

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY - 2016



Clonard College  
Geelong

## CLONARD COLLEGE, HERNE HILL



*learning - hope - purpose*

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## Minimum Standards Attestation

I, Damian McKew, attest that Clonard College is compliant with:

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

19 May 2017

## Our College Vision



### Brigidine Identity Statement

*Our students, inspired by Gospel values, participate in their world critically, effectively and creatively.*

### Clonard College - Vision 2017

*Clonard College is a Catholic secondary school for girls where we strive for learning to be collaborative, dynamic and vibrant.*

*Inspired by the Gospel values of love, justice, service and peace, we will be a community that:*

- Welcomes and includes everyone
- Encourages each person to develop their potential
- Promotes the dignity of all and shows respect for creation
- Empowers students to empathise with and respond to the vulnerable.

### Graduate Outcomes

*Clonard College strives to help each student to be:*

#### **A young woman of spirituality and faith who:**

- Values and participates in rituals, liturgies and the prayer life of the faith community
- Hears and models the Gospel values of love, justice, peace and inclusivity
- Experiences faith as a source of hope and belonging
- Respects multiple voices, views and perspectives within and beyond the school.

#### **A young woman of character who:**

- Embodies love and respect for herself and others
- Values and nurtures her physical, mental and emotional health
- Demonstrates integrity in decision making
- Empowered with an independence of spirit, explores new ideas.

#### **A young woman of learning who:**

- Reflects and is discerning, thinks critically and can see possibilities and solutions
- Strives for excellence
- Welcomes challenge and opportunity
- Participates effectively in her world
- Creates, is innovative and resourceful.

#### **A young woman of service who:**

- Embraces the legacy of Saint Brigid: compassion, social justice, advocacy, leadership and vision
- Creates right relationships
- Builds connectedness with her community and environment
- Seeks and promotes justice in local and global communities.

## College Overview

To achieve the Graduate Outcomes requires an environment that is progressive and innovative. Learning spaces must be flexible and adaptable to changing learning and teaching methodologies. In recognising this, we undertook the historical step of doubling our physical size by acquiring the former Minerva Road campus of Western Heights and undertook an ambitious building program. In 2016 we were advised of our successful grant application towards building a new Student Services, Library and Learning Centre. We anticipate that construction will commence in March 2017.

Clonard Vision 2017 is more than a wish-list: it is a statement of intention supported by structures and action to equip our students to meet the challenges of the world beyond Clonard College. Our young women need strength to stand firm in their conviction and to take the Gospels, the works of St Brigid and Australia's first Saint, Mary of the Cross (MacKillop) as inspiration. We look to support them in their individual pursuit to become young women of justice and kindness underpinned by an unshakeable conviction to do what is right.

Clonard Vision 2017 speaks of hope: our collective hope for our young women and the world they will occupy, giving them a clear sense of purpose and faith-illuminated path on which they can tread to achieve their goals ethically and happily.

Clonard College Geelong is a Catholic girls' school owned and sponsored by the Brigidine sisters, located in Herne Hill. It is a school of approximately 860 students, serving the areas of greater Geelong, the Bellarine Peninsula, Surf Coast and the Golden Plains Shire. Our motto, 'Strength and Kindliness', gives a sense of our mission, and we strive to develop in young women the capacity to understand and contribute to the world. The school focuses on developing strong pathway planning skills in students through comprehensive VCE, VCAL and VET programs. Clonard has a special focus on indigenous issues, with a strong thread running through the curriculum and successful nurturing of links with two schools in the Northern Territory. Environmental sustainability is another important feature of the school's work with the attainment of a five star sustainability rating through the Centre for Education and Research in Environmental Strategies (CERES). The school takes very seriously the challenge of educating for sustainability both within the curriculum and in terms of dealing with waste and energy use in the school environment. It is the mission of the College to educate its young women to be people of spirituality, character, learning and service.



## Principal's Report

As we acknowledged the Popes call for 2016 to be the Year of Mercy, Clonard adopted one of the recently established Kildare Ministries cornerstones as our theme for the 2016 school year; *Compassion – Walking with and having empathy for all.*

We looked at a creative way that we could establish our own Holy Door of Mercy, which could be opened symbolically in this our milestone 60 years. Throughout our Diamond Jubilee year, each year level had the opportunity to create and design their own door, which was a visible reminder that Mercy (and Compassion) should be at the forefront of all our actions. This was further unpacked at our Opening School Mass on 17 February at St Mary's Basilica.

