



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Penola
CATHOLIC COLLEGE
EST. 1949

Penola Catholic College

29 Gibson Street, BROADMEADOWS 3047

Principal: Tracey Kift

Web: www.penola.vic.edu.au

Registration: 1949, E Number: E1363

Principal's Attestation

I, Tracey Kift, attest that Penola Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2024

About this report

Penola Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

Guided by St Mary of the Cross MacKillop, every member is encouraged to personally journey in FAITH, being inspired to act for good in the world.

As a Josephite COMMUNITY we recognise the dignity of all people, encouraging mutual respect through fostering partnerships and global awareness.

We strive to achieve EXCELLENCE in heart and mind by maximizing the God-given potential of every student: spiritually, physically, emotionally and academically.

College Overview

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
- Good Shepherd - Gladstone Park
- St Carlo Borromeo - Greenvale
- St Thomas More's - Hadfield
- St Francis de Sales - Oak Park
- St Matthew's - North Fawkner
- St Marks - Fawkner

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 people who are ready to take their proper places in today's society. Modern state of the art facilities and well resourced programs 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 programs, Student Leadership Programs 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

2023 has been another wonderful, dynamic and successful year at Penola Catholic College. It has also been a very busy year, as we continued to work toward the College's three interwoven strategic goals: enhancing student engagement in learning, building teacher capacity and cultivating impactful leadership for school improvement.

The results of our Year 12 Class of 2023 were an acknowledgement of these efforts, with 100% of students enrolled in VCE completing their certificate, the cohort recording an increase in the number of students gaining an ATAR above 80, and the outstanding achievements of College Dux, Isabelle Valiamplackal, who achieved an ATAR of 97.35.

I would like to publicly acknowledge the dedication, professionalism and passion of our teaching and support staff, who provide exceptional opportunities for our students, both within and beyond the classroom. Schooling is both relational and social as many of our students and staff will currently attest to; and the quality of the mentorship and support provided by our staff to our students is second to none.

The College's leadership team provided outstanding support for staff and students throughout the year. I would particularly acknowledge the efforts of the College Executive - Ms Erin Bonavia, Mrs Jenny Vinten, Mrs Vera Treloar, Mrs Monica Kacela and Mr Stuart Harrison - for their tireless efforts in laying the foundations for another successful year of learning. I would also thank Mr Gerard Knobel, who joined the Executive Team for the second half of the year as Acting Deputy Principal Faith and Mission.

And, importantly, I would also acknowledge our students, whose warmth and willingness to embrace opportunities and build deep connections, make the Penola Community such a special place.

2023 marked a significant moment of transition for the College as we farewelled our College Principal, Mr Chris Caldwell to take up a new Principalship – at MacKillop College, Werribee - in June. Chris was always a true model of Jesus' teachings in the way he led our College, through his sense of inclusiveness, his compassion and support and through the positivity and hope that he inspired. He was an astute, incisive, and insightful educator who always placed the best interests of students, at the core of all his professional decisions. He made it his personal endeavour to get to know as many students as possible and worked hard to ensure our students had a voice. He was a strong believer in building staff capacity and supported all staff, regardless of their role, to be constantly improving and growing via the inclusion of our instructional coaching program.

We thank Chris for the wonderful support and leadership he offered all of us here at Penola over the past nine and a half years as Principal.

It has been such an exciting privilege to serve the College community as the Acting Principal throughout the second half of this year. On a personal note, I would acknowledge the invaluable assistance provided to me by the Principal's PA, Mrs Julie Lyons, during this period of transition, as well as the encouragement that I have felt from students, families and the entire staff of our wonderful College.

Rob Dullard

Acting Principal

Catholic Identity and Mission

Goals & Intended Outcomes

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, encompasses all that we do in Education in Faith.

Our comprehensive Religious Education curriculum across all Year Levels, the many, varied Faith Development and Social Justice activities offered to broaden our students' experience of Catholic community, all work collectively towards encouraging and supporting our students in their efforts to more closely and authentically live out the Gospel values.

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

Three key improvement strategies utilised to achieve our intended outcome were:

- To continue to deepen knowledge of the College Charism through the development of our annual College Theme.
- To improve understanding, relevance and purpose of faith through student and staff formation activities.
- To continue to encourage teaching staff to seek / maintain Accreditation to Teach or Lead in a Catholic School.

