic College, providing rich opportunities to our students and building teacher capacity. Our partnership with La Trobe University continued to develop with all students from Year 8-10 accessing university workshops and presentations. One Year 12 student was awarded a Vice Chancellor’s Scholarship. The partnership with Victoria University was extended to include the teaching on our site of 20 pre-service teachers as part of our involvement in the Curiosity and Powerful Learning Program.

Two new initiatives are the ACU Multi-literacies for Addressing Disadvantage in Senior School Science research project with our Year 10 -12 teachers of sciences and collaborating to co-teach first year Italian to Year 12 students, with the University of Melbourne.

‘95.9% of Year 7 students were at or above the national minimum standard for Grammar and Punctuation.’

## Proportion of Students meeting National Minimum Standards at Years 7 & 9

In this section of the report, we will highlight the degree to which our students at Years 7 & 9 have met the National benchmarks in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in 2016.

The NAPLAN Tests are standardised tests completed by Year 3, 5, 7 & 9 students throughout Australia. They provide a snapshot of student performance on a particular day, and must be read in line with other school assessment undertaken and with general student well-being indicators in mind.

### Year 7 NAPLAN 2016

National Minimum Standards

	National	Victoria	Penola
Reading	95.6	95.6	92.4
Writing	89.7	92.8	95.4
Spelling	93.1	93.8	95.9
Grammar & Punctuation	92.6	93.7	95.9
Numeracy	95.5	96.1	95.5

The figures above show that for Year 7 students in 2016:

- 92.4% of Year 7 students were at or above the national minimum standard for Reading.
- 95.4% of Year 7 students were at or above the national minimum standard for writing.
- 95.9% of Year 7 students were at or above the national minimum standard for Spelling.
- 95.9% of Year 7 students were at or above the national minimum standard for Grammar and Punctuation.
- 95.5% of Year 7 students were at or above the national minimum standard for Numeracy.

## Year 9 NAPLAN 2016

National Minimum Standards

	National	Victoria	Penola
Reading	92.8	93.4	92.2
Writing	82.9	87.1	90.5
Spelling	90.4	90.8	92.6
Grammar & Punctuation	90.5	91.5	87.7
Numeracy	95.2	95.4	97.9

The figures above show that for Year 9 students in 2016:

- 92.2% of Year 9 students were at or above the national minimum standard for Reading.
- 90.5% of Year 9 students were at or above the national minimum standard for Writing.
- 92.6% of Year 9 students were at or above the national minimum standard for Spelling.
- 87.7% of Year 9 students were at or above the national minimum standard for Grammar and Punctuation.
- 97.9% of Year 9 students were at or above the national minimum standard for Numeracy.

## Changes in National Minimum Standard results at Years 7 and 9

The following table shows changes from the previous year in the proportion of students in Years 7 & 9 who met Reading, Writing, Spelling, Grammar and Punctuation and Numeracy national benchmarks. The table provides the percentage (%) change in the proportion of students in the school who met the national literacy and numeracy benchmarks, in comparison to the previous year.

For example a figure of +10% in a line item means there was an additional 10% of students who achieved the national benchmark from one year to the next. A figure of -10% in a line item means 10% less students achieved the national benchmark from one year to the next.

Proportion of students meeting the minimum standards					
Naplan Tests	2014%	2015%	2014/15% Changes	2016%	2015/16% Changes
Year 7 Reading	95.6	98.6	+3	92.4	-6.2
Year 7 Writing	92.2	94.1	+1.9	95.4	+1.3
Year 7 Spelling	95.2	91.8	-3.4	95.9	+4.1
Year 7 Grammar & Punctuation	90.4	90.5	+0.1	95.9	+5.4
Year 7 Numeracy	96.2	97.2	+1	95.5	-1.7
Year 9 Reading	93.1	92.7	-0.4	92.2	-0.5
Year 9 Writing	89.2	86.9	-2.3	90.5	+3.6
Year 9 Spelling	91.2	90.1	-1.1	92.6	+2.5
Year 9 Grammar & Punctuation	89.6	89.3	-0.3	87.7	-1.6
Year 9 Numeracy	96.8	97.1	+0.3	97.9	+0.8



## In Summary

The 2016 NAPLAN data revealed that the proportion of students achieving the Reading and Numeracy standards at Year 7 has declined, while the proportion of students achieving the minimum standards increased, compared to the previous year, in Year 7 Spelling, Grammar & Punctuation and Year 9 Writing, Spelling and Numeracy. The shifts in the other strands were minimal. We will strive for continual improvement in all areas, with a particular focus on Reading at Years 7 to 9 in 2017.

## Average Standardised Results Year 9

The College is required to report on the median score achieved by Year 9 students in Reading, Writing, Spelling and Mathematics. The following table provides the median score for each of the Year 9 assessments. The median score is the middle score obtained by Year 9 students at the school, i.e. when all the scores are ranked from highest to lowest half the scores will be below the median. The median score represents the average Standard Level achieved by students in Year 9 at the school.

The NAPLAN data is provided as scaled scores, which provide an ability measure of student outcomes. The scores range from 0 to 1000, and form the numeric continuum for ten reporting bands. For Year 9, results will be reported in Band 5 to Band 10. The national minimum standard is Band 6.

The bands are as follows:

Band 5 (scaled scores > 426 and < 479)

Band 6 (scaled scores > 478 and < 531)

Band 7 (scaled scores > 530 and < 583)

Band 8 (scaled scores > 582 and < 635)

Band 9 (scaled scores > 634 and < 687)

Band 10 (scaled scores > 686)

## Average Standardised Results (National Scale) Year 9

Once again, while there is variation from year to year, our levels are well in keeping with National expectations, always with a view to continual improvement.

