



# St Mary of the Angels College Nathalia

## 2022 Annual Report to the School Community



Registered School Number: 1605

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## Contact Details

|           |   |
|-----------|---|
| ADDRESS   | Chapel Street<br>Nathalia VIC 3638      |
| PRINCIPAL | Matt Carver                             |
| TELEPHONE | 03 5866 2222                            |
| EMAIL     | principal@smotanathalia.catholic.edu.au |
| WEBSITE   | www.smotanathalia.catholic.edu.au       |
| E NUMBER  | E3042                                   |

## Minimum Standards Attestation

I, Matt Carver, attest that St Mary of the Angels College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### IDENTITY STATEMENT

**We are a Franciscan educational community; hope-filled, merciful and joyous.**

### VISION STATEMENT

**Jesus calls us with joy to be a learning community where;**

- We are conscious that all of our actions must be guided by the mercy of God.
- We live in right relationship with the earth and all God's creation.
- Purposeful learning and teaching allows every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

### GRADUATE OUTCOMES

**At St Mary of the Angels College we aspire for our students to be;**

- Witnesses to the good news of Jesus Christ.
- Active, engaged and socially responsible participants in a diverse and evolving world.
- Visionary thinkers who are passionate about life-long learning.
- On a journey of self-discovery, through service and love of others.

## College Overview

St Mary of the Angels Secondary College is a vibrant community of approximately 650 students. The College is situated in the northern Goulburn Valley of Victoria, between the Murray River Port of Echuca and the townships of Shepparton and Kyabram. St Mary of the Angels is a Catholic Secondary College that caters for the educational needs of students from Years 7 – 12.

When the College was built in 1961, it was originally staffed by the Sisters of the “Franciscan Missionaries of the Divine Motherhood” (FMDM). The College maintains strong links with the FMDM sisters and their work in overseas communities, helping to relieve the suffering of those most in need. The College identifies strongly with the FMDM Franciscan ethos of ‘justice, peace and integrity of creation in a spirit of gratitude and joy.’

As a Catholic community we celebrate our story through whole community celebrations of the Eucharist at key times during the year, including Easter. The feast of St. Francis of Assisi and the commencement of the academic year. We live our faith through our commitment to supporting the Catholic charity Caritas through fundraising and generally raising awareness about the situation of those who have less access to opportunity and the means to survival than we do. This dovetails with our commitment to Social Justice, which is one of the core beliefs of Catholic Social Teaching. Students are offered the opportunity to attend a Social Justice Camp and join our Social Justice Team at the College. Our Year 9 aboriginal immersion program focuses on ‘service’ to several remote aboriginal communities. Our staff work out in the wider College community one day per year in a volunteer capacity to support those in need. This day is called our Community Outreach Day.

The College offers a broad curriculum and consciously works to develop a strong sense of connectedness and community within the College. We achieve this through the provision of extracurricular opportunities, a strong pastoral care structure and positive learning experiences for students. We are a College that offers a variety of educational pathways for our students that includes extensive VCE offerings (over 55 sequences at Year 11 and 12), VCAL (Victorian Certificate of Applied Learning) and VET (Vocation Education Training) subjects. We have a dedicated Year 9 program that has a strong aboriginal focus and the opportunity for a student immersion experience in the Kimberley, Central Australia, Lake Mungo, Darwin or Melbourne.

For those students with an interest in music, choir or drama there are opportunities to join our choir, our College production or engage in private music tuition. Our College debating teams do very well in competitions, and as students progress through the years at the College they may elect to join one of these teams. Our association with School Sports Victoria means that students are able to compete against other schools in a large variety of sports including golf, football, netball, tennis and soccer to name a few.

The College strives to ensure that all students are offered maximum opportunities to grow and develop so that they can achieve their individual best in a faith filled and supportive community.

## Principal's Report

Schools and communities form a symbiotic relationship where each could not exist or prosper without the other. The conversation linking the importance of schools and community could go on and on. Our College community forms part of a far wider community that is constantly building and developing. Maintaining these relationships is constant yet rewarding work for all of us at St Mary of the Angels. Visitors to our College regularly comment on the friendly nature of our staff and students and on the welcome and hospitality they receive when they walk through the front foyer. They also comment that our school has a unique feel, a school where they are proud to have their children educated. There is no higher compliment.

St Mary of the Angels College, Nathalia, is unique. Our students and families are members of other vibrant communities, such as Cobram, Barooga, Numurkah, Finley, Tocumwal, Tallygaroopna, Katunga and Strathmerton. The Nathalia community, the home of the GRAIN Store and the 'Mighty Purps' is also a vibrant community with unique attributes, however as active, responsible participants, we also come together to be a part of our College community, the SMOTA community.

The past couple of years has been tumultuous and difficult for all. We have found ourselves as a College community challenged like never before. However, we have managed to get through it with fortitude, resourcefulness, a sense of urgency, a deep commitment to Catholic education and the most brilliant community of staff, students and families. Like all schools, the community at St Mary of the Angels College has been tested. Thanks to our resilience, we are emerging on the other side to a new normal that is still unfolding.

