

Penola
CATHOLIC COLLEGE
EST. 1995

ANNUAL REPORT

2015

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, 2015

- 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Principal
Mr Chris Caldow

Chris Caldow



Contents

4	Our College Vision	25	Student Wellbeing
5	College Overview	32	Leadership & Management
6	Principal's Report	37	College Community
12	College Board Report	41	Financial Performance
13	Education in Faith	42	Future Directions
16	Learning & Teaching		

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 via 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 first since the foundation of the College in 1995. A number of events have occurred to mark our 20 year anniversary...'

As I write this report we are drawing to the close of another incredibly busy and successful year, the twenty first since the foundation of the College in 1995. A number of events have occurred to mark our 20 year anniversary which I will detail in the report below.

20 Year Anniversary Celebrations (Staff Pilgrimages)

Penola Catholic College staff gathered at the beginning of term two to embark on a pilgrimage to Penola in South Australia to learn more about our Josephite charism. 155 staff gathered at 8.15am on Sunday April 12 to travel to Penola and returned on Tuesday April 14. For those staff members who were unable to attend our pilgrimage to Penola, a Melbourne based pilgrimage was offered as an alternative on Monday April 13 and Tuesday April 14. From my point of view the pilgrimages were a huge success and exceeded my expectations. I thank all staff for their involvement in these activities and hope that each staff member has a greater understanding of the importance of their role here at Penola Catholic College, particularly in the lives of our students and their families. I acknowledge the significant effort that it took for staff to be involved in the pilgrimages and the time away from their families.

‘It was great to learn more of the struggles that Mary endured, the role of Father Julian Tenison-Woods in setting up the Sisters of St Joseph and gain a better understanding of the difficulties faced by Mary MacKillop. As I learn more about her life and achievements, it comes as no surprise that she was named as Australia’s first saint.’

I also acknowledge that these family commitments meant that some staff were unable to attend Penola as a result.

The Penola pilgrimage involved visits to Portland, Penola and Hamilton to learn more about Saint Mary MacKillop and Father Julian Tenison-Woods. Portland was where Mary had her first teaching experience, Penola was where Mary established her first school as well as the Sisters of St Joseph and Hamilton is where Mary’s father, Alexander MacKillop is buried. It was great to learn more of the struggles that Mary endured, the role of Father Julian Tenison-Woods in setting up the Sisters of St Joseph and gain a better understanding of the difficulties faced by Mary MacKillop. As I learn more about her life and achievements, it comes as no surprise that she was named as Australia’s first saint. On behalf of the entire College I would like to thank the Faith and Mission team for their organisation of each of the respective pilgrimages. In particular I would like to publically acknowledge Nicole Allan for her outstanding efforts with the organisation of the Penola pilgrimage. Thanks also to Fr Tony Cox, Sr Rita Malavisi, Sr Audrey, Sr Maria and Melissa Fry for their contributions as well.

Sisters of St Joseph visit Penola Catholic College

We had a visit from the Sisters of St Joseph on Wednesday May 27, as part of their pilgrimage to celebrate their 125th anniversary of service within Victoria. The sisters spent time here on the Broadmeadows campus with a number of our PSC student representatives for morning tea followed by a tour of the Campus. Many of the sisters had spent time here working in the St Joseph’s Babies home and were able to describe what it used to be like 40-50 years ago. Kerrsland was originally the convent for the Sisters of St Joseph and Mannes House was where the mothercraft nurses lived. After the Babies Home was closed in 1975, Mannes House became the convent for the Sisters of St Joseph.

Vale Fr Frank Shortis

The College was informed of the passing of Fr Frank Shortis on Friday July 24. The Penola Catholic College community offered its condolences to Fr Frank’s personal family and to his Carmelite family. At a Campus Assembly shortly after Fr Frank’s passing, I tried to outline the significance of Fr Frank Shortis to our community. As some of you may be aware, Fr Frank Shortis was the inaugural Principal of Geoghegan College, one of our predecessor Colleges. At the time (1973) Geoghegan College was seen as ground-breaking in establishing a new co-educational senior secondary school that would help students transition more easily to tertiary educational opportunities.

'Fr Frank Shortis was seen as being a great leader whereby he established great relationships with staff, students and families in his time at Geoghegan College. A requiem mass was held on Friday August 31 at Our Lady of Mt Carmel Church in Middle Park. May he rest in peace.'

Students were able to address staff members by their first name, there was no student uniform and there was a distinct effort made to treat all students as adults. Fr Frank Shortis was seen as being a great leader whereby he established great relationships with staff, students and families in his time at Geoghegan College. A requiem mass was held on Friday August 31 at Our Lady of Mt Carmel Church in Middle Park. May he rest in peace.

I have included an extract from an article written by Fr Davis Hofman on the life of Fr Frank.

Fr Frank was born in Kyabram (VIC) on 10 July 1926, the son of Thomas Shortis and Catherine O'Rouke. His early years of schooling took place at Byrneside and Lancaster State Schools. Following two years at Kyabram High School Frank completed his secondary education at Assumption College, Kilmore.

On March 12 1946 Frank joined the Carmelites, entering the Novitiate at Wahroonga (NSW). The following year he made his first profession of vows as a Carmelite and began his studies for the priesthood at Whitefriars Monastery, Donvale (VIC).

In the early 1950's the idea of expanding the Carmelites' ministry to include education was gaining momentum in the Province. Finally a decision was made to establish a secondary school for boys on the Order's property at Donvale. A number of Carmelites, Fr Frank among them, began studies at Melbourne University to prepare for their roles in the new school which became known as Whitefriars College.