	Average Standardised Results for Penola			Change in Average Standardised Results for Penola		
	2014	2015	2016	2013/14	2014/15	2015/16
Reading	559	554	559	-2	-5	+5
Writing	564	558	567	+12	-6	+9
Spelling	564	568	570	-2	+4	+2
Grammar & Punctuation	550	554	543	-1	+4	-1
Numeracy	555	566	568	+6	+11	+2

## National, Victorian and Penola “Mean” for Year 7

	Average Standardised Results									Change in Average Standardised Results								
	2014			2015			2016			2013-2014			2014-2015			2015-2016		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	536	548	<b>528</b>	546	553	<b>526</b>	541	547	<b>522</b>	+2	0	<b>-5</b>	+10	+5	<b>-2</b>	-5	-6	<b>-4</b>
Writing	505	518	<b>502</b>	511	523	<b>511</b>	515	530	<b>520</b>	-5	-7	<b>-16</b>	+6	+5	<b>+9</b>	+4	+7	<b>+9</b>
Spelling	540	551	<b>538</b>	547	547	<b>531</b>	543	545	<b>525</b>	-4	-2	<b>-10</b>	+7	-4	<b>-7</b>	-3	-2	<b>-6</b>
Grammar & Punctuation	533	540	<b>521</b>	541	547	<b>523</b>	540	545	<b>519</b>	+6	+2	<b>-10</b>	+8	+7	<b>+2</b>	-1	-2	<b>-4</b>
Numeracy	532	543	<b>522</b>	543	550	<b>522</b>	550	558	<b>525</b>	+5	+3	<b>+1</b>	+11	+7	<b>0</b>	+7	+8	<b>+3</b>

## National, Victoria and Penola “Mean” for Year 9

	Average Standardised Results									Change in Average Standardised Results								
	2014			2015			2016			2013-2014			2014-2015			2015-2016		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	572	587	<b>559</b>	580	588	<b>562</b>	581	586	<b>561</b>	-1	+1	<b>-2</b>	+8	+1	<b>+3</b>	+1	-2	<b>-1</b>
Writing	544	564	<b>564</b>	546	561	<b>555</b>	549	564	<b>560</b>	-3	-5	<b>+12</b>	+2	-3	<b>-9</b>	+3	+3	<b>+5</b>
Spelling	576	587	<b>570</b>	583	584	<b>567</b>	580	583	<b>571</b>	-1	+2	<b>-2</b>	+7	-3	<b>-3</b>	-3	-1	<b>+4</b>
Grammar & Punctuation	564	576	<b>551</b>	565	579	<b>550</b>	569	575	<b>546</b>	0	0	<b>+8</b>	+1	+3	<b>-1</b>	+4	-2	<b>-4</b>
Numeracy	574	588	<b>555</b>	592	600	<b>573</b>	589	596	<b>572</b>	+6	+3	<b>+6</b>	+18	+12	<b>+18</b>	-3	-4	<b>-1</b>

‘The learning spaces at Penola Catholic College are colourful, light-filled environments with state of the art facilities, multi-media technologies and modern furniture all of which enable rich, varied and collaborative learning experiences.’

## Contemporary Learning at Penola Catholic College

The learning spaces at Penola Catholic College are colourful, light-filled environments with state of the art facilities, multi-media technologies and modern furniture all of which enable rich, varied and collaborative learning experiences. Teachers and students strive for excellence, adopt innovative, research-based, best-practice curriculum and contemporary teaching practices.

In 2016 a number of teachers began exploring STEM (Science, Technology, Engineering and Maths) and STEAM (Science, Technology, Engineering, Art and Maths), reviewing current PBL projects and by finding ways to have a greater STEM focus especially as a way of engaging girls in these subject areas. There was a continued focus on developing literacy and numeracy skills and formative assessment strategies. Information and Communication Technologies continue to be an integral part of Learning and Teaching, using an increasing number of applications and online resources to support and enhance learning and feedback.

As part of our commitment to getting to know our students and accessing data to inform our practice, we collaborated with the Literacy Leaders in our feeder Catholic primary schools to develop processes for sharing data and strategies so as to ensure a more effective transition from Year 6 to Year 7. This initiative, which then required ACER to develop new software for the sharing of PAT data from primary schools to secondary schools, has changed the way we conduct grade six PAT arrangements and has improved the way we conduct PAT tests at Year 7 and 8. In addition, in 2016, more emphasis was placed on sharing PAT, NAPLAN and Renaissance results with students, in greater detail.

## Achievements / Value Added

Penola Catholic College continued to strive for academic excellence in 2016 and added value to the learning experiences through:

- Continued projects with Australian Catholic University, LaTrobe University and Victoria University and initiated 2 new projects with the University of Melbourne, both to begin in 2017: UMNOS the University of Melbourne Network of Schools and offering first Year Italian to Year 12 students.
- Introduction of end of year examinations for Year 8 students, followed by a four day Headstart program, transitioning students into the Year 9 Learning Centre and launching Project-based Learning.

‘Four Year 12 students completed a first year university subject as part of their Year 12 program: 1 at the University of Melbourne and 3 at La Trobe University.’