A significant day in Clonard's 60 years history was, when hours of planning, designing and creating was finally realised, with the Blessing and Opening of St Brigid's Chapel on November 4. Much thought and care went into designing a spiritual space which respects a multiplicity of worship styles and is a welcome and different environment than experienced in the classroom. The *Tree of Life* softly curves around the east corner, a carpet tile inspired by those in St Brigid's Cathedral Kildare, gives focus to the central space, whilst the altar constructed from recycled Australian timbers dominates the west corner. Wrapping this special space, in detailed stained glass and lead light, is our story from the beginnings of the cosmos through Christianity, to our charism bursting forth into the future. Designed by Sr Reba Woodwiss, it is spectacular artwork as well as a wonderful teaching tool. We are extremely excited to be able to provide a sacred space that honours our Catholic traditions, yet is able to be utilised by all within our community. We are very blessed to have this wonderful prayer space and thank all who contributed to its creation.

Throughout Terms 2 and 3 the College held a '6 for 60 Campaign' as part of our 60 years celebrations. As we are a school that aims to grow compassionate and empathetic women, students aimed to raise \$6460 to contribute towards the development of an 'all abilities' swing for one of Kildare Ministries Community Works, the Presentation Family Centre. Funds were raised through the students challenging themselves with things they enjoy and feel passionate about, with their goal to successfully achieve their activity in multiples of six i.e. shooting 60 goals in netball over the season, walk six thousand laps of the grass area in the school grounds etc. Students received sponsorship from family and friends to complete the challenges they set for themselves and they are to be commended for their efforts.

During 2016 we were successful in receiving a Commonwealth Capital Grant towards building a new Student Services, Library and Learning Centre. This is a fantastic opportunity to build a facility that will enhance the learning possibilities for our students. Building of this facility will commence March-April 2017.

Each year the College undertakes a review of a specific aspect of operations, with the focus in 2016 being Catholic Identity. Feedback from members of the external Review Panel was very positive and I thank the school community for their valuable input.

For the first time we participated in the Enhancing Catholic School Identity Project which provided deep insights on how the school can enhance its Catholic Identity.

The Victorian Registration and Qualifications Authority (VRQA) external review was also held in 2016 to ensure that the school is compliant with all registration requirements. This review takes place every five years in every school throughout Victoria and I am pleased to advise that the School has met the standards as outlined in the *Catholic Education Melbourne 2016 Record of Review – Minimum Standards for School Registration and Other State and Federal Requirements*.

A new Positions of Leadership structure (for teaching staff) has been adopted for 2017-2019. We envisage that this new structure will enable us to respond to the changing demands associated with educational leadership, particularly in the learning and teaching sphere. We are excited about what this new holistic approach to learning and teaching brings.

As we farewell the graduating class of 2016, I feel particularly honoured to have been part of these students' journey through their College life. I thank our College Captains, Olivia McGrane and Paige Rae, who have provided exceptional leadership through the year in conjunction with the student leadership team. Both Paige and Olivia were instrumental in not only leading the student body of the College, but also driving the '6 for 60 Campaign' in recognition of the College's 60th Birthday.

I express my gratitude to the College staff who continue to support our students both academically and pastorally. We are very fortunate to have dedicated staff who want the best for our students. I especially thank the College Assistant Principals, Kylie Power, Jo Ryan, Richard Jones and Dean Williams, together with our Business Manager, Mr Tom Harriott, who through their leadership have contributed much to our College.

The Stewardship Council continue to provide active support for the College. I express my gratitude to the Chair, Mrs Greer Lamaro-Haintz and all members of Council for their contribution over 2016. The representatives on the Council volunteer their time and energy for the good of Clonard, and for this we should all remain thankful.

As we concluded our 60th year, we gave thanks to our pioneering Brigidine Sisters who laid the great foundations for the College that we have today. We must never forget the great sacrifices that they made, and I am sure that they would be very proud of our school today.



Damian McKew

Principal

## Church Authority Report

Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.

**Our Vision:** A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

**Our Mission:** Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

*Our Values:*

<i>Wonder</i>	Celebrating all that is good with joy and gratitude
<i>Courage</i>	Speaking and acting with integrity
<i>Hospitality</i>	Welcoming all
<i>Hope</i>	Bringing a sense of purpose
<i>Compassion</i>	Walking with and having empathy for all
<i>Justice</i>	Making the needs of the vulnerable paramount



Prior to 2014, Clonard College was owned and administered by the Brigidine Sisters, Victorian Province, who held responsibility for seven Catholic secondary Colleges in Victoria and South Australia. In 2014, Kildare Ministries was launched as a Public Juridic Body and became the new legal entity responsible for Clonard College Herne Hill.