As another year concludes, I would like to take the opportunity to thank those who make our community what it is today. Firstly, I sincerely thank all staff, teaching, non-teaching and our magnificent bus drivers for their enormous contributions in 2022. This year was supposed to be the year when we came out of the pandemic and normality returned; however, this was not the case. It was a year that required our staff to go above and beyond in all matters of education. Our students are certainly at the centre of all that they do. Furthermore, as always, our teachers and College support staff were astutely aware of our students' mental health, wellbeing and pastoral needs, monitoring the pandemic's impacts and providing whatever support and assistance were necessary. I cannot express in words my gratitude for our staff during these extraordinary times. They have remained focused and committed to the mission and core responsibilities of our College, educating the students of St Mary of the Angels to be the best versions of themselves.

Our students are the foundational stone to this community. They are why the SMOTA community exists, and we all come together in this educational pursuit. Our students throughout the pandemic and more recently 2022 have been amazing. Their resilience and compassion have been outstanding. Our student body must also be commended for their efforts throughout these difficult times.



To our parents and carers, thank you for your understanding and compassion throughout 2022. We had many changes to normal programming along the way to accommodate the ever changing landscape. Student-based programs and events were cancelled, postponed, shuffled and re-scheduled. The floods to the surrounding districts in Term 4, required flexibility while students and staff assisted their communities with sand bagging and some of our families who were directly impacted by the rising waters. Throughout these interruptions, your support has been much appreciated. Your care and support of your children and the staff at school has made the journey through this pandemic and 2022 a little easier.

I would like to take this opportunity to thank our Executive Team of Bev Thorp, Michaela Brooks and John Wilkinson. Bev, Michaela and John are clear thinkers who have continued to put the best interests of our community at the forefront of their decision making. Their unyielding support, dedication and commitment to our school is immeasurable. This year we welcomed Michaela Brooks into the senior leadership role of Assistant to the Principal – Faith and Charism. Michaela has been a great addition to the Executive Team, and we look forward to a continued deepening of our faith and charism understanding and experiences.

Our community came together to celebrate liturgical events beginning with a COVID impacted Opening School Mass but then an inspiring Reconciliation Week Mass in late May and Feast Day Mass in early October. We celebrated with our Year 12 students and their families in November at their Graduation Mass and dinner. These liturgical celebrations bring us together and are at the heart of who we are as a faith-filled Catholic community under the stewardship of Fr Joe Taylor, Fr Jackson Saunders and most recently with Fr Jophin Joy, our new Parish Priest. I look forward to Fr Jophin providing us with faith-filled guidance for many years; and thank Fr Jophin, Fr Taylor and Fr Saunders for contributing to and supporting our community this year.

Thank you to Nicole Walpole, Advisory Council Chair and the Advisory Council as a whole for your leadership and support of the College through these trying times. The Advisory Council is a committed group of volunteers who assist in the strategic development of the College. They, too, form an invaluable part of our broader College community.

Community, hospitality and living in 'right relationship' were and still are the central messages of St Francis of Assisi. St Francis himself lived a life devoted to serving others, rolling his sleeves up when there was work to be done, living a simple life and being seen as an equal, just another member of his community. He respected everybody in his community and gave preference to those who required a helping hand. I am sure St Francis would have been a very comfortable member of our community.

Finally, I would like to acknowledge the service of two extraordinary educators. At the completion of 2022 Damian Thomas and Sue McCallum will be retiring as teachers and outstanding educators. Damian leaves after providing 40 years of service to our community and Sue retires after providing 36 years of service. Damian began at the College in 1983 and Sue began in 1987. Both Damian and Sue's professionalism, dedication, service and willingness to do whatever is necessary to support the students in their care and the colleagues they accompanied along the way is unsurpassed. They have helped create the culture that our College is renowned for and leave a legacy as passionate, charismatic expert educators. We thank you, Sue and Damian for all that you have done and provided and wish them well in a very well-earned retirement.

In closing, I wish everybody a holy, safe and very happy Christmas and a festive new year. I look forward to 2023 with hope, optimism, vigour and enthusiasm.

## Catholic Identity and Mission

### Goals & Intended Outcomes

1. Continue to re-contextualise our Catholic and Franciscan story, building capacity within the staff to enter into dialogue with our students.
2. Continue nurturing a College community that has a keen sense of the catholic social teaching principles and a strong commitment to social justice, sustainability and diversity.
3. Conduct and develop a response to our ECSIP survey process.

### Achievements

In 2022 we spent some time gathering data about various aspects of the Catholic identity profile, with the intention of using this to inform the development of our School Improvement Plan in 2023 and our ongoing strategic direction as a College community.

We conducted the Enhancing Catholic School Identity Survey early in the year and towards the conclusion we took part in the Catholic Identity Review being conducted by Catholic Education Sandhurst. We have begun the process of unpacking the data collected and drawing out lessons for the ongoing formation of our Catholic Identity.

We continued to recontextualise the Catholic and Franciscan story through our Social Justice programs, our Stewardship opportunities and our Learning and Teaching Programs.

#### SOCIAL JUSTICE

The work of the Social Justice Leader continues to grow and evolve and it is exciting to see their many initiatives expounded in the College Magazine, highlighting the various initiatives undertaken to build awareness and fundraise for various social justice causes which reflect the values of the SMOTA community.

#### SUSTAINABILITY & STEWARDSHIP

The position of Sustainability and Stewardship Leader continues to develop as we work through the Catholic Earthcare process and look at ways to continue to develop student and staff engagement in this space.

#### TEACHER ACCREDITATION PROGRAM (TAP)

A number of staff were able to progress their accreditation status in 2022 through greater engagement with the TAP program and through the promotion of various Catholic Identity professional development opportunities on offer both internally and online.