From 1954 to 1960 while studying at Melbourne University, Frank lived in the Carmelite Parish of Port Melbourne (VIC). In addition to his studies and assisting in the parish, Frank was also Acting Parish Priest at Port Melbourne and Acting Novice Master at Hunters Hill (NSW) at various times during these years.

In January 1960 Frank was named the first Headmaster of the new College which opened in January the following year. With him on staff in that first year were Fr James Pilkington, Br Thomas Butler and Fr Matthew McPhee.

For the next 12 years Frank oversaw the growth and development of the College and the formation of its staff. Especially important to Frank was the cultivation of the religious and spiritual dimensions of students' lives.

Late in 1972 Frank was asked to be founding principal of Geoghegan College, Broadmeadows (VIC) a new co-educational, senior secondary venture of the Archdiocese of Melbourne, now known as Penola Catholic College. The project of establishing the school was marked with many frustrations, difficulties and uncertainties. Frank saw the potential of a new and different style of education for senior students, one which would help them to transition to tertiary educational opportunities.

(From there Fr Frank took up various roles including Prior Provincial and Parish Priest in a number of settings around Australia)

'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!

Josephite Exchange

On Thursday August 27 until Saturday August 29 Penola Catholic College hosted two of our Josephite schools from South Australia, Mt Carmel College at Rosewater and Mary MacKillop College at Kensington. The visit involved a number of sporting competitions such as netball, soccer, football, volleyball and basketball. It also provided an opportunity for our students to engage with students from other Josephite schools and get a better understanding of the Josephite charism.

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 2015. 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. 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 organisation 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!

I know that a number of the stalls raised considerable amounts and I thank both the staff and students involved with these activities as well as the fundraising conducted prior to Mary MacKillop Day. Our Year Level Charities have certainly reaped the benefits of an association with our community this year. Inspired by our patron St. Mary of the Cross MacKillop the following funds were raised:

- Year 7 raised \$5846.42 for Mary MacKillop International in Peru
- Year 8 raised \$4765.20 for Mt. Rothwell Biodiversity Centre
- Year 9 raised \$3275.50 for the Society of St. Vincent De Paul
- Year 10 raised \$1498.95 for the Asylum Seeker Resource Centre
- Year 11 raised \$2214.20 for the Opening the Doors Foundation
- Year 12 raised \$2071.50 for Foundation 18 Orphanage in Bali

That is a total of \$19671.77

‘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”.’

JJAMM Week...

August is always a month of great celebration at Penola Catholic College as we celebrate the Feast of Saint Mary of the Cross MacKillop and spend a week focusing in prayer and activity on the invitations extended to us through the faith filled lives of Mary, Julian Tenison Woods and St Joseph. This is affectionately known in many of the 35 Association of Josephite Affiliated Secondary Schools (AJASS) across Australia and New Zealand as JJAMM week and is a wonderful celebration of our Catholic identity as expressed through the Josephite charism.

20th Anniversary Fete

The fete was a huge success in terms of the community engagement that was generated from this event. The range of people who attended the fete was amazing with a number having no connection with our College at all. The promotion of our College through the fete is impossible to determine, needless to say it was an extremely positive experience for a range of different people. None of this would have been possible without staff and parent input and their contribution to making the day successful.

Thank you to the Fete organising committee for all of their planning prior to the day. Rosa Lucarelli, Garry Cottom, Sue Delaney, Rita Malavisi, Dianne Lee, Susanne Pansino, Janine Ireland, John Gribble, Peter Ratcliffe, Silvana Guzzardi, Kathleen Bretag, Phillip Chan, Margaret Kostraby, Paula D’Amore, Julie Lyons, Frank Ferguson, Manny De Bono, led by Deputy Principal – Faith & Mission, Nicole Allan. Virtually every staff member and a number of parents contributed to the success of the fete and I am grateful for their efforts and for the time given to ensure the success of the day.

20th Anniversary Reunion

The reunion was another success as it enabled us to engage with past students and families, many who we had lost contact with over the years. The reunion provided an opportunity for past staff, students and families to re-engage with the current Penola Catholic College. A significant number of people planned the day and I would like to publically acknowledge each of them for their role in making the day such a success. Thanks to Nicole Allan, Frank Ferguson, Susanne Pansino, Dianne Lee, Garry Cottom, Pauline Micallef, Fr Tony Cox, Sue Delaney, John Gribble, Paolo Muccini, Melissa Fry, Manny De Bono and Anne Keay.

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.

'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.'

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.

As the year draws to a close, 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 Peter-Damien McKinley, 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 Peter-Damien McKinley is shifting from the Hadfield parish after eight and a half faithful years of service.

Fr Peter-Damien has been the President of the Canonical Administrators of Penola Catholic College and a wonderful support to me during the past two years. I will say more at our Awards Night and Board Dinner but I would like to publically thank him for his contribution to Penola Catholic College for the past eight and a half years.

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. Your continued support has contributed to another successful year at Penola Catholic College.

Chris Caldwell
Principal

Chris Caldwell

College Board

‘The school has been actively working towards greater involvement within the school community. Parent information nights, forums and events that support the students are very important to build the relationships between family and school.’

Penola Catholic College has this year concentrated on a focused approach to Literacy improvement across all areas of the curriculum. The appointment of Literacy Coaches to support staff with this initiative has proved to be very beneficial for all involved. Having an increased literacy focus for all of the students will impact on learning and outcomes as this program continues into the future. I would like to express a huge thank you to all of the staff that have taken this on board and worked with the leaders to make this so successful. The hard work by all is appreciated.

Again this year we have seen huge development in our facilities upgrade program. The latest project to be completed is the completion of the Trade Skills Centre at the Broadmeadows Campus. The new areas in electro technology, hairdressing and engineering will allow our students to work with these excellent facilities to hone their skills for the future. The next big project to occur is the re-build of the gymnasium at the Glenroy campus. This will occur over the coming 12-18 months and will provide the junior campus with a much needed upgrade to their sporting facility. The addition of a mezzanine walkway linking the gym and the main buildings is also very welcome. We look forward to the finished project being used by the students for many years to come.