In the Brigidine tradition, Clonard College encourages students to:

<i>Be faithful</i>	to our Catholic heritage
<i>Welcome</i>	all people, especially the most vulnerable
<i>Celebrate</i>	all that is good with joy and gratitude
<i>Engender</i>	a love of learning, hope and a sense of purpose
<i>Image and practice</i>	justice and service

## Education in Faith

### Goals & Intended Outcomes

- To ensure that the 2016 theme: Compassion: walking with and having empathy for all is embedded in the daily actions of members of the College Community.
- Ensure that our Catholic Identity is celebrated appropriately in our 60 year celebrations.
- Continue to provide specific RE professional learning opportunities that result in accreditation hours.
- Encourage the Clonard community to participate in outreach experiences.
- Continue with the development of the College Chapel incorporating significant Brigidine symbols and history.
- Embed the College guidelines relating to fundraising protocols.
- To explore the New Cosmology and develop links between Religious Education and St. Brigid's Garden.
- Provision of opportunities for appropriate deep reflection.
- Participate in the Enhancing Catholic School Identity Project.

### Achievements

2016 was an extraordinary jubilee, a Holy Year of Mercy. Pope Francis said the Holy Door was a "Door of Mercy, through which anyone who enters will experience the love of God who consoles, pardons and instils hope". Throughout the year the 'Door of Mercy' was entwined with the school theme of Compassion – walking with and having empathy for all, with significant work being undertaken on reflection days at all year levels and the Year 12 retreat, to explore what this entails as a young person at Clonard and in the global community.

Early in 2016 the College community took part in the Enhancing Catholic Schools Identity Project (ECSIP) for the first time. We were able to sample a high percentage of the College student body (81.5%) and staff (89.9%). Though grateful for the parent participation (6.1%), we would have preferred a higher response rate. The Enhancing Catholic School identity (ECSI) Survey results indicate that Clonard's factual typology is that of a *Dialogue School* which provides *Values Education* and is *Recontextualising* with both the adults and students cognitive belief styles, being primarily *Post-Critical Belief (PCB)* or *Relativism*. An understanding is emerging of the current context of Clonard in terms of its Catholic identity which will inform our future planning.

In May, Catholic Identity was the subject of our external review. We were very pleased with the comments and recommendations made by the review panel. The review of Catholic Identity consists of five dimensions: Sacramental, Life Giving, Faithful, Just and Inclusive. Below is a summary of the panel's findings.

**Sacramental:** "Achieved" level.

The celebration of liturgies and Masses is a regular occurrence within the College calendar and supported by staff and students in their organisation and preparation. Prayer has been used in many diverse ways by both staff and students. The acknowledgement of 'Kinship with the Earth' is remarkable. Sustainability is evident in the architectural designs, the water saving measures, Brigid's Edible Garden and in the signs and symbols that recognise creation and its sacredness. Students indicated Reflection Days and Brigidine Celebration Days are occasions in which they were able to not only celebrate, but learn more about Catholicism and the Brigidine Tradition.

**Life Giving:** "Achieved" level.

The College Identity Statements and Graduate Outcomes clearly identify the school's catholicity and characteristics of a faith filled and life giving community. The panel commended the use of symbolism and artworks to embed and make visible aspects of Catholic Identity and the charism of the Brigidine Sisters and Kildare Ministries. The Religious Education Curriculum is well planned, rigorous and appropriately resourced.

**Faithful:** "Achieved" level.

Clonard is imbued with its Catholic Identity. The faith life of the College is visible in strong and joyful ways across the physical spaces. The symbolism is deeply thoughtful and carefully planned, and not only connected to the heritage of the College, but also presented in age-appropriate ways designed to evoke responses among developing students. Clonard has an active outreach program as witness to their Catholicity. The work with the neighbouring parish in a variety of programs demonstrates a strong commitment to community partnerships and a concerted effort to embed Gospel values in the life of the school beyond the RE classroom.

**Just:** "Achieved" level

The College provides many opportunities for staff and student engagement with social justice, peace and human rights issues. The support for social justice initiatives such as the St Thomas Aquinas Breakfast Club and the association with Timor Leste, demonstrates an opportunity for students to participate in social justice initiatives based on Catholic Social Teaching at home and abroad.