- Refinement of Year 9-11 Headstart program at the end of the examination period in 2016, launching 3 weeks of classes in the 2016 courses.
- Further development of the CLIL Italian program, whereby some students undertake the studies of Religious education and Humanities in Italian, and pathways to university studies. Through our initiation and collaboration with the University of Melbourne, Italian was offered as part of the University's Extension Program. As a result, four Penola Catholic College students are the first to be enrolled in first year university studies in Italian while completing Year 12 at the College.
- Four Year 12 students completed a first year university subject as part of their Year 12 program: 1 at the University of Melbourne and 3 at La Trobe University.
- One Year 12 student offered the La Trobe University Vice-Chancellor's Scholarship.
- ICT – being a 1:1 Laptop school from Years 7-12, we continued to focus on making best use of digital technologies to enhance learning through the effective use of ebooks, online resources and programs such as Edrolo for VCE, Renaissance Learning Reading Comprehension program at Years 7 & 8, and Education Perfect for Year 7-12 Languages and EAL students.
- The continued development of our Learning Management System – MyPenola ensured that all educational resources and ICT systems were integrated through one portal for the whole community, parents, students and staff. Teachers uploaded well-structured, relevant and current curriculum and multi-modal resources for each subject, allowing 24/7 access to students, parents and staff. Publishing assessments and due work dates for easy access was another focus for 2016.
- A range of workshops, resources and professional reading materials were offered to all teaching staff, meeting the new legislative requirements, with regards to teaching students with special needs.
- Numeracy and Literacy Enrichment programs for high performing students in Years 8-10 Programs at Year 8.
- Consolidated and reviewed the Stars and Cars Program at Year 7 & 8.
- Participation in UNSW, Science & ICT Competitions and the Australian Maths Competition.
- VET Sport and Recreation class running school events and running the CEM St Patrick's day activities for children in the Fitzroy Gardens and running sporting events at Penola and other feeder primary schools.
- VCAL Community projects in a range of settings.
- Technology and Arts shows to highlight excellence in student work in design and production.
- Excursions/Incursions across all of the Learning areas to engage and motivate students.

‘Targeted intervention programs were run for those with special learning needs, both through individual programs as well as Language Development classes and the Year 10 Literacy Intervention subject.’

- VCE Seminars and exam preparation workshops were offered in-house for students of Health and Physical Education, Outdoor Education, Sciences, Psychology, English and Languages.
- VCE Maths Homework Club for Extra Support.
- VCE Plato’s Circle – extra support for Year 12 students.
- Year 7 and 9 Camps.
- Year 9 Projects-based learning and presentation nights each term with a different focus.
- A wide range of co-curricular programs especially in the Visual Arts, Performing Arts, Sciences and Languages to support the curriculum, including lunch time clubs catering to a wide range of interests, including Debating.
- Targeted intervention programs were run for those with special learning needs, both through individual programs as well as Language Development classes and the Year 10 Literacy Intervention subject.
- Accessed feeder primary school PAT data, testing of Year 7 and Year 8 students at the end of the year to compare with Grade 6 PAT test results to measure growth.
- Specialised EAL (English as Additional Language) classes for new arrivals in Years 7 – 12.
- Continued refinement of the Year 10 Structure and course advice process to allow students greater choice in designing their Year 10 pathway into Years 11 & 12.
- VCE Unit 1 & 2 Subjects offered to Year 10 high performing students.
- VCE Unit 3 & 4 Subjects offered to Year 11 high performing students.
- 2 Year 10 students selected in the University of Melbourne Kwong Lee Dow Young Scholars’ Program.
- 8 VCE Maths and Science students participated in the Monash University SEAMS program.
- 15 Year 10 girls attended the Girls in IT Annual Conference.
- Four students in Year 11 were finalists in the Dante Alighieri Poetry Recital Competition.
- Participation in Alliance Française Competitions.
- House Athletics and Swimming Carnivals took place as whole school events .
- Year 10 Ball was attended by 165 students and their parents.
- The Keys Please Program and a wide range of other pastoral programs were delivered to Year 7-12 students.
- Students at Year 7-11 accessed assemblies, workshops, Careers Day and Course Advice Days, with varied programs at each year level in preparation for subject selection.
- Throughout 2016, English teachers new or returning to the College completed the five day “How Language Works” professional development program with our own qualified tutors.



'56 VCE subjects and 11 in-house VET studies were offered by the College. VCAL students also accessed 16 external VET studies offered by TAFE institutions.'

- The Literacy Leader and the three Literacy Coaches continued to work with staff across both campuses to improve literacy skills and delivered the three day 'Literacy for Learning' program with our own qualified tutors.
- All teachers worked in Planning and Coaching Teams according to the subjects and year levels they taught, in order to plan lessons and assessments, moderate tasks and implement priorities such as literacy strategies, new courses, Learning Intentions and success criteria, etc.
- 56 VCE subjects and 11 in-house VET studies were offered by the College. VCAL students also accessed 16 external VET studies offered by TAFE institutions.
- 100% of our students successfully completed the VCE
- Some students interested in an Apprenticeship accessed school-based apprenticeships and work placements were able to enrol in while undertaking a mainstream program at Year 10, but these were predominantly accessed, as part of the VCAL program.
- Participation in the Hume Youth Commitment, an organisation established by the Hume Whittlesea Local Learning and Employment Network to enhance youth participation in education and employment. It includes the involvement of Youth Connections, Kangan Institute, Hume City Council, local business and a range of community organisations aimed at supporting families in the North.
- Continued the "Jumpstart" project for Year 9 students at risk for 9 students.
- Continued the Vocational Pathways Program for Year 10 students at risk.
- Languages Exchanges continued with Italy, France and Japan.

‘The Dux of the College for 2016 was Nicole Ferlewicz with an ATAR of 98.60, a further 11 students received an ATAR of 90 or more.

Seventeen students received an ATAR ranking in the 80 – 90 range.’

## Senior Secondary Outcomes

Once again in 2016, our students achieved pleasing results in the VCE and VCAL which opened up desired pathways into further study, apprenticeships and work.