Staff were introduced to TAP in 2021 through the College's internal Professional Learning Program. Tentative steps have been taken as the program was developed and fine tuned by Catholic Education over the course of the year. A number of staff undertook internal, diocesan and external accreditation opportunities and these will continue to be merged into the program in 2022 as accreditation documentation is received.

#### VALUE ADDED

Our Opening College Mass was again a wonderful way to start the year in prayer and in conjunction with our friends at St Francis Primary School. The Mass was based on our 2022 College theme, with readings, music and symbols echoing these ideas. Unfortunately the weather got the better of us and we had to relocate to the Church and reduce attendees to Year 12 and Grade 6 students. We thank the many priests that supported our liturgical program whilst we awaited the appointment of a new priest to our parish.

Action and mercy were on display as our College once again threw its support heavily behind Caritas' Project Compassion. The awareness raised, as well as the funds, was commendable and is a testament to the hard work of the Social Justice team who strived to raise awareness about the call to act with justice as well as their fundraising efforts.

In the space of Faith and Charism we were excited to bring the Franciscan Charism Tour to the Year 7 students who were able to participate in the digital tour as part of their Term One units "Where do I belong?". We were also able to celebrate together as a College through our Reconciliation and Feast Day masses, both of which were welcome opportunities to celebrate our faith as a community. We thank Fr Jackson Saunders for his leadership in our Reconciliation Week Mass and we welcomed Fr Jophin as the Parish Priest of Nathalia, Numurkah and Strathmerton in the second half of the year. He led us in our Feast Day celebrations. We are looking forward to continuing to build our relationship with Fr Jophin and our Parish community

A number of our students attended Beechworth in May, where the Catholic Education Sandhurst Justice Matters Camp was held. It was wonderful to see our SMOTA students collaborating with their peers from Sandhurst Secondary schools, in person, about contemporary social justice issues.

The last day of Term 3 saw the celebration as we conducted the FMDM Grand Prix which, despite the rain, was a wonderful success! The sense of community built in preparing for the event and participating on the day was wonderful to witness and the Social Justice Team is to be commended for their work in helping to connect our students with those in Zimbabwe whom the raised funds go towards supporting. In Term 4, we celebrated the Feast of St Francis of Assisi with a College Liturgy and shared lunch. Our Feast Day offers our community the opportunity to pay respect to the legacy that St Francis has left us in his dedication to working with the sick and the poor, caring for God's creation and in his leadership, which resulted in the formation of an order of like-minded people. The Franciscans are the foundation of our College community today.

Throughout Term 4 we wished staff and students farewell with small liturgies. The themes of gratitude and fraternity were central as staff, students and families reflected on another challenging year and looked optimistically to 2023.

## Learning and Teaching

### Goals & Intended Outcomes

Goals for Learning and Teaching in 2022:

1. Implement the Teacher Professional Practice Development Framework.
2. Lead the Year 10 program review in terms of learning area delivery and opportunities for students.
3. Oversee the implementation of the VCE Vocational Pathway.
4. Continue to build contemporary pedagogy and meta-learning skills.

### Achievements

1. The Teacher Professional Practice Development Framework underwent a period of review and was re-launched to staff. This program utilises student voice and classroom observation to guide teachers in their individual professional development. Teachers utilise the support of the Australian Professional Standards for Teachers to set goals that are addressed throughout the year and reflected upon at their Annual Review Meeting with the aim of continuous improvement in our professional practice.
2. The Year 10 program review involved feedback from current and past Year 10 students and teachers in regard to the strengths of the program, and any areas for improvement. Overwhelmingly, student choice in terms of subject electives and VCE and VET offerings were highly regarded. Students were able to recognise the need for more explicit learning on how to study and revise, particularly in preparation for formal assessments and exams. Year 10 teachers were able to drive an improvement agenda with specific sessions aimed to guide and support students to build study skills and coping techniques. This program will continue to be developed in order to help best prepare all students for lifelong learning.
3. The VCE Vocational Major (VM) will be introduced as a pathway option for students. Key staff have been heavily involved in professional learning and updates into the requirements of this course, ready for its implementation in 2023. Students currently studying the Victorian Certificate of Applied Learning (VCAL) will graduate with a VCAL certificate at the end of their Year 12 year in 2023, whilst new students to the program will be enrolled in the VM pathway.
4. St Mary of the Angels Secondary College has a strong focus on teacher collaboration and co-planning in order to best provide for the learning of our students. Teachers work in professional learning teams, and they are supported by a dedicated Learning Leader to drive their ongoing development. English and Mathematics classes from Years 7 to 10 are facilitated through a co-teaching arrangement where teachers and classes work together to better differentiate learning opportunities to provide for individual student need. Staff attended dedicated professional learning to continue to build these skills, and are encouraged to seek out their own professional learning opportunities and readings, including learning from and with colleagues. All new building programs at the College are based around flexible learning environments to facilitate these co-teaching arrangements and the delivery of appropriate pedagogy to meet student need.

**STUDENT LEARNING OUTCOMES**

Across 2020 and 2021, the College experienced significant periods of time where students were engaged in online learning as a result of COVID lockdowns. Pleasingly, this does not appear to have significantly impacted overall student learning as evidenced by our NAPLAN data. The median achievement across Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for both Year 7 and Year 9 is well above the national minimum standard.