Achievements

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.

Opportunities for students to deepen their faith are offered through our youth ministry activities, attending Catholic youth festivals, such as Reloaded, RISE Melbourne or ACYF (the Australian Catholic Youth Festival), raising funds for our various Year Level Charities, involvement in the St Vincent de Paul Society and other social justice activities, such as visits

to MITA (Melbourne Immigration Transit Accommodation) and assisting with homework club at our local feeder primary schools.

Students were also able to deepen their faith through our ongoing connection with the Amoonguna Primary School and community, a relationship that has been shared for 15 years.

Students were given the opportunity to strengthen their Josephite relationship by taking part in the Josephite Exchange. A sporting competition provides an opportunity for Year 10 & 11 students from the College to participate in sporting competitions with students from other Josephite schools around the country.

The College also participates in JAMM week, a time for Josephite school communities to celebrate their Josephite history, as well as Mary MacKillop's Feast Day. Throughout the week, we run various activities linking into our school history and the values that our school's patrons portray.

Value Added

Students were able to further deepen their faith through participation in;

- Feast Day of our patron, St. Mary MacKillop
- Feast Day of the Assumption of Mary the mother of Jesus
- Year 12 Graduation
- Our annual Memorial Mass held in November
- Well-structured Reflection Days
- Opening College Mass and Ash Wednesday
- College Masses
- Mothers' Day and Fathers' Day Masses
- Year Level liturgies on each Campus
- End of Year Masses.

Staff formation experiences continue to be nurtured in 2023. Fr. Justin Driscoll facilitated our staff formation day at Witchmount Estate in April.

Several staff continued to engage in Colloquiums offered at the Mary MacKillop Heritage Centre in Melbourne and Mary MacKillop Place in North Sydney.

Learning and Teaching

Goals & Intended Outcomes

At Penola Catholic College, learning and teaching are at the core of our mission. Through a relevant and engaging curriculum, we aim to prepare 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. In other words, we provide 'Real Life Learning'.

We strive to provide a safe learning environment that prioritises differentiation to ensure the needs of all students are met and are appropriate to their stage of learning. Our educational programs are student centred and aim to foster a growth mindset, empowering students to take safe risks and become independent learners who strive for excellence.

We endeavour to create learning spaces and facilities which utilise the latest technologies to enhance the learning environment and educational opportunities for our students. Our aims in learning and teaching are inspired by our College Mission and Vision and our Curriculum and Learning Policy. Most of the learning spaces enable rich, varied and collaborative learning experiences. Teachers and students strive for excellence, adopt innovative, research-based, best-practice curriculum and contemporary teaching practices.

Achievements

Penola Catholic College continued to strive for academic excellence in 2023 and added value to the learning experiences through a range of opportunities and Key Learning Areas:

- 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.
- Targeted intervention programs ran for those with additional learning needs, offering a range of professional learning resources and workshops to all teaching staff, meeting the legislative requirements.
- Tutor Learning Program supported students throughout the TLP to mitigate learning loss and aimed to strengthen literacy and numeracy skills.
- Teachers contributed to the NCCD program for the collection of data on students requiring adjustments.
- Introduction of alumni tutoring Year 9 – 12 students.
- Introduction of year 12 students tutoring Year 7 – 8 students.

Staff Professional Learning

Secondary Disciplinary Literacy Project

The College embedded the Secondary Disciplinary Literacy Project within the Maths and Science curriculum. Specifically, we focused on Disciplinary Literacy by supporting Heads of Learning to explore with colleagues the explicit teaching of literate practices in their discipline.

Instructional Coaching

Our coaching model assists staff seeking to improve their pedagogical practice. Teaching staff embraced opportunities that working with a Coach provides. Coaches assist teaching staff in helping to develop in specific areas as determined by each staff member.

Collaborative Planning Teams

Teachers worked in Collaborative Planning Teams. With student centred approach the work of the CPTs is aligned with the College's School Improvement Plan and Annual Action Plan. CPTs collaborated and actively reflected on their practice and student achievement. Immersed in 'deep collaborative experiences' CPTs communicate, build staff capacity, and make informed decisions to drive continuous improvement. CPTs develop an understanding of what best practice looks like at Penola and collaborate to build a culture of excellence in learning and teaching.