The school has been actively working towards greater involvement within the school community. Parent information nights, forums and events that support the students are very important to build the relationships between family and school. There are many ways to be involved in your child's education and this has been shown to increase student learning outcomes. Being part of our school community is an enriching experience.

I look forward to another year of continued success in 2016

Joanne Grindrod
Chairperson College Board – 2015
Penola Catholic College



‘A 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.’

Education in Faith

‘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.’

This statement, taken from our Mission and Values Statement, 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.

A 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 a 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 11. The Christian Service opportunities offered as a part of Year 11 RE continue to develop. In 2015 we continued to develop the CSYMA (Catholic Schools Youth Ministry Australia) program into our College Religious Education Curriculum offerings with one class at Year 10, three at Year 11 and 1 at year 12.

As a community we celebrate significant events throughout the year through whole school and Year Level liturgies on each campus. In addition we provide 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 2015, our 20th Year as a College Community, it was ‘God has done wonders for us’.

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, 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 2015, 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
- Year 12 three day Retreat focused on relationship with God and others and setting goals for the future

‘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.’

- 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 2015 this included a renewal process for the Year Level Charities during which the students and staff nominated and then voted on six new Year Level Charities that the College would support over the coming years. These charities are:
 - 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
- 20th Anniversary Staff Pilgrimage (three days, two nights) to Penola South Australia, following in the footsteps of our patron St Mary of the Cross MacKillop
- Quarterly Reloaded Rally nights which are student led and open to the wider Parish Communities.
- Trip to Adelaide to attend the Australian Catholic Youth Festival
- 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.



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 2015, we continued to focus on the three main areas of ICT, Literacy and Thinking Skills in order to achieve our two broad goals of improving student engagement in the learning process and raising levels of student achievement by building staff capacity through professional learning and professional sharing.

‘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.’

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 2015.

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 2015

	National	Victoria	Penola
Reading	94.9	95.6	99
Writing	88.5	90.5	94
Spelling	92.4	93.5	92
Grammar & Punctuation	93	93.8	90
Numeracy	95.1	95.5	97

The figures above show that for Year 7 students in 2015:

- 99% of Yr 7 students were at or above the national minimum standard for Reading.
- 94% of Yr 7 students were at or above the national minimum standard for writing.
- 92% of Yr 7 students were at or above the national minimum standard for Spelling.
- 90% of Yr 7 students were at or above the national minimum standard for Grammar and Punctuation.
- 97% of Yr 7 students were at or above the national minimum standard for Numeracy.

Year 9 NAPLAN 2015

	National	Victoria	Penola
Reading	92.1	93.3	93
Writing	81.8	85.4	87
Spelling	89.8	90.6	90
Grammar & Punctuation	89.6	90.9	89
Numeracy	94.1	94.8	97

The figures above show that for Year 9 students in 2014:

- 93% of Yr 9 students were at or above the national minimum standard for Reading.
- 87% of Yr 9 students were at or above the national minimum standard for Writing.
- 90% of Yr 9 students were at or above the national minimum standard for Spelling.
- 89% of Yr 9 students were at or above the national minimum standard for Grammar and Punctuation.
- 97% of Yr 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	2012%	2013%	2012/13% Changes	2014%	2013/14% Changes
Yr 7 Reading	97.0	95	-2.0	99	+4.0
Yr 7 Writing	93.5	92	-1.5	94	+2.0
Yr 7 Spelling	95.1	95	-0.1	92	-3.0
Yr 7 Grammar & Punctuation	90.9	90	-0.9	90	0.0
Yr 7 Numeracy	96.9	96	-0.9	97	+1.0
Yr 9 Reading	96.4	93	-2.4	93	0.0
Yr 9 Writing	82.8	89	+6.2	87	-2.0
Yr 9 Spelling	91.0	91	0.0	90	-1.0
Yr 9 Grammar & Punctuation	84.9	90	+5.1	89	-1.0
Yr 9 Numeracy	90.0	97	+7.0	97	0.0

In Summary

Although small changes – both up and down – took place from 2014 to 2015, the NAPLAN data revealed that the College had a high proportion of students achieve the minimum national standard in literacy and numeracy. We will strive for continual improvement in all areas, with a particular focus on Reading at Years 7 to 9 in 2016.

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		
	2013	2014	2015	2012/13	2013/14	2013/15
Reading	561	559	554	+34%	-2%	-5%
Writing	552	564	558	+46%	+12%	-6%
Spelling	572	564	568	+31%	-2%	+4%
Grammar & Punctuation	551	550	554	+22%	-1%	+4%
Numeracy	549	555	566	+23%	+6%	+11%

National, Victorian and Penola “Mean” for Year 7

	Average Standardised Results									Change in Average Standardised Results								
	2013			2014			2015			2012-2013			2013-2014			2014-2015		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	534	548	532	536	548	528	546	553	526	0	-2	+6	+2	0	-5	+10	+5	-2
Writing	510	525	518	505	518	502	511	523	511	+1	+1	+12	-5	-7	-16	+6	+5	+9
Spelling	544	553	548	540	551	538	547	547	531	+7	+10	+7	-4	-2	-10	+7	-4	-7
Grammar & Punctuation	527	538	531	533	540	521	541	547	523	-11	-10	+2	+6	+2	-10	+8	+7	+2
Numeracy	528	540	521	532	543	522	543	550	522	+3	+2	-5	+5	+3	+1	+11	+7	0