It has been challenging to track student learning growth as these students did not complete NAPLAN testing in 2019. Reading and Numeracy continue to be areas that demonstrate stronger student achievement compared to Grammar and Punctuation, and Spelling. It is also noted that while the median student achievement has not significantly varied, a small number of students do not meet national minimum standards. It is surmised that these students may have found online learning to be more challenging than their peers for a variety of reasons.

The College has been able to utilise the Tutor Learning Initiative to provide an additional teacher in both English and Mathematics classes for Years 7 and 8. The additional teacher provides extra support in order that co-teaching teams can better target learning opportunities to student need. Additionally, the College utilises a Literacy intervention program (MacqLit) to help build the core literacy skills of identified students to help them to build confidence and skills to succeed in their learning. Both the tutoring program and the Literacy intervention program will continue in 2023.

The College also uses Progressive Achievement Testing (PAT) data and other data to identify students that may require additional support, and for teachers to identify and address learning gaps. The addition of dedicated Literacy and Numeracy Leaders in 2022 provides specialist support for all teachers to be able to address these key components across all learning areas. This will be an ongoing focus for the College.

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

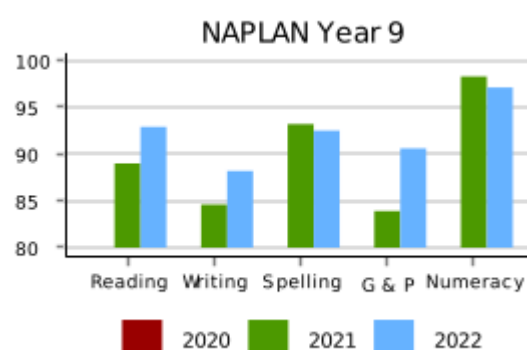
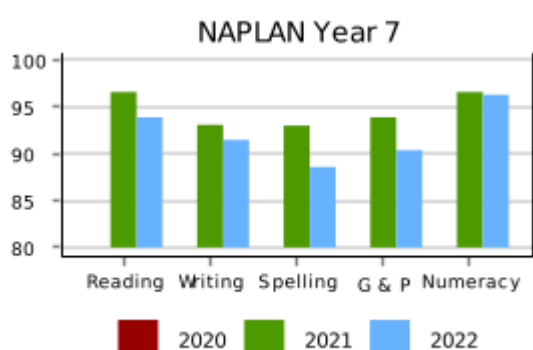
|                              |       |
|------------------------------|-------|
| Year 9 Grammar & Punctuation | 567.9 |
| Year 9 Numeracy              | 581.0 |
| Year 9 Reading               | 573.6 |
| Year 9 Spelling              | 562.9 |
| Year 9 Writing               | 560.2 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |      |      |             |      |             |
|--|------|------|-------------|------|-------------|
| NAPLAN TESTS   | 2020 | 2021 | 2020 – 2021 | 2022 | 2021 – 2022 |
|  | %    |      | Changes     | %    | Changes     |
|  | *    |      | *           |      |             |
| YR 07 Grammar & Punctuation                          | -    | 93.9 | -           | 90.4 | -3.5        |
| YR 07 Numeracy                                       | -    | 96.6 | -           | 96.3 | -0.3        |
| YR 07 Reading  | -    | 96.6 | -           | 93.9 | -2.7        |
| YR 07 Spelling                                       | -    | 93.0 | -           | 88.6 | -4.4        |
| YR 07 Writing  | -    | 93.1 | -           | 91.5 | -1.6        |
| YR 09 Grammar & Punctuation                          | -    | 83.9 | -           | 90.6 | 6.7         |
| YR 09 Numeracy                                       | -    | 98.3 | -           | 97.1 | -1.2        |
| YR 09 Reading  | -    | 89.0 | -           | 92.9 | 3.9         |
| YR 09 Spelling                                       | -    | 93.2 | -           | 92.5 | -0.7        |
| YR 09 Writing  | -    | 84.6 | -           | 88.2 | 3.6         |

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

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.





## Student Wellbeing

### Goals & Intended Outcomes

1. Refine pastoral policy around attendance, enrolment and the CES frameworks.
2. Consolidate changes to pastoral student data gathering and handling processes and input - Wellbeing notes and Learning Advisor/Year Level Leader procedures.
3. Develop and implement Tier 2 and Tier 3 behavior supports and facilitation BST, SPARK TEAM, YLTL Team.

### Achievements

2022 was only partially impacted by the COVID-19 Pandemic (in the beginning) and the SMOTA community was able to achieve many wonderful things to benefit the St Mary's Community in the space of Pastoral Wellbeing.

#### Induction week:

Students returned to the College with year 7 being welcomed on February 1, 2022 and years 8-12 from February 2, 2022. The respective groups undertook their induction programs, which ran with great success and were a valuable experience for all.

#### SWPBS at SMOTA

In 2022 the SWPBS (SPARK) team have been continuing the work and further implementing our SWPBS framework into the College. A new SPARK team was convened at the beginning of 2022 and a Behaviour Support Team has been convened at the College.

#### Behaviour Support Team

The role of our SMOTA Behaviour Support Team (BST) is to facilitate and develop Behaviour Support Plans such as Function Based Interventions (FBIs) and De-escalation Plans (DEPs). The Behaviour Support Team (BST) at SMOTA had the opportunity to work with Dan Petro (a behaviour analyst and director of Behaviour Resources Australia) on 29 March and 11 May. Having trained staff members who can develop Behaviour Support Plans will allow for timely and prompt support for students who demonstrate behaviours of concern when this is required.