**Inclusive:** "Exemplary"

We acknowledge the work being undertaken to partner with parents in each girl's education. There is a diverse range of inclusive outreach programs that are welcoming and effective in making a difference in students' lives. The hospitality shown to those in need in the community and staff response to requests demonstrate the inclusive focus has effectively been adopted across the community. The celebration of the cultural diversity of the school is evident in the confident and respectful manner of the Welcome to Country given by students. The range of celebrations supports the value placed on diversity. Enrolment policies, including fee support, demonstrate respect for the individual and support for families.

**VALUE ADDED**

*The highlight of the year was the blessing and opening of St. Brigid's Chapel. A spiritual space where all are welcome to celebrate the liturgy of the Eucharist, pray, meditate, reflect or find respite.*

Linda Kiernan – Director of Religious Education

## Learning & Teaching

### Goals & Intended Outcomes

- The General Capabilities, representing the 21<sup>st</sup> Century skills, will be a conscious inclusion in the learning and teaching program of the school. Their position is guaranteed by their association to particular learning tasks in each Domain and by being assessed and reported on formally. By the conclusion of 2017, the full suite of General Capabilities will be written specifically into the curriculum, taught, assessed and reported.
- By focusing on differentiation and modification of tasks for students to meet their learning needs more effectively, we hope to engage students more in their learning and develop approaches, tasks and materials specifically for those purposes.
- To have one single, unchanging guaranteed curriculum that is carefully monitored and updated annually.
- Through data collection, we hope to identify students at risk of not achieving their potential and intervene with a Student Learning Review. This is also a process by which we can identify students who are high achieving and differentiate the curriculum to extend them.
- Time is a vital component in establishing vibrant, engaging curriculum and we dedicate ourselves to allowing small groups to come together for the purpose of exploring and writing curriculum.
- Mindfulness has been demonstrated to settle the student in preparation for learning and as a means by which student anxiety and stress can be minimised. We are going to initiate a short mindfulness session for all students in the Junior school to enable them to be attentive and focused in class.
- Using the best research into effective homework, we will implement a homework policy that reflects the best practise for these year levels to maximise its effectiveness for learning.
- Collaboration is a highly valued practise in the world of work and further study so we intend to have collaboration part of the usual classroom practise in the school. To share pedagogical strategies with each other within a model of collaboration we intend to establish a time in the school day (a briefing) where teachers can model these practices. In order to model collaboration, too, we will reorganise the staff meetings to be more collaborative.

### Achievements

- The General Capabilities of Personal and Social Capability and Critical and Creative Thinking were documented, taught, assessed and reported on by the conclusion of 2016.
- Teachers spent a day of professional development learning how to modify a task for a student who is struggling and one who needs extension as a way by which they could become familiar with the process.
- Teachers spent time exploring the Scope and Sequence of their Domains.
- Teachers were made familiar with the Victorian Curriculum and given time, in small groups, to write relevant, engaging curriculum.

- Mindfulness was implemented in Periods 3 and 5 for five minutes and has been reported to have had positive effects for both students and staff.
- We have continued to work on differentiation strategies and devoted a staff professional development day to enabling teachers to become more familiar with the scope and sequence of their Domains and the processes required for modification.
- Small writing teams were released to enable them to engage fully with the Victorian Curriculum and write engaging unit of work.
- A new homework policy was introduced at Years 7 and 8 which limits how much homework students are doing and the nature of the homework allocated.
- Collaborative practises were introduced and continue to be modelled at the newly established Learning and Teaching briefing and staff meetings.

### STUDENT LEARNING OUTCOMES

- Students in Year 7 in 2014 continued to perform well against 'like schools' in 2016 in Reading and Writing – two key elements in success in senior studies and an area in which Clonard has traditionally fared well and is a key focus of all learning areas, but particularly in English. In Numeracy students performed in line with like schools, but this is an area that is under continual scrutiny to reflect on how we might raise these levels. In Spelling and Grammar these students underperformed in comparison to their earlier NAPLAN results and all teachers, particularly English teachers, will implement direct instruction in these areas to improve these results. The results of current Year 8 students (NAPLAN results for Year 7 in 2015) indicate they have writing strengths but NAPLAN focuses on narrative or persuasive writing where the VCE values analytical and interpretive writing. This cohort will require considerable direct instruction and continual monitoring in these areas for improvement. In Year 9 from 2014 – 2016, the NAPLAN results continue to reflect accurately the results of the same cohort of students in the Year 7 NAPLAN. In order to increase these results we will ensure that all students are familiar with the tests and that the concepts in the tests are part of the curriculum that is covered before May, but Clonard remains firm that we do not teach to the tests but that they form another activity in the class which we use to inform our practice.