Data Analytics

Staff continued to explore benefits of the Education 360 platform in order to make data informed decisions. They were engaged deeply in monitoring their teaching practice to improve student learning outcomes.

Student Learning Outcomes

The VCE results in 2023 indicated some very pleasing efforts from our Year 12 cohort. There were a large number of students completing the final year of VCAL, which opened up desired pathways into further study, apprenticeships, and the world of work for the Penola graduates.

Post School Destinations

Study/Career Interest Areas (VTAC offers received)

- Society & Culture - 32
- Management & Commerce - 31

- Engineering - 25
- Health - 19
- Creative - 16
- IT - 15
- Natural & Physical Sciences - 14
- Education - 13
- Architecture & Building - 8
- Food, Hospitality & Personal Serv. - 7
- Agriculture & Environment - 1

Institutions offering Penola Catholic College students a place

- RMIT - 72
- ACU - 9
- Melbourne Uni - 9
- Swinburne - 7
- LaTrobe College - 2
- Ella Lukas - 2
- AIE - 2
- Melbourne Polytechnic - 1
- Williams Angliss - 1
- LCI - 1
- Monash - 0
- Collarts - 0
- Deakin College - 0
- Torrens University - 0

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	516	47%
	Year 9	533	49%
Numeracy	Year 7	512	58%
	Year 9	542	52%
Reading	Year 7	511	55%
	Year 9	550	58%
Spelling	Year 7	527	71%
	Year 9	559	68%
Writing	Year 7	529	56%
	Year 9	554	54%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate (includes VCE VM completions)	99.50%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

In 2023, we worked toward the following goals;

- That students are more connected to school and are active participants in their learning
- That student wellbeing shows improvement, with fewer numbers of students requiring one to one intervention
- That leaders feel empowered to effect change
- That parents are partners in learning
- That structures and processes support school improvement

Achievements

The College achieved many positive outcomes for students wellbeing including;

- Student surveys to review the student leadership program and College pastoral program.
- The Resilience Project embedded in pastoral lessons promoting mindfulness, empathy and gratitude.
- Student led initiatives including wellbeing pastoral activities i.e. choose your own pastoral.
- Participation in the Respectful Relationships Catholic schools cluster and student involvement in the Change Starts with You prevention of gender based violence initiative.
- 20 Staff attended Youth Mental Health First Aid training
- 4 Staff trained as Youth Mental Health First Aid facilitators
- Introduction of a Peer Leader Program to support Year 9 students transition to the Senior campus.
- Engagement with the ICAN network to support neurodivergent students and weekly ICAN mentor program for neurodiverse students.
- A variety of student leadership initiatives including Participation in the Global Girl Leading conference, Harmony Week activities to celebrate cultural diversity, fundraising for MND, Good Friday Appeal.
- R U OK day awareness activities for staff and students.
- Participation in the Josephite Exchange with Mt Carmel College South Australia to deepen connections as a Josephite school.
- Creation of child safety posters and student friendly communication.
- Study skill support including workshops by Elevate.

- Promoting consistent restorative practices approach for behaviour management.
- Provision for students to access external therapists onsite as required through clinical access arrangements.
- Lunchtime co-curricular opportunities including chess competitions, sport competitions.
- Parent and family engagement initiatives including Year 7, 9 and Year 12 information evenings, new families welcome dinner, Mother's and Father's Day Breakfast
- Pastoral care records created on the MyPenola platform.
- Participation in the Resilient Youth Survey funded by Hume City Council to inform wellbeing needs.
- Absentee monitoring and personalised approaches to re-engaging students including modified timetables, wellbeing support .
- Participation in student wellbeing networks.
- Leadership participation in student voice and agency professional development.
- Student voice data reviewed and pilot program to assist student voice in Junior Humanities and Religious Education to inform practice and pedagogy.
- Celebration of student success at Year Level, Campus and College Assemblies.
- Introduction of the launch program at Year 8 to support student motivation.
- Intervention for students at risk of disengagement or academic progress through parent meetings and careers support.
- Transition support for new students commencing in Years 8 to 12.
- Ongoing analysis of data to monitor student access to counselling supports and key behaviour concerns at each year level.
- Review of vape detector locations and staff yard duty support.
- Wellbeing team members (Psychologist, Counsellors, Student Wellbeing Officer, Speech Pathologist) providing group and individual intervention.
- Support for English as an Additional Language students and their families through Head of Student Inclusion, Multicultural Education Aide and additional classroom support.