#### SWPBS Training to Year Level Leaders

We are very lucky this term to have Dan Petro return to the College and provide training to our Year Level Leaders Team. This will be important as the SWPBS culture continues to grow at St Mary's. Having more staff trained in the area, especially leaders, will support the positive culture at our school and also increase the consistency of language and SWPBS framework implementation.

#### **Continuation of Attendance Focus — EVERY DAY COUNTS & Attendance Matters:**

The College Pastoral Wellbeing teams continued the journey of actively promoting student attendance. This was a timely endeavour as we moved back to on campus and face to face learning. The focus around this is to continue to help all students thrive, engage and connect with their education.

As we endeavour to provide our students with a great education, it is paramount that students are attending school each and every day. Attendance directly impacts academic outcomes, wellbeing and social development.

Missing one day a fortnight of school means a student will miss four weeks of school a year. This equates to a total of 1.5 years of school missed over their School Career. In line with the guiding principles from Catholic Education Sandhurst Ltd, SMOTA continues to aim towards 95%+ School attendance. Promotion/encouragement of this occurred through a variety of mediums in 2022 as we all work to recover from the impacts of COVID-19.

### **School TV**

The wellbeing team utilised the School TV platform to continue to communicate and publish important information for our community. School TV was used as a resource to inform, engage and support all community members throughout the year.

### **Transition Program – Year 7 2023**

The process of Grade 6 transition was a huge success. Enrolment interviews took place online again, and we continued utilising our fully interactive Transition website and were able to complete our Parent Information Nights again in person. The online resources will continue to be used into the future.

In 2022 we continued to use our recently implemented Confidential Transfer of Student Information Google form. This form was shared with all the Primary Schools from which students joined St Mary of the Angels. This form, filled out by the Grade 6 teachers and supporting staff, shared valuable information about their students learning, learning habits, challenges and successes. The information was used in combination with our enrolment interview data to inform the process of support, class combinations etc.

Being electronic, this form allowed for a more efficient and accurate transfer of information from the Primary Schools. This crucial data supported improved outcomes in the transition process, creation of well-balanced classes and improved academic outcomes for our newest community members.

### **Student Leadership/Voice**

#### Catholic Education Sandhurst - Ethical Student Leadership Day

Our College Leaders were again afforded the opportunity to participate in the Catholic Education Sandhurst – Ethical Student Leadership Day. Our leaders were lucky to hear from a range of speakers about the Principles of Ethical Leadership. They also participated in specific workshops framed around implementing the principles within the College and the wider community.

#### St Mary's Student Leadership Formation Day

On Friday, March 25, 2022 our College Student Leadership Team had the honour of engaging in a SMOTA Student Leadership Formation Day Leadership Consultant Audrey Brown.

Audrey supported our Student Leaders to reflect on their personal leadership identity as well as develop their leadership vision for 2022. The day also allowed the Student Leaders to start planning for the year in their different Leadership Portfolios (e.g. Social Justice, House, Arts, SRC and overall College etc.).

#### Junior and Senior School Assemblies

SMOTA trialled a different model of student gathering. On Thursday, May 19 and Thursday May 26, 2022 The College gathered together as a Junior and Senior School to reflect on and celebrate the semester. It is so wonderful to be able to do this again as a community (after COVID restriction) and also provide an opportunity to hear from a broad range of students that would not normally grace the stage. It was also exciting to hear about the many curricular and co-curricular activities and the increase in learning opportunities as a result.

During both gatherings, our College Student leaders had the opportunity to provide an address to both the Junior and Senior students, putting forward a thought-provoking presentation around being positive, inclusive and supportive members of the community.

#### Celebrating Diversity – Wear it Purple Day

On Friday 26th of August the College we celebrated Wear it Purple day. Wear it Purple was founded in 2010 in response to young people taking their own lives as a result of bullying and harassment from the lack of acceptance of their sexuality or gender identity.

In the lead up to the day, SMOTA Staff completed an LGBTQIA+ education session with Georgie Poort. Georgie is a Community Development worker and works in the Diversity project team through Uniting Care, Shepparton. Throughout the week SMOTA community members engaged in a student led Purple origami making activity and a Purple poster making session, to display around the College to bring about awareness to the occasion.

On the day, the College celebrated with an out of school uniform day, a gold coin donation initiative, DJ performance in the east quad and a visual art display with a wear it purple day theme.

#### ACER Social Emotional SEW Survey

In 2022, the College has rolled out the ACER Social Emotional Wellbeing Survey to our student body. Through the process we have gathered an enormous amount of data in this space. From here the data will be analysed and delivered to various levels and teams throughout the College. This data will not only provide a snapshot of how our students are travelling in regard to their Social Emotional Wellbeing, but also provide a springboard to direct the further work of various teams within the College moving forward into 2023 and beyond.

#### **Live4Life**

St Mary of the Angels (SMOTA) is part of the eight secondary schools in Moira Shire taking part in the Live4Life Program (L4L). This program is in conjunction with the Lead Agency for Live4Life Moira in partnership with Berry Street and SalvoCare and Uniting Vic/Tas.

In 2022 SMOTA was successful in delivering teen Mental Health First Aid accredited training to all Year 8 and Year 11 students. This training included 3 sessions over consecutive weeks.