The Dux of the College for 2016 was Nicole Ferlewicz with an ATAR of 98.60 and a further 11 students received an ATAR of 90 or more. Among these was Julia Montesano who achieved a score of 50 for Outdoor and Environmental studies. Seventeen students received an ATAR ranking in the 80 – 90 range.

There were 24 study scores of 40 or above before scaling and an additional 26 study scores after scaling. These scores were attained in 18 different VCE and VET studies.

100% of our Year 12 student cohort successfully completed their VCE studies in 2016. We achieved a median study score of 28. The state median score for 2016 was 30.

83% of students enrolled in the Victorian Certificate of Applied Learning successfully completed the VCAL units in 2016. Two Year 12 VCAL students gained apprenticeships before completing the year. Upon completion of their VCAL Program many students successfully gained employment in apprenticeships, full time employment or TAFE training.

Congratulations must go to all the VCAL and VCE students who strived to do their best and whose achievements reflected their commitment and hard work.

## Post School Destination

The majority of students who applied, via the VTAC process, for a tertiary place at University or TAFE were successful in receiving a first, second or supplementary offer. Our students applied for a broad range of options with offers including places in Science, Engineering, Law, Business and Finance, Psychological Science, Health Sciences, Fashion Design, Commerce, IT Networking, Chinese Medicine, Arts, Nursing, Game Design and Production, Laws and Global Studies, International trade, Computer Systems, Hotel Management and Sport Management.

Students were also successful in securing apprenticeships in Building and Construction, Concreting, Plumbing and Electrical.

## Post School in Destinations in 2016

University Study	61.0%
TAFE / VET	21.0%
Apprenticeship / Traineeship	9.0%
Deferred	5.0%
Employment	7.0%

Of the 194 eligible VTAC applicants, 188 students received an offer - (97%) 181 of these offers were in the first (main) round, with the remaining 7 students receiving an offer in the second round. A total of 200 VTAC offers were made to Penola students, with 12 students receiving more than 1 offer. Of the 6 students who did not receive a VTAC offer, they had pathway plans in place with a direct application to VET/TAFE providers.

Study/Career interest areas (VTAC applicants):

Management/Commerce	22%
Society and Culture (Arts, Law, Psychology)	16%
Natural and Physical Sciences	14%
Health	11%
Engineering and Related Technologies	16%
Information Technology	10%
Education	6%
Creative Arts	5%

## 2016 ATAR Scores

Range	2011		2012		2013		2014		2015		2016	
	No	%	No	%	No	%	No	%	No	%	No	%
Zero	13	5.22%	20	7.22%	17	7.20%	20	8.36%	18	7.56%	0	
0-29	14	5.62%	15	5.41%	9	3.81%	22	9.20%	30	12.61%	38	14.62%
>30	24	9.65%	20	7.22%	21	8.90%	26	10.88%	23	9.66%	29	11.15%
>40	42	16.87%	52	18.77%	31	13.14%	26	10.88%	19	7.98%	34	13.08%
>50	39	15.66%	46	16.61%	36	15.25%	37	15.48%	30	12.61%	42	16.15%
>60	40	16.06%	3	13.72%	35	14.83%	23	9.62%	36	15.13%	35	13.46%
>70	30	12.05%	26	9.39%	31	13.14%	33	13.80%	21	8.82%	28	10.77%
>80	21	8.43%	19	6.86%	27	11.44%	19	7.95%	25	10.50%	17	6.54%
>90	5	2.01%	18	6.50%	5	2.12%	4	1.70%	4	1.68%	11	4.23%
VCE	249	100.00%	277	100.00%	236	100.00%	239	100.00%	238	100%	234	100%
VCAL	21	8.43%	23	8.30%	24	10.17%	29	12.13%	32	13.45%	26	10%



# Student Wellbeing

‘Students are encouraged to be drivers of their own learning, thereby enhancing their experience of learning. In this model of teaching and learning, students develop learning styles that are collaborative and inquiry based that inspire their curiosity for learning.’

Penola Catholic College values every student and endeavours to develop our young men and women into confident and responsible young adults. To foster this we offer a comprehensive range of educational experiences and programs dedicated to augment the intellectual, spiritual and physical well-being of our students.

## Education

The commitment towards the Powerful Learning program, has been a feature of the past year. This program has given staff direction in planning meaningful, structured and fun lessons which students are genuinely enjoying. Students are encouraged to be drivers of their own learning, thereby enhancing their experience of learning. In this model of teaching and learning, students develop learning styles that are collaborative and inquiry based that inspire their curiosity for learning. Lessons are created with the intention of prompting students to be conscious of the world around them and their place in it, which assists their personal development.

‘The immersion experience of the language and culture of these lands is immeasurable. Similarly, the arts tour of Italy is also a resounding success giving students who attended that trip first-hand experience of the masters of art and sculpture.’

The College has continued to promote a whole school approach to developing the literacy skills of students. Literacy leaders have lead the charge, training staff and encouraging them to develop approaches and protocols for literacy improvement.

In Year 9 the Jumpstart Program is designed to cater for the needs of all students; not just the academic. The program, established for disengaged students focuses on a hands-on learning approach with close consideration for the individual learning needs of each of the participating students. The small classroom environment allows staff and students to establish proper behavioural patterns for learning and classroom conventions. Similarly, the Vocational Pathways Program in Year 10 is another program which students can tap into, and which is a distinct pathway into the well-established VCAL program in the senior years.

Among the various learning experiences which take place at the college, the most exciting is the sister-school arrangements. This program of international tours gives students the opportunity to travel to historic and culturally rich Italy, France and Japan. The immersion experience of the language and culture of these lands is immeasurable. Similarly, the Arts tour of Italy was also a resounding success giving students who attended that trip first-hand experience of the masters of art and sculpture.