National, Victoria and Penola “Mean” for Year 9

	Average Standardised Results									Change in Average Standardised Results								
	2013			2014			2015			2012-2013			2013-2014			2014-2015		
	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen	Nat	Vic	Pen
Reading	573	586	561	572	587	559	580	588	562	+7	+4	+1	-1	+1	-2	+8	+1	+3
Writing	547	569	552	544	564	564	546	561	555	+3	0	-16	-3	-5	+12	+2	-3	-9
Spelling	577	585	572	576	587	570	583	584	567	+6	+2	-5	-1	+2	-2	+7	-3	-3
Grammar & Punctuation	564	576	544	564	576	551	565	579	550	-1	-3	-19	0	0	+8	+1	+3	-1
Numeracy	568	585	549	574	588	555	592	600	573	-2	0	+1	+6	+3	+6	+18	+12	+18

‘The centre has colourful, indoor- outdoor learning spaces, light-filled surrounds and new designer furniture and is also the home of an innovative research-based, best practice curriculum and 21st Century teaching practices.’

Year 9 Contemporary Learning

The Year 9 Contemporary Learning Centre on the Broadmeadows campus was completed by Term 3 in 2013. The implementation of the new Year 9 program began in 2014 with the introduction of the weekly Pastoral Program and Project-Based Learning (PBL). The centre has colourful, indoor-outdoor learning spaces, light-filled surrounds and new designer furniture and is also the home of an innovative research-based, best practice curriculum and 21st Century teaching practices. Learning opportunities are designed for students to embody the qualities of the Ideal Penola Learner: to be critical thinkers, ethical, creative, respectful and disciplined citizens of our world.

The Year 9 Learning Centre is a place of learning where:

- Every teacher, student and parent feels welcomed and respected
- Each individual takes ownership of the spaces, resources and the wide range of learning and teaching opportunities
- The environment inspires excellence, innovation and promote collaborations
- Students are self-directed, motivated and independent learners
- Students have opportunities to pursue individual interests and apply critical thinking skills
- Students develop high level literacy and numeracy skills
- Students and teachers will collaborate in assessment processes
- Information and Communication Technologies will be an integral part of Learning and Teaching.
- Teaching will be grounded in constructivist learning principles and practices.
- Each term has a different Project Based learning focus:
- Term 1: “Me” My Family and My Peers through the ‘Redesign My Brain Project’ and building resilience through the Year 9 Camp
- Term 2: “My Community” Exploring Our Local Community, Melbourne and its current social issues through “Is Australia Fair? and the City Experience week
- Term 3: “Our World” Exploring global issues – “A call to Action - TEAM (Together Everyone Achieves More)”
- Term 4: “Our Future” Future Generations and how do we actively participate in creating a better world through “Our Eco-Challenge”

The PBL program encourages students into the future with optimism and as active citizens of our world.

The Year 9 Centre reflects a holistic approach to teaching and learning whereby spirituality, wellbeing, discipline, curriculum and co-curricular programs are taken into account as teachers and leaders work with each other and with students and parents in our community. The leadership structure models a team approach. The leaders for the Year 9 Centre are also teachers of Year 9 students and their roles encompass all elements of the curriculum and pastoral programs.

Achievements / Value Added

We continued to strive for academic excellence in 2015 at Penola Catholic College through:

- ICT – continuation of Laptop 1.1 Program from Years 7-12, increased use of ebooks and online programs to enhance learning
- Continued development of our Learning Management System – MyPenola
- Continued development of a new Year 10 Structure to allow students greater choice in designing their Year 10 pathway into Years 11 & 12
- Open Learning pedagogy – in particular focusing on Years 9
- Targeted intervention programs were run for those with special learning needs
- Numeracy and Literacy Enrichment programs for high performing students in Years 8-10
- Piloted the Renaissance Learning Reading Comprehension Program at Year 8
- Consolidated the Stars and Cars Program at Year 7
- Participation in UNSW Maths, Science & ICT Competitions
- Focus on collaborative learning especially at Years 7-9
- Alliance Francoise Competitions
- VET Sport and Recreation class running school events and running the CEOM St Patrick's day activities for children in the Fitzroy Gardens
- VCAL Community projects
- 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
- VCE Seminars and exam preparation workshops in-house for Health and Physical Education, Outdoor Education, Sciences, Psychology, English and Languages
- VCE Maths Homework Club for Extra Support
- VCE English 40+ club
- 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 and Performing Arts to support the curriculum
- Targeted intervention programs were run for those with severe learning needs
- Re-testing of Year 7 students at the end of Year 7 to compare with Grade 6 PAT test results to measure growth
- EAL (English as Additional Language) classes for new arrivals in Years 7 – 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
- University of Melbourne Kwong Lee Dow Young Scholars' Program
- Debating
- Music Ensembles and Choir Recitals
- House Athletics and Swimming Carnivals
- Year 10 Ball
- Keys Please Program
- Dante Alighieri poetry competitions
- A very broad range of core and elective subjects were offered at Years 7 – 10
- Year 10 Pathways program introduced with greater flexibility and choices of subjects offered in Humanities, Languages, Health, Sciences, Digital Technologies and Visual and Performing Arts
- At Years 9, 10, 11 & 12 students accessed Careers Day / Course Advice Days
- Throughout 2015, all English teachers completed the 5 day, "How Language Works" professional development program.
- The three Literacy Coaches continued to work with staff across both campuses to improve literacy skills.
- The Group Eight Education Performance Development and Coaching Program for all Teaching Staff and College Leaders continued in 2015 in a revised version
- 66 VCE subjects and 9 in-house VET studies were offered by the College. A number of students accessed 6 external VET studies offered by TAFE institutions
- 100% of our students successfully completed the VCE
- Students interested in an Apprenticeship can access a school based apprenticeship and work placements while undertaking a mainstream program. In 2015, 12 different school based Apprentice Programs were accessed by students

‘The Dux of the College for 2015 was Douglas Jones with an ATAR score of 94.85 and a further 3 students received an ATAR of 90 or more. A further 25 students received an ATAR ranking in the 80 – 90 range.’