The Live4Life Moira Crew is made up of students from each of the participating secondary schools. The crew act as advocates and are engaged in mental health education and literacy for their peers and the wider community. In 2022 SMOTA selected 6 Year 9/10 crew members from 12 applications The Crew coordinate mental health promotion activities throughout the year. These student ambassadors did a wonderful job.

#### Live for Life Parent Session

In 2022, the College held a Parent Information Session introducing the Youth Mental Health and Suicide Prevention Program - Live4Life. As a Live4Life community, the College works in partnership with Moira Shire Council and local community organisations to lead conversations

about mental health that reduce stigma, and promote young leaders as mental health ambassadors.

### **Franciscan Student Leadership Program**

In 2022 the College was fortunately still able to run the Franciscan Student Leadership program. This program is designed to support students in realising the leadership potential and build valuable leadership skills to support with their leadership journey. The program ran for 5 weeks with presentations from SMOTA Executive staff, Leonie Irwin - Principal Consultant CES, Paul Desmond - Executive Director CES, Matt Carver - SMOTA College Principal and past Student Leaders from the College. The program was a great success in 2022.

### **Vape Detector Roll-out**

Vaping is becoming a trendy pastime that is growing in popularity across Australia, especially amongst teenagers. It is the act of inhaling a vapour created by an electronic cigarette, or e-cigarette. To support the ongoing health and wellbeing of our young people and promote positive decision-making whilst at school, the College is rolled out Vape detection devices. We are hopeful that minimising the opportunity for this behaviour to occur is the first and positive step in curbing this unhealthy behaviour/habit within our community.

### **Choicez Program year 8 & 10**

On August 24, 2022 our Yr. 8 students were fortunate enough to participate in a half day seminar and our Yr.10 students on August 25, 2022 a full day seminar with the Choices program.

The goal of the seminars was to provide education and awareness to improve respectful relationships within our student cohorts and more broadly into our college community. 2022 is the first year that the Seminar has been made available to our Yr. 8 students. Male and female students are separated on the day to allow increased engagement and level of comfort to explore the vital themes in a safe and supportive environment.

The Programs main areas of focus included:

- Describe the key ingredients within a healthy relationship as well as the
- Red flags to look out for in unhealthy relationships.
- Understand the impact pornography can have personally and relationally.
- Consider their sexual decision-making and the importance of sexual ethics.
- Develop a thorough understanding around the legalities of consent and what this looks like within a relationship.
- Gain clarity around important terms such as sexual assault and sexual harassment.
- Understand how to connect in a meaningful way with friends and family.

### **Cyber Safety Education**

Cyber safety is a significant issue/topic in not only our community but society as a whole. This particular topic has been further exacerbated by the COVID 19 Pandemic and is a particular

aspect of the new Child Safe Standards (CHild Safe Standard 9). In response to this as a College, we sought the services of well renowned Cyber Safety Educator/Consultant Susan McLean from Cyber Safety Solutions. On October 12, 2022 Susan attended St Mary's and provided student presentations across year 7-11. The feedback was overwhelmingly positive. We are hopeful that through increased knowledge, our students are better equipped to deal with the online world and its complexities.

#### VALUE ADDED

- Induction Programs/Retreats
- Year 7 Camp
- Year 8 Camp
- Year 9 Immersion
- Franciscan Leadership Program
- Social Justice opportunities
- Inter-school Sports Events
- Sports Carnivals (onsite)
- Grade 6 transition
- Live4Life mental health first aid training for all Year 8 students and an intro to all staff
- Choices program presented to all Year 8 &10 students

#### STUDENT SATISFACTION

- Induction Programs/Retreats
- Year 7 Camp
- Year 8 Camp
- Year 9 Immersion
- Franciscan Leadership Program
- Social Justice opportunities
- Inter-school Sports Events
- Sports Carnivals (onsite)
- Grade 6 transition
- Live4Life mental health first aid training for all Year 8 students and an intro to all staff

- Choices program presented to all Year 8 &10 students

**STUDENT ATTENDANCE**

The College has continued to follow up Non-attendance in the following way:

Non-attendance is followed up by an SMS each morning to the parent. In the case of repeat non-attendance (2 days in a week), the child's Home-room teacher or Learner advisor makes contact with home, usually by phone call.

In rare cases the Wellbeing Team is used to encourage/support students to return to school, and rarer still, for students who have disengaged from school, St Mary of the Angels College works in consultation with the Catholic Education Sandhurst Ltd.

The College follows the “Implementing reforms to attendance and enrolment” flow chart as a way to monitor, promote and report attendance. To support the promotion of attendance, a SMOTA specific version of the “Every Day Counts” publication has been developed and communicated across a variety of mediums. SMOTA aims towards 95%+ School attendance as recommended by CES.