## Personal Development

Restorative Practices continues to be a major feature of a just welfare and discipline policy, designed to create a harmonious, safe and secure environment. This style of student management has provided a rich foundation for positive and trusting relationships with students and vibrant family partnerships.

Penola Catholic College continues to focus on, and develop, programs that assist with the mentoring of disengaged students and students at risk. We are proactive in establishing links with external support agencies to assist students and families gain support for issues which impact on their wellbeing and development. These agencies may include Victoria Police, Family Works, Youth Connections, Headspace, School Focus Youth Services, Child First, the Salvation Army, St. Vinnies, MacKillop Family Services, C.A.M.E.S.(RCH), Berry Street, DHS, and both the Hume and Moreland City Councils.

Events such as the Year 10 Ball and the Year 8 social allow students to express themselves through social interaction. In particular, through the Year 10 Ball, social etiquette is taught and experienced allowing students to build levels of self-esteem and establish proper behavioural interactions between genders.



‘The student leadership program provides opportunities for students from Years 7-12 to exercise specific leadership roles within the College.’

The Performing Arts program offers a great roadway to building self-confidence whilst having fun at the same time. The annual College production, Junior and Senior Voices, Battle of the Bands competitions, various music and drama nights give students wonderful opportunities to showcase talents and continue their development of their love for music or acting.

The Student Leadership Program provides opportunities for students from Years 7-12 to exercise specific leadership roles within the College. Student leaders are provided with training to develop public presentation skills, team management and communication skills. Their duties include representing the College at external forums (e.g. National Youth Forum, Association of Josephite Affiliated Secondary Schools, Jesus Joseph and Mary MacKillop Leadership Conference) and activities, addressing gatherings and being the voice for the student population. Through the Penola Student Council, students have a forum for their opinions to be heard and a platform for school reform.

## Information Technology and Communication

The digital platform continues to grow in momentum at the college with an expansion of elearning in many subject areas. This is in preparing students for a future which is driven by digital and IT perspectives. To complement this change in how students learn, and the increased use of technology, the issues of Cyber safety are explored with students in the pastoral program.

Teachers are regularly inserviced in the use of ICT, developing their skills and pedagogies to both inform and increase student learning opportunities. The transition to the MyPenola intranet platform has opened up great possibilities for student-teacher-parent communication and transparency in the learning experience. Online reporting through MyPenola is a feature currently being developed to give parents up-to-date previews of their children’s progress.

## Health and Wellbeing

As students continue their growth journey, programs are available to assist in their continuing development. The Year 7 transition camps, the Year 9 adventure camps, the Year Level Retreats and VCE Outdoor Education camps continue to be a positive feature of our College life. They provide challenges and life experiences that assist students in understanding their world and the environment in which they live; and promoting conversation about sustainability in the future world.

Our membership in various sporting competitions deliver opportunities for students to satisfy their competitive spirit and recognise the health benefits of sport.

‘The Careers Expo provides an invaluable source of information for all students and parents as students start to map out their futures.’

SACCSS (Sports Association of Catholic Co-educational Secondary Schools) as well as the Premier league provided a means to participate in Inter-school sports at local, state and at times national level in the following sports: Football, Soccer, Swimming, Athletics, Cross Country, Basketball, Volleyball, Tennis and Golf. These experiences, alongside Physical and Health Education classes have directed students to care for their body and routinely involve exercise in their life as well as promote healthier options in life.

## Pastoral Care

Student wellbeing is ably supported through the structure of homeroom and the Pastoral Care Program. Home Group teachers and Year Level Coordinators provide a rich program which facilitates age-specific study on issues such as: risk-taking, goal setting and career development, learning approaches and resilience. Programs conducted in recent times include Positive Relations Program, Study Skills Programs and Transition Programs, Year 7 Induction Program, Warner Youth Education, Cyber Safety and Elevate Education.

The Student Services Department provides support for students, teachers and parents. Within this department Special Education teachers, Learning Support Officers, Multicultural Education Assistance Officers, Psychologists, a Wellbeing Officer and a Home Liaison Officer all offer help and support to the wellbeing of our community, especially to the development of the young person.

The Careers Department at the college also provides helpful guidance for students wishing to pursue a distinct career. Their support is available throughout the year especially during the high-season when our senior students are finalising their career pathways beyond Penola Catholic College. The Careers Expo provides an invaluable source of information for all students and parents as students start to map out their futures.

## Co-curricular

The College continues to offer a range of exciting co-curricular activities and students participate in these with great results. Participation empowers students and teaches them about working cooperatively, team building and contributing to team and their community. Members' achievements are celebrated in: the Newsletter, local newspapers, at College Assemblies, Information and Promotion Evenings, Performances, Art shows, Awards Night and in the annual Year Book.

In 2016 some of the co-curricular activities included:

- Music Ensembles and Choir Recitals
- College production (Hairspray)
- Battle of the Bands

## Average student attendance rate by Year Level

Year 7 97.66%

Year 8 97.49%

Year 9 96.02%

Year 10 95.50%

Year 11 91.64%

Year 12 92.71%

Overall average attendance 7 - 10  
96.66%

- Various social justice outreach programs (e.g. Asylum seeker programs, soup kitchens)
- Youth Ministry & REMAR
- House and Inter school Swimming & Athletics Carnivals
- Year 10 Ball
- Year 12 Graduation Dinner
- Keys Please Program
- Student overseas homestay programs
- Mary MacKillop Feast Day
- Josephite Exchange Adelaide Tour
- Guest speakers at College and Year Level Assemblies
- Student Council / Leadership
- Fashion Parade and involvement in the Australian Fashion Awards
- College Restaurant (Stringybark)

## Student Attendance Rates

After analysis of our 2016 Student Attendance Records, it is apparent that our student attendance rate across both the Broadmeadows & Glenroy campuses is at an acceptable level. A positive attendance rate is a strong indicator of student satisfaction with the College.