### POST-SCHOOL DESTINATIONS

TERTIARY STUDY	68%
TAFE / VET	10%
APPRENTICESHIP / TRAINEESHIP	3%
DEFERRED	13%
EMPLOYMENT	8%

Joanne Ryan – Assistant Principal (Learning and Teaching)

## Student Wellbeing

### Goals & Intended Outcomes

- Maintain the focus on data to identify and support student learning and welfare needs.
- Year Level Coordinators to coordinate and develop pastoral care period (Years 7-10), that responds to the developmental needs of specific year levels
- Further develop the role of Chaplaincy in the College
- Maintain the Case Management approach to students with high needs
- Continue implementation of the whole school approach to student wellbeing using the MindMatters framework
- Professionally develop staff in relation to accommodating students with learning needs
- Develop parent focussed activities and functions
- Review and professionally develop staff on suicide and critical incident planning.

### Achievements

- We continue to use MindMatters as our framework for wellbeing at the College. We were invited by MindMatters to share our journey as an example of best practice to Geelong schools.
- Parent engagement has been a focus of the MindMatters subcommittees as has student attendance, staff wellbeing and middle years engagement.
- We have 59 funded students at the College – all case managed individually to ensure advocacy and pathway planning is consistent and well resourced.
- The College Chaplain has been very successful in attracting SFYS grants in both 2016 and 2017 – these grants focus on Art therapy to assist anxiety and autism.
- Professional development of staff has been planned and ensures ample opportunity for staff to meet their VIT requirement of 10 hours of special education training per year.
- In 2016 with HeadSpace, we finalised and professionally developed school staff on post-vention guidelines after a suicide – this document will now assist us in case of a suicide.
- We continue to offer alternative programs and interventions for students based on the RTI model, using data to inform our practice.

### VALUE ADDED (focus on parent engagement example)

- A focus on parent engagement and supporting parents over the past 12 months has seen attendance rates at parent nights improve. The documentary 'Embrace' was hosted in the Kildare Theatre in November 2016, to a sellout crowd of just under 300.
- Recent partnership with Critical Agenda's (PD company), has enabled us to offer 'Anxiety in Girls' and 'Developing Resilience in Girls' to not only our community, but to feeder schools and other educational institutions in Geelong
- Data from the Parent MindMatters survey is being analysed by the MindMatters Core team (Stewardship Council), to assist us in planning and offering more of these nights and assisting parents with parenting adolescent girls.
- Michael Carr Gregg has just been confirmed for June 5 2017 as part of this forward planning in Parent Engagement.

## STUDENT SATISFACTION

- Student satisfaction is difficult to measure in Student Wellbeing, however our annual MindMatters student survey is used to assist the Student Wellbeing team, Year Level coordinators and Leadership to set goals and priorities for each year level.

Some key points from the 2016 student survey are listed below:

- “I feel like I belong to the school community” 79.6 % agree
- “I feel safe at school” 89.7% agree
- “It is important that young people learn how to cope with stress and be resilient” 96.5%
- “I can appreciate the good things in my life” 88.8%
- “I can think positively” 80.9%
- “I talk to people when I have a problem that I need help with” 76.1%
- “School staff help students who are worried or upset” 76.4%
- “I can recognise when a student is distressed, worried or experiencing emotional difficulties” 88.2%
- “I know of services or organisations in the community that could help if I was experiencing mental health difficulties” 84.4%

This data can be analysed individually by year levels which we track and compare each year.