**YEARS 9 – 12 STUDENT RETENTION RATE**

|                                      |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 82.5% |
|--------------------------------------|-------|

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

|                            |       |
|----------------------------|-------|
| Y07                        | 83.9% |
| Y08                        | 83.0% |
| Y09                        | 80.1% |
| Y10                        | 80.8% |
| Overall average attendance | 82.0% |

| <b>SENIOR SECONDARY OUTCOMES</b> |       |
|----------------------------------|-------|
| VCE Median Score                 | 29.0  |
| VCE Completion Rate              | 97.0% |
| VCAL Completion Rate             | 90.0% |

| <b>POST-SCHOOL DESTINATIONS AS AT 2022</b>   |       |
|--|-------|
| Tertiary Study   | 54.0% |
| TAFE / VET   | 8.0%  |
| Apprenticeship / Traineeship   | 8.0%  |
| Deferred   | 21.0% |
| Employment   | 8.0%  |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 0.0%  |

## Child Safe Standards

### Goals & Intended Outcomes

2022 saw the introduction of new child safe standards. The 11 new Child Safe standards have provided a renewed direction and definition of what it means to be a Child safe organisation. St Mary of the Angel's is continually working towards improvement and best practice in the area of Child Safety and the Safeguarding of our students is always at the forefront of what we do. In 2022 the college has rolled out training to all staff, briefing them about the new standards then began the work through the next steps in implementing the four new additions to the standards. Whilst applying attention to the new additions, we have also been modifying, adapting and reviewing current policy and procedure around our child safe standards to not only be compliant, but to implement them with fidelity. As a College we work closely with CES Ltd, to ensure that we are providing the best possible care and well-being support for all students.

### Achievements

#### Child Safe Standards Action Plan

##### Leadership

- Child Safe Policies and responsibilities are tabled at leadership and wellbeing meetings and discussed - How can we minimise risk in all that we do with our students?
- Review of Child Safe Risk Assessment for all excursion and incursion activities
- Maintenance of the WWCC register for all visitors and volunteers
- New staff induction program include analysis of our Child Safe Policies and procedures
- All Leadership and Advisory Council briefed with CES Ltd. Resources around 11 new Child Safe Standards and Ministerial order 1359.
- Fire Carrier Covenant updated and accessible
- Ensure that all new staff members are thoroughly checked via child safe questionnaire with referee checks
- Mandatory Reporting online module completed in term 1 for all staff
- Child Safeguarding briefing with protect elements delivered to all staff in term 1 induction.
- All applications for incursions and excursions are carefully planned and checked with a child safe lens
- Induction/re teach the changes in legislation to all staff
- Board meeting dedicated to discussion of Child Safe at St Mary of the Angels College and ongoing updates
- Website updated with St Mary of the Angels College Child Safe policies and statement

##### Staff



- All staff are explicitly explained the Child Safe Policies and their obligations as a teacher/staff member via allocated staff meeting – term 1
- Regular child safe information is placed on the Child Safe wall near the staff room
- Delivery of and professional learning around Ministerial order 1359 and 11 New Child Safe Standards, with use of CES Ltd support.
- Staff are trained in how to complete Child Safe risk assessments for excursion and incursion applications
- Staff are briefed that any guest speaker or visitor to the College must have a valid WWCC or VIT
- Health Education staff explicitly teach students child safe content across Year 7 – 10 classes. They use the Resilience, Rights & Respectful Relationships (RRRR) Teaching for social and emotional learning and respectful relationships
- Staff Code of conduct is revisited regularly and signed annually.

#### Students

- Throughout Health Education classes students engage in the child safe content across Year 7 – 10 classes. They use the Resilience, Rights & Respectful Relationships (RRRR) Teaching for social and emotional learning and respectful relationships
- Presentation to Senior students on the changes in legislation and their rights and responsibilities.
- Child Safe Posters are placed in every classroom to remind them of our child safe commitment

#### Parents

- Parents have access to our Child Safe Policies via the school website
- Our Child safe statement is on SIMON, PAM and newsletters

# Leadership

## Goals & Intended Outcomes

Re-imagining and launch Middle Leaders Formation Program.  
Continuing formation of the Executive Team; building individual and team capacity.  
Explore the opportunity for student leadership development; opportunities for students.

## Achievements

The College continues to enact and work through the School Improvement Plan focusing on the various areas via the Annual Action Plan. The College is working towards having all elements of the School Improvement Plan completed in time for the development of the next School Improvement Plan in 2023.

| EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING  |
|---|
| Description of Professional Learning undertaken in 2022   |
| Staff were engaged in both individual and whole staff professional learning across the year. Professional Learning opportunities for all staff included:<br>CPR update<br>Mandatory Reporting<br>Glen Pearsall: differentiation and low impact behaviour management strategies<br>Spirituality: prayer focus<br>Disability Discrimination Modules<br>Live4Life: teen mental health presentation<br>Individual staff were engaged in professional learning opportunities including:<br>VCE Vocational Major: implementation of the new Vocational Major<br>Learning Area Professional Associations: curriculum updates and conferences |

|   |       |
|---|-------|
| Number of teachers who participated in PL in 2022 | 60    |
| Average expenditure per teacher for PL            | \$250 |

**TEACHER SATISFACTION**

As the pandemic continued into 2022 the wellbeing of the staff remained paramount and of priority. The College did not complete any formal surveying in 2022 but looks to resuming this process in 2023. Planning days were provided where needed to further support the work expected of our staff and allow sufficient time and resources for them to plan and enact the curriculum within a balanced framework. The staff were highly professional and dedicated in delivering the curriculum and caring for the students throughout the later stages of the pandemic in 2022.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 85.4% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 83.7% |
|----------------------|-------|

**TEACHER QUALIFICATIONS**

|                          |       |
|--------------------------|-------|
| Doctorate                | 1.6%  |
| Masters                  | 1.6%  |
| Graduate                 | 22.6% |
| Graduate Certificate     | 1.6%  |
| Bachelor Degree          | 48.4% |
| Advanced Diploma         | 9.7%  |
| No Qualifications Listed | 38.7% |

| STAFF COMPOSITION                     |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 5.0  |
| Teaching Staff (Headcount)            | 70.0 |
| Teaching Staff (FTE)                  | 59.2 |
| Non-Teaching Staff (Headcount)        | 52.0 |
| Non-Teaching Staff (FTE)              | 53.6 |
| Indigenous Teaching Staff (Headcount) | 2.0  |

## Community Engagement

### Goals & Intended Outcomes

#### Annual Action Plan - 2022

##### Faith and Charism

- Continue to re-contextualise our Catholic and Franciscan story, building capacity within the staff to enter into dialogue with our students.
- Continue nurturing a College community that has a keen sense of the catholic social teaching principles and a strong commitment to social justice, sustainability and diversity.
- Conduct and develop a response to our ECSIP survey process.