- Participants 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
- Continued the Vocational Pathways Program for Year 10 students at risk
- Languages Exchanges continued with Italy, France and Japan
- Classical Studies student travelled to Greece and Italy
- Entered into the LaTrobe University Partnerships Program with all Year 8 and Year 9 students attending a full day of University immersion workshops and activities

Senior Secondary Outcomes

Once again in 2015, 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 2015 was Douglas Jones with an ATAR score of 94.85 and a further 3 students received an ATAR of 90 or more. A further 25 students received an ATAR ranking in the 80 – 90 range.

There were 27 study scores of 40 or above before scaling and an additional 13 study scores after scaling. These scores were attained in 20 different VCE and VET studies.

100% of our Year 12 student cohort successfully completed their VCE studies in 2015. We achieved a median study score of 28. The state median score for 2015 was 30.

90% of students enrolled in the Victorian Certificate of Applied Learning successfully completed the VCAL units in 2015. Upon Completion of their VCAL Program many students successfully gained employment in apprenticeships, full time jobs or TAFE training.

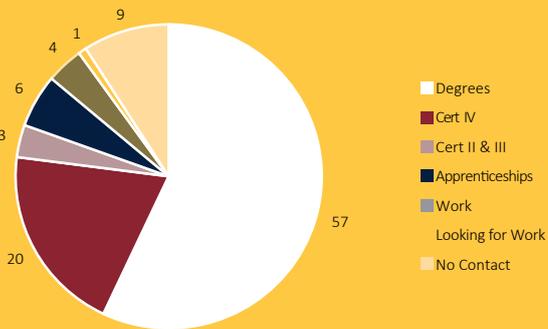
Congratulations must go to all those students who strived to do their best and whose achievements, at whatever level, reflected their commitment and hard work.

Post School Destination

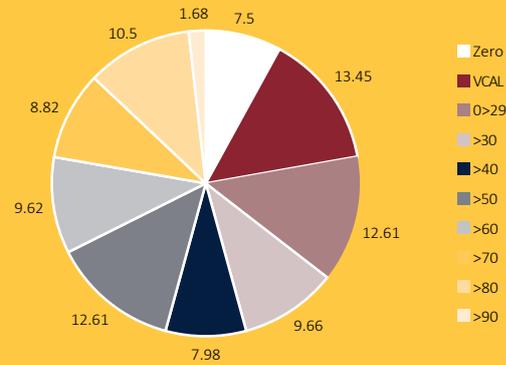
The majority of students who applied, via VTAC process, for a tertiary place at University or TAFE were successful in receiving a first, second or supplementary offer. Our students applied for a broad range of options with offers including places in Science, Engineering, Law, Business and Finance, Psychological 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.

Final Destination 2015



2015 ATAR Scores



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



Student Wellbeing

Opportunities for student development

‘Penola Catholic College provides opportunities to develop students academically, socially and spiritually to shape them into young men and women who are confident, compassionate and responsible young adults.’

Since its inception 20 years ago, Penola Catholic College has viewed student wellbeing as a critical component of the whole educational experience and recognised the importance of student happiness and satisfaction in their experience at school. To this end Penola Catholic College provides opportunities to develop students academically, socially and spiritually to shape them into young men and women who are confident, compassionate and responsible young adults.

To ensure the success of this venture we have an extensive range of programs, structures and personnel dedicated to support the social, emotional and physical development and well-being of our students.

During 2015 the College continued to focus attention on further enhancing the knowledge and skills of the staff in the area of student wellbeing, and offering a range of programs and services to support the social / emotional wellbeing of our students.

‘Each of these personnel dedicate their time and expertise to assisting students with a learning need and provide support for them in and out of the classroom experience. These staff also give support to the teaching staff to ensure the best outcomes for learning are managed adequately for the student.’

Support for Students

To ensure that students with varying needs are catered for, the College has continued to employ a special needs team which includes Special Education Teachers, Learning Support Officers, Multicultural Education Aides, Psychologists and a Student Wellbeing Officer. Each of these personnel dedicate their time and expertise to assisting students with a learning need and provide support for them in and out of the classroom experience. These staff also give support to the teaching staff to ensure the best outcomes for learning are managed adequately for the student.

A Student Wellbeing Officer works across both campuses to assist with the mentoring of disengaged students and students at risk, and to help students and families access external support agencies including: Victoria Police, Family Works, Youth Connections, Headspace, Whiteline, Child First, Salvation Army, St. Vinnies, MacKillop Family Services, C.A.M.M.E.S.(RCH), Berry Street, DHS, and both the Hume and Moreland City Councils.

Given the socio-economic environment of our community, English as an Additional Language (EAL) is widely supported at the College and in 2015 we continued our association with the Mercy Connect Program to provide further assistance to our EAL students. Refugee Week was celebrated in 2015 to inform all students of the plight of refugees and our role in reaching out a hand in friendship to those communities and individuals in need.

Together with Our Lady Guardian of Plants Parish, the College held a Chaldean Parent Information Evening to promote greater inclusiveness, connection and participation with our Iraqi community; to build a shared understanding of our College expectations and further support a positive and productive learning environment for all students.

The Penola Jumpstart Program continued to cater for the students “at risk of not completing formal secondary education,” particularly those identified in Year 9. The program has a hands-on learning approach with high consideration of the individual learning needs of each of the participating students. The small number of students in the program, as well as a select staff, allows for trusting relationships to be established within the group. Parents and students involved in the program speak highly of the turn-around in student attitudes towards school in general after having spent a year in the program.