Value Added

Students were able to deeper the connection and belonging and to enhance their wellbeing through;

- Camp experiences: Year 7 and 9, Performing Arts, Year 11 and 12 Outdoor Education, Student Leadership.
- Community links and partnerships: Hume City Council Youth Scholarship and Mental Health Expo, School Focused Youth Services, Hume Whittlesea LLEN, Headspace, Navigator, Orygen, DPV Health, Salvation Army, Anglicare, Mackillop Family Services, Uniting, Youth Projects, Good Friday Appeal.
- Performing Arts Co-Curricular: Performing Arts Night, Battle of the Bands, Legally Blonde musical production.

- Co-curricular sports: Premier League SACCSS Athletics, Cross Country, Swimming. Senior Sports Days.
- City Experience program for Year 9 students
- Year 10 Ball
- Year 10 work experience program
- STEM academy initiatives to support indigenous students
- Introduction of a College Instagram account to share College achievements.

Student Satisfaction

Student satisfaction is monitored and captured in a variety of methods including surveys and student leader discussions. Students had the opportunity to provide feedback to classroom teachers through PIVOT surveys which captured their views of the classroom teacher practices. This feedback was shared with teachers in their Annual Review Meeting. Positive relationships with teachers was an area valued by students and providing more opportunities for student voice.

Student Attendance

In 2023, students continued to build their resilience and positive school routines with less disruption from previous years lock downs and the relearning of returning to school. A focus on calm and consistent routines to support student learning was identified. The College has strived to promote high attendance in partnership with families. Procedures to monitor attendance include:

- Attendance taken for each lesson.
- Parents expected to communicate to the College their child's absence through the College Absence line.
- When an absence has not been advised by a parent a SMS text message is sent that morning notifying the parents that their child is absent.
- A pastoral record is created by the student's Homeroom Teacher for emerging patterns of absence.
- Ongoing absence is followed up by the Year Level Coordinator and escalated to the Coordinator of Students if required to ensure appropriate supports and intervention.
- School report contains number of days late and absent to school.
- Students with ongoing absence reported to the Student Wellbeing Unit at the Melbourne Archdiocese of Catholic Schools.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	87.5%

Average Student Attendance Rate by Year Level	
Y07	89.9%
Y08	85.5%
Y09	86.1%
Y10	84.5%
Overall average attendance	86.5%

Leadership

Goals & Intended Outcomes

The College Leadership Team is committed to developing a learning community that enables our young people to achieve personal excellence.

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

A key focus for 2023 for Penola Catholic College was the social and emotional wellbeing of both the staff and students after the Covid-19 pandemic.

Achievements

In 2022, Staff Professional Learning took a variety of forms, with many of the Professional Learning Opportunities delivered through external guest presenters, in-house training and collegial activities. A key focus was on the introduction of the Penola Catholic College Wellbeing Framework. The framework provides a whole school approach that aims to capture the social, emotional, intellectual and spiritual development of students at Penola Catholic College. The framework included the introduction of the Resilience Project through the pastoral program. Members of The Resilience Project presented to the wellbeing leaders and all teaching staff around its implementation. As part of The Wellbeing Framework's implementation, staff professional development took place, delivered by members of the newly formed Wellbeing Framework Reference. The wellbeing teams across the college also underwent professional training on Mental Health First Aid with an external provider as part of their growing knowledge on student mental health.