##### Leadership

- Re-imagining and launch of the Middle Leaders Formation Program.
- Continuing formation of the Executive Team; building individual and team capacity.
- Explore the opportunity for student leadership development: opportunities for juniors; SRC.

##### Learning and Professional Practice

- Implement the Teacher Professional Practice Development Framework.
- Lead the Year 10 program review in terms of learning area delivery and opportunities for students.
- Oversee the implementation of the VCE Vocational Pathway.
- Continue to build contemporary pedagogy and meta-learning skills.

##### Wellbeing and Development

- Refine pastoral policy around attendance, enrolment and the CES frameworks.
- Consolidate changes to pastoral student data gathering and handling processes and input - wellbeing and LA/YLL.
- Develop and implement Tier 2 and Tier 3 behavior supports and facilitation BST, SPARK TEAM, YLTL Team.

### Stewardship of Resources

- Design, manage and begin the Middle School building project.
- Implement the CES Ltd Finance and Admin Handbook / Framework requirements

### ICT

- Launch of iPad program at Year 7 with ongoing implementation across the College.
- Enhance the ability of all stakeholders to effectively and imaginatively use IT to its fullest potential

## Achievements

The College enjoyed great success with all of our Year 12 graduates being gainfully employed, studying at university / TAFE or completing an apprenticeship or traineeship. The College celebrates the achievements of the Class of 2022 with the students showing great resilience, determination, compassion and kindness during their academic and applied pursuits. A high percentage of students achieved an ATAR above 80 and an even higher percentage of students achieved an ATAR score above 70. Generally speaking the College's results exceeded the state averages which was very pleasing. The College Dux achieved an ATAR of 99.65.

### VALUE ADDED

The College continues to benefit from its involvement in the Trade Training Centre Consortium. This provides the students at the College seven VET Certificates to study between the three partner schools. The students are able to study Hospitality, Music Industry, Automotive, Building and Construction, Hairdressing, Electro-technologies and Engineering. The Nathalia Learning Community partnership with Nathalia Secondary College allowing a shared senior timetable also provides a broad range of subjects for our senior students to choose from.

The College has also built strong community partnerships via our VCAL program with the local RSL sub-branch, Men's Shed and local primary schools. The VCAL students also open a Cafe twice weekly as a part of the program.

The College has an exemplary Careers and Pathways Team and program that works to support as they explore their post school opportunities. These opportunities involve the students entering the workforce, traineeships, apprenticeships or further academic study at university or TAFE. Discussions about future pathways and careers at beginning of Year 9 and Year 10 work experience program is a highlight for the students.

The College conducts a late bus service every Wednesday to allow students the opportunity to remain at school and attend Homework Club or participate in rehearsals for the annual

College Production. Occasionally, this time may also be used for College sporting team training sessions.

Students are strongly encouraged to participate in social justice initiatives such as Project Compassion, the Social Justice Camp, Winter Sleep Out, FMDM Grand Prix and other activities to support those who are experiencing difficulty in the local, national or global community.

The College's Year 9 Program has a focus on aboriginal education focusing on the theme of reconciliation. This program also involves an immersion where the staff and students visit various aboriginal communities around Australia.

Leadership opportunities for students at the College exist through participation in Moira Junior Shire council, Live4life and the CEP Rural Ambassador Program. Many positions are available at College level such as College Leaders, Social Justice Leader, Student Representative Council, House Leader, Performing Arts Leader or Bus Captain. Year 10 and Year 11 students are also encouraged to participate in a 5-week leadership program titled the Franciscan Leadership Program.

Public Speaking is popular at the College with students able to participate in DAV Debating Competitions and local public speaking competitions.

Through School Sport Victoria our students are able to participate in many local, inter-school and state sporting associations. They are able to compete in both individual and team sports across a plethora of different sports.

Finally, parents and families are welcome at the College via information nights, parent, student, teacher forums, the College Advisory Council and the occasional learning walk. The College Advisory Council plays a significant role in the strategic development of the College.

## PARENT SATISFACTION

Although the Covid-19 pandemic significantly reduced the data collected, in 2022 the College again collected data from our school community regarding cultural performance and improvement. This data was collected from all members of the school community including staff, students, parents and caregivers.

The College continues to improve the education service and care we provide the students. The cultural data helps inform our policies, procedures and practices moving forward.

## Future Directions

In 2023 we look forward to realising the next phase of the College Master Plan with the building of Middle School classrooms, gathering space and staff offices. We also look forward to refurbishing our library, IT department and Performing Arts spaces.

2023 will also see the development of the College's new School Improvement Plan. This document will set our strategic direction and vision for the next four years, 2024 - 2027 inclusive.