Student Leadership

Student leadership is greatly valued and widely supported at Penola Catholic College. Students are regularly encouraged to show leadership by accepting responsibility for their own work and behaviour, and for creating a safe, caring and productive environment for all to share and thrive in.

Our student leadership structure has provided opportunities for students from Years 7-12 to exercise more specific leadership roles within the College.

‘Student leaders were provided with off-site training to develop public presentation skills, team management and communication skills. Over the course of the year, their responsibilities included representing the College at a range of external forums, addressing assemblies on issues relevant to the College or student body, and through the Penola Student Council, developing goals and ideas for the continual improvement of College processes and school reform.’

Student leadership comes in the form of Class Captains, House Captains, Penola Student Council, College Captains and Vice-Captains as well as 6 Portfolio Captains (Captains of Christian Service, Academic Excellence, Sport, Sustainability, Applied Learning and Performing Arts).

Student leaders were provided with off-site training to develop public presentation skills, team management and communication skills. Over the course of the year, their responsibilities included representing the College at a range of external forums, addressing assemblies on issues relevant to the College or student body, and through the Penola Student Council, developing goals and ideas for the continual improvement of College processes and school reform.

In 2015, a number of students participated in a collaborative project with Mt Ridley College and Ilim College in a Hub Project to develop and present the Hume Secondary Schools Forum, speaking on topics relevant to the Youth of Hume on topics related to education in the 21st Century. The opportunity to share ideas about making learning more accessible to the Hume community was a valued example of student leadership.

Effective Relationships

Penola Catholic College sees creating Effective Relationships between students and staff and staff and parents as vital to the smooth operation of a school and for effective communication within the College experience. There are ample opportunities for parents and students to meet staff to be informed of College operations, services and programs. Some examples are the various Parent Information Nights, Senior Programs Night (for career planning and subject selections), VCAL Information Night (for students contemplating a VCAL program), Project Based Learning Presentation Nights (Year 9 students and parents), and various other program specific information nights.

The College continues to embed Restorative Practices within our structures. This is done to create harmonious relationships; and a safe and secure environment for positive behaviour management. Teachers are consistently addressed in staff forums on the protocols of a restorative justice approach. This approach is showing signs of success as the numbers of students on after school sanctions are gradually declining.

Extra Support Programs

The Homework Club operates one afternoon per week on each campus and is available to students seeking extra support from teachers who make themselves available to assist. Students who do not require this extra support simply take advantage of an opportunity to do homework in an atmosphere that is conducive to study.

‘The growth of student access to ICT within their academic programs continued to increase. Consequently, greater focus on the issues of Cyber safety was considered.’

Students at risk of not satisfactorily completing the year are placed on a Conditional Promotion and are well supported through the process of the Conditional Promotion. These students attend every Homework Club session throughout the year as well as three after-school training sessions on topics which support their success: these topics included establishing good homework plans, developing effective study techniques, and building self-esteem. Students on Conditional Promotion in recent years have had a relatively successful year.

Pastoral Care

Home groups are pivotal units within the College. Home Group teachers and Year Level Coordinators provide a rich Pastoral Care Program. Formal Pastoral sessions, as well as age specific programs on issues that are relevant to young people, were run. Amongst the many programs they facilitated were the Peer Support, Positive Relations Program, Study Skills Programs, Year 7 Induction Program and Transition Programs. M-Power for girls, Mighty Men for boys are gender specific programs utilised at Year 7. M-Power deals with issues of bullying, self-esteem and how girls relate to one another. The Mighty Men Program reinforces an awareness of respect and self-control.

A periodic review of the Pastoral Care Program took place at the end of 2014 to explore the way in which Drug Education and bullying (including cyberbullying) could be explicitly meshed into our teaching and wellbeing programs. As a result a more dynamic program for the exploration of these issues have taken place within the curriculum in 2015 and supported by the Pastoral Program. As an example of this, students from Years 7 – 10 participated in a cyberbullying workshop run by specialists in the area to fully explore the issue of cyberbullying and the effects it has on the victim and the potential consequences for antagonist.

Use of Technology to assist in the school experience

The growth of student access to ICT within their academic programs continued to increase. Consequently, greater focus on the issues of Cyber safety was considered.

Teachers were also offered regular ICT Professional Development opportunities to further develop their skills in implementing new ICT programs within their teaching practices to both inform and increase student learning opportunities.

A great focus was placed on developing teacher skills in using MyPenola as a platform for teaching and establishing good networking possibilities for students and parents.

'In 2015 the CareMonkey health and safety system which allows parents to detail their child's medical and emergency details online to the school became fully operational. This system is used as a permission form as well as giving your child's carer instant medical information whilst out on excursion or camps.'

Parents have also been encouraged to access MyPenola to benefit from its many features. By using this parent portal, parents have a greater sense of how their child is performing, as well as access to what work is due, homework tasks and their child's attendance. These features help parents to be engaged in, and support, the learning process.

In 2015 the CareMonkey health and safety system which allows parents to detail their child's medical and emergency details online to the school became fully operational. This system is used as a permission form as well as giving your child's carer instant medical information whilst out on excursion or camps.

Out of school learning opportunities and developing connections

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, providing challenges that assist the growing maturity of the students.

In 2015 the College hosted visits from two other Josephite schools, Mt Carmel College and Mary MacKillop College (both from South Australia) in an opportunity to engage with students from other Josephite communities to extend their knowledge of the Josephite charism. These two Colleges competed against Penola Catholic College in a range of sporting competitions, shared the eucharist and an evening meal together. The three Colleges competed in a spirit of good sportsmanship and fair play ensuring that lasting friendships were made.