Many parts of the program are part of our everyday classroom practice and can easily be embedded into our curriculum and classroom delivery

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

- The Wellbeing Framework Implementation
- The Resilience Project
- Mental Health First Aid Training

Continuation of the Growth Coaching Model with the introduction of all new staff to the college are to work with an instructional coach. Other whole staff PD was undertaken in the following areas:

- Master-classes and workshops on our Learning Management System
- MyPenola - Setting up Courses and Continuous Reporting

- First Aid & Anaphylaxis Training
- Bullying & Harassment in the Workplace
- Protecting Children - Mandatory Reporting and other obligations
- NCCD training modules were offered
- Student Management
- Sustainability
- Managing stress and anxiety

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Individual teams in the College in both the teaching and support staff areas, undertook professional learning 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:</p> <ul style="list-style-type: none"> • Wellbeing Teams • CLIL Content & Language Integrated Learning for Languages Teachers • Victorian Curriculum • Leadership workshops • ACER & VCAA data analysis workshops for PAT, NAPLAN & VCE data • Careers, VCAL & VET Conferences • Performance Development and Coaching Training • Contemporary Learning eBooks and online learning programs such as Oxford, Jacaranda, Language Perfect and Edrolo PD • New graduate teachers were assisted to achieve full registration. • Teachers took on roles with the Victorian Curriculum and Assessment Authority (VCAA) as VCE assessors and examiners • The College maintains subscriptions to education and leadership journals and organisations. Both hard copy and online publications were subscribed to and distributed for professional reading. 	
Number of teachers who participated in PL in 2023	159
Average expenditure per teacher for PL	\$1523.36

Teacher Satisfaction

The 2023 data collected through the school review, exit interviews and new starter feedback as well as general feedback from staff consistently reflects staff satisfaction. While the data reflects the narrative associated with School Climate, Empowerment, Supportive Leadership,

Professional Growth and Professional Learning opportunities remains positive across multiple data sets. The longevity of staff service indicates high levels of satisfaction.

The 2023 data collected through the MACSIS surveys, and exit interviews as well as general feedback from staff reflects a high level of staff contentedness to the College and a rich collegiality. The quality of Staff Leadership relations, support for teams and collaborations for ongoing improvement, remain particular highlights of the MACSIS data. While mid-year change in the College Leadership sparked a period of uncertainty for teachers, the longevity of staff service and strong teacher engagement in all aspects of College life indicate high levels of satisfaction.

Teacher Qualifications	
Doctorate	0.4%
Masters	12.1%
Graduate	23.8%
Graduate Certificate	5.1%
Bachelor Degree	48.4%
Advanced Diploma	7.3%
No Qualifications Listed	2.9%

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	183
Teaching Staff (FTE)	165.1
Non-Teaching Staff (Headcount)	108
Non-Teaching Staff (FTE)	89.3
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Our College Community is large involving our Parishes, our feeder Primary Schools, our Catholic zone, our parents and friends, our Alumni, our community and ultimately our experience as global citizens and our global community - we impact all as they impact us. This reciprocal relationship enables us to be educators and be educated. Serving this community is at the core of what we do.

Our goal outcome is to deepen our relationships within and beyond the Penola community, fostering appropriate and supportive engagement with parent/carers and the wider community.

That participation and involvement with parent/carers, the parish and wider community continues to grow.

Achievements

- Continued implementation of Cultural Inclusivity in Communication, Mindset and Understanding and Student Involvement
- Utilisation of Translation Services for our culturally diverse parent/carers body
- Student Representative Council (SRC) and other student leadership groups to promote student voice and agency
- Performing Arts: music and ensemble opportunities, Penola Voices, CD recording etc.
- Parental involvement in Individualised Learning (e.g. ILPS and PSGs)
- Greater parental involvement in the progress of their child e.g. Engage portal in MyPenola (including assessments, courses, direct messages, documents, portals, reports, timetables); Operoo (excursions, notifications, correspondence)
- Dynamic webpage where visitors can access Newsletters, policies, photo gallery, enrolment information, handbooks, and uniform information
- Facebook page with continual currency of College events, news and announcements
- College annual Yearbook and fortnightly Newsletter
- Principal Tours

Parent Satisfaction

MACSIS Survey Data Suggest parents:

- Feel engaged with their child's learning
- Are likely to recommend the College to prospective families
- Believe the overall approach to discipline works for their child

- Recognise that staff are approachable
- Consider the physical environment as being pleasant
- Recognise that the feedback received from the College helps them understand how their child is doing outside of academics
- Are satisfied with the timeliness, frequency and quality of communication between the College and families
- Perceptions of engagement with the overall Catholic Identity of the College is positive
- Have a respect for the Catholic religion and religious beliefs emphasised at the College
- Believe there is strong emphasis placed on the Catholic ethos of the College

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.penola.vic.edu.au