## Child Safe Standards

### Goals and Intended Outcomes

- As a Kildare Ministries School, Clonard has implemented the new Child Safe Standards and related processes over the past 12 months. We have all of our policies in relation to Child Safety and Mandatory reporting on Complispace and on the College website. All staff have been professionally developed and have completed 9 modules with associated assessment. On top of this, the DET mandatory reporting module has been completed by all teaching staff.
- We have met all VRQA and Ministerial Order requirements

### Achievements

- The development of policies and commitments on Complispace & website
- Training and awareness raising strategies delivered to all staff
- Consultation with the community via newsletters and website
  - New Human Resources practices regarding volunteers and non teaching staff
  - Appointment of two Child Protection Officers – Ms Kylie Power and Ms Sarah Allen – who have attended formal training and updates with both Kildare Ministries and Catholic Education Melbourne.
  - Refinement and development of reporting templates and Professional Development of Year Level Coordinators and other key staff with regard to the PROTECT resource

Kylie Power – Assistant Principal (Pastoral Care)

## Leadership & Management

### Goals & Intended Outcomes

- Provision of professional support for Middle Leaders.
- Support the process of change following the Library Review in readiness for the establishment of a new facility.
- Complispace development and use with staff to meet all our compliance obligations.
- Further develop the role of the Director of Students and Student Leadership.
- Complete documentation required for the VRQA Whole School Review
- Complete COSSI requirements in relation to the COSSI 'Catholic Identity' Review

### Achievements

- Supported the Performance Development process (Coaching, MindMatters etc)
- Offered Professional Learning sessions for staff on dealing with challenging situations and people.
- Supported the introduction of a new POL/POR structure.
- Appointment of an Administrative Support Coordinator.
- Enhancement of Student Leadership roles and responsibilities, including raising awareness on the Vision and Mission of Kildare Ministries.
- Complispace fully developed to house all our policies and procedures in one place.
- Successful completion of VRQA school review and COSSI review.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2016

Teachers took part in professional learning activities related to:

- Transition to Victorian Curriculum
- Coaching for Performance Development
- 21C learning
- ICT
- OH&S and Compliance
- Student Learning Support
- Kildare Ministries Leadership Days
- Indigenous Education initiatives
- Assessment and Reporting for modification
- Religious Education accreditation
- Pastoral Care, MindMatters and Restorative Practices
- Completion of units in Diploma, Bachelor and Master degree programs
- Subject specific professional development
- Exam marking and setting

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>62</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1524</b>

**TEACHER SATISFACTION**

- *The results of the MindMatters end of year survey suggest that staff seem to be feeling supported and are largely positive about their work and their workplace. The staff Wellbeing action team will monitor this*
- *The ARMs, conducted in November 2016, offer another opportunity for teachers to reflect on work, to feedback to a member of the Leadership Team and to set goals around professional learning and improvement. These ARMs indicated that staff are generally very positive about their work as teachers, the support they receive from the college structures, the quality of their relationships with students and their access to professional learning.*

Richard Jones - Assistant Principal (Staff)

## College Community

### Goals & Intended Outcomes

- VRQA Whole School Review took place in August and we are compliant in all areas of the College.
- Continued OH&S planning, training and implementation and provide Professional Development to staff within our meeting structures.
- Introduction of Complispace site which houses all our documentation/policies to ensure we meet our compliance obligations. Continue to populate the site with the data required in terms of Student Duty of Care, OH&S and all our policies.
- Completed the refurbishment of old food tech classrooms to create the St Brigid's Chapel which was opened and blessed in November.
- Ensure that the provision of student IT devices enhance student learning outcomes, consistent with the direction of the Learning and Teaching program at the College.

### Achievements

- Clonard's 60 Year Celebrations throughout the year included the '60 Year Celebration Dinner' held at The Pier on 4 March, where approximately 200 guests (including ex Principals, Brigidine Sisters, Kildare Ministry guests, Principals of other Catholic Secondary Colleges, current staff & partners, ex staff members, members of Stewardship Council), thoroughly enjoyed the evening. Planning was extensive with memorabilia and presentations on display.
- 60 Years Milestone Reunion on 19 March was run in conjunction with our Annual Milestone Reunion. Wonderful to see many ex-students and staff in attendance and a wonderful opportunity to update our Old Collegian database.
- Opening and Blessing of St Brigid's Chapel early November.
- Student driven '6-for-60' Campaign to raise money for an 'all abilities' swing for the Presentation Family Centre. \$6,460 was raised through the students challenging themselves with things they enjoy and feel passionate about.
- Crosslinks (Old Collegians) 60 Year Publication.
- Clonard 'Sporting Wall of Fame' has been planned and will be developed more in 2017
- Continued improving the links with Primary schools, particularly our feeder schools.
- Continued to improve links with the Community via shared use of our facilities/resources.
- Our Year 9 students joined students from St Joseph's College (Westcourt Campus) for an Anzac Commemoration Day which saw an official ceremony followed by a number of workshops. The two Colleges were awarded the Victorian State Award for the second year in a row.