In 2015 Penola Catholic College also hosted visits from our French and Japanese sister schools to explore the cultures of a foreign country, as well as the opportunity to be immersed in the conventions of a foreign language. The Classical Studies tour also took place in 2015 whereby 14 lucky students had the opportunity to visit Rome and Greece and explore at first hand the archaeological and historic ruins, buildings and histories of those places to add first-hand experience to their classical studies.

Sport

Our membership of SACCSS (Sports Association of Catholic Co-educational Secondary Schools) provides a means to participate in Inter-school sports at local, state and at times national level. We have been fortunate to enter teams in an array of competitions including: Football, Soccer, Swimming, Athletics, Cricket, Golf, Cross Country and Basketball. These competitions are instrumental in developing positive competition in students as well as encouraging sportsmanship.

‘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 their community.’

Arts

Performing Arts provides a platform for students to develop their skills in acting, singing and music. In 2015 the inaugural Junior Musical took place with select Year 7 and 8 students performing “Shakespeare Rocks.” On the senior campus students were able to participate in another Shakespeare production: Romeo and Juliet.

Throughout the year, other opportunities were available for students to be involved in Senior and Junior Drama and Music Nights, Junior and Senior Voices, the Annual Vocal Festival in conjunction with Gladstone Park Secondary College, the Under the Stars Twilight Concert, and the Battle of the Bands music competition: involving Penola Catholic College, Gladstone Park Secondary College, Hume Anglican Grammar and Hume Central Secondary College.

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 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 2015 activities included:

- Music Ensembles and Choir Recitals
- Student Leadership Program
- Youth Ministry & REMAR
- House Athletics and Swimming Carnivals
- Inter school sporting competitions
- Year 10 Ball
- Year 12 Graduation Dinner
- Keys Please Programme
- Student overseas exchange programs
- Homestay program
- Mary MacKillop Day
- Guest speakers at College and Year Level Assemblies
- Project Based Learning
- Penola Student Council / Leadership
- Student tour to Gallipoli

Average student attendance rate by Year Level

Year 7	93.60%
Year 8	93.67%
Year 9	91.95%
Year 10	92.59%
Year 11	93.53%
Year 12	93.00%

Overall average attendance 7 - 10
92.97%

Student Attendance Rates

After analysis of our 2015 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 2015 was 81.1%. In order to arrive at this figure we took the number of students enrolled in Year 12 in 2015 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

‘In 2015, Staff Professional Learning took a variety of forms with a major focus being on the implementation of Planning and Coaching Teams.’

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 2015 was the establishment of The Planning and Coaching Teams. These teams aim at allowing teaching staff to work and develop curriculum within a core team at a specific Key Learning Area 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.

In the second part of the 2015 school year, Penola Catholic College became involved in the Curiosity and Powerful Learning program and with this the establishment of a School Improvement Team to enable the implementation of 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.

‘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.’

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 2015: 94.95% on the Broadmeadows Campus 94.2% on the Glenroy Campus.

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 2015, the proportion of teaching staff retained from the previous school year was 89%. 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.

In 2015, 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.

Including Professional Learning: 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. Four 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.

‘Teaching staff attended 7525 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 10071 hours of Professional Learning were undertaken by the staff excluding meetings.’

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

- Literacy day ‘Know Thy Impact’
- How language works and Literacy for Learning courses were conducted in house by Brian Dare and by our Literacy leaders.
- Peter Freebody continued to work as a Literacy consultant through the CEM SLIP funding
- Year 9 Teacher Workshops
- First Aid & Anaphylaxis Training
- Bullying & Harassment in the Workplace

One of the Deputy Principals attended ISTE, a five day international conference in Philadelphia, June 28 – Jul 1, 2015 “Shape the Future of Education”, 2015. Two members of the Executive team attended the ACEL conference in Sydney and two Teachers attended the ACER conference in Melbourne.

Other PD was attended in the following areas:

- Catholic Identity
- Staff Spirituality Day on 16th July : Wrestling with tradition: Faith, doubt and questioning in the Church today Dr.Richard Gaillardetz
- Student Management & Learning – including: Interventions for Change, Effectively teaching students with speech and language disorders, Student anxiety and mental illness, Effectively teaching our highly abled students, How to engage a reluctant learner,
- Mandatory Reporting
- Masterful Leadership Communication
- Flipped Learning for teachers
- Boys and Education National Conference
- David Marsh Workshop: CLIL Reflections on past, present and future
- Masterclasses on our Learning Management System - MyPenola
- Grammatikus
- Maker Space
- STEM
- MAV, STAV, VCV, DLTV and HTAV Conferences
- Swimming & Water Safety
- Understanding our Students
- Performance Development and Coaching Training
- ACHPER Conference PD
- School Counsellors and Psychologists Conference
- Contemporary Learning eBooks and online learning programs such as Language Perfect and Edrolo PD
- Teaching with open Learning Spaces

‘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.’

- Teaching Industry Placement at Educational Living
- Music Performance Training
- School Improvement Framework Workshop
- TLN – Teaching students with extreme behaviours, Thinking Curriculum, Autism in the classroom and Facilitating inclusion.
- Three of our new graduate teachers were assisted to achieve full registration. Graduate teachers commence their professional teaching career with ‘Provisional Registration’ as it is recognised that shaping much of the craft of teaching commences once new teachers are in the classroom.
- 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.

Compliance Advice

Expenditure on Professional Learning:

In 2015 the College expended \$242018 across all teaching staff. 144 teaching staff or \$1680 per staff member on professional development activities. Teaching staff attended 7525 hours of Professional Learning. When looking at Professional Learning opportunities for all staff a total of 10071 hours of Professional Learning were undertaken by the staff excluding meetings.