To further improve our attendance records, we have continued with daily SMS messaging where possible to families with students on both campuses who have not registered their son / daughter's absence on the designated absentee phone line.

## Student Retention Rates: Years 9 – 12

Our Years 9 - 12 student retention rate for 2016 was 88.66%. In order to arrive at this figure we took the number of students enrolled in Year 12 in 2016 and divided it by the number of students who were enrolled in Year 9 three years prior. It is a rate which only takes into account numbers of students at each of the two year levels, not who the individual students were.



## Leadership & Management

‘The School Improvement Team consists of some executive members, some staff in a Position of Leadership and some general teaching staff. This enabled a spread of ideas from across the College.’

In keeping with our Mission Statement the College Leadership Team is committed to developing a learning community that enables our young people to achieve personal excellence.

To develop a strong professional culture of effective leadership and management that nurtures and engages the staff.

### Achievements / Value Added

A particular focus for 2016 was our involvement in the Curiosity and Powerful Learning program. With this the establishment of a School Improvement Team responsible for the planning and delivery of professional learning programs for the teaching staff, staging out a 3 year plan to implement the program. The School Improvement Team consists of some executive members, some staff in a Position of Leadership and some general teaching staff. This enabled a spread of ideas from across the College.

The Planning and Coaching Teams continued to be a significant means for implementing curriculum changes, focusing especially on Powerful Learning in 2016. These teams aim at allowing teaching staff to work and develop curriculum within a core team at a specific Key Learning Area

‘Teaching staff attended 6159 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of hours of 7519 Professional Learning were undertaken by the staff excluding meetings.’

and year level, as well as setting term goals and classroom observations. Each team appointed a teacher within the group to lead that Planning and Coaching Team for the year.

Other concentrations included building capacity for strong, shared leadership based on collaborative trust and decision making. As well as building clarity around the role of staff members as leaders and their subsequent professional responsibilities.

A key focus is for all leaders to actively ensure that the whole school shared vision is owned and promoted by all.

## Compliance Advice

### Staff Attendance:

The attendance rate or average number of days attended per teaching staff member for 2016: 87.45%.

These figures include staff on extended sick leave, leave without pay, study and enrichment leave but do not include staff on long service leave or maternity leave.

### Staff Retention:

A healthy movement of teaching staff occurred in 2016, the proportion of teaching staff retained from the previous school year was 86.49%. This movement included:

- Staff who were employed on short term contracts
- Staff who took up teaching / administrative positions in other schools
- Staff who retired from teaching
- Staff who were on long term leave and resigned from the College

This high retention rate reflects positively on staff morale and the College environment. We are truly thankful for the expertise, commitment and talent that our staff bring to Penola Catholic College.

### Staff Professional Learning:

In 2016, Staff Professional Learning took a variety of forms with a major focus being on the implementation of Planning and Coaching Teams, across each year level.

Professional Learning included: in-house training and collegial activities, formal mentoring for new employees, and informal mentoring of new middle leaders, conferences and in-service activities both within the College and those offered by external providers. Five staff members attended an international conference in Brisbane on the future directions of education. The Year 9 leaders and mentors visited 3 schools to develop a greater understanding of Project Based Learning and teaching in open learning spaces, with a continued focus on staff development in the area of supporting teaching and learning in the open, collaborative learning spaces in the Year 9 McCormack Learning Centre.



‘Three teachers who received CEM scholarships to undertake a Graduate Certificate in Curriculum Leadership at the University of Melbourne graduated from their courses.’

Three teachers who received CEM scholarships to undertake a Graduate Certificate in Curriculum Leadership at the University of Melbourne graduated from their courses.

One leader who gained CEM scholarship for the ACU Master of Leadership graduated in October.

The Year 10-12 teachers of Science began the initial preparations for the Multi-literacies in Science project with the researchers from the Australian Catholic University and colleagues in the 3 other participating schools.

The broad range of in-house Professional Learning activities included:

- How Language Works and Literacy for Learning courses were conducted in house by Brian Dare and by our Literacy leaders who have trained as Tutors.
- The major focus was Curiosity and Powerful Learning Professional development with support and PD with Wayne Craig.
- Four Powerful Learning professional learning sessions were offered to all teaching staff – 2 full days and 2 half days.
- The School Improvement Team attended a range of professional development sessions: full day session, half day, after school communities of practice and completed much professional reading so as to plan PD sessions for the Penola staff.

Other whole staff PD was undertaken in the following areas:

- Catholic Identity – Enhancing Catholic School Identity Projects.
- Staff Spirituality Day – Renewal of our College Mission and Vision with Fr. Elio Capra.
- The new legislation regarding disabilities and special needs, teaching students with a learning disability and the VIT requirements for teacher registration.
- Master-classes and workshops on our Learning Management System – MyPenola.
- First Aid & Anaphylaxis Training.
- Prevention of Bullying & Harassment in the Workplace.
- Protecting Children - Mandatory Reporting and other obligations.
- Student Management.
- Sustainability.
- Managing stress and anxiety.
- Flipped Learning for teachers.

‘A wide range of externally provided Professional Learning activities were accessed by a wide range of teachers and education support staff. Journals both hard copy and online were subscribed to and distributed for professional reading.’