**PARENT SATISFACTION**

*General satisfaction from students, parents and staff of the school is gauged by the increased engagement and attendance at our Parent Information nights, Wellbeing Information evenings and Parent functions at the school. We continue to offer more opportunities for social gatherings at the school i.e. Mother's Day breakfasts, Guest Speakers with a focus on Wellbeing, which is promoted to parents via social media, newsletters, webpage. We use the MindMatters survey data to determine needs of the parents which we then act on. Very little parent complaint about teachers or programs we run. Staff are professionally developed in the area of student wellbeing and students comment how supported they feel at school. Staff feedback received following individual Annual Review Meetings is very positive.*

Dean Williams – Assistant Principal (College Organisation)

## VRQA Compliance Data - Financial Performance

**NOTE:**

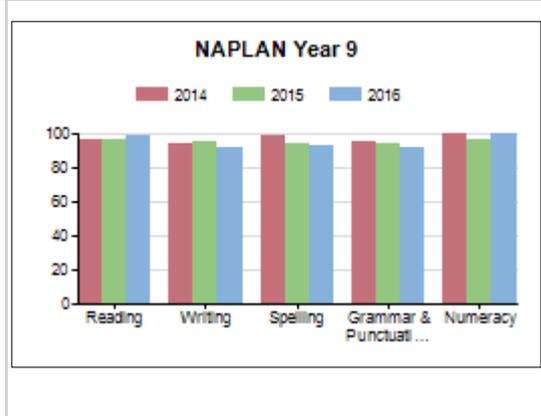
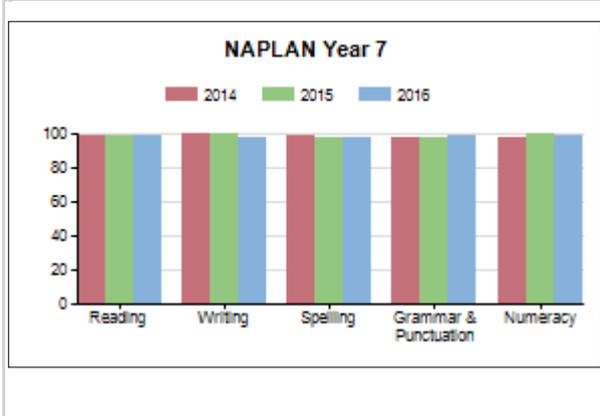
The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

## VRQA Compliance Data

**E1193**  
**Clonard College, Herne Hill**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	99.3	98.7	-0.6	98.7	0.0
YR 07 Writing	100.0	100.0	0.0	97.4	-2.6
YR 07 Spelling	98.7	98.0	-0.7	97.4	-0.6
YR 07 Grammar & Punctuation	97.4	98.0	0.6	98.7	0.7
YR 07 Numeracy	98.0	100.0	2.0	98.7	-1.3
YR 09 Reading	96.9	96.3	-0.6	99.3	3.0
YR 09 Writing	93.8	95.6	1.8	91.9	-3.7
YR 09 Spelling	99.2	94.8	-4.4	93.3	-1.5
YR 09 Grammar & Punctuation	95.3	94.8	-0.5	91.9	-2.9
YR 09 Numeracy	100.0	97.0	-3.0	100.0	3.0



<b>YEARS 9–12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	88.37%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y09	92.05
Y10	92.53
Y08	93.80
Y07	94.08
Overall average attendance	93.12

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.21%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	91.43%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	2.86%
Masters	14.29%
Graduate	47.14%
Certificate Graduate	12.86%
Degree Bachelor	87.14%
Diploma Advanced	27.14%
No Qualifications Listed	0.00%

<b>STAFF COMPOSITION</b>	
Principal Class	1
Teaching Staff (Head Count)	67
FTE Teaching Staff	58.837

Non-Teaching Staff (Head Count)	41
FTE Non-Teaching Staff	29.790
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	590.70
Year 9 Writing	572.90
Year 9 Spelling	584.50
Year 9 Grammar & Punctuation	589.90
Year 9 Numeracy	575.30

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	30
VCE Completion Rate	98%
VCAL Completion Rate	92%

<b>POST-SCHOOL DESTINATIONS AS AT 2016</b>	
Tertiary Study	68.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	3.0%
Deferred	13.0%
Employment	8.0%