Professional Development

Salaries casual relief @8%	\$27132
Teaching staff allowances & expenses	\$92815
Subscriptions & levies	\$64573
Staff study	\$17523
Catering	\$7717
Pilgrimage for teachers	\$32257
	\$242017

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.

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

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

Overall Qualifications held by Staff 2015) Highest Qualifications held by Staff (2015)

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
Non-Teaching Staff (Head Count)	91
Fte Non-Teaching 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 2015 the College employed 91 Education Support Officers, 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

‘Parent volunteers provided hospitality at school functions. Parents and Friends Association members were active in fundraising and community building activities throughout the year.’

Achievements/Value Added

2015 saw our College community celebrate 20 years in operation. In order to mark this occasion a number of community events were planned. These are outlined below:

- We began with a gathering of past College Captains
- The staff took part in a three day two night Pilgrimage to Penola, South Australia, walking in the footsteps of our patron, St. Mary of the Cross MacKillop
- We 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 very successful community fete in October which saw hundreds of people from the local community visit our Broadmeadows Campus for the first time
- We held a Reunion in November which saw hundreds of past students and staff return to our Broadmeadows campus for a visit

Penola Catholic College adds value to the education of each student in a myriad of ways.

The fortnightly College Newsletter and Year Book also provide a comprehensive summary of activities and events that contribute to the holistic growth of each student.

In 2015 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 Promotion 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 2015 some of these activities included:

- Various Faith Development and Youth Ministry activities
- SACCSS Sporting competitions
- Public Speaking & Debating

‘At our Annual Awards Night, where we celebrate the achievements of members of our College community, Mr Michael Georges (Year 12 Student) was awarded the Mary MacKillop Award, the MacKillop Medal was awarded to Year 12 student, Luke Monea and at the College End of Year Luncheon Ms Carolyn Layton (teacher) was awarded the Penola Medal.’

- 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
- 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. 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, Mr Michael Georges (Year 12 Student) was awarded the Mary MacKillop Award, the MacKillop Medal was awarded to Year 12 student, Luke Monea and at the College End of Year Luncheon Ms Carolyn Layton (teacher) was 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.

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 and high retention rates. An Opinion Survey of Staff, Students and Parents was conducted in 2015. The Survey covered the Key Areas outlined in our School Improvement Framework. Results showed

that parents feel that their children are in a safe and caring environment. Students appreciate the many programs and activities on offer and staff enjoy learning and working at the College.

Much work was also carried out on improving our Information Communication and Technology (ICT)

infrastructure and resources during 2014 & 2015

- One to One Lap Top Program for students in Years 7 - 12
- Additional Interactive White Boards were installed across the two campuses
- Wireless arrays upgraded on both campuses

‘In general, responses were positive, citing support of our collaborative approach to decision making, strong and effective pastoral support of students and staff and the quality of education provided.’

In general, responses were positive, citing support of our collaborative approach to decision making, strong and effective pastoral support of students and staff and the quality of education provided. The following outlines the general areas for further consideration that we as a community need to focus on.

Areas to consider included / Staff members raised the following points:

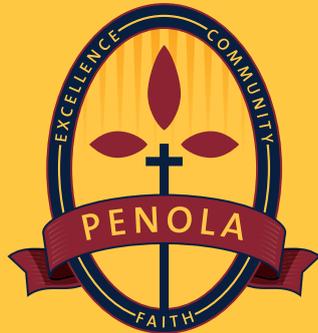
- Review of meeting requirements and work loads
- Minimization of interruptions to teaching times – work has begun on implementing the recommendations of the Calendar Committee to reduce interruptions to the College schedule.
- Improvement of communication channels

Areas to consider included / Students raised the following points:

- Need for more challenging work
- Desire for teachers to have a true belief in their abilities

Areas to consider included / Parents raised the following points:

- Need for consistent behaviour expectations
- Need to focus on increasing student engagement and motivation



Penola
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Financial Performance

Financial Performance for the year ended 31 December 2015

Reporting Framework	Modified Cash \$
Recurrent income	
School fees	1188756
Other school fees	635263
Private income	296299
State & Federal government grants	19294676
Total recurrent income	21414994
Recurrent Expenditure	
Salaries; allowances and related expenses	18398972
Non salary expenses	5727523
Total recurrent expenditure	24126495
Capital income and expenditure	
Government capital grants	1007200
Capital fees and levies	2256728
Other capital income	
Total capital income	3263928
Total capital expenditure	3263928
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	5110675
Total closing balance	4437171

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school's finances: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusions.



Future Directions

Facilities and Resources

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

Achievements / value added

- New ICT work area and Help Desk in ERC Broadmeadows
- Refurbishment of Co-ordinators offices Lois Kennedy Building Broadmeadows
- Completion of the Trade Skills Centre Project Broadmeadows
- New furniture for waiting area Kerrsland Broadmeadows
- Upgrade of irrigation system North West side of property Broadmeadows
- New signage at entrances to Senior and Junior campuses
- Completion of brick retaining walls and ramps to the Western side of Assembly Hall Broadmeadows
- Refurbishment of portable classroom for Technology theory Broadmeadows
- Commencement of the new Assembly and Sports Hall Glenroy
- Commence fire ring main upgrade program
- Water feature installed in Memorial Garden Broadmeadows

Goals for 2016

- Review College Master plans
- Complete Assembly and Sports Hall Glenroy
- Complete Landscaping works of Western side of Assembly Hall Broadmeadows
- Continue electrical switchboard upgrade program
- Continue fire ring main upgrade program
- Continue wireless network upgrades
- Landscaping of Trade Skills Centre surrounds
- Painting of Chapel Interior Broadmeadows
- Begin Landscaping works of Gazebo surrounds Broadmeadows
- Complete foundation underpinning works Nolan Building Broadmeadows



Penola

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