Individual teams in the College in both the teaching and non-teaching teams undertook professional development both in-house and externally provided as relevant to their work and specialised field, in alignment with College priorities, Learning Area or team priorities and individual goals such as.

- Boys and Education National Conference
- Middle Years Conference
- CLIL Content & Language Integrated Learning for Languages teachers
- Victorian Curriculum webinars and in house presentations
- Leadership workshops
- ACEL conference in Melbourne
- ACER conference in Melbourne.
- Renaissance Reading Program
- ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data
- Maker Space
- STEM, STEAM
- Subject association PD - MAV, STAV, VCV, DLTV, VATI, VCTA, ACHPER, GTAV and HTAV
- Careers, VCAL & VET Conferences
- Swimming & Water Safety
- Performance Development and Coaching Training
- A number of teachers presented at conferences eg ACHPER Conference, ACER Excellence in Professional Practice Melbourne.
- School Counsellors and Psychologists Conferences
- Contemporary Learning eBooks and online learning programs such as Language Perfect and Edrolo PD
- Teaching with open Learning Spaces
- Teaching Industry Placements for teachers of VET subjects
- TLN & VCAA – professional reading and webinars
- One teacher was trained through the CEM to deliver Special Needs PD
- Three of our new graduate teachers were assisted to achieve full registration.
- A number of teachers took on roles with the Victorian Curriculum and Assessment Authority (VCAA) as VCE assessors and examiners.
- A wide range of externally provided Professional Learning activities were accessed by a wide range of teachers and non-teaching staff. Journals both hard copy and online were subscribed to and distributed for professional reading.
- Microsoft Word and Excel training

‘We believe that community and the sense of belonging are fundamental elements to the positive development of our young people.’

## Compliance Advice

### Expenditure on Professional Learning:

In 2016 the College expended \$192824 across all teaching staff. 136 teaching staff or \$1417 per staff member on professional development activities. Teaching staff attended 6159 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 7519 hours of Professional Learning were undertaken by the staff excluding meetings.

### Professional Development

Salaries casual relief @8%	\$24721
Teaching staff allowances & expenses	\$92464
Subscriptions & levies	\$52594
Staff study	\$17003
Catering	\$6042
	\$192824

## Compliance Advice

### Staff Qualifications:

Teacher Qualifications - All Penola Catholic College teaching staff are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT). Teachers holding VIT registration have met professional practice standards and are required to renew their registration annually.

The registration process entails a National Criminal Records Check. All non-teaching staff, contractors and volunteers hold a valid Victorian Working with Children Check.

Degree - Doctorate (Phd)

Degree - Masters

Diploma - Graduate

Certificate - Graduate

Degree - Bachelor

Diploma - Advanced

Degree - Doctorate (Phd)

Degree - Masters

Diploma - Graduate

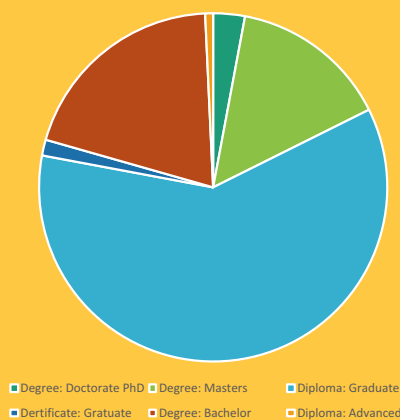
Certificate - Graduate

Degree - Bachelor

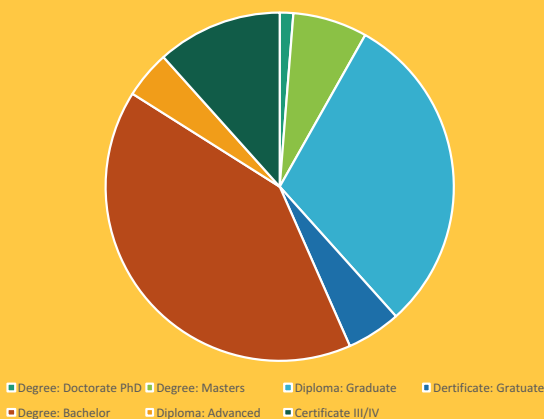
Diploma - Advanced

Certificate III/IV

Highest qualification held by staff: 2016



Overall qualifications held by staff: 2016



‘Many staff at Penola Catholic College have completed specialist Post Graduate qualifications with a significant number also completing Graduate and Masters Degree courses.’

**Overall Qualifications held by Staff 2016)  
Highest Qualifications held by Staff (2016)**

Many staff at Penola Catholic College have completed specialist Post Graduate qualifications with a significant number also completing Graduate and Masters Degree courses. Other staff are continuing to study for further Post Graduate qualifications.

## Compliance Advice

**Staff Composition:**

Principal Class	1
Teaching Staff (Head Count)	144
Fte Teaching Staff	125.40
Education Support Staff (Head Count)	91
Fte Education Support Staff	69.40
Indigenous Teaching Staff	1

**Co-Curricular Involvement:**

All members of the teaching staff are required to support the Co-curricular Program and they do so with great generosity.

**Participation of Support Staff in Educational Programs:**

In 2016 the College employed 91 Education Support Staff who provided essential support to the College in a wide variety of areas including administration, student services, information technology services, grounds and maintenance, Education Resource Centre, laboratories, home liaison, and catering. A number of support staff willingly gave up their time and expertise to participate in the co-curricular program.



## College Community

‘We believe that community and a sense of belonging are fundamental to the positive development of our young people.’

Penola Catholic College continues to work in partnership with parents and Parish communities. We believe that community and a sense of belonging are fundamental to the positive development of our young people.

We continue to strive to:

- support the accessibility of the College for Catholic families
- engage parents and past pupils in the broader educational programs offered by the College
- proactively engage potential families in the College
- build mutually beneficial partnerships with a range of organisations
- create open and transparent lines of communication both within the College community and with the wider community
- welcome members of the wider community to College functions and activities whenever appropriate

‘At our Annual Awards Night, where we celebrate the achievements of members of our College community, Miss Katrina Angerosa (Year 12 Student) was awarded the Mary MacKillop Award, the MacKillop Medal was awarded to Year 12 student, Joseph Tohme and at the College End of Year Luncheon Ms Terri Matrenza and Mr Ashley Mills (teachers) were awarded the Penola Medal.’

#### **Achievements/Value Added**

We once again opened up our College Feast Day celebrations to primary school age children from local schools from 4:00pm to 5:30pm so that they could also enjoy the celebrations.

We held a Community Market in October which saw people from the local community visit our Broadmeadows Campus for the first time. Penola Catholic College adds value to the education of each student in a myriad of ways.

The fortnightly College Newsletter and Year Book, along with access to MyPenola, the College Facebook page and the College App also provide a comprehensive summary of activities and events that contribute to the holistic growth of each student.

In 2016 the opportunity was offered for families to attend:

- Opening of the School Year Mass and Assembly
- Mothers' / Fathers' Day Breakfasts
- Year 7 Parents Welcome Dinner
- Year 12 Graduation Mass and Farewell Dinner
- House and Interschool Swimming and Athletics Carnivals
- Parent Information Nights and Senior Program's Evening
- Visual Arts Exhibitions, Technology Show and Performances
- Parent Forums
- Parent Consultation Meetings
- Annual College Awards Evening
- Annual Memorial Mass for deceased community members
- The Chaldean Parents Information Night
- Year 9 Integrated Project Presentation nights

We also provided a range of co-curricular activities, programs and camps, both inside and out of normal school hours, which enhance the education program offered to our students.

In 2016 some of these activities included:

- Various Faith Development and Youth Ministry activities
- SACCSS Sporting competitions
- Public Speaking & Debating
- Year 12 Retreats
- Year 7 Orientation camps
- Year 9 Outdoor Activity camps
- Year 10 Ball
- Senior Students - 'Keys Please' program
- Annual College Production
- Musical Performances



‘Parents and Friends Association members were active in fundraising and community building activities throughout the year, including our first Community Market. At our Parent Thank You Evening, we celebrated the services of volunteers throughout the year.’

- Various Community Service Activities
- Mary MacKillop Feast Day Celebrations
- Parents and Friends Association

Parent volunteers ensured the smooth functioning of hospitality at some school functions. Parents and Friends Association members were active in fundraising and community building activities throughout the year, including our first Community Market. At our Parent Thank You Evening, we celebrated the services of volunteers throughout the year.

At our Annual Awards Night, where we celebrate the achievements of members of our College community, Miss Katrina Angerosa (Year 12 Student) was awarded the Mary MacKillop Award, the MacKillop Medal was awarded to Year 12 student, Joseph Tohme and at the College End of Year Luncheon Ms Terri Matrenza and Mr Ashley Mills (teachers) were awarded the Penola Medal. These awards recognize their services and commitment to the College.

Our past students contributed to the Careers Education Program and Scholarship Program and mentored our students on Retreat Days.

## Compliance Advice

### Parent, Student and Teacher Satisfaction Levels

The indications are that Penola Catholic College enjoys a very positive reputation in the community as evidenced by enrolment demand, high retention rates and survey and School Improvement Framework survey results.



# Future Directions

## Facilities and Resources

Our aim is to continue to provide the finest possible facilities and resources

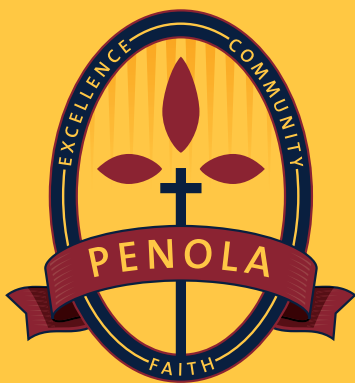
### Achievements / value added

- New ICT Help Desk and work area at the Glenroy ERC
- Refurbishment of Glenroy ERC help desk and work area
- Completion of the Mary Aikenhead Gymnasium project at Glenroy
- Acoustic improvement by installing doors and partitions in the McCormack Centre at Broadmeadows
- Upgrade of Fire Booster Service
- Landscaping and concrete kerbing Northern side of Trade Skill Centre at Broadmeadows
- Western side Assembly Hall painted at Broadmeadows
- Chapel interior painted at Broadmeadows
- Assembly hall lighting upgrade at Broadmeadows
- Brick banding and asphaltting of gazebo area at Broadmeadows
- New walk in freezer installed for Hospitality Kitchen at Broadmeadows



## Goals for 2017

- Complete College Master Plans
- Complete Landscaping of area outside Sports Hall at Glenroy
- Complete Landscaping works of Western side of Assembly Hall at Broadmeadows
- Continue electrical switchboard upgrade program
- Continue fire ring main upgrade program
- New carpet for room PACoo2 Music Room
- Landscaping of Trade Skills Centre surrounds
- Painting of the exterior of Mannes House
- Lighting upgrade in the Mary MacKillop Auditorium
- Complete foundation underpinning works in the Nolan Building at Broadmeadows
- Upgrade of Audio Visual Control Room in the Assembly Hall at Broadmeadows
- Continue to provide Air-conditioning to classrooms at Glenroy at budget permits
- Exterior door and Salto locks upgrades at Glenroy
- Windows installed between workshops in the Technology building at Broadmeadows.



# Penola

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